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Dear Nursing Student:

The faculty and I are pleased that you have been admitted to our Nursing Program. Rock Valley College (RVC) is a premier community college in Northern Illinois. What makes the nursing programs unique is the quality of our curriculum, the diversity of our student body, the commitment and expertise of the nursing faculty, and access to state of the art health care facilities. Our program is currently approved by the Illinois Department of Financial and Professional Regulation. We have established partnerships with BSN completion programs to facilitate your continuing learning and advancement in the nursing profession.

Our faculty offers exceptional support in facilitating your nursing education and your entry into nursing practice. As a student in our program I hope that you will embrace the exciting and challenging courses that have been designed to educate you for the fast pace and changes of twenty-first century nursing practice. Continuous, extensive study will be required to learn the content and skills of nursing that are essential for safe and effective nursing practice. As you engage in the culture of nursing education it is important to recognize that learning is a dialogue; the faculty seeks your engagement, self-direction and accountability for your learning.

We hold you as novice learners to high expectations and professional standards as well as compassion and caring. You may expect the same of us. Familiarize yourself with this handbook; it is your guidebook for success. Finally, I look forward to getting to know you and sharing our mutual passion for nursing. May you find your journey at RVC a life changing experience where you keep an open mind and find that nursing is a fulfilling, and worthwhile profession.

With hope and congratulations as you explore and assimilate the study of nursing at RVC.

Ellen Storm, MS, RN
Dean of Nursing
Rock Valley College Nursing Programs
WELCOME TO THE
ROCK VALLEY COLLEGE
NURSING PROGRAMS
2016-2017

Approved by the Illinois Department of Financial/Professional
Regulation Program Code: US49405700 ADN

The Student Nurse Handbook is a both a directory and guide to nursing
program curriculum, policies, and required procedures. This handbook
supplements the Rock Valley College Student Handbook.

Please keep the Nursing Office (CL II-103) and Records and
Registration informed, in writing, of any change in name, address,
telephone number, etc.

NURSING DIVISION OFFICE HOURS:
Monday – Friday .................. 8 a.m. to 5 p.m.
Summer Hours:
Monday – Thursday ........... 8 a.m. – 5 p.m.
Friday ................................... 8 a.m. – 1 p.m.

DEPARTMENTS
Emergency/RVC Police.................................(815) 921-4350
Academic Advising...........................................(815) 921-4100
Book Store...................................................(815) 921-1680
Financial Aid...................................................(815) 921-3265
Testing Center.............................................(815) 921-2385
Disability Services......................................(815) 921-2371

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NURSING PROGRAM CURRICULUM

MISSION STATEMENT
The mission of the Rock Valley College Nursing Program is congruent with the Mission Statement of the College: to provide accessible and affordable education and to provide services of high quality in an environment that promotes diversity of programs, curricula, and student population. The purpose of the Nursing Program is to prepare women and men to practice in an evolving health care system that addresses the needs of clients across the lifespan in diverse community settings. The practical nurse component of the program prepares the graduate to assume a beginning level position as a licensed practical nurse. The professional nurse component of the program leads to an associate degree in nursing and prepares the graduate to assume a beginning level position as a registered professional nurse. The faculties of the Nursing Program are committed to preparing graduates who are effective nurses and who are accountable for their own competency. Nurses practice within the scope and standards of their preparation and assume responsibility for continuing professional and life-long learning.

STATEMENT OF BELIEFS
Nursing education and practice are concerned with the major elements of person, environment, health, and nursing. The faculty believes:

PERSON: Person is the client system that is the focus of nursing practice. Person refers to a holistic, dynamic, open system that is in a reciprocal relationship with the environment and includes individuals, families, groups, and communities, depending on the context. Interrelated variables that comprise person are physiological, psychological, socio-cultural, developmental, and spiritual. Interaction of these variables contributes to the uniqueness of each person. These variables and their interrelationships may be a source of stress. The reciprocal interactions of the variables determine the nature and intensity of the person's response to internal and external stressors. This response contributes to the state of wellness of the person.

ENVIRONMENT
Environment consists of the events, objects, or conditions that affect the client system and its survival. The concept of environment includes two components: The internal environment is an integrated set of structures, beliefs, and processes that continuously interact to maintain optimal stability and integrity of the client system. The external environment is the complex of physical, chemical, biological, socio-cultural, and spiritual factors that act upon and are acted upon by the client system, with positive or negative effects on the stability and integrity of the system. The boundary between the client system and the external environment is the site for the continuous exchange of matter, energy, and information. The boundary also acts as a line of defense against stressors or other forces that threaten the stability and integrity of the client system. The client system responds to the external environment by processes of resistance, adaptation, growth, or disintegration. The nature of this response is determined by the unique characteristics of the client system.

HEALTH: Health is conceptualized as wellness, which relates to the quality of the interactions between the client system and environment. The client system can be described as being in a state of wellness when there is sufficient energy to maintain the structure, beliefs, and processes within their range of stability and integrity. The uniqueness of the particular client system and of the external environment determines wellness. Wellness is conceived as a continuum that extends from optimal health at one end through illness to death at the opposite end.

NURSING: Nursing is a unique discipline that is both an art and a science. The scope of practice for any member of this discipline is determined by the legal and educational standards for the specific level of practice. Nurses include those individuals who are licensed as practical nurses and nurses at the professional level who have been granted an associate degree, a baccalaureate degree, or an advanced degree. The goal of nursing practice is to promote, retain, attain, or maintain optimal stability and integrity of the client system by use of the nursing process. The nurse selects appropriate modalities of intervention related to health promotion and primary, secondary, or tertiary prevention. Among the roles critical to attaining the goal are provider of care, advocate, educator, manager, and agent of empowerment.

ORGANIZING FRAMEWORK
The organizing framework of the Rock Valley College Nursing Program provides a basic structure for the practical nurse and professional nurse curricula from which concepts, skills, and values essential for competence in future nursing practice are derived and organized. The organizing framework is adapted from the Systems Model of Betty Neuman, which best reflects the faculty's beliefs and values about nursing. The framework is humanistically oriented, and its flexibility allows for the addition or deletion of content relevant to nursing as the health care system evolves. The focus of the Neuman Systems Model is the wellness and the responses of the client system in relation stressors. The model emphasizes the reciprocity of the nurse-client system interactions and the goal of nursing as promoting wellness through use of the nursing process. The concepts of the nursing metaparadigm, person, environment, health, and nursing, are elaborated in the model and are congruent with the faculty's beliefs.

EDUCATION
Education is a systematic, dynamic process. The purpose of education is to bring about significant changes in patterns of thinking, feeling, and acting in the areas of nursing knowledge, skills, values, attitudes, and emotions. The Rock Valley College Nursing Program builds on a foundation of learning in the humanities and the physical, behavioral, and social sciences. The program provides curricula and an educational climate conducive to the acquisition of the concepts, skills, values needed for the competent practice of nursing.
The learner is central to the educational process. Learners pursuing nursing education are increasingly non-traditional, with diverse cultural backgrounds and life experiences. Each learner has individual needs and potential and is expected to be a self-directed, active participant in the educational process.

The faculty respects the diversity of nursing education and view different levels of preparation as essential to providing appropriate health care services to the community. A process for educational articulation is available to enable learners to pursue additional learning goals.

The practical nurse educational component builds on the basic concepts in the humanities and physical, behavioral, and social sciences that are required for learning to assist individuals and groups with health problems through the use of basic nursing skills. The practical nurse is prepared to work under the direction or supervision of registered professionals, as defined by the Nurse Practice Act. The practical nurse participates in the nursing process. Practical nurses are individually accountable for practicing within the ethical and legal standards for safe practice; they are responsible to continue learning throughout their careers.

The professional nurse educational component builds on a foundation of learning in the humanities and in the physical, behavioral, and social sciences. This foundation provides the basis for practice as a registered nurse. The associate degree graduate is prepared to provide direct care to clients in a variety of community settings, to assume a beginning leadership position in a variety of settings, to function independently and collaboratively in the delivery of care, to accept responsibility and accountability for the quality of care provided or delegated to others, and to assume personal responsibility for continued professional growth and education.

LEARNING

Learning is both a process and an outcome. As a process, learning is the means through which the learner acquires knowledge, skills, attitudes, values, and emotions. The faculty is concerned with learning as a process in designing learning experiences that enable learners to acquire essential concepts, skills, and values for safe and competent nursing practice. As an outcome, learning is a relatively permanent change in behavior and mental associations as a result of experiences in the learner’s life. The faculty is concerned with learning as an outcome in evaluating whether or not students have attained specific learning objectives.

No single learning theory encompasses all that is known about learning, thus faculty apply different aspects of learning theory to different learning situations, according to the relevant environment, factors, content, and objectives. The role of the faculty is to create a climate in didactic and clinical courses that is conducive to facilitating appropriate learning processes and outcomes.

Relatively enduring principles derived from learning theories and research in learning has been identified by the faculty as useful in implementing the practical nurse and the professional nurse curricula:

1. Learning occurs through the interaction of the environment and the learner’s cognitive structure.
2. Learners are more likely to learn when they have high self-efficacy.
3. Learners gradually learn self-regulation of behavior through direct and vicarious reinforcement.
4. The learner’s level of cognitive development affects the kinds of learning and behavior that are possible.
5. The processes of perception and attention are essential to learning.
6. New information must be actively processed and integrated with previously learned information if it is to last for long periods of time.
7. Learning must be meaningful to the learner.
8. The organization of a body of information to be learned is critical to its storage in and retrieval from the learner’s memory.
9. Learning through the acquisition of concepts facilitates thinking by helping the learner to classify information, by promoting the generalized learning to new situations, by enhancing the power of thinking, and by advancing the understanding of interrelationships among concepts.
10. Problem solving is a complex skill that learners need to acquire in order to practice competently in the evolving health care environment.
11. The ability to solve problems successfully depends on the ability of the learner to consciously process information, the specific information stored in and retrieved from the memory, an essential and organized knowledge base relevant to the problem, and knowledge of strategies to use to plan a course of action and monitor progress toward a solution.
12. Learning is more effective when the learner is intrinsically motivated to learn and achieve.

RVC STUDENT LEARNING OUTCOMES & OBJECTIVES

Upon competition of a degree or certificate, Rock Valley College students will possess the knowledge, skills, and characteristics required for future success. RVC is committed to helping students achieve this by developing the following learning outcomes:

- **Analytic Reasoning**: Students will form logical inferences, judgments, or conclusions from facts or premises related to topics encountered in the classroom, workplace, and daily life.
- **Global Awareness & Responsibility**: Students will develop the knowledge and skills required to responsibly interact with social and natural communities, both locally and globally.
- **Communication**: Students will exchange ideas effectively in a variety of settings.
- **Personal Responsibility**: Students will accept responsibility for their personal and professional wellness and development, positioning themselves for life-long learning.
ASSOCIATE DEGREE NURSING PROGRAM LEARNING OUTCOMES
Revised 2012

On completion of the Associate Degree nursing component of the Rock Valley College Nursing Program the graduate shall practice in accordance with the State of Illinois Nurse Practice Act and shall:

1. Interact effectively and respectfully with individuals, families and communities recognizing diversity.
2. Implement the nursing process and clinical reasoning to promote optimal wellness of individuals, families, or communities across the life span.
3. Communicate effectively with the client and members of the health care team through verbal, nonverbal, and written strategies.
4. Employ principles of teaching and learning to address client health needs.
5. Assume accountability for practicing in accordance with the Nurse Practice Act and accepted current standards for professional nursing.
6. Use principles of management to safely execute the nursing plan of care.
7. Maintain competence in clinical practice through the use of appropriate evidence based resources and clinical education.

ANA CODE OF ETHICS FOR NURSES
ANA House of Delegates, 2001

1. The nurse, in all professional relationships, practice with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

CODE OF ETHICS
National Association of Practical Nurse Education and Service (NAPES) 2004

The Licensed Practical/Vocational Nurse Shall:

1. Consider as a basic obligation the conservation of life and the prevention of disease.
2. Promote and protect the physical, mental, emotional and spiritual health of the patient and his family.
3. Fulfill all duties faithfully and efficiently.
4. Function within established legal guidelines.
5. Accept personal responsibility (for their acts)
6. Hold in confidence all matters coming to their knowledge, in the practice of their profession, and in no way and at no time violates this confidence.
7. Give conscientious service and charge just remuneration.
8. Learn and respect the religious and cultural beliefs of their patient and of all people.
9. Meet their obligation to the patient by keeping abreast of current trends in health care through reading and continuing education.
10. As a citizen of the United States of America, uphold the laws of the land and seek to promote legislation that will meet the health needs of its people.

NONDISCRIMINATION

It is the policy of Rock Valley College to provide equal opportunity in its admissions, employment and educational programs and activities consistent with federal and state law. Discrimination is prohibited on the basis of race, color, religion, national origin, ancestry, citizenship status, sex, age, physical or mental disability, marital status, order of protection status, sexual orientation, gender identity (including gender expression and gender questioning), veteran status, or unfavorable military discharge, use of lawful products while not at work, genetic information, or other legally protected categories.

Inquiries regarding compliance with state or federal nondiscrimination requirements may be directed to the:
Title IX Coordinator
Rock Valley College
3301 N. Mulford Road
Rockford, IL 61114
POLICY TITLE #1: ADMISSION REQUIREMENTS
REVIEWED/REVISED: 2015

POLICY STATEMENT
Applicants for the Rock Valley College (RVC) Nursing Program will be considered for admission according to the RVC policies full-time students and most recent RVC course catalog procedures. Applicants can apply to the Program as a new student with high school transcripts, a transfer student with approved official college transcripts or as an LPN, bridging into the RN Program. To be considered for admission, applicants must meet the following expectations and complete the application process in full. Incomplete applications will not be reviewed.

PROCEDURE
1. Applicants must enroll at Rock Valley College as a degree seeking student, complete the RVC Nursing Program application, submit all required transcripts for review, submit TEAS V test scores, and submit a 1-2 page paper describing the applicant’s reason for choosing to become a nurse; why applicant should be a competent nurse; previous healthcare work experience; and educational and professional career goals.

Application due date* for Fall enrollment
ADN: February 15th
Spring enrollment
ADN: August 15th
Bridge: October 15th

* Completed nursing applications must be in the Nursing Division Office by the end of regular business hours on the application due date. All paperwork will be dated upon receipt and late applications will not be reviewed. Applicants who are not admitted to the program may submit a new application for the next application review period. Prior to reapplying, students must meet with an advisor to discuss the past application deficiencies.

2. Applicants must meet and/or complete these additional requirements:
   a. Transfer credits of 12 or more college credit hours with a grade “C” or higher.
   b. Have an active Nursing Assistant Certification (CNA) that is IDPH approved.
   c. Complete the TEAS V Test* with an overall score at the “Proficient Level” or higher.
   d. Complete the TEAS V Test* with scores in each of the following areas: Science, Math, English, and Reading at the “Basic Level” or higher.
   * TEAS V testing can be scheduled at the Testing Center at the expense of the applicant. See Testing Center Website for dates
   e. Complete a 1-2 page paper describing the applicant’s reason for choosing to become a nurse; why it is important to be a competent nurse; previous healthcare work experience; and educational and professional career goals.
   This must be written on site at the testing center along with the TEAS V testing.
   f. Maintain a GPA of 2.75 from the following courses:
      • BIO 185 or BIO 281/282 Anatomy & Physiology
        ADN: Completed within the last five (5) years
        Bridge: Completed within the last six (6) years
      • BIO 274 Microbiology
        ADN: Completed within the last five (5) years
        Bridge: Completed within the last five (5) years
      • CHM 110 General, Organic and Biochemistry I
      • PSY 170 General Psychology
   g. Math: while Math will not be included in the GPA, it will be assessed
   h. Maintain a GPA of 2.75 when applying for the Bridge Program, from the following courses:
      • PNU courses
      • Co-requisites to the PNU courses

ENROLLMENT POLICIES
1. Qualified applicants who are residents of Community College District 511 or who reside in a district that has a cooperative agreement with the Rock Valley College will be admitted first. Out-of-district applicants will be admitted only if the nursing class has not been filled and all qualified in-district applicants have been accepted.

2. ADMITTED STUDENTS MUST meet the following:
   • Admission physical exam & current immunizations with provider approval for engagement in nursing activities
   • Background check
   • Proof of health insurance
   • Professional liability, accident insurance via college fees
   • Current CPR for healthcare provider
   • Active nursing assistant certification
   • Maintain at least a “C” in each course.
   • Progression criteria according to the policies and procedures in this handbook.
PROCEDURE FOR ADMISSION

1. Complete RVC new, returning, or transfer student enrollment requirements according to the most recent RVC College Catalog procedures.

2. A separate Nursing Program application must be completed hereafter referred to as the nursing application.

3. The nursing application is dated upon receipt by the Nursing Division Office and must be received by the required application deadlines. Only completed applications and letters of intent received during regular business hours by the due date are accepted.

4. Re-application: Applicants not admitted to the program may submit a new application for each admission review must see an advisor to discuss admission deficiencies.

POLICY TITLE #2: TEST OF ESSENTIAL ACADEMIC SKILLS (TEAS®)

POLICY STATEMENT

The Test of Essential Academic Skills (TEAS®) is required for admission. It measures basic essential skills in the academic content domains of reading, mathematics, science and English and language usage. The test is intended for use with adult Nursing Program applicant populations. The objectives assessed on TEAS®-V are those which nurse educators deemed most appropriate and relevant to measure entry level academic readiness of Nursing Program applicants. The TEAS V is only part of the admission review.

1. The TEAS V must be completed through a scheduled appointment with the RVC Testing Center prior to the nursing application deadline. The TEAS V fee is $76, at the student’s expense. The fee is subject to change.

2. To register for the TEAS V students should register at the RVC Testing Center website: RockValleyCollege.edu/ADNtest for further information.

3. The student must achieve an overall score of “Proficient” or higher.

4. The student must achieve at least a “Basic” level or higher in the following areas: Science, Math, English, and Reading.

POLICY TITLE #3: CERTIFIED NURSING ASSISTANT REQUIREMENT

POLICY STATEMENT

An applicant to the Nursing Program must provide documentation of an active Certified Nursing Assistant from an approved Certified Nurse Aide Program (IDPH). The Certified Nursing Assistant who has been accepted into the program will be validated on performance skills using the 21 competencies that have been identified through federal legislation.

PROCEDURE

1. Skills will be validated during the course NRS 110 in the Nursing Lab.

2. Students failing to demonstrate C.N.A. skill competency will not be able to continue in the program.

POLICY TITLE #4: ADMISSION REQUIREMENTS TO LPN BRIDGE PROGRAM

POLICY STATEMENT

The LPN/Bridge program provides articulation between the knowledge and skills that a Licensed Practical Nurse has acquired and the scope of practice of the Registered Nurse. LPN’s who meet admission requirements and who successfully complete the LPN Bridge courses will receive Nursing Credits-in-escrow. The student completes the level III and IV nursing courses over the next two semesters. This program is directed toward LPN’s who are self-starters with excellent learning skills and current clinical knowledge.

LPN BRIDGE ADMISSION REQUIREMENTS

Applicants admitted to the LPN Bridge program are required to complete Nursing 210 and all prerequisite course requirements for the Associate Degree Nursing program. Students are reviewed for admission to the second year of the Associate Degree Nursing program after successful completion of the LPN Bridge requirements.

1. SEE COLLEGE TRANSFER ADMISSION REQUIREMENTS FOR APPLICATIONS

2. Transcripts with documentation of completion of a state-approved Practical Nursing program must be submitted to the Division Nursing Program Office.

3. Proof of licensure as a practical nurse in the state of Illinois with recent LPN employment is highly recommended.
COURSES REQUIRED FOR BRIDGE SEMESTER

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 108</td>
<td>Altered Health Concepts 3</td>
</tr>
<tr>
<td>NRS 207</td>
<td>Pharmacology for Nursing Care 2</td>
</tr>
<tr>
<td>NRS 210</td>
<td>Transition to AD Nursing 3</td>
</tr>
</tbody>
</table>

Bridge Nursing program students who have completed NRS 108, NRS 207 and NRS 210 with a minimum grade of C and who have met all prerequisite courses with a grade point average of 2.5 are awarded 17 credits in the following courses not to be posted until completion of the first level III NRS course with a minimum grade of C.

BRIDGE ESCROW NURSING CREDITS POSTED

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 110</td>
<td>Core Concepts I 3</td>
</tr>
<tr>
<td>NRS 111</td>
<td>Core Concepts II 4</td>
</tr>
<tr>
<td>NRS 221</td>
<td>Psychiatric Nursing 5</td>
</tr>
<tr>
<td>NRS 226</td>
<td>Family &amp; Reproductive 5</td>
</tr>
</tbody>
</table>

6. Students who desire transfer into the program who are not in academic good standing from one other program must:
   a. Apply to the RVC ADN program
   b. Upon admission into the program follow the course sequence from the beginning with NRS 110.

POLICY TITLE #6: ADN/BRIDGE CURRICULUM/COURSE SEQUENCE

**POLICY STATEMENT**

**ADN**

These NRS courses cannot be taken concurrently:
- NRS 110 Core Concepts I Professional Nursing
- NRS 111 Core Concepts II, Professional Nursing
- NRS 221 Psychiatric Nursing
- NRS 223 Adult Health Nursing I
- NRS 226 Family Reproductive Health
- NRS 228 Clinical Child and Family Health
- NRS 231 Adult Health Nursing III
- NRS 233 Adult Health Nursing III

**PROCEDURE**

1. ADN - After acceptance into the ADN Nursing Program, the length of the program is four semesters. The nursing courses are offered over two academic school years, fall and spring semesters.
2. The NRS courses must be taken in sequence without interruption unless approved. Courses cannot be taken concurrently.

POLICY TITLE #5: CRITERIA FOR TRANSFER PLACEMENT ASSOCIATE DEGREE PROGRAM

**POLICY STATEMENT**

There are limited placement options. Students reported in good academic standing from a previous course or program will be placed into nursing courses if vacancies are available. The procedure for placement will be according to applicant qualifications to meet course pre-requisites and/or program admission criteria.

**PROCEDURE**

1. All applicants will be required to submit a “Letter of Recommendation” from the Dean/Director of transferring institution.
2. ATI Content Mastery Testing will be administered at the student’s expense.
   a. Transcripts will be reviewed for ATI test determination
   b. A “Level 2” or higher must be attained in order to “test out” of that given course.
   c. A “Level 1” or lower will result in repeating the given course.
3. Skills validation in the Nursing Lab must be successfully completed.
4. Students transferring into the program with academic good standing from another Nursing Program will follow the policy of course failure in the student nurse handbook (see POLICY #31).
5. Students who are not in good academic standing from MORE than ONE program are not eligible for admission.
## ASSOCIATE DEGREE NURSING CURRICULUM

**DATE:** FEBRUARY 11, 2000  
**REVIEWED/REVISED:** 2015

Nursing ADN #5400

Degree Conferred: Associate of Applied Science – 70 hours

### General Education Course Requirements (24 credits)

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>Credits/Lecture/Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 185</td>
<td>Foundations of Anatomy &amp; Physiology (or 8 credits BIO 281/282)</td>
</tr>
<tr>
<td>BIO 274</td>
<td>Microbiology</td>
</tr>
<tr>
<td>PSY 170</td>
<td>General Psychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-Requisite Courses</th>
<th>Credits/Lecture/Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Composition I</td>
</tr>
<tr>
<td>FWS 237</td>
<td>Nutrition for Optimum Living</td>
</tr>
</tbody>
</table>

### Elective Courses (any 2 courses)

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Credits/Lecture/Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 220</td>
<td>Elements of Statistics</td>
</tr>
<tr>
<td>PSY 270</td>
<td>Lifespan Development of Psychology</td>
</tr>
<tr>
<td>SOC 190</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SPH 131</td>
<td>Fundamentals of Communication</td>
</tr>
</tbody>
</table>

**Total General Education Course Requirements:** 24 credits

### Core Nursing Courses (46 credits)

<table>
<thead>
<tr>
<th>First Semester Level 1, FALL/SPRING</th>
<th>Credits/Lecture/Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 107</td>
<td>Basic Principles of Pharmacology for NRS, Theory</td>
</tr>
<tr>
<td>NRS 108</td>
<td>Pathophysiology Altered Health Concepts, Theory</td>
</tr>
<tr>
<td>NRS 110</td>
<td>Core Concepts I, Professional Nursing, Theory</td>
</tr>
<tr>
<td>NRS 111</td>
<td>Core Concepts II, Professional Nursing, Theory/Clinical</td>
</tr>
</tbody>
</table>

**Total Core Nursing Courses (First Semester):** 12 credits

<table>
<thead>
<tr>
<th>Second Semester Level 2, FALL/SPRING</th>
<th>Credits/Lecture/Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 207</td>
<td>Pharmacology for Nursing Care, Theory</td>
</tr>
<tr>
<td>NRS 221</td>
<td>Psychiatric Nursing, Theory/Clinical</td>
</tr>
<tr>
<td>NRS 223</td>
<td>Adult Health I, Theory/Clinical</td>
</tr>
</tbody>
</table>

**Total Core Nursing Courses (Second Semester):** 12 credits

<table>
<thead>
<tr>
<th>Third Semester Level 3, FALL/SPRING</th>
<th>Credits/Lecture/Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 226</td>
<td>Family and Reproductive Health Nursing, Theory/Clinical</td>
</tr>
<tr>
<td>NRS 228</td>
<td>Child and Family Health Nursing, Theory/Clinical</td>
</tr>
</tbody>
</table>

**Total Core Nursing Courses (Third Semester):** 10 credits

<table>
<thead>
<tr>
<th>Fourth Semester Level 4, FALL/SPRING</th>
<th>Credits/Lecture/Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 231</td>
<td>Adult Health Nursing II, Theory/Clinical</td>
</tr>
<tr>
<td>NRS 233</td>
<td>Adult Health Nursing III, Theory/Clinical</td>
</tr>
<tr>
<td>NRS 225</td>
<td>Professional Nurse Role, Theory</td>
</tr>
</tbody>
</table>

**Total Core Nursing Courses (Fourth Semester):** 12 credits

**Total Hours:** 70
ASSOCIATE DEGREE NURSING CURRICULUM
LPN-RN Bridge Program
DATE: FEBRUARY 11, 2000
REVIEWED/REVISED: 2015
Nursing ADN #5400

Degree Conferred: Associate of Applied Science - 70 hours

<table>
<thead>
<tr>
<th>Course Requirements (24 credits)</th>
<th>Credits/Lecture/Lab</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>BIO 185  Foundations of Anatomy &amp; Physiology (Or 8 credits BIO 281/282)</td>
<td>5..................4..............2</td>
</tr>
<tr>
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<td>4..................2..............4</td>
</tr>
<tr>
<td>PSY 170  General Psychology</td>
<td>3..................3</td>
</tr>
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<td>Co-Requisite Courses</td>
<td></td>
</tr>
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<td>ENG 101  Composition I</td>
<td>3..................3</td>
</tr>
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<td>FWS 237  Nutrition for Optimum Living</td>
<td>3..................3</td>
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<td>3..................3</td>
</tr>
<tr>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Nursing Courses (46 credits)</th>
<th>Credits/Lecture/Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridge Escrow Nursing Credits</td>
<td></td>
</tr>
<tr>
<td>NRS 107  Basic Principles of Pharmacology for NRS, Theory</td>
<td>1</td>
</tr>
<tr>
<td>NRS 110  Core Concepts I, Professional Nursing, Theory</td>
<td>3</td>
</tr>
<tr>
<td>NRS 111  Core concepts II, Professional Nursing, Theory/Clinical</td>
<td>5</td>
</tr>
<tr>
<td>NRS 221  Psychiatric Nursing, Theory</td>
<td>2</td>
</tr>
<tr>
<td>NRS 226  Family and Reproductive Health Nursing, Theory/Clinical</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

| Bridge Semester: SPRING           |                     |
| NRS 108  Pathophysiology Altered Health Concepts, Theory | 3..................3 |
| NRS 207  Pharmacology for Nursing Care, Theory            | 2..................2 |
| NRS 210  Transition Associate Degree Nursing, Theory      | 3..................3 |
|                                                                                   8 |

| Third Semester Level 3, FALL      |                     |
| NRS 223  Adult Health I, Theory/Clinical | 5..................2..............6 |
| NRS 228  Child and Family Health Nursing, Theory/Clinical | 5..................2..............6 |
|                                                                                   10 |

| Fourth Semester Level 4, SPRING   |                     |
| NRS 231  Adult Health Nursing II, Theory/Clinical | 5..................2..............6 |
| NRS 233  Adult Health Nursing III, Theory/Clinical   | 5..................2..............6 |
| NRS 225  Professional Nurse Role, Theory              | 2..................2 |
|                                                                                   12 |

| TOTAL HOURS | 70 |
POLICY TITLE #7: ESSENTIAL ABILITIES STANDARDS
REVISED/REVIEWED: 2008

POLICY STATEMENT
The ESSENTIAL ABILITIES STANDARDS are part of the admission requirement to the Nursing Program. Students are expected to meet all progression criteria including academic requirements and essential abilities standards with or without reasonable accommodations. Academic requirements are described in the College Catalogs and nursing course syllabi.

ESSENTIAL ABILITIES STANDARDS include:

1. Essential judgment skills to include ability to identify, assess, and comprehend conditions surrounding patient situations for the purpose of problem solving around patient conditions and coming to appropriate conclusions and/or course of actions.
   Example: identify cause-effect relationships in clinical situations; develop nursing care plans.

2. Essential neurological functions to include ability to use the senses of seeing, hearing, touch and smell to make correct judgments regarding patient conditions for the purpose of demonstrating competence to safely engage in the practice of nursing. Behaviors that demonstrate essential neurological functions include, but are not limited to, observation, listening, understanding relationships, writing, and psychomotor abilities.

3. Essential communication skills to include ability to communicate effectively with fellow students, faculty, patients, and all members of the health care team. Skills include verbal, written, and nonverbal abilities consistent with effective communication.
   Example: document and interpret interventions and client responses. Explain treatment procedures to clients.

4. Essential emotional coping skills to include ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice. Skills essential to positive interpersonal relationships with individuals, families, and groups must be sufficient to allow for interaction with individuals from diverse backgrounds.
   Example: Establish rapport with clients and colleagues.

5. Essential intellectual/conceptual skills to include ability to measure, calculate, analyze, synthesize, and evaluate to engage competently in the safe practice of nursing.
   Example: Ability to understand assigned objective and identify essential skills and tasks required to meet goals as described in objective.

6. Essential responsibility and accountability actions are expected student actions as a developing professional nurse.
   This includes activities consistent with safe nursing practice without demonstrated behaviors of addiction to, abuse of, or dependence on alcohol, or other drugs that may impair behavior or judgment.
   Example: Compliance with the nursing practice act requirements for competent nursing care.

PROCEDURE:

1. The Essential Abilities Standards will be published in the Nurse Student Handbook.

2. The Essential Abilities Standards will be reviewed with all students during orientation to the Nursing Program. Students will be required to sign a statement indicating that they have read and understand that they will be expected to meet requirements of the Essential Abilities Standards and Policy.

3. Faculty is responsible for evaluation of student Essential Abilities in relation to course, lab, and clinical requirements.

4. A student who does not meet essential abilities, as determined by faculty, at any point in the Nursing Program may have course progress interrupted. The student will be required to demonstrate the ability to meet the essential abilities within a negotiated time frame.

5. A student who does not meet the essential abilities with or without reasonable accommodation will be dismissed from the Nursing Program.

6. The appeal procedure of Rock Valley College will be followed in responding to student requests for review of faculty decisions regarding student failure in meeting the Essential Abilities Standards.

POLICY TITLE #8: CHANGE OF NURSING POLICY
2015

POLICY STATEMENT
Policies may need to be revised to support the Rock Valley College and the Nursing program mission and philosophy.

PROCEDURE:

1. Faculty will bring proposals for policy change to the Dean.

2. The proposal will be brought to the full faculty for discussion, revisions, amendments or additions at a Nursing faculty meeting.

3. The policy committee will draft the proposed changes, present to the faculty and bring back a motion to adopt.

4. Upon adoption of a policy change or new policy, students will receive the policy in their current class. The policy should be read by each student. Verification
that the policy was read by each student will be by the student signature on the “Acknowledgment of Policy Change Roster” (see Appendix F).

**POLICY TITLE #9: CLINICAL FACILITY HEALTH REQUIREMENTS**
**REVIEWED/REVISED: 2015**

**POLICY STATEMENT**
1. Admitted students are required to submit a complete physical exam and immunization record by designed time.
2. Current personal health records, including the Mantoux test and flu immunizations must be maintained in order to attend clinical.
3. Current Health Care provider CPR certification and medical insurance are required.
4. The nursing office in accordance with FERPA may not issue health records from the student file and retains these records for one year post graduation.

**PROCEDURE:**
1. A non-reactive two-step Tuberculin Skin Test (Two Mantoux skin tests at least one week apart, but no longer than two weeks apart) or a negative chest film is required. If the 2-step documentation is complete, then the annual current Mantoux documentation is also required.
2. Proof of immunity to tetanus, measles, mumps, rubella, chicken pox and hepatitis B with titers should be attached to the immunization form.

**POLICY TITLE #10: CLINICAL PLACEMENT BACKGROUND CHECK**
**REVIEWED/REVISED: 2015**

**POLICY STATEMENT**
The use of background checks for individuals working in clinical settings is one of the means agencies use to protect clients/patients. While obtaining background checks on employees is not new for clinical agencies, the Joint Commission Standard requires agencies to include nursing students in criminal background checks when required by state law, regulation or healthcare agency policy (www.jcaho.com).

Clinical agencies have the right to establish criteria that would exclude a student from placement at their facility. Clinical agencies that have a mandatory criminal background check for students will need to comply with that policy according to Standard HR 1.20. Agencies may use different criteria for students than are used for employees or exempt them entirely and still meet Standards.

The clinical agencies have the right to accept or deny student placement related to the positive background finding. If a clinical agency denies student placement for a positive background check, alternatives for the student to complete the objectives of the course would be evaluated. All students are expected to meet course objectives as defined by the course syllabi and program policy.

**PROCEDURE:**
1. The Nursing Program requires the IDPH fingerprint background check per the certified nursing assistant requirement.
2. The background check must have no disqualifying convictions.

**POLICY TITLE #11: STUDENT UNIFORM REQUIREMENTS**
**REVIEWED/REVISED: 2015**

**POLICY STATEMENT**
Professional appearance includes appropriate dress and hygiene for the nursing care situation.
A student who does not adhere to the uniform code will be dismissed from clinical.

**PROCEDURE**
The official school uniform is to be worn at all times in the clinical area. Uniforms must be purchased or ordered through Rock Valley College bookstore.

**FEMALE UNIFORM REQUIREMENTS**
- Navy Scrub Top per RVC Bookstore
- Navy Scrub Work Pant per RVC Bookstore
- White Woman’s Lab Coat (Optional)
- White Long-Sleeved T-Shirt (Optional)
- Plain flesh tone sheer hose or plain white socks
- RVC issued photo I.D. badge on left upper chest and patch on left upper sleeve.
- A solid color scrub top is required for pediatrics.
- Wrist watch with second hand, bandage scissors, stethoscope, penlight, and black ink ball point pen

**MALE UNIFORM REQUIREMENTS**
- Navy Scrub Work Top per RVC Bookstore
- Navy Scrub Pant per RVC Bookstore
- White Long-Sleeved T-Shirt (Optional)
• Plain white socks
• White shoes—clean, polished, proper fit and repair. All white, leather walking shoes are acceptable.
• RVC issued photo I.D. badge on left upper chest and patch on left upper sleeve.
• A solid color scrub top is required for pediatrics.
• Wrist watch with second hand, bandage scissors, stethoscope, penlight, and black ink ball point pen

HYGIENE, HAIR, & JEWELRY
• Appropriate hygiene should be adhered to, as well as clean and pressed, clothing.
• No scented body products are to be used.
• Fingernails should be fingertip length and without nail polish.
• Artificial nails are not allowed in lab or clinical.
• Hair styles are expected to be neat with hair off the uniform collar. Dreadlocks are not allowed.
• Facial hair should be groom/shaven.
• Tattoos must be covered.
• A wedding and/or engagement ring, and single pierced earrings on a post are allowed.
• Necklaces, hoops, bar studs and dangling earrings are not permitted.
• Visible body piercings and tongue piercings are not permitted.

POLICY TITLE #12: NO-SMOKING REQUIREMENT
REVISED/REVIEWED: 2015

POLICY STATEMENT
RVC and the clinical agencies adhere to a smoke-free environment. The image of the nursing profession relies on a healthy/lifestyle. All areas of RVC facilities are smoke free.

PROCEDURE
1. No smoking is permitted while in the nursing uniform, including any RVC logo attire (sweats, tees, etc.)
2. Smoking before clinical experiences is prohibited.
3. If smoking odor is detected, a student may be dismissed for the clinical day. This dismissal constitutes a clinical absence.
4. Violations will be documented via incident report and placed into the student file.

POLICY TITLE #13: SUBSTANCE USE
REVIEWS/REVISED: 2015

POLICY STATEMENT
Any student exhibiting substance related behavior use while in a clinical facility or the classroom/lab will be reported according to agency and or Rock Valley College policies. The student must complete mandatory substance screening and assessment at a chemical dependence facility. The student’s status in the Nursing Program will be reviewed pending the outcome of the screening.

PROCEDURE
If a student has been dropped from the Nursing Program for a problem with substance use, the following conditions must be met for readmission:
1. The student will:
   • Follow through on the treatment recommendations of the chemical dependence facility.
   • Provide written release and recommendation to be reviewed by the Nursing Program.
   • Pass a comprehensive screening for substances.
   • Meet or exceed any requirements stipulated in the Illinois Nurse Practice Act.
   • Submit to random drug and alcohol screening at personal expense, as arranged by the chemical dependence facility, no less than one (1) time per month for one year.
2. The review of placement is subject to agency availability.
**B) Academic & Clinical Standards**

**POLICY TITLE #14: THEORY-CLINICAL GRADE STANDARDS**
**REVIEWED/REVISED: 2015**

**POLICY STATEMENT**
A student must earn a minimum grade of “C” in each nursing course. A minimum grade of 80% is passing.

**GRADING SCALE:**
- A 93-100
- B 86-92
- C 80-85
- D 68-79
- F <68

**PROCEDURES**
1. There is no rounding of test/quiz scores or clinical performance grades <80%
2. Additional course assignments are not factored into the grade if the minimum test score of >80% has not been achieved.
3. Both the theory and clinical components of a nursing course must be satisfactory in order for the student to progress to the next course.  
   - Example – NRS 111: ADN  
   - Example – NRS 210: Bridge
4. A passing grade in theory and an unsatisfactory in clinical performance will result in a grade of “D” or “F”.

**POLICY TITLE #15: ACADEMIC HONESTY STANDARDS**
**REVIEWED/REVISED: 2015**

**POLICY STATEMENT**
The faculty and administration expect that RVC students are enrolled in courses as honorable scholars. Students are expected to do their own original work, except when collaboration on projects is directed by faculty as part of the course or specific assignment. Students are expected to observe the commonly accepted standards of academic honesty at all times. To plagiarize is to present someone else’s ideas or work as your own.

Students who commit any of the forms of academic dishonesty INCLUDING:
- Plagiarism
- Cheating
- Dishonest collaboration
- Fabrication
- Cutting/pasting from a resource via internet course posting

- Use of Instructor Test Bank as outlined in the Academic Honesty Standards and Procedures found in the RVC Student Handbook are subject to the penalties and sanctions including but not limited to Assignment/Test grade of “F” to program dismissal.

**PROCEDURES**
1. The APA citation style should be used for nursing assignments
2. Credit to the source must be given in the following instances when you:
   - Directly quote someone else;
   - Use someone else’s ideas or opinions (unless they are common knowledge);
   - Use someone’s example’s;
   - Cite statistics or other facts complied by someone else’s argument
3. References for cited works must be used

**POLICY TITLE #16: ATI SUCCESS TESTING**
**REVIEWED/REVISED: 2015**

**POLICY STATEMENT**
This is a comprehensive assessment and review process for nursing education which provides the student with additional learning resources in preparation for the NCLEX including:
- E books to supplement your course text
- Skill Tutorials
- Practice Exams
- Proctored Exams and
- Focused Reviews
- Using these tools will improve your learning in preparation to be a successful graduate nurse.

**PROCEDURES**
1. During a required ATI Orientation the student will be given account information regarding resources and navigation at: ATITesting.com
2. Assessment practice I.D.’s and passwords will be provided during each course.
3. Course specific unit and practice final exams are available.
4. Proctored exams will be required in designated courses. The proctored exam or practice test is calculated into the final test grade category. Students are expected to use proactive tests to facilitate a proficient level of achievement.
POLICY TITLE #17: ASSOCIATE DEGREE PROGRAM INDEPENDENT STUDY
REVIEVED/REVISED: 2015

POLICY STATEMENT
NRS 250 is designed for the student who has completed the first year nursing courses and/or received consent from the Dean of Nursing. See RVC College Catalog.

Independent study (IDS) eligibility requires satisfactory course completion in the nursing content to be studied.

PROCEDURE
1. Students who meet the IDS requirements for Nursing should obtain the Independent Study Form from the nursing office.
2. Students will be assigned a nursing faculty advisor according to the proposed area of nursing study.

POLICY TITLE #18: STUDENT NURSING ADVISORY COMMITTEE
REVISED/REVISED: 2008

POLICY STATEMENT
The Student Nursing Advisory Committee works with the administration and faculty of the Rock Valley College Nursing Program in an advisory capacity.

The purpose of the committee is to advise administration and faculty on direct concerns of students.

Advisory committee membership will include student and faculty representatives.

PROCEDURE
1. The Committee will be composed of a minimum of one student member from each of the following nursing courses: NRS 110, 111, 210, 221, 223, 226, 228, 231, and 233. Members will be selected during the first 8 weeks of each semester. Should a vacancy occur in student membership during the academic year; an alternate will be selected from the same course of the student submitting a resignation. Students unable to attend a meeting may designate a substitute to attend in their absence.
2. Faculty membership will rotate with two (2) faculty appointed to attend each meeting. The Nursing Chair will attend each meeting.
3. Meeting guidelines include:
   a. a quorum shall consist of a simple majority of members.
   b. A meeting schedule will be approved at the first meeting of the academic year.
4. Minutes of the meeting will be posted and distributed to student representatives via EAGLE.
5. Official copies of the minutes of meetings will be placed on file in the Nursing Program office.

Issues discussed in the Student Advisory Committee may be referred to the Nursing Faculty Committee if recommended by the Student Advisory Committee.

POLICY TITLE #19: COMPREHENSIVE PREDICTOR
2015

POLICY STATEMENT
ATI Comprehensive Predictor Exam is given at the end of the Nursing Program. The first time taking this exam has shown to be predictive of passing the NCLEX at first attempt. Students are required to complete this exam in order to have their names released to Continental Testing Services (CTS) for NCLEX registration.

PROCEDURE
1. All students will take the ATI Comprehensive Predictor at the end of NRS 225 Professional Nursing Role.
2. Students who score ≥ 90% of passing NCLEX will have their names sent to CTS upon successful completion of the Nursing Program, with the recommendation of:
   a. Retaking the ATI Comprehensive Predictor at no added cost to the student
   b. Take a NCLEX review course, at student’s own expense.
3. Students who score <90% of passing NCLEX will have their names withheld from CTS UNTIL:
   a. Student retakes the ATI Comprehensive Predictor, at no added cost to the student
   b. Proof of a NCLEX review course registration is provided to the Dean.
   c. Once these two are completed, names will be submitted to CTS.

POLICY TITLE #20: NCLEX EXAM RESUBMISSION
2015

POLICY STATEMENT
Continental Testing Services (CTS) allows up to 6 months for the registered student to take the NCLEX exam. After 6 months has lapsed, CTS requires resubmission of the student name. The student must adhere to the following to have their name resubmitted to CTS:
PROCEDURE

1. If a student has completed the Nursing Program within the past year, they must show proof of completing the following ATI reviews prior to retaking the Comprehensive Predictor Proctored exam:
   a. Fundamental Practice Test A & B
   b. Pharmacology Practice Test A & B
   c. Mental Health Practice Test A & B
   d. OB Practice Test A & B
   e. Pediatric Practice Test A & B
   f. Med-Surg Practice Test A & B
   g. Leadership Practice Test A & B
   h. Comprehensive Predictor Practice Test A & B

2. The Comprehensive Predictor must be retaken, at the expense of the student. The student exam must be scheduled through the Nursing Office.

3. When the student has completed the ATI reviews, has taken the Comprehensive Predictor with a score of passing ≥ 90% and provided proof of successfully completing an NCLEX review course their name will be resubmitted to CTS.

4. If a student completed the Nursing Program over one (1) year ago, the student must fulfill the following requirements before their name will be resubmitted to CTS:
   a. Submit proof of successfully completing an NCLEX review course within the past 3 months
   b. Retake the Comprehensive Predictor, at the expense of the student, with a score of ≥90% chance of passing NCLEX.

POLICY TITLE #21:
ATTENDANCE REQUIREMENTS
REVIEWED/REVISED: 2015

POLICY STATEMENT

ATTENDANCE IS MANDATORY in nursing courses, including orientation, classes, labs, conferences and client care clinical experiences. Course attendance requirements must be met according to the syllabus and program policies.

PROCEDURES

1. Only two clinical day absences per eight week course are permitted.
2. Absences in excess of this number will require repeating the course.
3. All clinical absences must be rescheduled by the student according to the instructor’s and clinical agency availability.
4. Absence from clinical orientation or lab counts toward the clinical absence policy.
5. The cost of the second clinical make up could include a fee for $35.00 per clinical hour.

POLICY TITLE #22:
HEALTH STATUS CHANGE
REVIEWED/REVISED: 2015

POLICY STATEMENT

Any change in health status of currently enrolled students, resulting in the inability to meet the standards as outlined in the Essentials Ability Policy will require documentation and medical approval for the student to return to clinical without restrictions.

PROCEDURE

1. Any change in health status must be reported to a student’s clinical nursing instructor. Examples include but are not limited to back injury, pregnancy, infection such as shingles, fractures, etc.
2. Students must provide documentation of care by a licensed physician/certified nurse practitioner and submit a medical release before returning to clinical.
3. Releases from physicians or nurse practitioners must state that the student “can return to the laboratory and clinical facility without any work restrictions.”
4. Any condition that is ongoing such as pregnancy will require a medical release on a monthly basis to be submitted no later than the 7th day of each month.
5. Failure to submit a medical release or information regarding a health status change to the Dean of Nursing is grounds for immediate dismissal from the Nursing Program.

POLICY TITLE #23:
LEAVE OF ABSENCE (LOA)
REVIEWED/REVISED: 2015

POLICY STATEMENT

Unexpected life events, including pregnancy, may require a request for a “Leave Of Absence” (LOA). Students who are in good academic standing and interrupt their sequence of nursing courses for an approved LOA, will be placed in each subsequent nursing course as vacancies become available. (See policy #6, 7, 22)

PROCEDURE

1. Requests for an approved LOA must be submitted in writing to the Dean of Nursing. An appointment must be scheduled with the Dean of Nursing.
2. LOAs will only be granted to a student in good academic standing (“C” or higher)
3. After a student has completed the first semester of the Nursing Program, with grades of “C” or higher, they will be granted only one (1) eight week LOA.
4. If a student in good academic standing requires a second LOA, ATI review and proof of ATI practice exams >80% must be submitted.
5. Student course placement will be made by the nursing office for subsequent courses.
6. A student who is in good academic standing and has just finished an approved LOA, will be placed into the next required nursing course vacancy before any student that is Out Of Sequence (OOS), due to a course failure.
7. A student not taking nursing course work for over one semester must re-apply to the Nursing Program. Upon successful readmission, course placement will follow policy #5, and procedure #2 b, c and #3.

POLICY TITLE #24: PROFESSIONAL RESPONSIBILITIES
REVIEWED/REVISED: 2014

POLICY STATEMENT
To fulfill the professional responsibilities required of the Associate Degree or Practical student nurse:
1. Applies professional ethical principles.
2. Follow legal requirements (e.g., confidentiality, HIPAA, and documentation).
3. Follows the policies and procedures of affiliating agencies to which the student is assigned.
4. Does not visit non-assigned patients in the healthcare agency or leave the assigned area.
5. Does not read charts or electronic records of non-assigned patients who may be treated in a healthcare agency.
6. Collaborates with all members of the health care team to meet the needs of family-centered nursing care.
7. Is accountable for own nursing actions.
8. Seeks educational opportunities to improve knowledge and skills.
9. Exhibits a respectful response in both classroom and clinical areas regarding:
   • Personal and vocational relationships
   • Learning
   • Suggestions for improvement
   • Supervision
10. Do not make disparaging remarks about patients, employers, staff members, co-workers, instructors even if they are not identified.

POLICY TITLE #25: CONFIDENTIALITY/HIPAA/PRIVACY
REVISED/REVIEWED: 2014

POLICY STATEMENT
HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT of 1996 (HIPAA)/SOCIAL MEDIA
Patients have a right to privacy and confidentiality. It is illegal to release health information to inappropriate parties or to fail to adequately protect health information from release. Protected Health Information includes the patient’s name, photograph, address, phone number, email and fax addresses, social security number, driver’s license number and other identifying information, in addition to information about the patient’s diagnosis and condition.
Under no circumstances should confidential patient information be removed or released outside of the health care facility, discussed with anyone or within any social network/media context.
There are civil, criminal and academic consequences if privacy laws are breached. Violation of HIPAA will result in immediate dismissal from the program and other potential legal penalties.
For more info, please visit: RockValleyCollege.edu/HippaPrivacy

PROCEDURE
HIPAA protective behaviors include:
1. Not discussing patients with inappropriate parties or in inappropriate locations, including social and electronic media.
2. Students should not copy any part of the patient records.
3. Any printed report sheets need to be left at the healthcare agency.
4. Student assignments should have only patient initials, and should not include room numbers or the name of the healthcare agency.
5. Any identifying information should be shredded at the clinical setting after use.
6. When viewing computer or written charting, be sure that others are unable to read it.
7. Do not look up information on patients that are not assigned to you.
8. Promptly report a breach of confidentiality of privacy.
POLICY TITLE #26: NURSING LAB CONDUCT / USE
REVIEWED/REVISED: 2013

POLICY STATEMENT
The Nursing Lab is a multi-modal learning environment that offers a variety of health care and nursing resources for practice and simulation of nursing skills. Preparedness in critical thinking skills is an essential part of the simulation and practice experience. Practice is an opportunity to suspend disbelief and develop confidence.

HOURS:
1. The Nursing Lab will be open at scheduled times (35 hours) per week.
2. Students must sign in while using the lab facilities. The lab is an electronically equipped facility for the purpose of instruction.

SKILLS / CONDUCT:
1. Requests of clinical skills faculty for assistance such as procedure demonstrations or skill exams should be made by appointment.
2. Scheduled lab access may be limited during skill validations.
3. Consideration, quiet and courtesy in the Nursing Lab should be observed.
4. Students may not interrupt clinical skills faculty when testing or teaching another student.
5. Students are responsible for keeping skill practice units, computer and study areas clean and neat after use.
   • May have a covered beverage in non-computer areas.
   • Eating is not permitted.

EQUIPMENT / AV:
1. Sign-up for computer use if > 1 hour.
2. Check with skills faculty for available practice areas.
3. Selected equipment or AV materials may be checked out of the Nursing Lab:
   • Return all material to the Nursing Lab as required.
   • Students are responsible to return any borrowed lab property.
4. Damaged or missing equipment must be reported immediately to the nursing skills faculty.
5. Failure to follow the approved procedures will result in a possible fine or loss of checkout privileges. All lost or damaged materials are charged $5.00 in excess of market value to cover the processing and the costs of replacement.
   • Grades will not be reported to the College Records Office unless all fines are paid.
6. Children are not allowed in the Nursing Lab.

POLICY TITLE #27: CLINICAL SKILL VALIDATION/SIMULATION
REVIEWED/REVISED: 2012

POLICY STATEMENT
Skill validation promotes competent patient care. Skill practices include extensive preparation and 30 or more minutes practice of each skill in the Nursing Lab before validation (excluding the day of validation). Skill return demonstrations for evaluation are a validation that must be passed. Evaluation includes critical behaviors:
• Communication
• Technique accuracy
• Critical thinking
• Safety
Skill labs are scheduled according to the class hours in the course calendar/syllabus. Students are required to attend each skill demonstration. No skill tutorials are given except for excused absences or required remediation.

PROCEDURE
1. Students are required to practice new skills in the lab at least 30 minutes each week. Required active practice (not observation) of each skill set will be documented in 15 minute increments of time.
2. Students must pass the skill lab exams/simulations.
3. Skill lab return demonstration(s) (validation) attendance is/are mandatory.
   • If a student is absent from a skill validation the student must notify the lab instructor prior to the missed appointment.
   • Acceptable reasons for absence from a skill validation appointment are in the course syllabus.
   • Failure to attend a skill validation at the scheduled time will be considered the first failed attempt.
   • Skill make-ups are by appointment only.
   • No retesting will be allowed on the same day as the non-pass.
4. Failure to pass the assigned lab skill on the second attempt will result in a final skill performance evaluation by two nursing faculty or by evaluation of student skill performance in a video recording.
5. Failure to perform the required skill on the third attempt will result in failure of the course.
6. A pattern of second attempts to pass clinical skills may result in a decrease in the overall class grade.
POLICY TITLE #28: SKILL RECORD REQUIREMENT
REVISED/REVISED: 2015

POLICY STATEMENT
The purpose of the Technical Skills Record is to:
• Ensure a well-rounded clinical opportunity experience that meets course objectives.
• Ensure experience in caring for patients with the more common skill competencies.
• Aid the faculty in the assignment of clinical experience.
• Validate skill completion/competence for a professional portfolio.

PROCEDURE
1. This record is given to the student at the beginning of the Nursing Program and is to be kept by the student (see Appendix G).
2. When a student is transferred to another faculty member for clinical supervision the record is to be presented to the new faculty member for review.
3. All recording on this record should be in ink.
4. A self-directed nursing student will complete the record as soon EACH clinical SKILL is performed.
5. A final copy will be retained in the portfolio (see Appendix I).

PROCEDURE FOR OCCUPATIONAL OCCURRENCES:
1. IMMEDIATELY notify your instructor of personal accident, injury or needle stick.
2. For agencies/sites without medical resources the student/faculty involved would follow these steps:
   a. Report occurrence (see Appendix J).
   b. Faculty will assist the student in calling Physicians Immediate Care treatment facility, (815) 874-8000.
      Hours of operation are:
      M-F, 7:30 a.m. - 8:00 p.m. and
      Saturday 7:30 a.m. - 4:00 p.m.
      Faculty will give necessary paperwork to student to take to Physicians Immediate Care, 3475 S. Alpine Road, Rockford, Illinois.
   c. IMMEDIATELY go to Physicians Immediate Care and identify yourself as a Rock Valley College Nursing Student with an occupational exposure to blood/body fluids. Rock Valley College will cover any charges you incur for this immediate care by Physicians Immediate Care. Retain a copy of your billed care. You or your insurance carrier will be responsible for paying any treatment or care beyond that which is given immediately following the exposure incident.

PROCEDURES FOR OCCUPATIONAL EXPOSURE TO BLOOD/BODY FLUIDS:
1. Immediately after the incident, force blood out of contaminated area (i.e., squeeze) or flush mucous membranes, then wash the exposed area with soap and water.
2. Identify the student/faculty and source. Be sure the student/faculty has cleaned the contaminated area thoroughly. Refer the student/faculty and source to this policy and advise each of them to follow it. If the source has left, the faculty will phone their and explain our policy.
3. If necessary, assist the student/faculty in calling Physicians Immediate Care treatment facility, (815) 874-8000. The student/faculty should tell the admitting clerk they are a Rock Valley College student/faculty and has had an occupational exposure to blood/body fluids and need to be evaluated. The student/faculty should go to Physicians Immediate Care, 3475 S. Alpine Road, Rockford, Illinois immediately following the incident so it can be determined if medications are warranted.
4. Maintain confidentiality of all persons involved. Share information on a “need-to-know” basis only.
5. Complete an “Occurrence/Injury Report” and submit to Dean of Nursing. If incident occurred at RVC a copy would be given to Rock Valley Police Department (see Appendix J).
   a. Adhere to any recommended follow-up TESTING or treatment recommended by the physician.
   b. Faculty will notify Rock Valley Police Department (if an incident occurs at RVC) – (815) 921-4350.

POLICY TITLE #29: OCCUPATIONAL OCCURRENCES/INJURY
REVISED/REVISED: 2015

POLICY STATEMENT
• Occupational occurrences include:
• Fainting
• Injury
• Body fluid splash
• Contaminated needle stick
• Puncture wound from a contaminated sharp instrument.
• Contamination of any obviously open wound, non-intact skin, or the mucous membranes by saliva, blood, or a mixture of both saliva and blood.
• It is URGENT that you are evaluated after the incident since, if warranted, testing and/or recommended medications should be started as soon as possible after the exposure.
• When a student is in a facility/clinical site outside RVC, that site’s occupational occurrence policy must be followed.
C) Provisional Academic Standards

POLICY TITLE #30: COURSE STANDARDS/FAILURE
REVISED/REVIEWED: 2015

POLICY STATEMENT
When providing patient care, students are legally accountable for providing the same standard of nursing care as a licensed nurse. Patients have the right to expect that students will deliver safe, quality care. Professional standards of practice and codes of ethics have been developed by the nursing profession to guide practice. Students are expected to adhere to these standards and ethical codes.

PROCEDURE
1. Faculty is responsible for evaluation of student performance in nursing courses and has final responsibility for the course grade.
2. Students are required to follow the course syllabus and are responsible for meeting the objectives and all requirements of the course as outlined in the syllabus.
3. Criteria for failure in a clinical include one or more of the following:
   • Failure to meet course objectives.
   • Clinical performance that does not meet professional standards of conduct. Unprofessional conduct is defined as any nursing action inconsistent with the ANA or NAPNES Code of Ethics, or the policies of the Nursing Program.
   • Failure to pass repeated clinical skill validations and simulations.
   • Clinical performance that is unsafe. Unsafe practice is defined as any nursing action inconsistent with the State of Illinois Nurse Practice Act, the ANA or NAPNES Standards of Clinical Practice or the policies of the Nursing Program.
   • Absence from clinical that does not meet the standard of attendance as outlined in the course syllabus and nurse student handbook (see Policy #21).
   • Academic Dishonesty: including but not limited to plagiarism as defined by the college policy, omission of essential information, unethical behavior, and/or violation of confidentiality (see Policy #15).
   • HIPAA violation (see Policy #25).
4. The theory grade must be >80% as stated in policy #14.
5. Faculty will submit written notice of student failure (cc to student and the Dean of Nursing) at the time of course failure or course withdrawal.

POLICY TITLE #31: STUDENT CLINICAL INCIDENT
REVISED/REVIEWED: 2015

POLICY STATEMENT
A report of a student clinical incident is both a communication tool and an educational tool used to enhance the nursing student’s abilities and ultimately improve client care. A student clinical incident occurs when there is a violation of professional standards or policies or if there is unsafe patient care or medication administration procedures. The incident report documents observations of behaviors critical to effective professional behavior, nursing care and includes patient safety, ethical behavior, and policy and procedural requirements.

PROCEDURE
1. When a student is involved in a clinical incident, the faculty or staff observing the incident will complete a report (see Appendix K).
2. A faculty member will meet with the student to discuss the incident.
3. The student will be required to submit a written statement regarding the incident including corrective or preventive actions (see Appendix L).
4. The procedure will include:
   • A copy of the report will be given to the student and placed in the student’s file.
   • The student may be referred to the Nursing Lab, a college counselor, the Dean of Nursing or other appropriate resources.
   • The student must supply verification of the action taken in response to the report to the involved faculty.
5. The student clinical incident report may be used for remedial action or dismissal of the student from the Nursing Program at the time of the incident or at a future date.
POLICY TITLE #32: COURSE PLACEMENT FOR ACADEMIC WITHDRAW OR FAILURE
REVIEWED/REVISED: 2015

POLICY STATEMENT

Students who interrupt their sequence of nursing courses due to academic withdraw or failure will be placed in courses as vacancies are available.

PROCEDURE

1. Students who do not complete a nursing course due to academic withdraw or failure are required to make an appointment with the Dean of Nursing (see Appendix M & N).
   - All subsequent course registrations require permission from the Dean.
   - Students who register without the Dean’s approval will be dropped from the course(s).
2. Academic withdraw from a nursing course with a grade below a “C" is considered a course failure.
3. Students who fail a nursing course will be required to repeat both the theory and clinical portions concurrently.
4. TWO nursing course failures result in program dismissal.
5. A student who is in good academic standing and has just finished an approved LOA, will be placed into the next required nursing course vacancy before any student that is OOS, due to a course failure.

POLICY TITLE #33: INCOMPLETE GRADE
REVIEWED/REVISED: 2012

POLICY STATEMENT

If a student cannot complete nursing course requirements according to the course syllabus and calendar due to circumstances beyond the student’s control, an extension may be requested in writing by the student. Incomplete grades are not granted for clinical absence.

PROCEDURE

1. A student, who is granted a grade of “Incomplete" in a nursing course with concurrent enrollment in another nursing course, must have the grade of “Incomplete" changed within the first two weeks of the next nursing course session or college term, if it is the last course.
2. A contract will be developed outlining specific assignments and dates. This will be signed by both the instructor and the student.
3. If the grade of incomplete is not resolved, the student will receive a non-passing grade for nursing courses in which the requirement has not been met.

POLICY TITLE #34: APPEAL OF A CAPRICIOUS FINAL GRADE
REVIEWED/REVISED: 2013

POLICY STATEMENT

Grades assigned by a faculty member stand and cannot be changed. Students have a right to be free from capricious grading and to be graded fairly in classroom and clinical activities. Student grade concerns should be initiated by the individual student and discussed privately with the involved professor. If a grade dispute cannot be settled, the student may consult the RVC Student Handbook or the RVC Course Catalog for appeal procedures.

PROCEDURES

1. You have met with the instructor and cannot resolve the dispute over a final course grade.
2. A student who disputes a final course grade may appeal the grade no later than the beginning of the fourth week of the academic term or summer session which directly follows the term in which the grade was awarded.
POLICY TITLE #35: DISMISSAL FROM NURSING PROGRAM
REVISED/REVIEWED: 2013

POLICY STATEMENT
Repeated violations of the policies of the Nursing Program and/or the clinical site or failure to meet the academic and/or clinical standards for a course can result in dismissal of the student.

For very serious incidents, such as those involving a threat to patient safety, gross insubordination, the disclosure of confidential information, falsifying student or hospital records, cheating, theft of property, damage to hospital or college property, physical or verbal abuse of patients, staff, fellow students or faculty, intoxication or being under the influence of drugs or alcohol during clinical or classroom time, or possession of a dangerous weapon, a student can be dismissed immediately.

The faculty also reserves the right to request the withdrawal of any student whose integrity, health or conduct is in conflict with the clinical facility policies and/or ethical standards of the profession of nursing.

Dismissal from the Nursing Program will be based upon one or more of the following:
1. Withdrawal or failure of NRS 110/111, NRS 210,— theory/clinical/skill lab.
2. Failure to meet the minimum grade of “C” in each nursing course.
3. Two nursing course failures.
4. Failure to earn a minimum grade of “C” in co-req. or nursing elective courses required for the nursing major.
5. Unprofessional behavior.
7. Failure to meet essential abilities or basic C.N.A. skills (see Policy 3 & 7).
8. Violation of clinical agency or Nursing Program policies.

PROCEDURE
1. All faculty recommendations to dismiss a student must be submitted in writing to the Dean of Nursing with a copy provided to the student.
2. Students failing to meet requirements for progression in the Nursing Program will be notified by the Dean of Nursing in writing.
3. After written notice of program dismissal; the student may submit a written appeal within 10 days of notification of dismissal.
4. The student appeal will be afforded due process according to RVC procedures.

POLICY TITLE #36: RE-ADMISSION TO THE NURSING PROGRAM
REVISED/REVIEWED: 2015

POLICY STATEMENT
There is no guarantee of re-admission to the Nursing Program(s). Applicants eligible for readmission are students who failed out of the program in the first semester. Students are not eligible for readmission if dismissal occurred after the first semester. Prior dismissal related to unsafe clinical performance, unprofessional conduct, failure to meet essential abilities or CNA skills or violation of clinical agencies or Nursing Program policies will be grounds for admission denial without review. The Nursing Admissions Committee will evaluate and refer completed application to the full nursing faculty for review.

PROCEDURE
1. The student must reapply by program application dates with a letter requesting admission.
2. There will be no action on requests during the summer/winter/spring breaks.
3. The application will be referred to the Admission Committee for scheduled admission review.
4. The student must submit evidence of the following for review:
   • Documentation of corrective action regarding previous identified problems.
   • Transcript of grades documenting remedial course work.
   • Validation of current clinical practice as a Certified Nursing Assistant/LPN.
5. Students readmitted will be placed on Academic Probation the first semester of the program.
   • The student must complete all NRS courses with a “C” or higher.
   • A grade below “C” in any NRS course will result in dismissal from the program.
   • Once a student has successfully completed all NRS courses in the first semester with a “C” or higher, the student will no longer be on “academic probation” and will follow the policies of course failure in the Student Nurse Handbook (see POLICY #32).
   • Students dismissed after readmission will not be eligible to reapply to the RVC ADN program.
Delegation - assignment of tasks or responsibilities to another in which the supervisor holds the other responsible and accountable for performance while continuing to maintain personal accountability.

Direction - authoritative instruction given to another relating to tasks and responsibilities.

Environment: events, objects, or conditions that impact the client system.

- Internal - integrated set of structures, beliefs, and processes that interact to maintain the stability and integrity of the client system.
- External - complex of physical, chemical, biologic, sociocultural, and spiritual factors that act on and are acted on by the client system.

Family - person(s) significant to the client.

Health: conceptualized as wellness, which relates to the quality of the interactions between the client system and the environment.

- Illness - a process in which a person's physiological, psychological, sociocultural, developmental or spiritual functioning is diminished.
- Wellness - moving toward the fulfillment of one's potential as a human being in the physiological, psychological, sociocultural, developmental, and spiritual dimensions.

Health education - learning experiences designed to facilitate the client's adaptation of behavior to promote optimal wellness.

Health promotion - science and art of helping persons change their lifestyles to move toward optimal health for individuals, families, groups, and communities. The purpose is to focus on maintaining or improving general health. This involves education through community-based programs related to individual lifestyle choices that have a powerful influence on client future health.

Health promotion strategies - education and community-based programming related to the individual lifestyle choices that have a powerful influence on one's future health.

Health protection - related to environmental or regulatory measures that protect groups or specific populations from health hazards, e.g. occupational injury, water or air pollution, etc.

Integrity - an unimpaired condition of client system's structure and processes.

Levels of prevention: efforts taken to avert the development of disease; each level occurs at a distinct point in the evolution of disease and requires specific nursing interventions.

- Primary - nursing intervention to retain the stability and integrity of the client system. These interventions decrease the vulnerability of individuals or groups to illness or dysfunction.
- Secondary - nursing intervention to attain stability and integrity of the client system. Nursing activities emphasize early diagnosis and prompt treatment of disease to halt pathophysiological processes and limit disability.
Tertiary - nursing intervention to maintain or restore stability and integrity of the client system. Nursing interventions include the treatment, care, and rehabilitation of the client for the purpose of minimizing the effects of disease and disability by preventing complications and deterioration.

Lifespan (Development) - the orderly and predictable process of human growth and development that is individualized by genetic, biologic, environmental, and social factors.

Neuman Systems Model - a dynamic systems-based framework that represents a total client system approach and views the person as an open system interacting with the environment. The model focuses on the client's reaction to stress. The interaction of the client system with the environment and the facilitation of optimal client wellness is the domain of nursing concern. Nursing interventions are organized at three levels of prevention.

Nurse - includes those individuals who are licensed as practical nurses and registered nurses at the professional level who have been granted a certificate, an associate degree, a baccalaureate degree, or an advanced degree.

Nursing - a unique discipline that is both an art and a science. The goal is to promote, retain, attain, or maintain optimal stability and integrity of the client system by use of the nursing process.

Nursing Process: a five-step process that is an organized and systematic method of addressing the health status of the client system. Nurses and client systems work together as partners to promote wellness, reduce stressors, prevent disease/illness, restore health, and facilitate coping with altered functioning.

Assessment - the collection, validation, and communication of client system data within the framework of the five variables of person.

Nursing diagnosis - analysis of client system data to identify stressors, strengths and health problems that nursing interventions can prevent or resolve using the North American Nursing Diagnosis Association (NANDA) system of problem statements.

Plan - specification of (1) client system goals and outcomes to prevent, reduce or resolve the problems identified in the nursing diagnosis; and (2) related nursing interventions.

Implementation - actions to assist the client to retain, attain, and maintain optimal systems stability; nursing interventions.

Evaluation - measuring the extent to which the client system has achieved the goals specified in the plan of care; identifying factors that positively or negatively influence goal achievement; revising the plan of care as needed.

Nurse-client relationship - the primary relationship for assisting the client to achieve optimal wellness through exchange of information, energy, and feelings. It is the interactional, interpersonal milieu in which nursing practice occurs; and which also provides a context for nursing interventions.

Nursing Roles:
Caregiver - applies the nursing process in collaboration with the client and other health team members.
Advocate - promotes client autonomy in decision-making and acts to protect client rights.
Manager - directs, plans and organizes the care given to the client by the various health team members.
Educator - teaches individuals, families, groups and health team members to promote, maintain or restore wellness to foster the knowledge and skills necessary for self-care.
Continuing learner - takes responsibility for learning throughout the individual’s nursing career, through self-motivation and self-direction.
Health team member - membership in a group composed of individuals of several disciplines who rely on each other to meet priority individual client needs effectively and efficiently.

Outcome - result or consequence of an activity or process.

Paradigm - a philosophical, theoretical framework of the discipline of nursing within which nursing practice is formulated including the concept of person, health, environment, and nurse.

Practical nursing - means the performance of nursing acts requiring the basic nursing knowledge, judgment, and skill acquired by means of completion of an approved practical nursing education program. Practical nursing includes assisting in the nursing process as delegated by a registered professional nurse or an advanced practice nurse. The practical nurse may work under the direction of a licensed physician, dentist, podiatrist, or other health care professional determined by the Department.

Process - gradual changes in an activity or function that leads toward a particular result.

Professional nursing - is a scientific process founded on a professional body of knowledge; it is a learned profession based on the understanding of the human condition across the life span and environment and includes all nursing specialties and means the performance of any nursing act based upon professional knowledge, judgment, and skills acquired by means of completion of an approved professional nursing education program. A registered professional nurse provides holistic nursing care through the nursing process to individuals, groups, families, or communities, that includes but is not limited to:
(1) the assessment of healthcare needs, nursing diagnosis, planning, implementation, and nursing evaluation;
(2) the promotion, maintenance, and restoration of health;
(3) counseling, patient education, health education, and patient advocacy;
(4) the administration of medications and treatments as prescribed by a physician licensed to practice medicine in all of its branches, a licensed dentist, a licensed podiatrist, or a licensed optometrist or as prescribed by a physician assistant in accordance with written guidelines required under the Physician Assistant Practice Act of 1987 or by an advanced practice nurse in accordance with Article 65 of this Act;
(5) the coordination and management of the nursing plan of care;
(6) the delegation to and supervision of individuals who assist the registered professional nurse implementing the plan of care; and
(7) teaching nursing students. The foregoing shall not be deemed to include those acts of medical diagnosis or prescription of therapeutic or corrective measures

Role – a set of behaviors, attitude, beliefs, principles and values that characterize the occupant of a given social position or status.

Scope of practice – extent of nursing activity permitted as defined by state law.

Stability – a state of balance or harmony requiring energy exchanges as the client adequately copes with stressors to retain, attain or maintain an optimal level of wellness (health), thus preserving the system integrity (Neuman, 1995).

Standards of care – principles or competencies based on the nursing process.

Standards of practice – criteria against which to measure professional practice.

Standards of professional conduct – criteria which are used to measure one’s personal behavior within a professional role.

Strands: a matrix of concepts and sub concepts which support the program framework, including sequence and complexity.

Progressive – strands that provide sequence, for learning experiences and increase in complexity.

Pervasive – strands which provide integration of content and concepts.

Stress – a state of disequilibrium when there is disharmony between the demands occurring within a system internal or external environment and the ability of the client to cope with those demands.

Stressor – environmental factors, intra-, inter and extra personal, that has the potential for disrupting system stability. A stressor is any phenomenon that might penetrate both the flexible and normal lines of defense, resulting in either a positive or negative outcome (Neuman, 1995).

Supervision – monitoring and providing guidance while maintaining accountability for delegated functions.

Variables of Person (Neuman): a holistic framework for viewing the client system.

Physiological – refers to bodily structure and function of the client system.

Psychological – refers to the mental processes, behavioral characteristics and relationships of the client system.

Sociocultural – refers to a combination of social (cooperative and interdependent relationships among individuals and groups) and cultural (shared attitudes, goals and practices that characterize a group) factors that relate to the client system.

Developmental – refers to growth, differentiation, or evolution by successive changes in life processes within the client system.

Spiritual – refers to the attitudes, beliefs, values, and feelings that influence behaviors about meaning, fulfillment, power, hope, creative energy, caring, and love that relate to the client system.

Wellness – (see health)

Wellness continuum – the scale that defines the continuously changing process of life between optimal wellness and illness.

References

http://NeumanSystemsModel.org/


NURSING ACRONYM GUIDE:

- ADN: Associate Degree Nursing
- BSN: Bachelor of Science in Nursing
- CNA: Certified Nursing Assistant
- IDPH: Illinois Department of Public Health
- IDS: Independent Study
- LOA: Leave Of Absence
- LPN: Licensed Practical Nurse
- Mantoux test: a test for immunity to tuberculosis using intradermal injection of tuberculin
- NCLEX-RN exam: NCLEX-RN (National Council Licensure Examination-Registered Nurse). All States Boards of Nursing and Territories of the United States require candidates to pass this exam for licensure as a Registered Nurse (RN)
- OOS: Out Of Sequence
- RN: Registered Nurse
- TEAS V: The TEAS V is a multiple-choice assessment of basic academic knowledge in reading, mathematics, science and English and language usage. Each of the four (4) sections are timed for a total of 209 minutes.
APPENDIX B: GENERAL INFORMATION
DISABILITY SUPPORT SERVICES

Rock Valley College is committed to equal access for all individuals, including those with disabilities. We have special services in place, including taped textbooks, enlarged print textbooks, additional tutoring assistance, assistance with note-taking, specialized computer programs, readers for tests, and Braille materials among other services.

At RVC, we don’t succeed until you succeed. For a confidential consultation visit our Disabilities Support Services Office on the ground floor of the Student Center.

For information about disability testing services available to currently enrolled RVC students, please refer to the Assessment Center’s Special Needs Testing Guidelines or call (815) 921-4240 for further information.

COURSE POLICIES / EAGLE

At the beginning of each nursing course students will receive a “course syllabus” which sets forth the general information required to satisfactorily complete the course. Students must understand this information, especially the course requirements and the grading policy. Please keep your Eagle identification current.

LAB KITS

Nursing lab kits are to be purchased from the Rock Valley College bookstore the first week of class. These kits are required for practice and return demonstration of procedures in the Nursing Lab. There will be one kit for Fundamentals (NRS 111 and as required in Adult Health NRS courses). This equipment must be brought to the Nursing Lab on the day of the skill validation.

TRANSPORTATION

Students are responsible for travel arrangements to clinical agencies. Rock Valley College and the participating clinical agencies are not responsible for injuries/damage incurred during travel.
I have received a copy of the Rock Valley College Student Nurse Handbook and have had an opportunity to discuss the policies listed below with the Dean of Nursing, Ellen Storm, M.S., RN.

1. Theory - Clinical Grade Requirements
2. Essential Abilities Standards
3. Grading Policies - minimum “C” 80%
4. Attendance Requirements
5. Academic Advancement - Course Repetition
6. Substance / Non-Smoking Policy
7. Clinical facility policy
   • Health and immunizations
   • Background check
   • Professional uniform code
   • HIPAA
7. Requirements for Continuing Students Entering Clinical
8. CTS Application Requirements for Licensure
9. Occurrence Report
10. Skills List
11. FERPA and reference consent
12. Lab use and consent for being taped for instructional purposes only
13. Children on campus
14. RVC Code of Conduct
15. Waiver of Responsibility

STUDENT'S NAME: LAST, FIRST (PLEASE PRINT)
STUDENT'S SIGNATURE
DATE

Cc: Student File
Release of Medical Information
I authorize Rock Valley College Nursing Program to permit access to my immunization record and physical examination form for release to the clinical agencies upon the agencies’ requests.

Release of Information
I authorize Rock Valley College Nursing Program to furnish academic, disciplinary, attendance, credit, address, and all other pertinent information regarding my enrollment in the Rock Valley College Nursing Program to prospective employers when requested. This release is effective until written notice is received by the Rock Valley College Nursing Programs to invalidate it.

Release from Liability
I acknowledge and understand that I may encounter certain risks while a student in the Rock Valley College Nursing Programs. I agree that I will in no way hold the Rock Valley College Nursing Program or its faculty liable in the event of an accident or injury while I am on the grounds of clinical affiliates.

Academic Dishonesty
I understand that academic dishonesty is a breach of the expected behavior of a health care professional and will not be tolerated in the Rock Valley College Nursing Programs. I agree that I will not divulge any examination question(s) or answer(s) to any individual or entity, falsify or plagiarize any attendance records, assignments or examinations, nor participate in any behavior that can be construed as misconduct. I understand that if I violate any rule, policy, or procedure of the Rock Valley College Nursing Program, I will be referred for disciplinary action.

POLICY TITLE #15: ACADEMIC HONESTY (Rock Valley College Nursing Student Handbook)

Photographic Release
I, the undersigned, hereby irrevocably grant Rock Valley College Nursing Program, permission to take photographs/video footage of me. Further, I give Rock Valley College Nursing Program and its affiliate’s permission to use all such photographs/videos and reproductions, as well as my name in any manner it may deem proper. I also waive the right to inspect or approve such photographs, pictures, videos and reproductions or their uses.

Further, I relinquish and give Rock Valley College Nursing Program all rights, title, and interest I may have in the photographs, videos, negatives, reproductions, and copies thereof. All such materials shall be the sole and exclusive property of the Rock Valley College Nursing Program for its exclusive use. I further grant Rock Valley College Nursing Program and its affiliates the right to give, transfer, and exhibit the photographs, videos, negatives, reproductions, copies, and facsimiles thereof in any of their publications.

With respect to such student information, I acknowledge the existence of various laws related to privacy and the release of student records, including FERPA. I have reviewed the attached copy regarding FERPA as it relates to the above request. I direct Rock Valley College to disclose the information contained in my student record described above without further notice to me. My signature on this instrument indicates that I agree to indemnify and hold Rock Valley College harmless against any claims, liability, and loss, damage, and attorney fees caused directly or indirectly by its compliance with this directive.

_______________________________________________________________________
STUDENT’S NAME: LAST, FIRST (PLEASE PRINT)
_______________________________________________________________________
STUDENT’S SIGNATURE
_______________________________________________________________________
STUDENT’S I.D. NUMBER DATE

Cc: Student File
APPENDIX E:
WAIVER OF RESPONSIBILITY

TO:  NURSING STUDENTS

FROM:  Ellen Storm, Dean of Nursing
Associate Degree and Practical Nursing Program

I, the undersigned, do agree to assume full and complete responsibility, financial and otherwise, for injuries of illnesses, loss of income, pain and suffering, or any other types of damage while involved in nursing clinical/labs in any facility having an agreement with Rock Valley College. Rock Valley College or its Board of Trustees and/or employees, and any cooperating agencies will not be held responsible for accidents or injuries involved in any lab or clinical training. I am fully informed of the risks involved in that I will be exposed to many types of infectious diseases and/or injuries, including but not limited to:

- radiation exposure
- Hepatitis A, B, and C
- HIV Virus
- AIDS
- TB
- Herpes Simplex 1 and 2
- Herpes Varicella
- Herpes Zoster

This waiver shall extend to each of the above, but not limited to these.

STUDENT’S NAME:  LAST, FIRST (PLEASE PRINT)  STUDENT’S SIGNATURE  DATE

DEAN’S SIGNATURE  DATE
APPENDIX F:
ACKNOWLEDGEMENT OF POLICY CHANGE ROSTER

DATE: ____________________________________________

NRS: ____________________________________________

I have reviewed the RVC Nursing Policy addressing: ____________________________________________
which was addressed in class by my instructor.

<table>
<thead>
<tr>
<th>Student Name (print)</th>
<th>Student Signature</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>14.</td>
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<td>15.</td>
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</tbody>
</table>

Instructor: ______________________________________
## APPENDIX G:  
**STUDENT SKILLS RECORD REQUIREMENT**

This record MUST BE kept updated by the student to demonstrate competence in the performance of technical skills from course to course. This is placed in the PORTFOLIO for assessment.

<table>
<thead>
<tr>
<th>Technical Skill</th>
<th>Campus Lab Date/Instr. name</th>
<th>1st Clinical Performance Date/Instr. name</th>
<th>2nd Clinical Performance Date/Instr. name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Head to Toe Data Collection</strong></td>
<td></td>
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<tr>
<td><strong>Circulation</strong></td>
<td></td>
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<tr>
<td>Blood pressure by palpation &amp; auscultation</td>
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<tr>
<td>Apical-Radial Pulse</td>
<td></td>
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<tr>
<td>Heart sound placement</td>
<td></td>
<td></td>
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<tr>
<td>Locate peripheral pulses/Doppler pulse</td>
<td></td>
<td></td>
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<tr>
<td>Anti-Embolism Stockings/Sequential compression devices</td>
<td></td>
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<tr>
<td>Normal breath sounds</td>
<td></td>
<td></td>
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<tr>
<td>Adventitious breath sounds (crackles, wheezing)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Blood transfusion monitoring)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Oxygen</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Pulse Oximetry</td>
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<td></td>
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<tr>
<td>Oropharyngeal suctioning</td>
<td></td>
<td></td>
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<tr>
<td>Naso-pharyngeal suctioning</td>
<td></td>
<td></td>
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<tr>
<td>Tracheostomy Care</td>
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<td></td>
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<tr>
<td>Tracheal suctioning</td>
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<tr>
<td>Oxygen administration</td>
<td></td>
<td></td>
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<tr>
<td>Chest tube monitoring</td>
<td></td>
<td></td>
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<tr>
<td><strong>Fluid &amp; Electrolyte</strong></td>
<td></td>
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<tr>
<td>Verify IV rate – cc/hr., gtt/min</td>
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<tr>
<td>Monitor/Maintain IV fluid administration</td>
<td></td>
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<tr>
<td>Add IV bag</td>
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<tr>
<td>Prime &amp; change IV tubing</td>
<td></td>
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<tr>
<td>IV site assessment</td>
<td></td>
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<tr>
<td>IV pump safety</td>
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<tr>
<td>Discontinue IV/INT</td>
<td></td>
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<tr>
<td>Central line care</td>
<td></td>
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<tr>
<td>TPN/PPN monitoring and protocol</td>
<td></td>
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<tr>
<td><strong>Chemical Safety</strong></td>
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<tr>
<td>Blood Glucose Monitoring</td>
<td></td>
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<tr>
<td>Insulin Pens</td>
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<tr>
<td>Mapping for injection sites</td>
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<tr>
<td>Intradermal injections</td>
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<tr>
<td>Sub-q injections</td>
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<tr>
<td>IM injections</td>
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<tr>
<td>Z track medications</td>
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<tr>
<td>Mixing insulin</td>
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<td></td>
<td></td>
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<tr>
<td>Reconstituting meds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Skill</td>
<td>Campus Lab</td>
<td>1st Clinical Performance</td>
<td>2nd Clinical Performance</td>
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<td>--------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>Date/Instr. name</td>
<td>Date/Instr. name</td>
<td>Date/Instr. name</td>
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<tr>
<td>Breaking ampule</td>
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<tr>
<td>Flush INT</td>
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<tr>
<td>IV/INT site care</td>
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<tr>
<td>Venipuncture (RN only)</td>
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<tr>
<td>Administer fluid bolus (RN only)</td>
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<tr>
<td>IVPB medications (RN only)</td>
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<tr>
<td>IV push meds (RN only)</td>
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<tr>
<td>Pain Management flow sheet (PCA, epidural, intrathecal)</td>
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<tr>
<td>Medication Administration via NG/PEG/J tubes</td>
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<tr>
<td>Rectal suppository</td>
<td></td>
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<tr>
<td><strong>Elimination</strong></td>
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<tr>
<td>Foley/Straight cath insertion</td>
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<td>Bladder instillation/irrigation</td>
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<tr>
<td>CBI monitoring</td>
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<tr>
<td>Collection of specimen from Foley</td>
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<tr>
<td>Discontinue Catheter</td>
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<tr>
<td>Administration of enema</td>
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<tr>
<td>Routine ostomy care</td>
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<tr>
<td>Bowel sounds</td>
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<tr>
<td>External catheter</td>
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<tr>
<td>Hemocault Stool</td>
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<tr>
<td>Monitor and care Rectal Foley</td>
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<tr>
<td><strong>Wound Care</strong></td>
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<tr>
<td>Sterile dressing change</td>
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<tr>
<td>Sterile gloving</td>
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<tr>
<td>Clean dressing change</td>
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<tr>
<td>Warm/Cold applications</td>
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<tr>
<td>DuoDerm</td>
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<tr>
<td>Wound Drains - Jackson Pratt, Hemovac, etc.</td>
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<tr>
<td><strong>Infection Control</strong></td>
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<tr>
<td>Infection Control techniques (gowning, masking, gloving, bagging)</td>
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<tr>
<td><strong>Tube Care</strong></td>
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<tr>
<td>N/G &amp; feeding tube insertion/protocol/placement checks</td>
<td></td>
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<tr>
<td>N/G tube irrigation</td>
<td></td>
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<tr>
<td>N/G removal</td>
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<tr>
<td>PEG/PEJ site care</td>
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<tr>
<td><strong>Misc.</strong></td>
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</tbody>
</table>
APPENDIX H:  
STUDENT NURSE CLINICAL REPORT SHEET

This Report Sheet is intended to help you follow your own growth as you progress through the Nursing Program and will only be viewed by you and your instructors. It is also intended to allow you to reflect on your areas of strengths so you can build upon them as well as identify your challenges. Then, together with your clinical instructor, you can formulate a plan for success and intentionally work on those areas for improvement. With your permission, this sheet will be given to your next clinical instructor for consistency and continuity in your educational goals. Your next clinical instructor will review with you your previous clinical goals and how you met them; your strengths and challenges, and how you plan to meet the identified goals during the following clinical course. This will continue through the program from beginning to end. Please sign and date to release clinical course information to your next clinical instructor.

NRS 111 Clinical:
List three (3) goals you have for yourself for this clinical  

1.  
2.  
3.  

After completing this clinical, what are your strengths??  

After completing this clinical, what are your challenges?  

Together with your clinical instructor, list three (3) goals you have for yourself for the next clinical:  

1.  
2.  
3.  

STUDENT'S NAME:  LAST, FIRST (PLEASE PRINT)  
STUDENT'S SIGNATURE  DATE

INSTRUCTOR'S NAME  
INSTRUCTOR'S SIGNATURE  DATE

Cc: Student File
APPENDIX I:
STUDENT PROFESSIONAL PORTFOLIO

This requirement will be introduced in NRS 110, NRS 210 and presented throughout the nursing program, and will be reviewed as a capstone assignment in NRS 225.

The final portfolio requirement will include:

1. **COVER LETTER** - This letter would introduce the student to the employer and include such items as their strengths and areas of improvement, their professional long term and short term goals, the position for which they are applying.

2. **RESUME** - This document is the student's work history, which includes employments, volunteer work, and internships.

3. **CERTIFICATES** - These documents include all health related courses of study which resulted in specific licenses and skills.

4. **PROFESSIONAL DEVELOPMENT (CE)** - This includes all health related courses of study which includes skill development, seminars, workshops, and possible credit courses.

5. **REFERENCES** - This includes both professional references and letters of recommendation.

6. **PROFESSIONAL ORGANIZATIONS** - This item includes membership in professional organizations and activities in support groups.

7. **TECHNICAL SKILLS** - This includes evaluations of specific skills.

8. **COMMUNITY SERVICE** - Nursing professionals have long been known as "good Samaritans". Community service is a selfless way to assist others by volunteering to share talents and knowledge. The faculty members of Rock Valley College Nursing Program believe that service is integral to the nursing profession and expect each student to complete 8 hours of community service. Hours cannot be accrued through class or clinical coursework.
   a. The volunteer hours can only be accrued during the time that the student is in the nursing program
   b. The accrued hours should be spread out over the 4 semesters and must fit into the category of promoting health and/or a healthy lifestyle
   c. Hours should be documented with a certificate of participation or a statement by the facilitator and must include the name of the agency, date, hours served and facilitator signature
   d. The volunteer certificates should be placed in the student portfolio

There are some limited opportunities for service through the RVC nursing program such as assisting in the Nursing Lab, assisting with the HealthCare Career Fair, or organizing and maintaining a food drive for a local agency. This portfolio development and completion will be implemented as follows:

- NRS 110, 210: Introduction to portfolio development & requirement
- NRS 221, 223: Maintenance of portfolio requirement
- NRS 226, 228, 231, 233: Service Organizations & Support Groups
- NRS 225: Portfolio Assessment per course/program
APPENDIX J:
OCCUPATIONAL EXPOSURE INCIDENT

To be completed by Faculty. This information is confidential and should be shared on a need-to-know basis only.

Name of student/faculty involved: ____________________________________________________________

Date/time of incident: ___________________________ Date/time incident reported: ___________________________

Place of incident: ______________________________________________________________________________________

Description of incident (including work being performed, type of exposure, part of body exposed, etc.):
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

Equipment used at time of incident (gloves, eye protection, etc.):
_______________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________

Actions taken (squeezing puncture wound, washing skin, etc.):
_______________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________

Instructions to the student/faculty: ______________________________________________________________________________________
_______________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________

Student/faculty’s response: ______________________________________________________________________________________

Instructions to the source: ______________________________________________________________________________________
_______________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________

FACULTY SIGNATURE DATE  DEAN, NURSING DATE

STUDENT SIGNATURE DATE  VICE PRESIDENT OF ACADEMIC AFFAIRS DATE
### APPENDIX K:

#### REPORT OF STUDENT CLINICAL INCIDENT

<table>
<thead>
<tr>
<th>Student Name: ______________________________</th>
<th>Date of Incident: ______________________________</th>
</tr>
</thead>
</table>

This report of a student clinical incident is both a communication and educational tool to provide corrective feedback and promote competent care. This report may also be used for remedial action or dismissal of the student from the Nursing Program should either be deemed necessary at a future date.

This form will be placed in the student nurse’s file.

### VIOLATION OF PROFESSIONAL ROLES

- [ ] Failure to contact instructor when absent from or late arrival to clinical
- [ ] Failure to follow **RVC Student Nursing Handbook** policy &/or agency guidelines for dress code & appearance
- [ ] Failure to bring required supplies, forms, books listed on syllabus
- [ ] Failure to be prepared for clinical experiences/activities: pre-clinical prep, med-pass, plan of care for day, procedures
- [ ] Failure to seek out appropriate assistance
- [ ] Dishonest behavior: Lying, withheld the truth, error of omission
- [ ] Lack of personal responsibility: for own actions, for self-evaluation of personal abilities, identifying areas of challenges requiring improvement

### VIOLATION OF CARE MANAGEMENT

- [ ] Failure to show respect to all clients, with a non-judgmental attitude
- [ ] Failure to anticipate needs and to assess all patients completely and in a timely manner.
- [ ] Failure to report a key assessment or change in patient condition in a prompt manner to:  
  - [ ] RN
  - [ ] Instructor
- [ ] Failure to adhere to patients’ rights,
- [ ] Failure to intervene in a potentially life-threatening situation.
  (i.e., obstructed airway, syncope, choking, cardiac arrest, vomiting with potential for aspiration)
- [ ] Failure to create a safe environment: bed position, call light, handling of sharps, breach of asepsis, standard precautions, and/or isolation, other:
- [ ] Lack of awareness of the impact of culture & development stage on well-being of patients & families
- [ ] Lack of team work with peers and staff.
- [ ] Ineffective time management: Failure to complete all patient care and paperwork within the clinical time allowed.
- [ ] Other:
- [ ] Failure to be prepared for medication administration 1/2 hr. before or after medication is scheduled.

### VIOLATION OF COMMUNICATION

- [ ] Ineffective communication skills: verbal, written, electronic.
- [ ] Unable to provide accurate, concise information effectively and professionally to patients, peers, instructor, or staff.
- [ ] Failure to provide therapeutic communication: unable to recognize the difference between social and therapeutic communication and uses them inappropriately.
- [ ] Ineffective teaching: unable to offer explanations and information about nursing care being given.
- [ ] Violation of client confidentiality: HIPAA
APPENDIX K:
REPORT OF STUDENT CLINICAL INCIDENT (continued)

VIOLATION OF CLINICAL JUDGMENT

☐ Unsafe clinical practice:
  ☐ Unsafe skills performance
  ☐ Unsafe medication administration regarding the six (6) rights (pt., drug, dose, route, time, rationale)
  ☐ Failure to correctly ID patient prior to medications, procedures
  ☐ Failure to verify MD orders on patient’s chart prior to doing a procedure
  ☐ Improper identification of injection sites.
  ☐ Failure to look up drug in drug handbook or other resource.
  ☐ Failure to make critical assessments before administration of medications, including but not limited to digitalis, anti-hypertensive, anticoagulants, insulin.
  ☐ Failure to have medication or IV fluid verified by instructor or approved RN prior to patient administration.
  ☐ Failure to check for patient allergies.
  ☐ Failure to consult with Instructor prior to administration of any PRN medication.
  ☐ Failure to monitor IV site for infiltration, infection, or phlebitis or maintain IV fluids.
  ☐ Failure to properly administer drug/fluids through G-tube, J-tube or NG tube.
  ☐ Unable to give correct rationale for appropriate nursing judgment/decisions.
  ☐ Lack of progression in learning

VIOLATION OF SELF-DIRECTION

☐ Unable to identify individual learning goals / failure to plan for improvement
☐ Failure to seek appropriate resources to augment knowledge
☐ Unable to contribute relevant and helpful information to other students
☐ Unable to adapt to changes of patient/resident assignments during clinical

VIOLATION OF POLICY (PROGRAM, COLLEGE, AGENCY)

☐ Procedure performed or medication given without prior instructor approval/observation
☐ Equipment operated in a manner that could have harmed patient/staff/visitor
☐ Remained in facility after instructor had left and entered patient room to give care.

OTHER

☐ __________________________________________________________
☐ __________________________________________________________
☐ __________________________________________________________

Action Taken: Referred: Lab ______ OTHER: ____________ Action Success Plan submitted: ____________

I have read the above statements and have received a copy.

Student’s Signature: __________________________ Date: __________________________

Faculty’s Signature: __________________________ Date: __________________________
APPENDIX L:
PLAN FOR CLINICAL SUCCESS

Date: ___________________________    Course: ___________________________
Student Name & I.D. number: ________________________________________________
Incident Report Category: ________________________________________________

Situation:
Describe in your own words the incident:

Describe your own contributing factors leading to the incident:

Potential Risk: Describe in your own words the potential risk/harm which could result from the incident:

Success Strategies: Describe strategies you will do to prevent this incident in the future:

Resolution:
Resolved: ___________________________    Unresolved: ___________________________

Student Signature: ___________________________    Date: ___________________________
Clinical Instructor: ___________________________    Date: ___________________________
Dean of Nursing: ___________________________    Date: ___________________________
APPENDIX M:
COURSE PLACEMENT FOR ACADEMIC WARNING OR LOA

APPOINTMENT: ________________ Nursing Course to be REPEATED: ________________________________

Semester placement available: ________________________________________________________________

Student’s Name (please print): ___________________________ Student I.D.: _________________________

Student Signature: __________________________________________ Date: _________________________

Dean of Nursing: ________________________________________ Date: _________________________

ACADEMIC/CLINICAL IMPROVEMENT PLAN

1. Academic concern ________________________________________________________________

2. Clinical performance ______________________________________________________________

3. Obstacles ________________________________________________________________

4. Improvement strategies __________________________________________________________

5. Test taking-Review ATI Testing & Remediation under the Tutorials Tab __________________________

6. ATI use ________________________________________________________________

7. Course placement - as space is available for clinical courses __________________________

8. Financial Aid or Self-pay __________________________________________________________

9. Registration - per Dean Permission _________________________________________________

10. Plan for improvement __________________________________________________________

11. Delay in graduation of 8 weeks or more - Delay of one semester __________________________

12. Pinning ________________________________________________________________

13. Other ________________________________________________________________

cc: Student/file
APPENDIX N:
STUDENT SUCCESS PLAN

Student Name: ___________________________________________ Student ID#: __________________________
Phone: ___________________________________________ RVC Email: __________________________
Other Email: ___________________________________________
Referred by: ___________________________________________ Course: __________________________
Date of visit: ___________________________ Academic Advisor: ___________________________ Instructor: __________________________

Check all reasons for appointment:
☐ Academic concerns ☐ Behavioral concerns ☐ Difficulty adjusting
☐ Low test/quiz performance ☐ Excessive absences ☐ Health issues
☐ Missed tests/quizzes/assignment ☐ Excessive tardiness ☐ Financial difficulty
☐ Study skills need improvement ☐ Lack of participation ☐ Family/child care issues
☐ Submission of poor quality work ☐ Inappropriate behavior ☐ Work conflicts with college
☐ Not prepared for class ☐ Personal concerns

In your own words describe the reason(s) that have taken you “off course” this semester: ____________________________________________________________

Suggested success strategies:
☐ Improve organizational skills ☐ Determine study schedule ☐ Be involved on campus
☐ Take notes on reading materials ☐ Avoid procrastination ☐ Eat well, get adequate rest
☐ Determine time management plan ☐ Explore transfer options ☐ Share personal concerns
☐ Review, organize, & share class notes ☐ Set goals for success ☐ Consider financial options
☐ Design an educational plan ☐ Explore career options ☐ Create a support team

Determine a set of strategies that you will use to get back “on course” this semester: ____________________________________________________________

Suggested campus referrals:
☐ Meet with your instructor ☐ Learning Resource Center ☐ Math Lab
☐ Meet with an academic advisor ☐ Career Services ☐ Transfer Center
☐ Financial Aid office ☐ Tutoring Center ☐ Student Life/Activities
☐ Success Center workshops ☐ Library ☐ Computer labs

Which resources will you choose to support your success this semester? ____________________________________________________________

Identify specific goals for success and dates for meeting your desired goals: ____________________________________________________________

Follow up appointment date and time: ____________________________________________________________
Notes: ____________________________________________________________

Return this student success plan to your Early Alert instructor and to meet course expectations.

Student Signature: ___________________________ Date: __________________________
Instructor Signature: ___________________________ Date: __________________________

Copy to student and instructor / cc. Student File
APPENDIX O: STUDENT SUCCESS PLAN

Preamble:
We, the members of the National Organization for Associate Degree Nursing (N-OADN), in order to promote scholarship and academic excellence in the profession of nursing, do hereby enact and establish these bylaws for the governing of the N-OADN Alpha Delta Nu Nursing Honor Society.

Article I: Name
The name of the society shall be N-OADN Alpha Delta Nu Nursing Honor Society.

Article II: Objective
The objective of the N-OADN Alpha Delta Nu Nursing Honor Society shall be to recognize the academic excellence of students in the study of Associate Degree Nursing. The society shall encourage the pursuit of advance degrees in the profession of nursing as well as continuing education as a life-long professional responsibility. Additionally, the society shall participate in the recruitment of qualified individuals into the profession of nursing.

Article III: Membership
Membership shall be offered to students after the first two semesters who have maintained a cumulative GPA of 3.0 or above and have earned a grade of B or better in each nursing class of the nursing program with no previous failures in any nursing course. Students would be invited to provisional membership at the beginning of the third semester of study during the second year of the core nursing curriculum. Students shall have demonstrated conduct on campus and the clinical areas that reflects integrity and professionalism.

Any non-generic student shall be offered membership who has maintained a 3.0 or above in nursing (with letter grades of B or higher) and a cumulative of 3.0 or above in the semesters prior to the fourth semester of the program.

Article IV: Activities
Purpose:
The N-OADN Alpha Delta Nu Nursing Honor Society shall sponsor one educational or recruitment project during the provisional membership period prior to the induction ceremony at the discretion of the advisor (preferably in the third semester).

Criteria:
The project must be conducted by the provisional members and full participation is expected. The activity is a requirement for full membership.

Article V: Officers
Section 1.
The N-OADN Alpha Delta Nu Nursing Honor Society shall elect a President, Vice President, and Secretary from the body of the provisional members in the third semester of the second year of the core curriculum. These officers shall serve for the entire academic year.

Section 2.
The President of the society shall be responsible to call a minimum of two meetings, or more, as needed, during the third semester. They shall be responsible to conduct the meetings, transact business, appoint members to committees, and communicate information of the society’s activities to the membership. The President shall only have voting powers to break a tie. The President shall serve as an ex-officio member on all committees. In the absence of the President, the Vice President shall serve the duties of the President.

Section 3.
The Secretary shall be responsible to provide at least one week notification to the membership of meetings to be held. They shall maintain clear and concise minutes of all meetings. All minutes of the meetings are to be forwarded to the advisor(s).

Section 4.
A faculty advisor(s) shall serve to assist and facilitate the activities of the society. They shall meet with the Officers, as needed, to provide advice and counsel in promoting the objectives of the society. They are responsible to keep the entire nursing faculty informed of the society’s activities. The faculty advisor(s) shall be responsible to submit the annual report to N-OADN by the end of the fourth semester of the core curriculum.

Article VI: Fees
Each member who has met the requirements for induction into the society shall be required to pay a nominal fee for their society membership pin and honor cord.

Article VII: Induction Ceremony
The induction ceremony shall take place during the fourth semester of the core curriculum. The ceremony shall be dignified and reflect the honor being bestowed for academic excellence in the educational pursuit of nursing as well as the essence of what it means to be a nurse. Each chapter will be able to create the induction ceremony that will embody these elements.

Bylaws Adopted Spring 2012: N-OADN Board of Directors
APPENDIX P: NCLEX/GRADUATION

NCLEX EXAMINATION PROCEDURES

Eligibility:
1. Completion of ADN Program including General Education Electives.
2. Students are required to attend a one-hour NCLEX information session as scheduled by the RVC Dean of Nursing.
3. The Dean of Nursing must be informed of serious reason for absence.
4. Warning, Probation, and LOA graduates are required to make an appointment with the RVC Dean of Nursing two months prior to graduation.

For testing and licensure the following personal history, child support and/or student loan information, must be completed by applicant:
1. Have you been convicted of any criminal offense in any state or federal court (other than minor traffic violations)?*
2. Have you been convicted of a felony?*
   If yes, have you been issued a Certificate of Relief from Disabilities by the Prisoner Review Board? *
3. Have you had or do you have any disease or condition that interferes with your ability to perform the essential functions of your profession, including any diseases or condition generally regarded as chronic by the medical community, i.e.,
   (a) mental or emotional disease or condition;
   (b) alcohol or other substance abuse;
   (c) physical disease or condition, that presently interferes with your ability to practice your profession?*
4. Have you been denied a professional license or permit, or privilege of taking an examination, or had a professional license or permit disciplined in any way by any licensing authority in Illinois or elsewhere?*
5. Have you ever been discharged other than honorably from the armed service or from a city, county, state or federal position?*
6. Are you more than 30 days delinquent in complying with a child support order? *
7. Are you in default on an educational loan or scholarship provided/guaranteed by the Illinois Student Assistance Commission or other governmental agency of this State?*

*If yes, attach a detailed explanation.

In addition, the Certification of Education from the Dean of Nursing must be complete for each applicant including the following statement: “Use this space to record any other information that you feel would assist the department in evaluating the applicant’s educational experiences, i.e., “If you are aware that this applicant has responded affirmatively on the personal history portion of their application, please add a statement in this area to support the application.”

CTS and NCLEX APPLICATONS:
1. Graduates are required to complete the NCLEX application fully and accurately.
2. The cost of licensure includes fees (subject to change), including:
   • Finger Print  $ 65.00
   • CTS  $ 98.00
   • NCLEX  $200.00
   • License  $ 50.00
3. The Certificate of Education cannot be submitted to CTS until course grades are recorded and reviewed by the Rock Valley College records office.
4. There will be a three-week period for processing the Certificate of Education.

APPLICATION FOR GRADUATION

Please download the pdf by visiting: RockValleyCollege.edu/GraduationApp.
1. Meet all program requirements for the degree or certificate being pursued.
2. Receive a minimum Grade Point Average (GPA) of 2.0 for all college-level coursework.
3. A minimum of twenty (20) credit hours must be completed at Rock Valley College, if applying for a degree.
4. Apply for graduation (completion) at the Records and Registration Office, top floor of the Student Center. Your application for graduation (completion) must be signed by an Academic Advisor.

Please make an appointment with your Advisor or visit the Academic Advising Open Lab on the second floor of the Student Center to obtain the signature.

This must be done during the semester in which the student plans to complete program requirements, by the following deadlines:

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring completion</td>
<td>Apply by March 1st*</td>
</tr>
<tr>
<td>Fall completion</td>
<td>Apply by October 1st</td>
</tr>
<tr>
<td>Summer completion</td>
<td>Apply by June 1st</td>
</tr>
</tbody>
</table>

The Associate Degree in Nursing or Practical Nursing Certificate will be conferred when program requirements have been met.

* Dates are approximate. See credit schedule for exact dates.