

WEATHERFORD COLLEGE



ASSOCIATE DEGREE NURSING STUDENT HANDBOOK

December 2019, reviewed May 2020

This Handbook will be revised minimally annually, or may be revised more frequently. If changes are needed after the beginning of the semester/program students will be supplied with a current version. Students will be required to abide by the current version.

WELCOME

The administration, faculty and fellow students of Weatherford College are happy to extend a warm welcome to each new student.

This handbook is prepared and offered as a guide to assist you in adjusting to the Associate Degree Nursing Program, and to present the rules and regulations of the Program. The student protocols were developed for the purpose of maintaining an environment conducive to learning as well as for student progress.

It is the responsibility of the nursing student to read and abide by the Associate Degree Nursing protocols and to adhere to the rules and regulations set forth in the Weatherford College General Catalog and Student Handbook so that high standards of education may be achieved.

We are pleased that you have chosen Weatherford College to assist you in reaching for your goal of becoming a Professional Nurse.

The Faculty of the
Associate Degree Nursing Program

ACCREDITATION STATUS

The Weatherford College Associate Degree Nursing Program is approved by the Texas Board of Nursing (BON). The BON can be reached at 333 Guadalupe, Suite 3-640, Austin TX 78701, phone 512-305-7400. The nursing curriculum plan is approved by the Texas Higher Education Coordinating Board (THECB). The program is accredited by the Accrediting Commission for Nursing Education, Inc. (ACEN). ACEN may be reached at 3343 Peachtree Road NE, Suite 500, Atlanta Georgia 30326. Phone 404-975-5000.

Weatherford College is an affirmative action/equal opportunity educational institution. Applicants are considered on the basis of qualifications without regard to gender, age, race, color, creed, religion, national or ethnic origin, veteran status, or non-job related disability or any other legally protected status.

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Weatherford College Associate Degree Nursing Program Mission Statement

In accordance with the mission of Weatherford College, the Associate Degree Nursing Program is committed to promoting academic excellence, leadership development, occupational proficiency, career advancement, and cultural enrichment. The mission of the Nursing Program is to prepare graduates as generalists, serving society through professional nursing roles such as member of a profession, provider of patient-centered care, patient safety advocate, and member of the health care team. This mission is accomplished by:

- Providing an avenue for associate degree nursing education in the community and service area.
- Presenting students with standards of nursing practice with an emphasis on safe, legal, and ethical nursing.
- Preparing graduates to meet the needs of all stakeholders of nursing, including persons, families, communities, institutions, states, and countries.
- Promoting excellence in nursing scholarship and encouraging graduates to continue in their own professional growth.
- Providing a curriculum that ensures articulation and professional mobility in an efficient manner.
- Preparing graduates to function safely in a variety of health care settings and within cultural, racial, ethical, and developmental diversities.
- Promoting excellence that will ensure that articulation and mobility are enhanced without repeating prior learning experiences.

Weatherford College Associate Degree Nursing Program Philosophy of Nursing Education

The purpose of the Weatherford College Associate Degree Nursing Program is to provide education in the science and art of nursing to meet the needs of the community and service area. The science of nursing is underwritten in the nursing program by providing an organized body of abstract knowledge arrived at by scientific research and logical analysis. The art of nursing is demonstrated in the nursing program by the implementation of methodologies that stress the utilization of the science in a creative, caring manner. Nursing is taught as a dynamic, fluid profession that demands constant adaptation and interaction between the nurse and the patient/client to meet the individual needs of each patient/client. The nurse is a major external environmental component of patients receiving health services. High quality nursing care can positively affect both the internal environment and the external environment of the patient/client.

The science and art of nursing is historically based in an immediate responsiveness to individuals that are unable to maintain a homeostatic state. The Weatherford College Nursing Program will develop nursing students to provide holistic care to those individuals who are unable to adapt to their environment and who are unable to meet physiological, psychological, social or spiritual needs. The nurse is responsible for helping the patient avoid or alleviate the distress of unmet needs within an environment of caring. The goal of nursing is to restore, or maintain at optimal functioning, the individual state of health. Health is defined as homeostasis or relative holistic equilibrium.

The nursing program will utilize a problem-solving framework to teach nursing students how to care for clients in a holistic manner within the developmental continuum. In order to supply the help a patient requires to restore homeostasis, nursing students will assess problems, analyze the human responses to the problems, plan nursing care, implement the plan of care, and evaluate the success of the plan. Nursing process is an ongoing and dynamic problem-solving framework and nursing students will be taught to critically think and prioritize nursing care through the use of the nursing process.

Each nursing student is unique and has had life experiences that will contribute to their knowledge base in nursing. Nursing students are also holistic beings with physical, psychosocial, and spiritual needs. Nursing faculty will recognize the varied needs of students and adapt teaching methodologies to assist students. The goal of the nursing program will be to cultivate critical thinking in all nursing students. The student will be evaluated for critical thinking skills by assessing each student for an inquisitive nature, trust, open-mindedness, flexibility, honesty, prudence in making judgments, the willingness to reconsider, be clear on issues, and orderly in complex matters. Cognitive skills must also be perfected in the nursing program and will be evaluated by the way each student is able to analyze, infer, interpret, explain, and self-correct cognitive knowledge.

The faculty believes that they must be facilitators of knowledge and critical thinking skills, catalysts, resource persons, and role models. Empowerment of students can be achieved by the use of andragogical approaches to student-instructor interactions. The decision to learn must be made by the learner.

Weatherford College
Associate Degree Nursing Program
Philosophy of Nursing Education
(continued)

All students have worth and the cultural needs and learning styles of each student will be considered as part of the curriculum design. The faculty believes that positive communication between the student and the instructor provides a positive incentive to learn. Specific learning outcomes are provided for nursing students as a guide for student learning. Nursing education involves the teaching of theory-based nursing practice and nursing skill, both of which require intensive training. Nursing education also involves the use of theory from other sciences, such as behavioral, physical, and social sciences. Students will be expected to begin at basic levels of knowledge and skills and gradually increase to higher levels of learning during subsequent semesters.

Graduate nurses from the Weatherford College Associate Degree Nursing Program will be able to practice nursing as safe, beginning, generalized, licensed practitioners. Learning is ongoing and the graduate nurse must accept responsibility to continue to grow professionally through experience and education. Internal motivation is required by the graduate nurse in order to seek educational advancement. The graduate nurse will practice under the legal and ethical auspices of the Texas Board of Nursing and the Texas Nurse Practice Act.

References

Billings, D.M. (1998). *Teaching in nursing: A guide for faculty*. Saunders: Philadelphia, PA.

Fawcett, J. (1993). *Analysis and evaluation of nursing theories*. F.A. Davis: Philadelphia, PA.

Fawcett, J. (1995). *Analysis and evaluation of conceptual models of nursing*. (3rd. ed.). F.A. Davis: Philadelphia: PA

Weatherford College Associate Degree Nursing Program Conceptual Definitions

Metaparadigm Concepts

Patient/Client: The patient/client is the primary focus of nursing. The patient/client is a unique individual with biological, psychological, sociological, spiritual, and cultural needs, which are a result of the internal and external environment. The health care needs of individual patients/clients should be approached comprehensively and caringly. Each patient/client has dignity and worth and has the right to make decisions related to his or her own health care.

Nurse: The nurse is a transcultural care professional who concentrates on health promotion, maintenance, and recovery from illness. The nurse functions as a provider of patient care, a coordinator of patient care, and as a member of the profession of nursing. The nurse utilizes a therapeutic and interpersonal process in which the nurse engages the patient as a partner in the pursuit of optimal health. The nurse functions holistically on the whole behavioral system of each client, and by doing so, distinguishes the nursing role from medicine, which focuses toward the single entity of the biological system. Each nurse's personality and professional individuality contributes to the art of nursing. The nurse relies upon empirical data as well as the use of a scientific problem-solving framework to support the science of nursing. Nursing is a positive contributor to all stakeholders of health care including persons, families, institutions, communities, and countries.

Health: A state of homeostasis that individuals may define in relation to their own values, personalities, and lifestyles. Health may be viewed as a continuum between optimal wellness and illness, in which the individual's degree of physical, mental, spiritual, and social well-being is expressed in terms of the ability or inability to meet individual needs.

Environment: The environment is comprised of internal and external forces that affect the individual patient/client, families, groups, and communities. Environmental forces influencing everyday life include, but are not limited to, biological, psychological, social, cultural, spiritual, and developmental dimensions.

Nursing Process: A systematic problem-solving framework that is used by nurses to gather patient/client data, critically examine and analyze the data, identify the patient/client's response to a health problem, design expected outcomes, take appropriate action, and then evaluate whether the action is effective.

Supportive Concepts

Associate Degree Nursing Education: A theoretically-based, formalized program of study of nursing that prepares graduates as generalist practitioners who provide safe, effective, and ethical nursing care in a variety of health care settings to patients/clients throughout the developmental continuum. Graduate nurses are prepared to take the NCLEX-RN examination and meet the competencies of national and state agencies.

Weatherford College
Associate Degree Nursing Program
Conceptual Definitions
(continued)

Caring: Caring is an essential component of nursing which involves the therapeutic use of self within the context of nursing practice. Caring requires personal, social, moral, and spiritual engagement of the nurse. Caring actions do not occur in isolation, but exist within the socio-cultural context of all individuals involved in the therapeutic relationship.

Communication: The means of sending and receiving messages through symbols, words, signs, and gestures. Effectiveness in the nurse-client relationship is dependent upon the ability to communicate effectively with others. Communication skills are applied to individual patients/clients, families, other health care professionals, and groups across the life span and among culturally diverse populations.

Community: A group of individuals who live in a designated geographic area and share common interests or bonds.

Critical Thinking: Reflective thinking and reasonable thought that focuses on deciding what to believe or do. Critical thinking is a composite of attitude, knowledge, and skills. Knowledge from the natural, behavioral, social and nursing sciences and humanities are applied to assess, analyze, plan, implement, and evaluate nursing care. Critical thinking requires that decisions are reached which are specific to the particular circumstances of each patient/client, family, group, and/or community to facilitate optimal health.

Culture: Non-physical traits, such as values, beliefs, attitudes, and customs, that are shared by a group of people and passed from one generation to the next.

Developmental Continuum: An ongoing process through which each patient/client, family, and community evolves, step by step, logically, and sequentially from the most simplistic entity to a gradually more complex state. The continuum may be visualized as a growth curve that, with the passage of time, causes each entity (patient/client, family, community) to become increasingly individualized by its own needs, reactions and responses to situations and influences of the environment. It is also a process that can be accelerated or halted, temporarily or permanently, based on the effect of influencing factors.

Family: A group of people related by heredity, such as parents, children and siblings. The term is broadened to include persons related by marriage or those living in the same household, who are emotionally attached, interact regularly and share concerns for the growth and development of the group and its individual members. Families today may be composed of nuclear (two-parents) or single parents, blended families (through remarriage), extended (grandparents, aunts, uncles), cohabitating (couple having never married), gay or lesbian couples, divorced, adopted, multi-adult, and mixed or interracial couples. Characteristics exhibited by family members are love and affection, caring and compassion and a sense of belonging and connectedness.

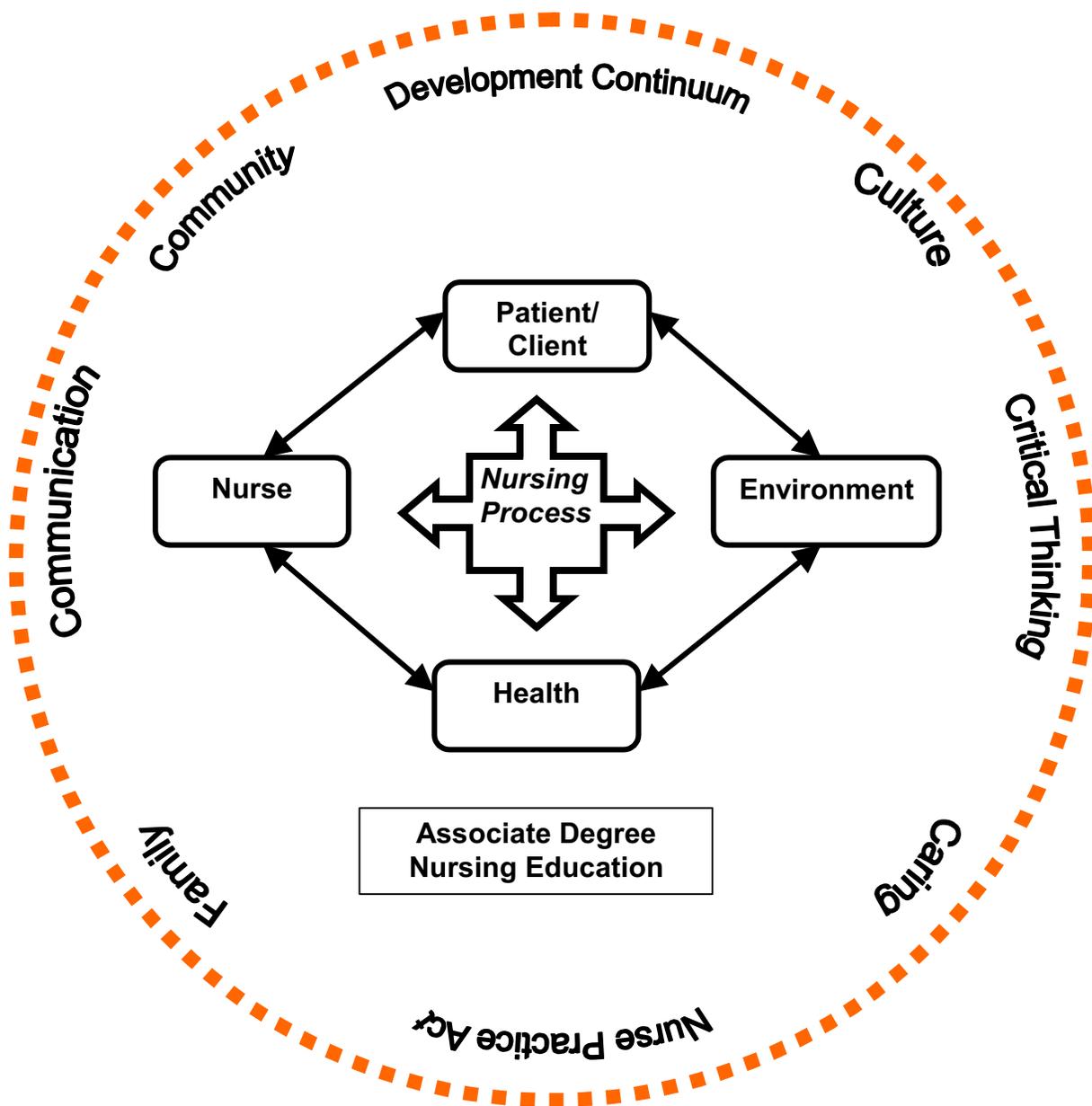
Nurse Practice Act: The law that creates the Board of Nursing (BON) and defines its responsibilities for regulating nursing education, licensure and practice. The Nurse Practice Act defines nursing practice and gives the BON the authority to make rules which implement and interpret the NPA.

Weatherford College Associate Degree Nursing Program Outcomes

Upon completion of the Weatherford College Associate Degree Nursing Program, the graduate nurse, as a member of the profession, should demonstrate the knowledge and skills to provide and coordinate care for clients (individuals and families) in a variety of settings by the ability to:

1. Incorporate the nursing process as an interpersonal problem-solving framework to assess and analyze human responses to disease, and to plan, implement, and evaluate nursing care for individual patients/clients across the development continuum.
2. Utilize critical thinking skills to prioritize nursing care for patients/clients.
3. Adapt nursing care to meet the individual physical, psychosocial, cultural, and spiritual needs of patients/clients.
4. Practice the art and science of nursing in a caring manner within the legal and ethical standards of nursing.
5. Communicate effectively with other members of the interdisciplinary team, patients/clients, peers, and families in order to achieve common goals to meet the needs of patients/clients.
6. Meet the needs of various stakeholders of nursing, including students, individuals, communities, institutions, states, and countries.
7. Promote the health of each patient/client through activities that focus on primary, secondary, and tertiary levels of prevention.
8. Coordinate and manage resources for the provision of client care.
9. Promote the development and practice of Associate Degree nursing.
10. Assume accountability and responsibility for the quality of nursing care provided to patients/clients.
11. Function safely in a variety of health care settings and with cultural, racial, ethical, and developmental diversities.
12. Continue to seek educational endeavors that promote the quality of nursing care provided to patients/clients.

Weatherford College Associate Degree Nursing Program Conceptual Model



Orlando's Theory of the Deliberate Nursing Process

The Weatherford College Associate Degree Nursing Program evolves around the problem-solving framework of the nursing process and includes the metaparadigm concepts of patient/client, nurse, environment, and health. The theoretical basis that supports the nursing model is Orlando's Theory of the Deliberate Nursing Process. The central thesis of Orlando's Theory of the Deliberate Nursing Process is that "[outcomes are] a result of finding out and meeting the patient's immediate need for help." Orlando recommends the use of an interpersonal nursing process that identifies the patient's immediate need for help.

Reference: Orlando Pelletier, I. J. (1990). Preface to the NLN edition. In I. J. Orlando, *The dynamic nurse-patient relationship: Function, process, and principles*. (pp. vii-viii). The National League of Nursing: New York.

PROGRAM COMPETENCIES

In licensed nursing practice Registered Nurses (RNs) currently form the core of providers of care, coordinators of care, and members of the nursing profession. This program provides the necessary preparation for practice as a registered professional nurse and is approved by the Texas Board of Nursing (BON).

On completion of the Weatherford College Associate Degree Nursing Program the graduate is prepared to function safely and effectively in the roles of Member of the Profession, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Healthcare Team. The essential competencies for the entry level Associate Degree RN delineated by the BON are:

I. Member of the Profession:

- A. Function within the nurses legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.
- B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
- C. Participate in activities that promote the development and practice of professional nursing.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

II. Provider of Patient-Centered Care:

- A. Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based practice outcomes as a basis for decision making in nursing practice.
- B. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.
- C. Analyze assessment data to identify problems, formulate goals/ outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.
- D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
- E. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
- F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.
- G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
- H. Coordinate human, information, and materiel resources in providing care for patients and their families.

III. Patient Safety Advocate:

- A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- B. Implement measures to promote quality and a safe environment for patients, self, and others.
- C. Formulate goals and outcomes using evidence-based data to reduce patient risks.

- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
- F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

IV. Member of the Health Care Team:

- A. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.
- B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.
- C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.
- D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.
- E. Communicate and manage information using technology to support decision making to improve patient care.
- F. Assign and/ or delegate nursing care to other members of the health care team based upon an analysis of patient or unit need.
- G. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.

PROGRAM STANDARDS

1. Prior to being allowed to register for courses, accepted students must complete background clearance process as directed, and submit either the original Blue Card or original Declaratory Clearance Outcome Letter and Eligibility Order if applicable. An additional background check may be required by clinical facilities at the student's expense. Results of this report may prevent a student from attending clinical in some areas. Note: If clinical instructor is unable to find replacement clinical experience due to this issue, student will be unable to meet clinical requirements and thus will have to be dropped from the course and deemed ineligible to continue in program.
2. All students are subject to drug screening at the time of admission and randomly throughout the year at the student's expense. See Students Incidents, pp. 18-19.
3. Prior to beginning clinical rotations, the student must obtain American Heart Association CPR Certification for Health Care Providers. A copy of the certificate must be kept on file in the student's Castle Branch account. The student must maintain a current CPR certificate throughout the program. Failure to maintain CPR will prevent the student from participating in clinical until proof of CPR is provided. Absences will be recorded for any missed clinical.
4. Professional liability insurance is required of all students while enrolled in the program. Proof of insurance must be kept in the student's Castle Branch account. Professional liability insurance is included with registration fees.
5. Tuberculosis screening by annual skin test, annual blood test, or bi-annual Chest X Ray, Varicella immunizations or positive titer showing immunity, MMR immunizations, TDap immunizations, Hepatitis B vaccines or positive titer showing immunity, and Annual flu vaccine are all required. Back screening and a health physical are also required. Students are responsible for submitting proof of compliance at start of program and then

maintaining continued compliance throughout program by uploading all proof to Castle Branch account. Failure to do so will result in clinical absences.

6. Personal health insurance is required of all students while enrolled in the nursing program. It is the responsibility of the student to obtain and maintain health insurance. Proof of medical insurance must be uploaded to student's Castle-Branch account. Failure to maintain health insurance will prevent the student from participating in clinical until proof of insurance is provided. Absences will be recorded for any missed clinical.
7. Comprehensive Content Mastery Assessments (ATI exams) will be administered at the end of Levels I,II, and III, and a comprehensive NCLEX predictive at beginning of and repeated at end of Level IV. All students are required to take the exams and are required to remediate unless a raw score of 85% is achieved. Remediation will include achieving a score of 100% on non-proctored assessment and proof of completion of additional remediation/focused review assignments as determined by faculty. Scoring will be based on the individual's raw score achieved as compared to aggregated state/national norm, or predicted success on NCLEX. All course syllabi will have complete range of grades outlined in course syllabus, and will count as 5% of grade in Health Care Concept courses Levels I-III. **Failure to take the exam will prevent progression to the next semester. Failure to complete remediation prior to the final exam will result in student not being allowed to take final exam until remediation completed. Late testing penalty of 10 point deduction will apply, as per academic standard number six.** Fees for assessment tests are included with tuition.
8. A Comprehensive Predictor Assessment (ATI exam) will be given near the beginning of the fourth semester to determine NCLEX readiness. Students will be provided remediation and success-enhancing activities throughout 4th semester as determined by program director and faculty, and will then be required to retake the Comprehensive Predictor Assessment (ATI exam) near the end of the fourth semester to assess for improvement. **Students must achieve a predicted score of 90% in 2 attempts by graduation to be eligible to obtain affidavit of graduation submission to TX BON at graduation. Failure to obtain this score in 2 attempts will result in affidavit of graduation being held until student has completed both the ATI NCLEX Live Review course and Online ATI NCLEX prep course and then obtained a predicted ready to take NCLEX rating from the ATI Online NCLEX Review course coach.**
9. The multi-week ATI online NCLEX prep course will be included as part of Level IV HealthCare Concepts coursework, as will required attendance of the three day live review NCLEX prep course. Purchase and use of additional NCLEX-RN comprehensive review books prior to beginning of 4th semester is also encouraged to help the student prepare for NCLEX success.
10. Honesty: It is expected that the nursing student will adhere to the policies and practices in the Weatherford College Student Handbook, the Policy Manual of the Associate Degree Nursing Program, and the ANA Code of Ethics for Nurses (See Appendix B).
11. Accountability: Students must take responsibility for their own decisions and actions. This includes acts of commission (what the student chooses to do) and acts of omission (what the student chooses not to do). Personal concerns or concerns regarding course work, requirements, evaluations or grades must be addressed in the following order:

Instructor, Department Chair (Director), Dean of Health and Human Sciences, Vice-President for Instruction, President, Board of Directors

12. Confidentiality: Respecting the privacy of others is a standard to which all nursing students must adhere. Each student is expected to safeguard the implicit trust between the nurse and the client. Protection of client-related information from discovery is expected. Students are expected to be knowledgeable about and to adhere to HIPPA guidelines.
13. Professionalism: Nursing students represent the College and the Nursing Program at all times and should therefore conduct themselves in a positive manner. This includes being considerate and respectful of others and demonstrating self-respect. Students should consider at all times the effect of their actions on all individuals. Any student participating in an action that disrupts or interferes with regular college classes or a college-sanctioned activity, will be asked to leave the classroom (or activity) at the time of the disruption or interference and will not be allowed to return until counseled by the faculty and/or Program Director. Any days missed will be considered absences. Further sanctions will be determined by the policies of the Weatherford College Associate Degree Nursing Program and/or the Weatherford College Student Conduct Policy (See Weatherford College Handbook)
14. Safety: Students are expected to conduct themselves in a manner in which they are free of risks and injury. Practice, which provides safety for the student and the client, is expected.
15. Responsibility: Reliability and trustworthiness are expected of nursing students. Each student is responsible to Weatherford College for policies and behaviors listed in the Weatherford College Student Handbook and the Associate Degree Nursing Student Handbook. The student is also responsible to the clinical agencies for their policies and procedures, which apply to the student nurse's practice.
16. Growth: Nurses must continually learn and grow in order to maintain a competent practice. The student must be committed to professional growth by self-evaluation of performance, accepting educational feedback, and incorporating new learning into practice.

ACADEMIC STANDARDS

1. Grades are expressed in letters as follows:

89.5 – 100	=	A	W	=	Withdrawal
79.5 - 89	=	B			
74.5 - 79	=	C			
74.4 and below	=	F			

2. Individual course assignments are recorded in percentages to one decimal point. At the end of the course, the final course grade will be rounded up to the next whole number if the student has achieved a course grade of a minimum of 74.5, 79.5, or 89.5 This rule applies to both didactic and clinical courses.

3. Any student having academic difficulty as indicated by receiving a grade below 75 on an exam or clinical assignment in an individual course will be counseled during the semester after each failing grade. The student who scores below 75 on exams and/or clinical portfolio assignments will be required to meet with assigned faculty advisor to receive written academic counseling and remediation. Additionally a student whose course average is below 75 will receive written academic counseling just prior to the college withdraw date each semester.
4. Bonus points and extra credit will **NOT** be awarded to summative end of course grades in the Associate Degree Nursing Program.
5. Any student dismissed for academic reason may appeal that grade in accordance with Weatherford College grade appeal process outlined in WC Student Handbook.
6. It is the responsibility of the student to obtain information presented in class and/or assignments made when the student is absent. **Student success is directly related to timely arrival, class attendance and participation.**
7. Each student is expected to take exams as scheduled. Students late for an exam will be admitted but must complete the exam in the scheduled time frame. If an exam is missed without prior arrangements being made, the student must make arrangements to take the exam within one week of return to campus or a grade of “0” will be recorded for the missed exam. Ten (10) points will automatically be deducted from the make-up exam score. No more than two (2) exams may be made-up for each course. If a student knows an absence will occur on a scheduled exam date, the student may make arrangements with the instructor to take the exam early without penalty.
8. All class papers are due on appointed dates at the designated time. Information about *whether or not* late work will be accepted, and any penalties then incurred will be addressed in each course syllabus.
9. If a student disputes a graded Clinical Assignment (non-performance based), the student must notify the assigned clinical instructor within one week of receiving the disputed grade. The instructor will request another instructor to grade the assignment. If the second instructor assigns a different grade, the two grades will be averaged together to achieve the grade that is recorded in the gradebook.

PROGRESSION REQUIREMENTS

1. Students must attain at least a grade of “C” in each nursing course to continue in the nursing program.
2. Students must attain at least a grade of “90%” on all math competency tests. (See math competency policy).
3. Students must meet the selected criteria for successful completion as outlined in each course syllabus, including completion of all assignments.
4. Students must successfully complete the ATI exams/remediation process at the end of each course.

5. Students must successfully complete the Comprehensive Predictor Assessment exam as delineated on page 14 ADN Student Handbook.

6.. Any level of courses from which the student withdraws with a failing grade (one or more courses from same level) or fails (one or more courses from same level), or withdraws for personal reasons may be repeated only once. When repeating the level the student must take all concurrent courses within that level, even if one or more of the coursework for that level was passed initially within the same semester that another course or courses was failed or withdrawn. All courses within that level must then be passed during the second attempt for student to progress to next level/graduation. A student has only one opportunity within the program to repeat courses. Failure +/or withdrawal of one or more courses more than once will result in the student not meeting progression/graduation requirement and will result instead in the student failing the program. If the student has not committed any disciplinary violations, the student who fails the program is eligible to reapply to begin the program again if accepted.

TRANSFER STUDENTS

Acceptance of transfer students and evaluation of allowable credit will be done on an individual basis and at the discretion of the Director of the nursing program. All applicants for transfer must have a “B” or better in all nursing courses and these courses must be current (within one year of transfer). The curriculum of the transferring institution must coincide with the curriculum of the nursing program. In addition, applicants must meet all admission criteria for Weatherford College, and the nursing program with regard to physical health, drug screening, criminal background history, CPR certification, etc.

Applicants wishing to transfer to the nursing program at Weatherford College must submit the following information at least four weeks prior to the beginning of the appropriate semester to be considered for transfer:

- a. transcripts of all previously attended colleges
- b. course syllabi with course descriptions, clinical hours and evaluations, grades, etc. of all completed nursing course work, and
- c. a letter of recommendation from the Director of the nursing program in which previously enrolled.

All transfer students must attend the nursing program for a minimum of 50% of the program to be a graduate of the program. Prior to admission, transfer students will be required to pass a written competency test, along with a skills competency test and pay the appropriate lab fees for testing. Exit exams for semesters previous to the semester in which the student is trying to enroll must be successfully completed.

Students seeking a transfer to the nursing program will be notified by mail of the department chair’s decision within two weeks of receipt of all required information.

STUDENT INCIDENTS

Section I

Any student committing any Section I offense will be subject to disciplinary action, up to and including immediate dismissal from the program. All Section I offenses will be evaluated by ADN Faculty Incidents Committee to determine disciplinary action. Section I offenses include but are not limited to:

- a. Falsification, incomplete, and/or alteration of patient, facility, student, college, or publisher records, as well as websites for resource materials.
- b. Representing self as any person other than a WC Health & Human Sciences student to gain access to secured resources intended for instructor uses.
- c. Participating in any form of conduct that is fraudulent, defamatory, or creates a conflict of interest.
- d. Participating in illegal or unethical acts.
- e. Utilizing any resources, including but not limited to study guides, test banks, and/or exam related material without the consent of WC Health & Human Sciences faculty
- f. Theft of personal, college, or facility property
- g. Insubordination or failure to follow direct orders or assignments of program faculty or designated supervisor that has the potential for or results in harm to the patient.
- h. Failure to adhere to any written policies and or procedures of Weatherford College or any affiliated clinical agencies that has the potential for or results in harm to the patient
- i. Being under the influence of illegal drugs and/or alcohol during any program-related situation or bringing said substances into the facility or consuming these substances while on facility property. Students are subject to drug screening for just cause and at the student's expense (See Alcohol/Substance Testing Procedure)
- j. Demonstrating noticeable physical and/or cognitive impairment due to substance misuse while participating in any school sponsored event.
- k. Any unauthorized release of patient-related information or photocopying of patient records. Confidentiality must be maintained at all times in accordance with HIPAA regulations
- l. Failure to demonstrate the ability to function as a team member in class or clinical.
- m. Failure to render a minimal, safe standard of care; or unethical patient care, as determined by the program faculty
- n. Involvement in illegal drug use or any of the following:
 1. Felony convictions/deferred adjudications
 2. Misdemeanor convictions or felony deferred adjudications involving crimes against persons (physical or sexual abuse), illegal use or distribution of drugs
 3. Misdemeanor convictions or deferred adjudications related to moral turpitude (prostitution, public lewdness/exposure, theft under \$1,500, computer crimes of fraud, etc.)
 4. Felony deferred adjudications for the sale, possession, distribution, or transfer of narcotics or controlled substances
 5. Registered sex offenders
 6. OIG, GSA, OFAC, and Medicaid Sanctions
 7. U.S. Terrorist suspected list

8. Pending charges and warrants for arrest
- o. Disruptive or abusive behavior on or off campus during college related activities, including
 1. Use of foul language
 2. Inappropriate display of anger
 3. Verbal, mental, or physical abuse including sexual harassment
- p. Representing self as Health and Human Sciences student, in clinical facilities/activities when not involved in school sponsored activities.
- q. Entering a clinical facility during unapproved hours representing self as a Weatherford College Health and Human Science student.
- r. Giving medications or conducting diagnostic testing without consent of instructor/preceptor and/or without a physician order
- s. Accepting gifts from clients or families
- t. Failure to follow program specific clinical absence policy (no call, no show)
- u. Academic dishonesty including cheating, collusion or plagiarism
- v. A verbal act or physical act of aggression against another person on facility or college premises
- w. Deliberate destruction or damage to facility, college, patient, student, visitor or employee property
- x. Commits patient and/or clinical assignment abandonment by leaving or being unavailable to your assigned area or facility during clinical time without authorization of the educational coordinator or preceptor at the clinical site and a faculty member in the Weatherford College Health and Human Science Division (according to program specific guidelines)
- y. Expulsion from the clinical site due to unprofessional, unethical, or egregious behavior that results in potential harm to individual(s) and/or clinical affiliate as determined by Program Director

Section II

Any student committing any Section II offense will be subject to the following disciplinary considerations:

- 1st incident – probation
- 2nd incident – dismissal from the program

Section II offenses include but are not limited to:

- a. Causing damage to clinical site or patient property through negligence
- b. Causing injury or potential harm to a patient, staff, visitor, peer or instructor through negligence.
- c. Insubordination or refusal to obey an order (not resulting in harm to a patient.)

Section III

Any student committing any Section III offense will be subject to the following disciplinary considerations:

- 1st incident – written reprimand
- 2nd incident – probation
- 3rd incident - dismissal from the program

Section III offenses include but are not limited to:

- a. Leaving your assigned area or clinical site during clinical time without authorization of the educational coordinator or preceptor at the clinical site or a faculty member in the

Weatherford College Health and Human Science Division (not resulting in patient and/or job abandonment)

- b. Complaint from any clinical site of inappropriate/unprofessional behavior or appearance
- c. Failure to follow Weatherford College Associate Degree Nursing Program or clinical facility rules or policies (not resulting in patient harm.)
- d. Failure to report an absence from clinical rotations in the proper manner (other than no call no show.)
- e. Failure of a student to maintain personal hygiene and/or dress code

ALL OFFENSES ARE CUMULATIVE THROUGHOUT THE PROGRAM. Any student dismissed from the program will be informed of right to appeal (see appendix E)

The Director of the Associate Degree Nursing Program will withdraw any student from experiences at a specific clinical agency upon request from the affiliating agency. The affiliating agency will follow-up with a letter to the Director of the ADN Program indicating reasons for requesting withdrawal of the student.

Weatherford College Health and Human Science Division Alcohol/Substance Testing Procedure

If the student arrives to any program related activity and is suspected of being under the influence of alcohol or other substances- including prescription drugs or other drugs- the student must submit to a specified 10 panel urine or blood screen at his/her own expense. Failure to submit to the screen will result in dismissal from the program.

Suspicion of impairment includes but is not limited to the following:

- Behavioral abnormalities
 - Euphoria
 - Excitation
 - Drowsiness
 - Disorientation
- Altered motor skills
 - Poor perception of time and distance
- Drunken behavior with or without odor
- Constricted or dilated pupils
- Altered respiration

If the student is involved in a narcotic/controlled substance count discrepancy in clinical setting, the student must submit to a specified 10 panel urine or blood screen at his/her own expense. Failure to submit to the screen will result in dismissal from the program.

Students suspected of being impaired will remain at the school or clinical site until the Program Director or designee arrives to make arrangements for the student to be transported to a predetermined laboratory for screening. The student is responsible for all cost related to the transport and screening. The drug screen must be performed at a specified site in a timely manner. Students that refuse to follow program directives and /or refuse to submit to a drug/alcohol screening will be immediately dismissed from the program. In addition, students will not be allowed to leave the classroom or clinical site without being transported by a responsible adult. Students that choose to leave without a school supervised transport or a responsible adult transport will be reported to law enforcement. The student will not be allowed

to participate in program related activities until the results from the tests are complete. Absences will be accrued during this time period.

The following represents values that are to be considered “positive” for alcohol impairment:

Urine specimen	0.02%
Blood specimen	0.01%

Any value higher than 0.00% will be considered as positive for any other drug.

If a student’s test results are positive they will be dismissed from their respective program and will not be re-instated to that program or any other Health Science Division Program at Weatherford College.

If the student’s test results are negative the accrued absences will be dismissed and the student will suffer no punitive consequences.

STUDENT WITHDRAWAL

Those students who withdraw of their own accord and have performed satisfactorily to that point will receive a grade of “W”. A student who withdraws from one or all courses in a semester level due to health/personal/current non-passing course grade(s) by drop date reasons is eligible to return to complete program at that level-one time. Likewise, a student who fails one or more classes within a level is eligible to return to complete the program at that level one time. Student is advised to return next time courses offered at that level; student must return in no later than 12 months to be eligible to return to that level. Note, if the student is placed on academic suspension by Weatherford College, the student will not be allowed to return to that level until the length of suspension has been served by the student. A student who has any combination of failing/withdrawing and thus having to repeat a semester level more than once will be eligible for one last attempt to progress through the program **if** the following criteria are met:

- The second non-success is at a higher program level than the first non-success, and is the result of student non passing one course in that higher level.
- The student’s second non-successful course average is no lower than 72.5
- The student agrees to accept the terms of being placed on academic probation during this last attempt, meaning that during the last attempt semester the student must score no lower than 75 on each exam in the Health Care Concepts and Professional Nursing Concepts courses. Failure to achieve the required minimum score of 75 on a course exam will result in student immediately being withdrawn from courses and dismissed from the program.
- Note: a student is **not** eligible for this one last attempt if the second non-success is the result of failure of clinical course at that next higher level.

.STUDENT REINSTATEMENT

Students who are dismissed from the program due to student withdrawal from courses as outlined above may **reapply** and compete for admission as a 1st semester student, if desired.

Note: a student dismissed from the program for committing offenses (as outlined in Student Incidents Section) will not be eligible to reapply to the ADN program or any other Weatherford College Health Sciences program.

HEALTH

1. Students are responsible for their own medical care.
2. For student safety in the clinical area, nursing faculty must be notified of:
 - a. Chronic health problems, including latex allergies and/or other allergies.
 - b. Prescription and non-prescription medications being taken at any time.
 - c. Pregnancy.
3. Certain health conditions may require a doctor's release statement before the student will be allowed to attend or to return to clinical. If the condition prevents the student from participating fully, the student will not be allowed to attend or return to clinical until the physician has released the student to full duty. If this release is in excess of the number of allowable clinical absences, the student will be dropped from the course.
4. Students are not allowed to discuss their health problems with physicians on the clinical unit.
5. If a student is injured while in the clinical setting, the instructor must be notified immediately and measures will be in accordance with policies of the college and the health care agency. The injured student can be treated at his or her own expense in the hospital's emergency room or at a private physician's office. An incident (occurrence) report must be completed, and a copy will be placed in the student's file. Weatherford College and the faculty assume no liability for any accidents or injury.

INCIDENT REPORTS

Should an incident occur involving an Associate Degree Nursing Student, an instructor should be notified immediately and an incident report be completed. An incident report is defined as a written document, which describes an incident occurring in a health care agency that involves harm or the threat of harm to a patient, visitor, health care person, and/or facility. The clinical instructor will investigate incidents and measures will be in accordance with policies of the college and the health care agency. Incidents, which involve medication errors, will be addressed, based on the severity of the medication error.

ABSENCE

An integral part of nursing is responsibility. When clinical assignments are made, the student assumes responsibility for the care of those clients. The faculty does realize, however, that there are times when a student must be absent. The student reporting an absence from the clinical experience must notify the Clinical Instructor by telephone preferably at least one hour prior to the scheduled time of the clinical experience. **Note: messaging the instructor via another student will not count as notification.** Failure to report the absence during the hours of the scheduled clinical shift will result in the absence being counted as a "no call/no show".

ATTENDANCE POLICY

Clinical attendance is vital for success in meeting required clinical and program objectives. All policies on attendance and tardiness in the Weatherford College Associate Degree Nursing Student Handbook will be strictly enforced for clinical courses.

Per nursing program policy, no excused clinical absences will be allowed.

Students must notify the clinical instructor **prior** to any anticipated absence. The **only acceptable communication is via student to instructor by phone call or text message, if instructor gives permission to communicate via text message.** It is the students' responsibility

to ensure they have the appropriate clinical instructor's phone number. Notifications via student members of the clinical group is considered inappropriate and unprofessional and will not be accepted.

Students have a two options regarding making up one clinical absence. They are as follows:

1. The student may attend an on-campus clinical make up day event that will be scheduled at the end of the semester. AT the event the student will be given opportunity to complete specific learning opportunity independent assignments, designed to make up the opportunities missed when the clinical was missed. The length of time you stay for the event will be comparable in length to the clinical shift missed. If student fails to meet all criteria of the event and completion of assignment, the assignment will not be accepted and the student will receive a 15% deduction in final clinical grade. **Note: attending the event and completing the assignment will prevent receiving a 15% grade deduction. However, the absence will still be noted as first absence.**
2. The student may voluntarily opt for a 15% reduction in grade. Written acknowledgement via a WC Student Counselling Form will be required should the student choose this option.

Each subsequent absence after the first one will result in an additional non-negotiable 15% reduction in the final clinical grade.

NOTE: A clinical absence that occurs because student is non-compliant with maintaining required student records in their Castle Branch account, or student is dismissed from clinical site for failure to be prepared for clinical will automatically result in 15% grade reduction.

Students are expected to arrive promptly for each clinical rotation. **Arriving at a clinical site more than 15 minutes late as evidenced by the instructor's cell phone time, or leaving clinical site more than 15 minutes early constitutes an absence. A "tardy" is considered being up to but not more than 15 minutes late as evidenced by the instructor's cell phone time. Three "tardies" constitutes an absence.**

A student who is deemed as unprepared for clinical will be sent home, receive a grade of zero (0) on all evaluation tools for the day, and will accrue an absence. Being unprepared is defined as: failure to complete all pre-clinical work prior to the shift, demonstrating an inability to communicate medications or clinical data concerning the patient or arriving out of compliance with uniform requirements as set forth in the Weatherford College A.D.N. Program Student Handbook.

All fall/spring 16 week lecture/lab courses, or summer 12 week lecture/lab courses will allow **two absences per semester**. All Summer Transition lecture/lab courses are allowed **one absence**, due to abbreviated 10 week length of the summer Transition semester. Any spring semester transition courses taught within 8 weeks are also allowed only one absence due to abbreviated length of class. Any absences that occur beyond the allowed number of absences will result in a 10% deduction from final course grade for each further absence. **Arriving more than 15 minutes late for class, or leaving class more than 15 minutes early will result in accruing an absence.**

Each student is expected to take exams as scheduled. Students late for an exam will be admitted but must complete the exam in the scheduled time frame. If an exam is missed for any reason, the student must make arrangements to take the exam within 1 week of student's return to campus or a grade of "0" will be recorded for the missed exam. Ten (10) points will automatically be deducted from the make-up exam score. No more than two (2) exams may be

made-up for each course. If a student knows an absence will occur on a scheduled exam date, the student may make arrangements with the instructor to take the exam early without penalty.

BEREAVEMENT/BIRTH/ HOSPITALIZATION EXCEPTIONS TO ABSENCE POLICY

A 48 continuous hour exception to the attendance policy for either clinical, or lecture/lab courses will be granted for bereavement upon death of an immediate family member: parent, parent-in-law, sibling, sibling-in-law, spouse/partner, child or step-child, grandparent or grandchild. The same 48 continuous hour exception will also be granted for female students who have given birth. The same 48 continuous hour exception will also be granted to any student who is hospitalized. This means that the absences for up to 2 continuous days will not be counted in clinical, or lecture/lab courses, or required to be made up by alternate clinical assignment. Any further absences accrued by the individual beyond the 48 continuous absence will follow previously defined attendance policy.

CLINICAL EVALUATIONS/STUDENT CONFERENCES/REMEDICATION

All students will be evaluated regularly as indicated by the clinical course and as dictated by course syllabus. Any student deemed by instructor to have clinical deficiencies will be notified in writing that student must attend remediation lab and complete remediation activities within two weeks. Student will be given information concerning lab location and scheduling information. Failure to comply with rule of completing remediation within two weeks will result in student receiving disciplinary counseling for committing a Section III offense of failure to follow program policy. All student evaluation results will be discussed via faculty/student conference. A complete set of records and data will be kept on each student. Students will be told of weak and strong areas at this time. All conferences held with students are confidential and require signatures from the student and the instructor.

CRITICAL OBJECTIVES

*Critical objectives are objectives, which **must always** be met in order to provide safe, effective, legal/ethical client care. Critical objectives are identified by an asterisk (*) on the clinical evaluation tool, and skill check-off tools.*

COMMUNICATION

1. Each student must utilize Weatherford College email account as the official email contact with instructors. It is the responsibility of the student to check their WC student email account on a regular basis, including during summer and semester breaks. Students should especially monitor student email the week prior to start of a semester.
2. Bulletin boards in the nursing classroom or practice lab may be used for some communications between students and faculty. The student should check these frequently for important information.

TRANSPORTATION

1. Clinical experiences require students to travel to sites off the college campus. Clinical sites may include hospitals and other health care facilities in Mineral Wells, Weatherford, Fort Worth, Decatur, Granbury, and other areas. Transportation to the clinical site is the responsibility of the student.

2. Students may be required to attend off-campus seminars, field trips, or other courses scheduled by the faculty. Students may also be required to complete independent study assignments. Transportation to any off-campus event is the responsibility of the student. Failure to complete assignments and/or attend off-campus events will result in a clinical absence.

CELL PHONES

1. Cell phones should not disrupt class. Students **may** bring cell phones to class, **if kept on silent**, in order to check for important messages during break times. Cell phones may be used only to access electronic resources in the classroom or at clinical sites. Use of cell phones to make or receive phone calls/text messages during clinical duty is not allowed.
2. No cell phones or smart watches will be allowed to remain on during an exam. If student has an emergency situation, student must notify instructor prior to beginning of exam. At instructor's discretion, instructor **may** agree to monitor student's cell phone (set on vibrate) during the exam. If student leaves during exam to respond to a cell phone, or is noted to have cell phone on and visibly out during exam, student's exam will be stopped at that time and considered complete.
3. Emergency messages for students can be directed to the secretary of the nursing program who will notify the student or instructor. Direct calls (during daytime class hours only) to Paula Hibbert, secretary for Associate Degree Nursing, 817-598-6259.
4. Telephones at clinical sites are not to be used for personal telephone calls and may be used **ONLY** in dire emergencies.

DRESS CODE

1. Classroom:
 - a. Clothing that would be appropriate in public can be worn to class.
 - b. Clothing should be in good repair.
2. Clinical areas:
 - a. **Complete** school uniform must be worn (unless otherwise stated). This includes a uniform (red or white top and red trousers). The school patch should be sewn on the left sleeve, two (2) inches below the shoulder seam, white polished nursing shoes or **white** tennis shoes without color or designs (no high-top or mid-top tennis shoes), white hose or white socks, name tag on the right front bodice of the top, a watch with a second hand, scissors, penlight, black ink pen, and stethoscope. Uniforms must be clean and pressed. **No denim** fabric will be allowed. School patches should be replaced as needed to maintain, original appearance. White or flesh undergarments should be worn under the uniform and should not be visible through the fabric of the uniform. Slips should be worn under dresses or skirts. Clogs are **not** allowed to be worn.
 - b. Sweaters are not to be worn. White lab coats/jackets may be worn over the uniform. Lab coats/jackets must be white, and have the school patch sewn on the left sleeve, two inches below the shoulder seam. Lab coats must be clean and pressed. The nametag must be worn above the right pocket.
 - c. Plain (no visible writing or artwork) short or long-sleeved white or black T-shirts may be worn under the scrub top.
 - d. When getting student assignments, students must wear the complete clinical uniform
 - e. Students are expected to be clean and appropriately dressed and groomed at all times when in the role of a Weatherford College Student Nurse. A casual or sloppy appearance and extremes of dress, hair, and makeup are not acceptable in the work environment. Note: no pink, blue,

orange, green, purple, or any other colors deemed by the program instructors to be unnatural nor any neon hair colors will be allowed

- f. For safety and sepsis reasons, only the following jewelry will be permitted:
 1. A watch with a second hand
 2. A small post earring in the ear lobes. There are to be no other visible body piercings.
 3. A ring with smooth surfaces.
 4. **No other items, devices, pins, jewelry, campaign buttons, etc. may be attached in any manner to the school uniform or lab coat.**
- g. For security reasons, purses should not be taken to the clinical sites. White or black hip packs may be worn.
- h. Hair for both male and female students must be neat and clean, and must be secured back away from the face and off the collar. Beards and mustaches are to be clean and neatly trimmed. Hair clips must be discrete and approved by the nursing faculty.
- i. For reasons of asepsis, fingernail polish may not be worn. Nails must be neat, clean and kept no longer than one eighth (1/8th) of an inch above fingertips. Artificial nails **may not be worn.**
- j. No cologne, perfume, or aftershave preparations may be worn.
- k. Back braces may be worn but must be white.
- l. Visible body art **must be covered** while in the clinical setting.
- m. Smoking, chewing gum, or eating is prohibited in the clinical area.
- n. Students must adhere to affiliating clinical agencies professional dress codes. Additional information and guidance may be obtained from the student's clinical instructor.
- o. Student clinical nametag is to be worn as directed by faculty.

LEARNING RESOURCES

The Weatherford College Library houses a more than adequate collection of related medical, biological, psychological, and sociological collections. The library staff is more than willing to assist the student in locating reference materials and in use of various indexes and electronic resources. Additionally students have access to multiple learning resources in both ATI and electronic textbook packages. Students will be provided instruction in how to use all resources.

Academic Support Center

The Academic Support Center, located downstairs in the Liberal Arts building, Room 2, serves as a resource to help students strengthen their academic performance. The Center maintains a well-equipped computer lab, presents workshops on Study Skills, offers developmental support, provides tutoring and testing services, and provides handouts, books, study guides and both face to face and web-based tutorial assistance on a variety of subjects.

STUDY and EMPLOYMENT GUIDELINES

Listed below are some general points to consider when determining how much time is available for employment:

- Each fall/spring semester/12 week summer semester in the ADN Program –while only 9 credits of nursing coursework-consists of 336 contact hours, which is equivalent to 21 hours a week. The Transition student 10 week summer semester –while only 6 credits of nursing coursework-consists of 240 contact hours which is equivalent to 24 hours/week.

- The above totals of hours do not include any clinical/class preparation and study hours. While the amount of time needed for preparation varies on an individual student basis, it is reasonable to project a 3 hours of prep time for 1 hour of class time ratio to be successful in the program.
- Additionally, a student may be completing program academic co-requisite or BSN core academic courses along with ADN curriculum-which further adds to the amount of time the student must spend in class preparation time to be successful
- Students are encouraged to seek all financial aid, grant and scholarship assistance opportunities to lessen the financial burden and thus lessen the need for employment.

STUDENT GIFTS TO FACULTY

The faculty-student relationship is a professional relationship in which gift giving is neither expected nor encouraged.

GRADUATION REQUIREMENTS

In addition to the graduation requirements listed in the Weatherford College Catalog, all of the following requirements must be met in order to graduate from the Associate Degree Nursing Program:

- Completion of all nursing courses with a grade of “74.5 %” or better
- Completion of all courses outlined in the Associate of Applied Science (A.A.S.) in Registered Nursing Curriculum for Weatherford College
- Completion of related ATI exams at the end of each semester with remediation as necessary .
- A Comprehensive Predictor Assessment (ATI exam) will be given near the beginning of the fourth semester to determine NCLEX readiness. Students will be provided remediation and success-enhancing activities throughout 4th semester as determined by program director and faculty, and will then be required to retake the Comprehensive Predictor Assessment (ATI exam) near the end of the fourth semester to assess for improvement. **Students must achieve a predicted score of 90% in 2 attempts by graduation to be eligible to obtain affidavit of graduation submission to TX BON at graduation. Failure to obtain this score in 2 attempts will result in affidavit of graduation being held until student has completed both the ATI NCLEX Live Review course and Online ATI NCLEX prep course and then obtained a predicted ready to take NCLEX rating from the ATI Online NCLEX Review course coach.**
- All students are **required** to attend the ATI NCLEX review course scheduled at end of Level IV semester.

STUDENT INPUT

Students are provided the opportunity for input into the development of academic policies and procedures, curriculum planning, and evaluation of teaching effectiveness through:

- electronic evaluation of course, faculty, and clinical

- representation at faculty and committee meetings, including Student-Faculty Liaison Committee.

MATHEMATICS COMPETENCY POLICY

1. All nursing students must achieve 90% or better on a **proctored math competency exam** each semester, that will be administered in a clinical course, as scheduled by lead clinical instructor. In Levels I and II students will be given three attempts to achieve score of 90; in Levels III and IV students will be given two attempts to achieve score of 90
2. Failure to achieve 90% on the first attempt on each exam will result in: remediation must be completed and recorded on a Weatherford College ADN Program Mathematical Competency Remediation Form before the student is allowed a second attempt by similar examination. Remediation must be completed within 1 week and then 2nd attempt scheduled within 1 week of the remediation; student cannot remediate and then re-test on same day, to allow student time for further practice. Level I and Level II/Transition students not successful on 2nd attempt must complete additional remediation prior to 3rd attempt, following same rules as outlined for 2nd attempt.
3. Students will NOT be allowed to administer medications in the clinical setting until the exam is successfully completed.
4. If the Level III or IV nursing student does not successfully obtain 90% accuracy on the second attempt, or Level I or II/Transition student by third attempt, the student will be dropped from the clinical course and its co-requisite courses. The student WILL NOT progress in the ADN nursing program that semester. The student will be allowed to return to reattempt the program from that point the next time the course is offered, IF this is the student's first non-success in a nursing level (please refer to Student Reinstatement Policy.)

TEST PLAN:

Level I students will be instructed and then tested prior to end of semester on primary dosage calculation, and physician order/label reading competencies. IV delivery rate calculations will also be taught, but not tested at Level I. Level II/Transition students will be tested on all Level I content, including IV delivery rate calculations. Level II/Transition students will be given instruction in weight-based dosage calculations. Level III students will be tested then on all prior content, including weight-based calculations. Level III students will be given instruction in IV titration calculations. Level IV students will be tested then on all prior content, including IV titration calculation.

The test blueprints are:

Level I	Level II
Define units of measurement	Add IV delivery rate (mL/hour and gtt/min)
Convert quantities between units of measurement	Level III
Convert quantities within the metric system	Add weight-based calculations
Interpret components of medication labels	Level IV
Interpret medication orders	Add IV titration calculations
Calculate basic oral dosages	
Calculate basic parenteral liquid or powdered dosages	

Note: all dosage calculation test items will include specific instructions related to what rounding is expected-if any-for each calculation. There will be no standard rounding rules to apply otherwise

**Weatherford College Associate Degree Nursing Program
Mathematics Competency Remediation Form**

Date _____

Semester _____

Course Name _____

Grade on Mathematical Competency Examination _____

I _____ have been tutored/remediated for
Student's Name

mathematical competency by _____, and am
Instructor/Tutor's Name

prepared to take the retake mathematical competency examination for this
semester.

Student's Signature

Instructor/Tutors' Signature

Test Review Policy

The AD Nursing Program Test Review Policy uses a process of test/exam review. The objective of providing feedback on test/exam performance is to provide the student the opportunity to reassess incorrect choices, clarify correct responses to questions, and give the student and instructor an opportunity to evaluate test questions.

Instructor discretion may be applied as necessary.



Test review may be done following the exam, or at a later time per instructor

The test review process for paper/pencil exams is as follows:

- Students return to the classroom, and refer to their answer sheet or the test booklet if instructor does not require use of answer sheet
- If instructor requires use of an answer sheet, One copy of exam will be made available on overhead, and then correct answers, plus review of rationale for answers will be discussed. Student will use their answer sheet to self-evaluate their performance.
- If instructor does not require use of additional answer sheet, then test booklets will be used for review and then submitted back to instructor.
- Students are given an allotted amount of time to review their answers. They may write questions and concerns on the Test Review Form (student will provide own form.)
- There will be no “challenge” of questions”. All concerns will be addressed on the Test Review Form.
- Answer sheets/test booklets and the Test Review Forms will be returned to the Instructor/monitor at the end of the review period. **Note: Neither the test booklet nor the answer sheet will be used in calculation of student grade---only answers submitted on scantron will be graded.**
- **Neither the answer sheet or the test booklet will be maintained as part of permanent course record. Scantrons will be kept.**
- Students may make appointment with instructor for further individual review of exam for remediation

Students will not receive scantron cards back.

Scantron answers are final. Incorrectly marked answers will not be altered. It is the student’s responsibility to ensure accuracy of the scantron.

Instructors will define how online exams are reviewed.

Test Review Form

Name of Student: _____

Name of Course: _____

Test Number: _____ Test Date: _____

Question # _____ Comments: _____

Review of Final Exam

Due to time constraints, no review of the final exam is scheduled. Again, instructor discretion is applied.

If a student fails a course, and wishes to review the final exam, an appointment with the instructor should be made at the time the student becomes aware of the failure. The instructor and at least one other member of the faculty may meet with the student to review the exam and scantron sheet. Prior to the review, the instructor will explain to the student that any comments that are made during the review that warrant faculty consideration will be discussed by the review team. The student will be notified of faculty action within three (3) days. The student should understand that faculty will listen carefully to their comments but not respond to them during the review.

Social Networking Guidelines

Weatherford College understands that students participate in social networking sites (e.g. Facebook, Instagram, Twitter, YouTube, and LinkedIn), chat rooms, and create and maintain personal websites, including blogs. Weatherford College respects student's online social networking and personal Internet use. However, your online presence can affect Weatherford College as your words, images, posts, and comments can reflect or be attributed to Weatherford College, affiliated medical facilities, patients, staff members or instructors. As a student, you should be mindful to use electronic media responsibly and respectfully. Because a Weatherford College student's online comments and postings can impact Weatherford College, affiliated medical facilities, patients, staff members or instructors, Weatherford College adopted the following guidelines that students must observe when participating in social networking sites and/or engaging in other forms of Internet use on and off duty:

1. **Follow all applicable Weatherford College and Health and Human Sciences policies.**
To remain in compliance with the **Health Insurance Portability and Accountability Act (HIPAA)** you must not share confidential or proprietary information from medical facilities, their staff members or patients encountered while a student at Weatherford College. Posts from Weatherford College computers and E-mail addresses are the property of Weatherford College and subject to the policies, rules and regulations of Weatherford College. Photography, video and voice recordings from clinical locations are prohibited by law (HIPAA) and therefore should not be posted on social media or social networking sites.
2. **Write in the first person.** Where your connection to Weatherford College is apparent, make it clear that you are speaking for yourself and not on behalf of Weatherford College. In those circumstances, you may want to include this disclaimer: "The views expressed on this [blog; website] are my own and do not reflect the views of Weatherford College." Consider adding this language in an "About me" section of your blog or social networking profile.
3. **If you communicate in the public internet about Weatherford College or Weatherford College -related matters, disclose your connection and your role at Weatherford College.** Use good judgment and strive for accuracy in your

communications; errors and omissions reflect poorly on Weatherford College, and may result in liability for you or Weatherford College.

4. **Use a personal email address (not your Weatherford College.edu address) as your primary means of identification.** Do not use your Weatherford College E-mail address for personal views.
5. **If your blog, posting or other online activities are inconsistent with, or would negatively impact Weatherford College, affiliated medical facilities, patients or staff member's reputation or brand, you should not refer to or identify your connection to Weatherford College, affiliated medical facilities, patients or staff members.**
6. **Be respectful and professional to fellow students, instructors, sponsors and patients.** Avoid using unprofessional online personas.
7. **Ensure that your blogging and social networking activity does not interfere with your student commitments.**

This policy is based in part on Social Media/ Social Networking policies from the Cleveland Clinic adapted from <http://socialmediagovernance.com/policies.php>, and the online article "Ten Must Haves in a Social Media Policy" <http://mashable.com/2009/06/02/social-media-policy-musts/>

Physical Abilities

The following is a list of physical abilities for Health Care Occupations gathered by an outside resource for the Department of Labor and other federal agencies. Students must be able to meet the following criteria with or without assistive devices.

1. Strength and Endurance
 - a. Dynamic Strength – The ability to exert muscle force repeatedly or continuously over time (including walking, standing or being upright continuously for 8-12 hours). The involves muscular endurance and resistance to muscle fatigue
 - b. Stamina – The ability to exert yourself physically over long periods of time without getting winded or out of breath
 - c. Static Strength – The ability to exert maximum muscle force to lift, push, pull, or carry objects
 - d. Trunk Strength – The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without "giving out" or fatiguing
2. Movement/Control
 - a. Arm-Hand Steadiness – The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position
 - b. Control Precision – The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions
 - c. Dynamic Flexibility – The ability to quickly and repeatedly bend, stretch, twist or reach out with your body, arms, and/or legs
 - d. Extent Flexibility – The ability to bend, stretch, twist, or reach with your body, arms, and/or legs
 - e. Finger Dexterity – The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects
 - f. Manual Dexterity – The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects

- g. Multi-limb Coordination – The ability to coordinate two or more limbs while sitting, standing or lying down.
 - h. Reaction Time – The ability to quickly respond to a signal when it appears
 - i. Speed of Limb Movement – The ability to quickly move arms and legs
3. Auditory
 - a. Auditory Attention – The ability to focus on a single source of sound in the presence of other distracting sounds
 - b. Hearing Sensitivity – The ability to detect or tell the differences between sounds that vary in pitch and loudness
 - c. Sound Localization – The ability to tell the direction from which a sound originated
 4. Visual
 - a. Near and Far Vision – The ability to see objects at both close range and at a distance
 - b. Visual Color Discrimination – The ability to match or detect differences between colors, including shades of color and brightness
 5. Communication
 - a. Oral Comprehension and Expression – The ability to listen to, understand and clearly communicate information and ideas presented through spoken words and sentences.

Caring for Patients in Isolation

1. Students should avoid contact with any and all patients in isolation if there is doubt about the medical diagnosis (inconclusive diagnostic tests or unknown results).
2. Students may care for patients in isolation if there is a definitive diagnosis, the patient is not diagnosed or suspected to have a **Category A** pathogen, and with instructor/preceptor approval.
3. Students should notify his/her clinical instructor immediately if a patient with a **Category A** pathogen (or one that has a *possible* diagnosis of **Category A** pathogen) is on the unit to which the student is assigned.

Category A pathogens are those organisms/biological agents that pose the highest risk to national security and public health because they:

- can be easily disseminated or transmitted from person to person
- result in high mortality rates and have the potential for major public health impact
- might cause public panic and social disruption
- require special action for public health preparedness

Examples of **Category A** diseases/pathogens are: anthrax, botulism, Dengue, Ebola, and Marburg

4. Students should notify his/her clinical instructor if he/she has had exposure to anyone with a **Category A** pathogen, whether thru travel to a foreign country or a visiting family member or friend.

**Weatherford College
Health & Human Sciences Division**

PROCEDURE STATEMENT

Title: **PROGRAM-TO-PROGRAM TRANSFER**

Purpose:

To establish guidelines for the regulation of students who desire to transfer within Health and Human Sciences Division of Weatherford College.

Statement:

- A. A student, enrolled in a Weatherford College Health and Human Sciences Program, may transfer to another Weatherford College Health and Human Sciences Program under the following circumstances:
1. The student is in good standing, and
 2. The student has withdrawn from a program while in good standing, and
 3. The student is not on probation for a non-academic issue. and
 4. The student obtains a letter of recommendation from the prior Health and Human Sciences program director.
 5. The student must meet the requirements of the program to which they are transferring and receives acceptance from the respective program director.
- B. A student may **not** transfer into another Weatherford College Health and Human Sciences Program if:
1. The applicant has ever been expelled from another Weatherford College Health and Human Sciences Program.
 2. The applicant is currently on probation, for a disciplinary issue, in another Weatherford College Health and Human Sciences Program.
 3. The applicant has received a failing grade in another Weatherford College Health and Human Sciences Program for a behavioral issue.
- C. Any student who requests to transfer into another Weatherford College Health and Human Sciences program must meet all the specific admissions requirements for that program. Prior admission into a Weatherford College Health and Human Sciences Program does not guarantee admission into another program.

Weatherford College
Health & Human Sciences Division
PROCEDURE STATEMENT

Procedure Title: RELIGIOUS HOLY DAYS

Procedure Purpose:

To establish guidelines to allow student utilization of Religious Holy Days

Procedure Statement:

A. In accordance with state law HB 256, Texas Education Code §51.911, Weatherford College Health and Human Sciences programs shall allow an excused absence to students for the observance of a "religious holy day," defined as a holy day observed by a religion whose places of worship are exempt from property taxation under section 11.20, Tax Code.

B. A student shall be excused from attending classes, or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this provision may not be penalized for that absence and shall be allowed to take an examination or complete an assignment within a reasonable time after the absence.

C. A student who is excused under this section may not be penalized for the absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination. The following conditions apply, per Education Code 51.911

1. The notification is in writing, either delivered personally with receipt of the notification acknowledged and dated by the instructor, or by certified mail-return receipt requested.
2. Assignments or examinations missed during the absence will be completed within a reasonable amount of time.

Additional Guidelines:

1. It is a day of obligation generally requiring followers of the faith to miss class/work.
2. The date occurs on, or includes a weekday (dates that occur when classes do not meet are not included).
3. Days of religious observance falling on semester breaks or on scheduled college holidays are not included.

Appendix A

**Differentiated Essential Competencies of Graduates
of Texas Nursing Programs Evidenced by
Knowledge, Clinical Judgments, and Behaviors**

TEXAS BOARD OF NURSING DIPLOMA AND ASSOCIATE DEGREE NURSING EDUCATION

Although the programs for Diploma nursing and Associate Degree Nursing (ADN) may vary in the missions and philosophies of the sponsoring institutions, competencies have been identified as common for graduates of both programs. These competencies are the expectations for entry level into registered nursing practice.

Diploma programs are hospital-based, single purpose schools of nursing that consist of two to three years of general education and nursing courses. These programs are based on the missions, values, and purposes of the governing institutions, and prepare graduates to provide and coordinate health care of individuals and their families throughout the life span across the health continuum. General education courses, from an accredited college or university, may be required as prerequisites to or offered concurrently with nursing courses. The general education courses provide a foundation in communication, psychology, human growth and development, and related sciences to support the nursing courses. A Diploma program of study that is completed on or after December 31, 2014, must entitle a student to receive a degree [Texas Occupation Code 301.157(a-1)].

ADN programs, located in community colleges, senior colleges, and career schools, require a minimum of two years of full-time study, integrating a balance between courses in liberal arts; natural, social, and behavioral sciences; and nursing. Academic associate degrees consist of 60 to 72 credit hours with approximately half the program requirements in nursing courses. General education courses provide a foundation for nursing content in ADN programs and enable graduates to apply theoretical content and evidence-based findings in the provision of nursing care.

The Texas Board of Nursing (BON or Board) approved curriculum includes requirements for didactic instruction and clinical learning experiences in four content areas: medical-surgical, maternal/child health, pediatrics, and mental health nursing. Nursing courses in Diploma and ADN programs provide opportunities to demonstrate competence in the application of nursing knowledge and clinical judgments and behaviors in health care settings.

The entry level graduate from a Diploma or ADN program integrates knowledge from general education and sciences for the delivery of safe and compassionate care for patients and their families. Nursing content includes the importance of establishing partnerships with patients and their families in the promotion, prevention, rehabilitation, maintenance, and restoration of health of individuals of all ages. Nursing care supervision, basic nursing management, and legal/ethical content are imbedded in the curriculum.

All levels of pre-licensure nursing education prepare graduates to demonstrate the *Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs)*. The competencies for each education level are based upon the preparation in the program of study. The Texas BON licenses individuals who pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN7). Qualified graduates of Diploma and ADN programs typically receive a temporary permit to practice under direct supervision of a registered professional nurse for a 75-day period while awaiting testing and licensure.

The primary role of the entry level graduate of a Diploma or ADN program is to provide direct nursing care to or coordinate care for a limited number of patients in various health care settings. Such patients may have complex multiple needs with predictable or unpredictable outcomes. With additional experience and continuing education, the Diploma or ADN graduate can increase the numbers of assigned patients, provide independent direct care, supervise health care of patients and their families, and receive certification in various specialty areas. Through articulation, graduates may continue their education to prepare for expanded roles. The entry level competencies of the Diploma and ADN graduate build upon the entry level competencies of the Vocational Nursing (VN) graduate and are listed below:

ESSENTIAL COMPETENCIES OF GRADUATES OF TEXAS DIPLOMA AND ASSOCIATE DEGREE NURSING EDUCATION PROGRAMS

I. Member of the Profession:

- A. Function within the nurse=s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.
- B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
- C. Participate in activities that promote the development and practice of professional nursing.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

II. Provider of Patient-Centered Care:

- A. Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based practice outcomes as a basis for decision making in nursing practice.
- B. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.
- C. Analyze assessment data to identify problems, formulate goals/ outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.
- D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
- E. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
- F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.
- G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
- H. Coordinate human, information, and materiel resources in providing care for patients and their families.

III. Patient Safety Advocate:

- A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- B. Implement measures to promote quality and a safe environment for patients, self, and others.
- C. Formulate goals and outcomes using evidence-based data to reduce patient risks.
- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
- F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

IV. Member of the Health Care Team:

- A. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.
- B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.
- C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.
- D. Communicate and collaborate in a timely manner with members of the interdisciplinary healthcare team to promote and maintain optimal health status of patients and their families.
- E. Communicate and manage information using technology to support decision making to improve patient care.
- F. Assign and/ or delegate nursing care to other members of the health care team based upon an analysis of patient or unit need.
- G. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.

9/17/10

Appendix B

ANA Code of Ethics

The American Nurses Association Code of Ethics for Nurses

The copyrighted code may be purchased from the ANA or viewed on line at the web site below.

The ANA House of Delegates approved nine provisions of the new *Code of Ethics for Nurses* at its June 30, 2001 meeting in Washington, DC. In July, 2001, the Congress of Nursing Practice and Economics voted to accept the new language of the interpretive statements resulting in a fully approved revised *Code of Ethics for Nurses With Interpretive Statements*. ANA performed an extensive review of the provisions in 2014 via online survey completed by 7,800 respondents. The review resulted in the following updated nine provisions published in January 2015

1. The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the right, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for individual nursing practice: makes decisions and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competency, and continue personal and professional growth.
6. The nurse through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse in all roles and settings advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy and reduce health disparity.
9. The profession of nursing, collectively through its professional organizations must articulate nursing values, maintain the integrity of the profession and integrate principles of social justice into nursing and health policy.

American Nurses Association, *Code of Ethics for Nurses with Interpretive Statements*, Washington, D.C.: American Nurses Publishing, 2015.

Appendix C

Policy Agreement Confidentiality

Weatherford College Associate Degree Nursing Program Policy Agreement Form

I have read and fully understand all policies and procedures expected of me as a Weatherford College Associate Degree Nursing Student and agree to abide by the program's Policy Manual. This includes, but is not limited to, course requirements, attendance for class and clinical, grading policies, and dress code. I have also been informed of the BON requirements for licensure eligibility and understand that it is my responsibility to inform the program director and the BON of any eligibility concerns.

Signature: _____ Date _____

Print Name: _____

Student Confidentiality Statement

I am aware of the need and responsibility to protect the confidentiality of all information as it relates to the patients / clients, physicians, and staff / affiliates of the clinical affiliations to which I am assigned. I am also aware of the need for confidentiality as it relates to any and all computerized information within clinical affiliations. I agree to keep this pledge to maintain the trust of the patients / clients, physicians, and staff / affiliates of the affiliations by keeping all information within the confines of the concerned affiliations, as well as within the Nursing Department of Weatherford College.

I agree to refrain from releasing any patient / client, physician, or affiliation information except in accordance with Weatherford College Nursing Department and affiliation policies. I also agree not to install any software in affiliation computers or use any assigned security codes in any capacity except that which they are expressly designed. I also understand that any e-mail or Voice Mail may be reviewed by affiliation staff / affiliates / management and/or Weatherford College Nursing faculty.

Signature: _____ Date _____

Print Name: _____

Disruptive Behavior Policy

Students who disrupt or interfere with classroom learning or other program activities will be asked to leave the area at the time of the disruption or interference and will not be allowed to return to the classroom until counseled by the program director of the Associate Degree Nursing Program. The policies of the Associate Degree Nursing Program and / or the Student Conduct Policy of Weatherford College will determine further sanctions.

I agree to refrain from disruptive behaviors and understand that I will be asked to leave the college-related activity if I am interfering with the learning environment.

Signature: _____ Date _____

Print Name: _____

Faculty Witness: _____

ALCOHOL AND DRUG SCREEN AUTHORIZATION

Applicant's Name (print) _____

Social Security Number _____

I understand that Weatherford College has a commitment to maintain an alcohol and drug-free learning environment and that Weatherford College requires all students to undergo a screening for such substances, with just cause.

I understand that such a test for alcohol or other substances shall consist of the testing of a urine or blood sample, or other medically recognized test designed to detect traceable amounts of alcohol and/or controlled substance in my body. If any detectable amounts of such substance are found in my body, a second test approved by NIDA will be performed on the same specimen. If the results of the second test are also positive, I will be removed from the program.

I also understand that if, at any time during the course of the program, my behavior suggests that I am intoxicated or under the influence of drugs, that as a condition of my possible continuance in the program, I may be ordered to submit to a screening test for the presence of alcohol or drugs, as described above and at my own expense. I understand also that if I am involved in a narcotic count discrepancy at clinical site I will be required to submit to a screening test for the presence of controlled substances. I understand that a positive result to such a test, once confirmed, will be grounds for dismissal from the program.

If a determination is made that the urine or blood sample has been altered by me or by someone else at my direction, I understand that I will be removed from the program.

A refusal by me to submit to drug testing as described herein shall be grounds for me to be withdrawn from the program.

I agree to adhere to the policies regarding substance use / abuse of the affiliating clinical agencies.

I have read, understand, and agree to the statement above:

Applicant's Signature_____
Date_____
Faculty Witness_____
Date

Appendix D

SCANS Competencies

Secretary's Commission on Achieving Necessary Skills Scans Competencies

Resources: Identifies, organizes, plans, and allocates resources

- C1. *Time* – Selects goal relevant activities, ranks them, allocates time, and prepares and follows schedules
- C2. *Money* – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C3. *Material and Facilities* – Acquires, stores, allocates, and uses materials or space efficiently
- C4. *Human Resources* – Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

- C5. *Participates as Member of a Team* – contributes to group effort
- C6. *Teaches Others New Skill*
- C7. *Serves Clients/Customers* – works to satisfy customers' expectations
- C8. *Exercises Leadership* – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- C9. *Negotiates* – works toward agreements involving exchange of resources, resolves divergent interests
- C10. *Works with Diversity* – works well with men and women from diverse backgrounds

Information: Acquires and uses information

- C11. *Acquires and Evaluates Information*
- C12. *Organizes and Maintains Information*
- C13. *Interprets and Communicates Information*
- C14. *Uses Computers to Process Information*

Systems: Understands complex inter-relationships

- C15. *Understands Systems* – knows how social, organizations, and technological systems work and operates effectively with them
- C16. *Monitors and Corrects Performance* – distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
- C17. *Improves or Designs Systems* – suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

- C18. *Selects Technology* – chooses procedures, tools or equipment including computers and related technologies
- C19. *Applies Technology to Task* – Understands overall intent and proper procedures for setup and operation of equipment
- C20. *Maintains and Troubleshoots Equipment* – Prevents, Identifies, or solves problems with equipment, including computers and other technologies

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks

- F1. *Reading* - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- F2. *Writing* – communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- F3. *Arithmetic/Mathematics* – performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- F4. *Listening* – receives, attends to, interprets, and responds to verbal messages and other cues
- F5. *Speaking* – organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons

- F6. *Creative Thinking* – generates new ideas
- F7. *Decision Making* – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- F8. *Problem Solving* – recognizes problems and devises and implements plan of action
- F9. *Seeing things in the Mind's Eye* – organizes, and processes symbols, pictures, graphs, objects and other information
- F10. *Knowing How to Learn* – uses efficient learning techniques to acquire and apply new knowledge and skills
- F11. *Reasoning* – discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- F12. *Responsibility* – exerts a high level of effort and perseveres towards goal attainment
- F13. *Self-Esteem* – believes in own self-worth and maintains a positive view of self
- F14. *Sociability* – demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- F15. *Self-Management* – assesses self accurately, set personal goals, monitors progress, and exhibits self-control
- F16. *Integrity/Honesty* – chooses ethical courses of action

Appendix E

Technical Program Appeals Process

TECHNICAL PROGRAM APPEAL

The purpose of this procedure is to secure at the first possible level, prompt and equitable resolution of a student appeal of disciplinary actions including release from a technical program due to a dispute of facts and/or penalties upon which charges are based as outlined in the respective program's student handbook (academic or discipline issues).

A student desiring to appeal disciplinary action/release from a technical program must submit such request in writing (which includes all evidence) to the department chair/program director within one (1) business day of the release from a technical program. The written notification of appeal must include a detailed explanation of the reason or justification for appeal, any other evidence in support of the student's claim(s), why the release should be overturned, and be signed and dated by the student.

A student appealing release from a technical program may be allowed to remain in the program, class, or clinical pending outcome of the appeal hearing only if this does not cause disruption of the program and/or compromise patient safety, and the student agrees to the conditions set forth in writing by the program director.

A student who fails to meet the written conditions set forth by the program director pending the completion of the appeal process will be released from the program and forfeits the right to any further appeal of their release.

The department chair/program director will meet with the student regarding the appeal and may conduct additional investigation to determine the merit of the allegations against or by the student and the appeal, and if the matter can be resolved by mutual consent of all parties. The department chair/program director may dismiss the appeal if it is without merit or failed to articulate sufficient justification for appeal; otherwise, the department chair/program director will forward the appeal the Vice President of Student Affairs or designee

TECHNICAL PROGRAM APPEALS COMMITTEE

In cases in which the accused student disputes the facts and/or penalties upon which the charges are based as outlined in the respective program's student handbook, such charges shall be heard and determined by the Technical Program Appeals Committee.

The appeals committee shall be impartial and shall be comprised of Technical Program Directors/Department Chairs or their designee.

The appeals committee shall preside over a fair hearing for the student and the Institution's administration. The student and the Institution may be represented by counsel at the appeals.

The appeals committee shall notify the accused student by letter, telephone, or email of the date, time, and place for the appeals. The appeals will take place within two (2) business days of the case being forwarded to the committee

CONTENTS OF NOTICE

The notice shall:

1. Direct the student to appear at a specified time, date and location.
2. Advise the student of his or her rights:
 - a. To be represented by counsel at the appeals.
 - b. To call witnesses, request copies of evidence in the District's possession, and offer evidence and agreement in his or her own behalf.
 - c. To have the appeals recorded verbatim and have a stenographic digest made of the recording.
 - d. To ask questions of each witness who testifies against the student.
3. Contain the names of witnesses who will testify against the student and a description of documentation and other evidence that will be offered against the student.
4. Contain a copy or description of the complaint in sufficient detail to enable the student to prepare his or her defense against the charges.
5. State the proposed consequences or range of consequences that may be imposed.

FAILURE TO APPEAR FOR HEARING

Except in cases of a student charged with failing to comply with College authority, no student may be found to have violated programmatic rules/regulations solely because the student failed to appear before a discipline body. In all cases, the information supporting the charges shall be presented and considered

HEARING PROCEDURE

The appeal shall proceed as follows:

1. The designee from Student Services shall be present during hearing to answer any procedural questions and to record proceedings.
2. The appeal chairperson shall read the complaint.
3. The appeal chairperson shall inform the student of his or her rights.
4. The designated official or representative shall present the institution's case.
5. The student or representative shall present his or her defense.
6. The designated official or representative shall present rebuttal evidence.
7. The designated official or representative shall summarize and argue the institution's case.
8. The student or representative shall summarize and argue his or her case.
9. The designated official or representative shall have an opportunity for rebuttal argument.

10. The hearing committee may take the matter under advisement for 24 hours before rendering a decision, unless more time is needed to conduct further investigation and determined by committee chair. The decision shall be made by majority vote.
11. The decision shall be communicated to the student in writing within 1 business day of the hearing.
12. The appeal chairperson may approve deviation to an appeal proceeding as long as it does not alter the fundamental fairness of the hearing.

EVIDENCE

Evidence shall be handled according to the following:

1. Legal rules of evidence do not apply; the appeal chairperson may admit evidence that is commonly accepted by reasonable persons in the conduct of their affairs. The appeal chairperson may exclude irrelevant, immaterial, and unduly repetitious evidence. Both parties shall be provided evidence prior to the beginning of the appeal (as stated in paragraph 2)
2. At the appeal, the Institution shall be required to prove by a preponderance of the evidence that the charges are true.
3. A student may not be compelled to testify.
4. The appeal committee shall decide the issue of guilt or innocence and an appropriate penalty solely on the basis of evidence presented at the hearing.
5. A tape recording shall be made of the appeal. Committee deliberations will not be recorded. A stenographic digest of the recording shall be made if needed for an appeal at expense to the student, and, on request, a student shall be given a copy of the digest. A student defendant or his or her representative may listen to the tape recording and compare it with the digest. A student may, at his or her own expense, have a stenographer present at the hearing to make a stenographic transcript of the hearing.

DECISION

The appeal committee shall render a written decision as to the student's violation of programmatic rules/regulations. The committee may either uphold the prior decision or alter it, in total or part, at their discretion. If the committee finds the student has violated programmatic rules/regulations, it shall set forth findings of facts in support of its decision. The Vice President of Student Affairs/designee shall administer the penalty, if any.

HEARING RECORDS

The disciplinary records and proceedings shall be kept confidential and separate from the student's academic record.

PETITION TO THE VICE PRESIDENT OF INSTRUCTION

Any student disciplined pursuant to this policy may, within 3 days of receiving notice of the appeal committee's decision, petition in writing the Vice President of Instruction to review the decision. The student's petition will state with particularity why the decision is believed to be incorrect or unfair. The Vice President of Instruction may, in his/her sole discretion, choose to allow oral argument on the petition.

Within 3 days of receiving the petition, Vice President of Instruction may act to affirm, modify, remand, or reverse the decision.

**Technical Program
Appeals Form**

This form must be completed in its entirety prior to submission for consideration. Leave no blanks and if a portion does not apply note that in the blank. Form must be submitted within 1 business day of disciplinary action or dismissal.

Student Name _____

Program enrolled in _____

Reason stated for dismissal

Reason you believe the dismissal should be overturned:

Witness information:

Name _____

Phone (____) _____

Attach any supporting documentation you have to this form. Include the total number of pages (including this form) you are submitting in the space below. You should keep a copy of all forms submitted as none of the forms will be returned.

Total number of pages submitted: _____

I attest that the information contained herein is true and correct to the best of my knowledge.

Signature of Student

Date

Do not write below this line

Received by

Date

Time