

Lakeshore Technical College

Nursing Programs (Associate Degree & Practical Nurse)

Student Handbook

Original: 2007

UPDATED July 2008

Updated April 2009 for posting July 2009

Updated August for posting in Dec 2009

Updated Feb 2010 – post summer 2010

Update: Aug 2010 & Sept 2010- posted Dec. 2010

Updated and posted in June 2011

Updated: Oct '11 & Jan. '13 – posted in Jan '13

The Lakeshore Technical College Nursing-Associate Degree program is approved by the Wisconsin Board of Nursing. The college is accredited by the North Central Accreditation Team. The nursing program is also fully accredited by the National League for Nursing Accreditation Commission, 3343 Peachtree Road, NE, Suite 850, Atlanta, Georgia, 30326 phone: 1.404.975.5000.

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MISSION, VISION AND PHILOSOPHY STATEMENTS

These statements were developed by representatives of the faculty and administration of all of the nursing programs in the state technical college system. These statements will support the statewide nursing curriculum.

Mission Statement

The Wisconsin Technical College System (WTCS)/LTC nursing faculty strive to provide a seamless curriculum, which is flexible and accessible for learners on a statewide basis.

Vision Statement

It is the vision of the Wisconsin Technical College System to be the premier provider of nursing education that prepares individuals for nursing practice and establishes a foundation for lifelong learning.

Philosophy

The WTCS/LTC nursing faculty strive to provide a seamless curriculum, which is flexible and accessible for learners on a statewide basis. The statewide nursing curriculum was developed in response to the current and future workforce needs. Curriculum is ever changing, responding to new technology and knowledge and the evolving roles within nursing and health care. Prior learning, experience and career mobility are valued and efforts are aimed at facilitating articulation between levels of nursing. Nursing has varying levels of education and scopes of practice. Information gathering within the community network that includes advisory committees, employers, and health care consumers enhances curriculum review and revision. The curriculum should also support multiple employment options for its graduates and articulation with higher education programs.

The philosophy incorporates the faculty beliefs regarding nursing, health, person, lifespan, community, nursing education, the teaching/learning process, and nursing practice.

Nursing is the dynamic interpersonal goal-directed process that seeks to promote optimal health within the context of individuals, family, community and society. The concept of caring, which is central to nursing, is communicated through both attitude and action. Nursing uses the nursing process, a problem solving approach to provide holistic care to individuals, families, and groups throughout the lifespan within the health care system. Nursing practice is based on its own body of knowledge. Through collaboration with other health care professionals, nursing is responsive to the needs of the community across the health-illness continuum. Nursing uses management processes to assist clients to attain optimal health.

Health is a dynamic state of being, evaluated on a continuum, including physical, psychological, cultural and spiritual elements. While each element can be evaluated separately, the impact of all elements must be fused to describe health.

The person is a complex living being, in which physical, psychological, cultural and spiritual processes are in constant interaction. This constant interaction provides the person with the capacity for change. Each person is unique, however all individuals share similar human responses. The person has inherent worth and dignity and is the focus of nursing practice. Each individual has a right to self-determination in matters of health and well-being and deserves high quality nursing care.

Lifespan is a time period from preconception to death and is a continuous, dynamic process during which clients experience maturational and situational milestones. Interrelated physical, psychological, cultural, spiritual, social, and environmental elements impact the length and quality of life.

Community is comprised of the social, emotional, physical, cultural and environmental influences that affect individuals, families and groups. The nurse manages care in the context of community, and influences health care policy and systems.

Nursing education is the process that enables learners to achieve knowledge and skills appropriate to their level of nursing practice. Seamless nursing education, integrating general education, takes place in institutions of higher learning. Using performance-based instruction, faculty members assist learners in acquiring knowledge, skills, and values required for the discipline of nursing. Individuals are responsible for their own learning. Faculty and learners create an environment, which stimulates curiosity, creativity, and growth while fostering feelings of respect, worth, and dignity. Nursing education seeks to promote critical thinking, communication, problem solving, cultural diversity, quantification skills, and use of information and science technology.

Learning is a continuous, goal-directed process that results in measurable change. Learning occurs best when individuals are active participants in the teaching/learning process. Faculty and learners share accountability for assessment and evaluation of learning. Learning increases when application and practice occur in various settings. Ongoing evaluation, based on measurable behavioral outcomes, is an essential and dynamic part of the teaching/learning process. Evaluation of learner and graduate performance facilitates continuous improvement of the seamless, statewide nursing curriculum.

Program Student Learning Outcomes

At the completion of the first year the PN graduate and ADN student will be competent in the following areas:

PRACTICAL NURSE GRADUATE/ADN STUDENT:

- Adhere to standards of practice within legal, ethical, and regulatory frameworks of the licensed practical nurse
- Use effective communication skills recognizing lifespan considerations
- Provide safe caring interventions with diverse populations across the lifespan
- Assist with health assessment of individuals, families, and groups across the lifespan
- Participate in clinical decision-making within the LPN scope of practice
- Use principles of teaching and learning processes to reinforce teaching plans recognizing lifespan considerations
- Work cooperatively with others to provide holistic care
- Under supervision, manage and direct care within and across health care setting according to established protocols

At the completion of the second year, the ADN graduate will be competent in the following areas:

ASSOCIATE DEGREE NURSE GRADUATE:

- Adhere to professional standards of practice within legal, ethical, and regulatory frameworks of the registered nurse
- Use effective communication skills incorporating lifespan considerations
- Assess health of individuals, families, and groups across the lifespan within the context of the community
- Make clinical decisions to assure safe and accurate nursing care
- Provide safe caring interventions with diverse populations across the lifespan
- Use teaching and learning processes to promote and restore health incorporating lifespan considerations
- Collaborate with others to respond to the needs of individuals, families, and groups across the health-illness continuum
- Manage care to facilitate continuity within and across health care settings

GENERAL INFORMATION

The Nursing Programs Student Handbook is provided to students admitted to the nursing program. The intent is to communicate policies and procedures, and prepare students for experiences unique to the nursing programs. This handbook supplements the general college handbook. In some cases, policies and procedures are more defined in the nursing programs student handbook as we prepare the students for the health care workforce, in response to local employer requests, to meet accreditation requirements, for the purposes of student success, to ensure equitable treatment of students, or a combination. In the event that a process or responsibility in the nursing handbook differs from the college's process or responsibility, the nursing student handbook will be followed. Faculty may modify policies, given sufficient cause. These policies are intended to be current but are subject to change. The most current edition of the handbook is available on the LTC website: <http://gotoltc.edu>.

Click on:

Future Students

Academic Program

Associate Degree Nursing (or Practical Nursing)

Admissions

See website, college catalog or program information sheets for admission process.

Students are admitted to the nursing program courses in the fall and spring semesters. Licensed practical nurses with current licensure may be admitted to the bridge program after admission requirements are met and the Bridge Course(s) is/are completed. If it is necessary to seek readmission to the nursing program, slots are determined by the availability of space in the clinical groups for the course to which readmission is sought.

Petition Process

A petition process is used for students to self-identify when they are ready to begin their nursing theory and clinical courses. Each Fall and Spring, students on the program acceptance/wait list will receive an invitation to petition for their nursing courses with directions on how to petition. In order to be eligible to petition, students must be on the waitlist one month prior to petition deadline (i.e., August 1 for January start and February 1 for fall start)

See Appendix B for Student Letter of Petition. Of those who petition students will be selected using the following criteria:

- All general education courses completed
- All general education courses in the first year of the program completed
- All general education classes completed by the end of the current petitioning semester
- All science courses (Biochemistry, Micro, A&P's) completed and comparatively more general education courses completed
- If two or more students present with identical accomplishments, the acceptance date will drive the final decision.

To petition, the student must meet the following requirements when the call to submit petitions occurs:

1. Official acceptance into the Nursing Program (i.e. on the waitlist)
2. Proof of **current nursing assistant skills**. Current means that within six months of starting the first nursing clinical course you have (or will have):
 - a. completed the nursing assistant program,
 - b. OR verified employment as a CNA,
 - c. OR completed the Nursing Assistant Refresher Course,
 - d. OR retaken and passed the Pearson Vue certification exam
3. Grades of “C” or better in any course included in the nursing program at the time of the petition.
4. Completion of the HESI Admissions Assessment requirement (within past three years from time of program start)
5. Appointment with the Counselor for petitioning information session

Background Information Disclosure

Beginning October 1, 1998, the 1997 Wisconsin Acts 27 and 281 requires all students completing an educational clinical requirement (any contact with patients or children with the student in a caregiver role) to have a caregiver background check. LTC is required to perform these background checks to allow students to be placed into clinical facilities.

As part of the program application process, each student is required to complete a Background Information Disclosure form, enclose the current processing fee payable to LTC, and return both to LTC.

If a record is found, LTC will pursue an investigation in conjunction with area clinical facilities to make a determination on whether the student can be placed in a clinical assignment. Clinical agencies, in order to comply with federal regulations [42 CFR 483.13(c)(iii)] will not permit clinical experiences for students who have had a finding entered into the Wisconsin Nurse Aide Registry of abuse, neglect, mistreatment of residents, or misappropriation of resident's property. To ensure compliance with these regulations and conditions, LTC cannot provide a student with a clinical experience unless they meet the guidelines of the facilities.

Caregiver background checks need to be repeated every four years. Upon entry to the clinical courses or reentry into clinical courses, the student needs to have sufficient time remaining on the BID check to complete the program. If not, the student needs to repeat the caregiver background check at the time of entry or reentry into clinical courses.

LTC self disclosure requirements:

Your program acceptance is tentative until confirmation is received by the college from the Department of Justice on your background disclosure information. If a conviction is found, your program acceptance is tentative until review and approval by the clinical agencies. No clinical spot will be assigned until approval has been given.

From the time you complete the Background Information Disclosure form until you graduate from or drop the program, you must report any new charges and convictions for felony, misdemeanor, or municipal ordinance violations to the **Lakeshore Technical College Nursing Program Chair within one day**. This investigation regarding charges and convictions may result in your suspension from clinicals, which may delay or prevent your graduation from the program. In addition, your failure to report will result in your removal from the program.

Please see Tanya Boettcher for copies of the Background Information Disclosure Forms.

For more information: Contact the department chairperson, Marilyn Kaufmann, or Tanya Boettcher, Administrative Assistant, Ext. 1280.

Program Transfer Policy

Lakeshore Technical College (LTC) welcomes students transferring from other institutions of higher education. The following process ensures that students transferring from other institutions meet the same performance and academic standards required for current LTC nursing program students.

1. Students transferring from other institutions of higher education must meet the published admission requirements established for all students entering the specific program. The admission requirements are found in the program curriculum sheets located in the Student Services offices or on the LTC website.
2. A new Background Information Disclosure must be completed at the time of application to LTC, if the program to be entered requires a background check.
3. Students transferring from other institutions of higher education must submit a letter to the LTC dean or program chair requesting transfer and stating their reason for this request.
4. Students transferring from other institutions of higher education must also request a letter from the Dean or Program Chair of the previous program of enrollment. This request must be made in writing and signed by the student.
5. The letter from the previous program chair or dean must either affirm good standing or provide reasons if the student is not in good standing. This letter of good standing must be mailed from the previous institution directly to the program dean or program chair at LTC.
6. The documents described in paragraphs 2, 3, 4, and 5 above, together with other relevant information, will be reviewed upon receipt by a committee including the program chair, the program dean, the counselor, and other college district officials concerned. A decision on transfer and admission will be made based upon the information provided, current LTC policies and standards, as well as the standards and policies of the program of enrollment.
7. If an extended period of time has passed between the most recent enrollment and transfer to LTC, or if the program chair concludes it is in the best interest of student success at LTC, clinical skills may be evaluated by LTC faculty or designee prior to or during first semester of enrollment at LTC.
8. Should the student requesting transfer have been dismissed from a previous college on the basis of clinical or academic performance, or if previous clinical or academic performance provide the basis for the request for transfer, the request will be evaluated on the basis of the same standards of clinical and

academic performance applicable to LTC students as published in the program handbooks. In addition, students requesting transfer will be evaluated under the standards prescribed by the LTC Academic Integrity Code and the Student Conduct Code.

Disapproval of Transfer

Subsequent to review of records or inquiry, LTC reserves the right to decline a transfer and to refuse admission to an applicant on the basis of, but not limited to, any of the following, as applicable:

- a. Conduct upon which a professional license or certificate in the program of enrollment will not be issued by the applicable regulatory authority.
- b. Previous involuntary removal from a clinical education program, clinical practice program, or clinical procedure component of a course of study in a health care field or the program of enrollment.
- c. Suspension, limitation, or revocation of a current or previously held license or certification in a health care field or the program of enrollment.
- d. Being listed on the Wisconsin caregiver misconduct registry.
- e. "Misconduct" within the meaning of section N 7.04 of the Wisconsin Administrative Code, as amended.
- f. "Abuse" within the meaning of section HFS 13.03(1)(a) of the Wisconsin Administrative Code, as amended.
- g. Conduct or convictions not acceptable for clinical placement with affiliated clinical agencies
- h. A criminal conviction of a serious crime within the meaning of Section 50.065 1.(e), of the Wisconsin Statutes, or conviction of a crime which is substantially related to client care within the meaning of section 50.065 (5m) of the Wisconsin Statutes, as amended, and section HFS 12.06 of the Wisconsin Administrative Code, as amended.
- i. Dismissal from other institutions of higher education system program or enrollment.
- j. Conduct incompatible with the national accreditation and program standards.
- k. Any other conduct presenting a substantial danger or detriment to the health, welfare, or safety of patients, members of the LTC community, or the public.

Preparing for the Nursing Courses

Time and Commitment

The nursing program demands perseverance, stamina, and time devoted to study. In addition to the rigorous course of study, additional time is required to travel to and from clinical experiences and comprehensive preparation for patients cared for during clinicals. Clinicals are generally scheduled during day and evening shifts (days may include a 6:00 a.m. start, evenings may end at 11:30 p.m.). In addition, testing during non-scheduled class hours may be required. To be prepared for theory, Skills Lab, and clinical activities requires full-time concentration. Successful

students understand and prepare for this focus, making course requirements and clinical performance a priority.

Outside Employment Recommendations

Research demonstrates delayed responses on the part of nurses experiencing fatigue due to lack of adequate sleep. In the interest of patient safety and optimal learning, we advise our students not work more than 12 hours at a place of employment and clinicals (combined) within any 24 hour period. Successful student balance work, school, family and self, making sure they maintain adequate time for theory and clinical requirements.

Part-Time Progression

The nursing course curriculum is designed for students to take in four semesters. For optimal learning of theory and practice, students are advised to maintain a four course progression. A part-time plan is available on a space-available basis. Students declare their preference at the time of petitioning for entry into the nursing courses. Students are responsible for completing the program within the required timeframes i.e. two years for the first year of the program and two years for the second year of the program.

Students who wish to change their status from part time to the four-course-per-semester plan or from the four-course-per-semester to the part time plan need to communicate their request to the program chair as soon as possible. Requests will be honored on a space available basis.

Students who wish to change their status from the four-courses-per-semester to the part time plan need to communicate their request to the program chair as soon as possible as well, but at least at the time of pre-registration to allow for accurate calculation of clinical placement needs for all program students

Clinicals

The clinical days and hours will vary quarter to quarter. A number of clinical facilities are utilized, and it may be necessary for the student to be assigned clinical experience in a facility that is some distance from the student's home. Flexibility of time and arrangements for transportation remain the responsibility of the student.

Student Attendance

Attendance in the scheduled classroom for the theory portion of the course is expected. The student will be held responsible and accountable for all course content, classroom discussion, learning activities, any distributed materials, and announcements. Please avoid tardiness whenever possible to minimize disruption to the classroom setting and to student learning. Please do not bring visitors (including children) to the classroom or Skills Lab. Children are defined as persons under the age of 16 and not enrolled in LTC classes or programs. Individual instructors may make exceptions for emergencies with the consent of all students in the class. Faculty may request verification of absence excuses when indicated.

Attendance is expected for all scheduled clinical experiences. The clinical experience is essential in reinforcing classroom theory. It is the student's responsibility to have a clinical assignment and

to come to clinical prepared to care for the assigned client(s). In the event the student's client has been discharged, the student needs to follow the policy of the instructor in obtaining an alternate assignment. Please see your instructor for details. In addition, because of limited numbers of available clinical slots make-up days are usually not available. Students are to use their own discretion in being absent from clinical. Satisfactory performance in the clinical setting requires that all of the objectives for the clinical rotation be met. **Therefore, excessive absence from the clinical area may result in inability to meet the clinical objectives necessary to achieve a satisfactory grade.** Students are encouraged to seek the guidance of their clinical instructor in cases of prolonged illness or injury involving themselves and/or family members. *The instructor may require a physician's release prior to returning to the next scheduled clinical experience dependent upon the nature of the illness or injury. **Upon returning to the clinical area, the student is expected to have no physical limitations that would impair the ability to provide complete and safe care.**

In the event it is necessary to be absent, the following procedure must be adhered to:

1. Student must notify the agency as early as possible.
2. When calling the agency, identify yourself, the unit to which you are assigned, time of the assignment, and the instructor's name.
3. To protect yourself, obtain the name and title of the person to whom you have given the message.

In the event of inclement weather, listen to your local radio station for news of delay or cancellation of LTC classes. If you are scheduled for clinical experience and classes are to be opened at a later hour than normal, report to clinical area at the same time the LTC campus is to be opened. In any event, it is anticipated that students will use good judgment for travel in seriously inclement weather. Radio and television stations that broadcast LTC emergency school closing information are found in the LTC Student Handbook.

Classroom and Clinical Student Conduct

Academic and professional integrity is viewed as an essential component of the nursing program. It is the expectation of the faculty that students will act in a manner that conforms to the Code of Ethics for Nursing and the Board of Nursing Rules of Conduct/Standards of Practice, as well as the Code of Academic Integrity as defined in the LTC Student Handbook. Consequences for violation of these guidelines may include, but are not limited to reprimand, loss of course credit for specific assignment, failing grade, suspension, or dismissal from the program.

Students will be accountable for their behavior as stated in the LTC Student Handbook under the Student Conduct Code. This includes respect for the learning environment in the classroom. To maintain this adult learning environment it is important to find appropriate childcare so children are not in the classroom. Additionally, it is important to silence all electronic equipment such as pagers and cell phones during classroom discussion.

Audiotapes may be used in class for personal academic purposes only and only with the permission of the instructor. Students may be asked to stop tape recording during class discussions at the discretion of the instructor.

Confidentiality and Handheld Devices:

As students are assigned clients in the practicum setting, students must at all times maintain client confidentiality. Violations will be reviewed by nursing faculty and/or clinical agency for further action which may include dismissal from the program. The use of handheld devices such as smart phones and IPOD touches are useful but provide additional opportunities for a breach of confidentiality (and infection control)

I. Classroom Usage

No electronics are allowed during any exams. Students may not be able to see/hear/feel these devices during exams [devices are to be left in purses/backpacks, no devices on any person].

II. Clinical Usage

- A. Devices are to be used in the clinical areas, and for lab activities and classroom exercises as directed by faculty. Use of portable electronic devices in clinical is regulated by the clinical agencies, local, state, and federal regulations and laws. All students are fully responsible for following all regulations of the Health Insurance Portability and Accountability Act (HIPAA) guidelines and for following HIPAA guidelines when using their PDAs in the clinical or other settings.
- B. No patient identifiable data may be collected on the handheld device.
- C. Infection control precautions must be maintained when using PDAs in patient care areas.
- D. Students must adhere to professional standards for all communication including maintaining confidentiality, proper conduct for communication and communicating appropriate material. If you use the device to access information in a patient room you need to clearly communicate to the patient or family what you are doing.
- E. Camera functions must be turned off during clinical–Telephone function may need to be turned off during clinical depending on agency regulations by placing devices in “Airplane” mode [see below for instructions to place phones in “Airplane” mode]. Students are fully responsible to ensure that they adhere to all regulations at all times whether at school, at clinical, on break, or anywhere else. This includes proper management of confidential client information.
- F. With the exception of specified course required activities, sending or receiving text or other messages on the handheld during class, clinical or lab is not permitted.
- G. Using the internet for personal, non-school related functions is strictly prohibited. Inappropriate handheld device use or violation of HIPAA guidelines is cause for termination from the Nursing program

III. Using Airplane Mode – (iPhone)

- A. Go to “Settings”

- B. Tap “Airplane” mode ON
- C. Tap WiFi ON
- D. You will not be able to receive phone calls/text messages online. You will be able to get online clinical applications.
- E. If students need to give a number to family members for contact, give the facility number provided by your clinical instructor.

IV. Handheld Device Hygiene

- A. Wash hands before using handheld device.
- B. Avoid using device with contaminated gloves, plan ahead for procedures.
- C. Wipe down handheld device using solutions ONLY recommended by manufacturer. Some devices have an optional plastic cover to make this safer and easier to do.
- D. Avoid areas that can possibly contaminate device, e.g., laying device on bedside tables or patient bed.
- E. Avoid, if possible, taking device into isolation rooms. Help minimize transmission of organisms by placing device in sealed ziplock lab specimen bag or leaving device with instructor outside of isolation rooms.
- F. Think before using in clinical setting. Remember handheld device will be brought home and used with family and friends.

Academic Integrity

Nurses are considered to be the most trusted profession in the United States. Nurses have a responsibility to behave in ways that warrant this public trust (Langone, 2007). You can help to defend the high integrity of the nursing profession by demonstrating integrity in the classroom, lab, and in clinical, even in the face of adversity. As Langone (2007) noted, the bottom line is this: “Would you want your loved one to be taken care of by someone who cheated their way through nursing school?”

A student who demonstrates academic dishonesty in a class, lab, or clinical may be advised to consider non-health care careers. Such events prevent the student from gaining knowledge or skill necessary to care for patients. Further, it compromises the trust a patient, colleague, or manager has in a nurse. Most importantly, the lack of knowledge or skill as the result of the practice of dishonesty in your profession is a threat to patient safety. Therefore, academic dishonesty of any kind in a classroom, lab or clinical setting, will result in disciplinary action that may include immediate termination from the program. This includes all courses required in the nursing program.

Some examples of cheating, stealing, and lying include but are not limited to:

- Using unauthorized study aids in an exam (e.g. unauthorized notes)
- Getting help from someone in answering test items
- Copying, removing or attempting to remove exam items or notes about the exam
- Asking another student to reveal what is or is not on an exam. If another student starts to reveal or volunteers to reveal information about the exam, ask them to stop
- Inappropriate copying from another student

- Plagiarizing: Copying or paraphrasing from a book, article, or internet source and not giving credit to the source is a form of theft. If you are not sure how to give credit, bring a copy of the original material to your instructor. He/she will help you
- Lying about having completed assignments or having completed assignments on time
- Lying about/falsifying clinical or classroom data.
- Failing to immediately report clinical errors or omissions so that corrective action can be taken

Students who have a reasonable suspicion of dishonest or unprofessional behavior should report their observations to the course instructor or to the chair of the program. They will then proceed to investigate the behavior as the situation warrants. If you are comfortable, tell the student to stop the suspicious behavior, thus giving them a chance to self-correct and self-report. Student reports will be kept confidential unless the student gives permission for release.

To further understand the basis for our policy, please access the American Nurses Association (ANA) Code of Ethics for Nurses found on the ANA website, <http://www.ana.org/ethics>. Provision 3.4 states *“Nursing is responsible and accountable for assuring that only those individuals who have demonstrated the knowledge, skills, practice experiences, commitment and integrity essential to professional practice are allowed to enter into and continue to practice within the profession. Nurse educators have a responsibility to ensure that basic competencies are achieved and to promote a commitment to professional practice prior to entry of an individual into clinical practice.”*

Dismissal from the Nursing Program

Students who are dismissed from the nursing program for disciplinary reasons including unsafe practice are not eligible for readmission.

Students who are dismissed from the nursing program for academic reasons may be considered for readmission under certain circumstances. See Theory Courses – Program Progression for more information.

Essential Functions

ESSENTIAL FUNCTIONAL ABILITIES AND REPRESENTATIVE ACTIVITIES/ATTRIBUTES FOR THE ASSOCIATE DEGREE AND PRACTICAL NURSING PROGRAM is found in Appendix A. The Americans with Disabilities Act of 1990 (42 U.S.C. § 12101, *et seq.*) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) prohibits discrimination of persons because of her or his disability. In keeping with these laws, colleges of the Wisconsin Technical College System make every effort to insure a quality education for students. Student must be able to meet the essential functions of the profession when attending clinical, For more information on ADA issues please see the LTC college handbook.

Guidelines for Success

Organize your time: An average course will require two to six hours of theory attendance per week. Experts say to anticipate two to three hours of preparation for every hour of class to be successful at the college level. Skills Lab time will not show up on class schedules since practice

and portions of check-off time is scheduled by the student. Time varies with each student's needs and course requirements.

It is essential that you budget time for clinical preparation since each student is expected to come prepared with a written plan for the care of each client when they arrive at the clinical facility. Students will meet the instructor at the clinical site at a designated time prior to clinical experience to select clients and collect data in preparation for client care. **Additionally**, care plans and/or case studies are required for each course, and you should allow approximately two to three hours per week for the preparation of such (more in the early learning stages).

Do not forget to budget **travel time**. If traveling to another city for your clinical experience, it may save you stress and money if you can arrange to car pool with other students.

- Work in groups, choose members carefully.
- Allow enough time for school. You will have less time for family, friends, etc.
- Manage your time well, avoid falling behind.
- A major commitment to the program is needed for success.
- Find a quiet place to study—library, etc.
- Avoid a full schedule if possible.
- Avoid heavy work schedules and social commitments.
- Study with your peers.
- Study own references; do not depend on notes from others.
- Have a special place to write down each class and clinical assignment or requirement so that you don't miss something - using your LTC planner may be helpful.
- Do not procrastinate.
- Prepare well for clinical, including practice in the Skills Lab.
- Have a good time, but be serious about school.
- Take time for yourself (e.g., allow one day per week without school responsibilities).
- Ask for help right away; do not be afraid to ask (or ask too late).
- Engage in physical activity for stress management.
- Eat a well-balanced diet (do not forget the fruits and vegetables). Eat breakfast!
- Get enough sleep.
- Accept the grades you get. B's and C's are okay. A's are not absolutely essential.
- Communicate with your instructor.
- Use your advisor/counselor.

Lakeshore Technical College has adopted specific core abilities important for successful learning. The nursing faculty supports these core abilities.

Communication

Faculty Office Mail

All of the nursing faculty have folders for submitting assignments in the Health and Human Services Office (Room L-213).

Office Hours/Phones

Instructors will post office hours for each quarter. Students interested in meeting with an instructor should make an appointment during office hours. The student should report to the receptionist and give his/her name and the name of the instructor they wish to see. The receptionist will notify the instructor. Please limit requests for faculty member's time to office hours whenever feasible. Special appointments, if necessary, should be arranged with the instructor in question. Students may reach the receptionist to leave a message for the instructor by calling the LTC number and requesting Health and Human Services or by accessing the faculty person's voice mail. Students may schedule appointments with an individual instructor or the dean by requesting time with the receptionist in the Health and Human Services Office or the individual instructor.

Student Faculty Meetings

Meetings are held every quarter. Students and faculty may bring up topics of interest to the program as a whole for discussion and input. Minutes of the meeting are posted in the skills lab.

Change of Address/Phone Numbers

To facilitate communication and ensure receipt of grades and important notifications, students should notify instructor and student services immediately upon change of address, name, or phone number.

College Services

There are many college services available to students. Listed below are a few of the services nursing students may use. Complete details may be found in the Student Handbook and catalog.

Academic Skills Center - Cleveland

The Skills Center is located on the first floor of the Lakeshore Building, Room L139. This area provides services to assist students with study skills, test-taking skills, math, reading, English, chemistry, and other general education courses. Students should inquire about a test-taking skills computer program specific to nursing students.

Peer Tutoring

Peer tutoring in technical courses is also coordinated through the learning support coordinator. Please contact the Karla Zahn at 920.693.1172.

Student Organizations

LCSNA

The Lakeshore Chapter Student Nurse Association (LCSNA) is a constituent of the Wisconsin Student Nurse Association (WSNA) and the National Student Nurse Association (NSNA). They are also affiliated with the American Nurses Association (ANA).

Membership in LCSNA provides students with a global perspective of nursing. Fund-raising activities allow members an opportunity to attend the WSNA convention where students are able to network with other associate and baccalaureate degree students. Together, the students participate in legislative activities, which are carried forward. Additionally, students participate in community service projects, educational events, and social activities. LCSNA is a way for students from all levels of the program to support and encourage each other as they move toward a common goal. Pre-nursing students are also invited to attend.

Student Government Association (SGA)

Representatives from the student body will be elected to represent the nursing student group at the Student Government Association.

NURSING COURSES

Theory Courses

Program Progression Policy

(Effective July 1, 2000; revisions January 22, 2001, October 12, 2004, August, 2007)

General policies

- Students need to complete the first year of the nursing courses within two years. Students continuing on to the second year or entering as LPNs need to complete the second year courses within two years.
- Students may enroll in any course only two times. This includes enrollment in on-line courses and courses from other colleges.
- Students who remain in the usual course progression will be given priority for available class and clinical space. The total number of students in any course will not exceed the established class maximum.
- All Students who do not remain in the usual course progression (for example for course failure) should meet with the program counselor to explore options.
- Sometimes a student has successfully completed a nursing course, but would like to enhance their knowledge and/or skills in that particular course. In the event the student chooses to repeat a course, the student must successfully complete the minimum requirements of that course during their repetition in order to progress through the program.
- A student may step out of the program for one semester. The student must notify the program chair (Marilyn Kaufmann) of his/her intent to step out and plan for returning. Prior to re-enrollment the student must also confirm with the chair the intent to return. Re-enrollment will be on a space available basis as noted above.

- Any student not participating in the program for more than a semester must meet with the program counselor to re-enroll. Students who have not participated in the program for more than a semester and who wish to enroll in 3rd or 4th semester courses must have passed NCLEX-PN prior to enrollment.
- Students not participating in clinical courses for more than one semester will be required to demonstrate current competency in skills before returning to clinicals.

If the student is adversely affected by the above policies but believes there are extenuating circumstances they may:

1. Meet with the counselor for the nursing program to review the extenuating circumstances and to develop a re-entry plan and letter of appeal.
 2. Submit the plan and letter of appeal to the Chairperson of the Nursing program (*Marilyn Kaufmann*) who will forward it to the nursing faculty. The letter should address the following items:
 - the extenuating circumstances
 - recognition of the factors that have prevented previous satisfactory performance.
 - evidence of remediation of the deterring factors.
 - a plan for achieving successful completion of the nursing curriculum in the allotted timeframe.
 - A student who fails out of the second year of the program must pass NCLEX-PN before appealing to return to the program.
 3. **RE-ADMISSION TO THE NURSING PROGRAM OR THE GRANTING OF ADVANCED STANDING IN ANY PREVIOUSLY COMPLETED NURSING COURSES WILL BE DETERMINED BY NURSING FACULTY ONLY. The decision of the faculty will be final.**
 4. **If the appeal is successful, the student is readmitted to the program on probation. In this situation, probation means the student must pass the first courses (and/or the course which previously caused the failure) taken upon readmission. If the student fails this course, the student is dismissed from the nursing program.**
- All students but especially those who have delayed graduation need to:
 - Consult with the College Health Nurse to assure an up-to-date health file.
 - Provide written proof of current professional CPR certification (Health Care Provider from the American Heart Association or CPR for Professional Rescuer **and** AED from the Red Cross) prior to attending a clinical course.
 - Have completed the annual Standard Precaution requirements before attending a clinical course.
 - Completed an updated Background Information Disclosure (BID) as required by the school.

Coordinating nursing courses taken at another institution

For students who take nursing courses from another college during their program at LTC:

- Student will submit a “letter of intent” identifying the course and school they plan to take a nursing course from. The “letter of intent” form is available in Appendix C.
- Students will submit this letter to Kristi Irving 2 weeks prior to taking the course.
- WTCS nursing schools may share information about students enrolling in nursing courses at other WTCS schools without an additional authorization to release information.
- Failure for students to pre-plan with LTC for nursing courses taken at another college may result in failure of the course to be accepted for transfer and no class space available. Student progress may be delayed.
- The student must provide an official transcript from the college’s Student Services at the end of the course. The Student Transfer Policy applies to students who take courses from another college during their program progression at LTC.

LPN Bridge Policy (2008)

Licensed Practical Nurses may be eligible to enter the second year of the Associate Degree Nursing Program on a space available basis.

1. LPNs need to contact the program counselor to be admitted/readmitted to the nursing program, to assure that general education pre-requisites to the 3rd semester nursing courses are met and to develop a plan to complete other general education requirements. (LTC PN grads who have been out of school more than one semester also need to complete this step).
2. When all admission criteria are completed, the LPN student needs to contact Marilyn Kaufmann to plan the entry into nursing courses. LPNs will need to demonstrate current ability to function in the 3rd semester nursing courses in terms of skills, theory and acute care clinical;
 - a. Theory: If the LPN completed his/her nursing degree within the past 5 years no testing is required to enter theory classes. For LPNs graduating more than five years ago, students must demonstrate their current knowledge by completing the HESI PN exit exam at a level of 850 or above. If the student does not meet the score, the student can remediate through HESI and retest. Only two attempts will be allowed.
 - b. Skills: Students not participating in clinical courses for more than one semester will be required to demonstrate current competency in selected skills and a clinical simulation before starting a clinical course. (Register for 543-120 Nursing Bridge to Associate Degree: Skills)
 - c. Acute care clinical experience: LPNs who have not worked/practiced in an acute care setting for more than one year (two semesters) will need to complete a 1-credit med-surg experience in the acute care setting. This experience will be scheduled in conjunction with the Intro to Clinical Management course, occurring over four weeks, to reacclimatize students to the acute care setting. (Register for 543-121 Nursing Bridge to Associate Degree: Clinical)
3. Students enter Bridge and 3rd semester courses on a space available basis.

Clinical Skills Lab

The Clinical Lab Specialists use evaluation criteria that have been established by the nursing faculty to provide feedback on student's ability to perform nursing skills. Prior to the performance of a nursing skill with a client in the clinical area, a student must satisfactorily demonstrate the knowledge and ability to perform the skill in the lab.

Utilizing an "open lab" concept, the Clinical Skills Lab provides materials for practice at the students' convenience. Lab hours are posted weekly outside of the lab entry. Later in the semester, evening and Saturday hours may be reduced due to declining student needs. The student has options in selection of the day and time for practice of skills.

The lab serves as a communication center for the nursing program. Bulletin boards contain a variety of information, and they should be checked regularly for announcements, messages, scholarship information, employment postings, NCLEX review course information, and conference or seminar opportunities.

It is essential that laboratory requirements be completed within the time frame prescribed by individual instructors to maintain eligibility for continued clinical attendance.

Any student who demonstrates difficulty with skills performance in the clinical area may be required to return to the Skills Lab for additional practice and check off to continue in the clinical practicum.

Performance or conduct issues apparent in the lab will be raised with the appropriate faculty member.

HealthCare Clinical Skills Class Lab Policies

See lab policies in Skills class packets.

Lab staff can be reached at 693-1215 or 1-888-gotoltc, extension 1215.

Clinical Experiences

Clinical Site Selection

Students will draw numbers at clinical selection day (usually immediately after the end of the semester). Students will select clinical sections, sites, and days according to the sequence order of the number drawn; e.g., Number 1 will have first selection opportunity, Number 36 a later selection opportunity. Clinical site/days selection will be honored whenever possible, but changes in number of clinical groups or slots **may** necessitate faculty reassignment of students. Student selection of clinical site/days may be limited in some instances due to the constraints of matching facility resources with learning needs and clinical site availability.

Students requesting to enroll in a clinical section other than the one to which they have been assigned may request a change if they are able to find another student willing to exchange clinical sections. All change requests must be made with the lead instructor of the course prior to

requesting changes in the student services area. No changes may be made after the course is underway except for extenuating circumstances.

All clinical schedules are subject to revision pending confirmation of clinical space availability and student enrollment.

In order to be placed at a site for clinical, students must meet the requirements of the site. If a clinical site requests the removal of a student or does not accept a student for clinical placement, the student may be unable to complete the nursing program. If you have any concerns about being accepted at a clinical site, please contact the program chair to further discuss the issue.

Unsafe Clinical Practice

Safe practice is defined as:

- Functioning within the boundaries of the Wisconsin Nurse Practice Act
- Functioning within the parameters of the ANA Code of Ethics and Standards of Practice
- Demonstration of accountability for own practice including, but not limited to continuity in preparation, documentation, and care of clients; verbal and written communication; and practicing within the scope of preparation.
- Demonstration of respect for individuals, to include clients and families, health team members, and faculty

Policy: Unsafe Clinical Practice

Students may be discharged from the course or program if their performance or behavior places the student, resident or patient, classmate, staff or faculty in an unsafe situation. Examples of such misconduct include but may not be limited to:

- Not adequately preparing for clinicals
- Attending class, lab, or clinicals, or practicums under the influence of alcohol or drugs
- Behaving in a way that jeopardizes personal safety of anyone
- Refusal to follow common (nursing, dental, etc.) orders given as part of routine care
- Talking in such a way that is unethical or abusive such as but not limited to: revealing confidential information inappropriately, rude, or abusive behavior
- Taking indecent liberties that could be construed as sexual harassment toward residents/patients, staff, instructors, or classmates
- Disregard for safety rules such as smoking or handling materials or equipment in a way that can injure another
- Disregarding Lakeshore Technical College or clinical facility safety rules, or other policies or procedures
- Inappropriate attire
- Unsafe practice
- Lying about or falsification of clinical data
- Acts of omission

Any single event may result in immediately dismissal from the program.

Should a clinical site refuse a student from returning to complete their rotation, this will be grounds for dismissal from the program.

Theft of any nature or use of client personal belongings will result in immediately dismissal from the program.

Written Work

The student is expected to use proper format, grammar, spelling, sentence structure, terminology and reflect the use of appropriate resources using appropriate citations on all written work. Submitting another student's work as your own constitutes academic dishonesty as well as unsafe practice as you are not prepared to work with your client(s).

Clinical Dress Code

Any white uniform style top and black uniform style pants/skirt may be chosen with the following stipulations:

Female

- Style--any style pantsuit, dress, or top and skirt may be worn. A pedal pusher pant (also referred to as capri pants or clam diggers) or lace will not be permitted.
- Skirt or dress length--Minimum length of all skirts and dresses is below the knee.
- Sleeve length--All uniform tops and dresses must have sleeves. The length shall not exceed three-quarter length.
- Undergarments--A full-length white slip will be worn with dress style uniforms. (avoid colored or patterned undergarments under any white uniform style).
- Stockings--Stockings are required. Full-length stockings are required for skirt-style uniforms. Stocking color may be shades of beige or white.
- Socks--Plain white or black socks or plain white or beige knee-highs may be worn with pantsuit style uniforms

Male

- Style--A white uniform jacket/top will be worn. The jacket/top may be worn with or without a white shirt. Black uniform slacks will be worn. Tee shirts are not acceptable for jacket tops.
- Socks--White or black socks are to be worn.
- Tie--Ties will not be worn.
- All facial hair must be neatly trimmed or clean-shaven. Beards may need to be covered.

General Requirements

- All uniforms must have pockets.
- Plain white or beige undergarments will be worn.
- Any style of clean white leather uniform shoes may be worn with the exception of platform or clog-style shoes. Avoid canvas or cloth shoes
- Pant length will be at the top of the shoe.
- Sweater, if worn, will be white and clean. Sweaters will not be worn when giving direct client care.
- A wristwatch with a second hand, stethoscope (with bell and diaphragm chest piece), and bandage scissors are required.
- The student photo identification name pin is a part of the uniform and is required in the clinical area (needs to include first name and last initial).
- Clear nail polish will be allowed providing that it is well cared for. Nails will be clean and will not exceed the length of the fingertips. No artificial finger nails are allowed.
- Tattoos must be covered.
- Only the following jewelry may be worn:
 - Pierced earrings will be small, unobtrusive posts--no multiple-pierced earrings, no dangling jewelry. No nose rings or eyebrow rings, or tongue studs etc. will be allowed.
 - Plain rings may be worn. It is recommended that all other rings not be worn.
- Hair longer than the top of the collar must be pulled back and must be styled to prevent interference with client care. Use no extreme hairstyles or hair ornaments.
- Moderate use of cosmetics will be allowed. It is recommended that perfumed products be avoided, as well as other strong scents such as smoke.
- No gum chewing on unit.
- If a student uses a clinical facility to review records of assigned clients, it is necessary to be attired in appropriate professional attire or uniform, and school name pin. Student should introduce self to the staff.
- Students on behavioral health units will wear colored scrubs.

- A professional appearance is mandatory and includes personal grooming, clean shoes and clean, wrinkle-free uniforms.

If a student's appearance does not meet the requirements of the dress code or is judged inappropriate by the instructor, the student will not be allowed entrance into the clinical area.

Students will be charged for replacement name pins if lost. Students are also responsible for hospital tracers when in use and will be charged for a replacement unit if lost.

In adherence with recommended asepsis precautions, students must change from uniforms to street clothing before returning to campus for classes, whether coming from clinical or from work. No scrubs are allowed on campus except as part of simulation experiences.

NEARING GRADUATION

Graduation Requirements

Students must attain a grade of "C" or better in all required courses and maintain a grade point average of 2.0 or above to be eligible for graduation. The student assumes the ultimate responsibility to see that all credit requirements for graduation are met. Required courses include general education courses.

* For Associate degree students - electives must be associate degree-level courses.

To graduate with a nursing degree or diploma from Lakeshore Technical College, the student must:

- Obtain at least 25% of the credits from LTC (i.e. 18 credits for a 70 credit program; 8 credits for a 32 credit program) AND
- obtain at least 25% of the nursing credits from Lakeshore Technical College (i.e. 10 credits for the associate degree in nursing; 5 credits for PN).
- include at least the clinical credits from the final semester of the nursing program. .

NCLEX Requirements

Sections 441.04 and 442.10 of the Wisconsin Statutes outline the qualifications needed in order to be eligible for admission to NCLEX - RN & PN State Board examinations. One of the requisites is: "Does not have an arrest or conviction record, subject to SS.111.321, 111.322, and 111.335 Stats." The question, "Have you ever been convicted of a criminal offense, **excluding minor traffic violations?**" appears on the application for registration of licensure to be answered "yes" or "no." If "yes" is the response, submission of follow-up information is required. That explanation needs to be sent to the Wisconsin Board of Nursing. An investigation may follow depending upon the circumstances and all facts related to the situation.

If the question regarding "criminal offense" is not answered truthfully and the necessary steps are not taken to clear the record with the Wisconsin State Board of Nursing,

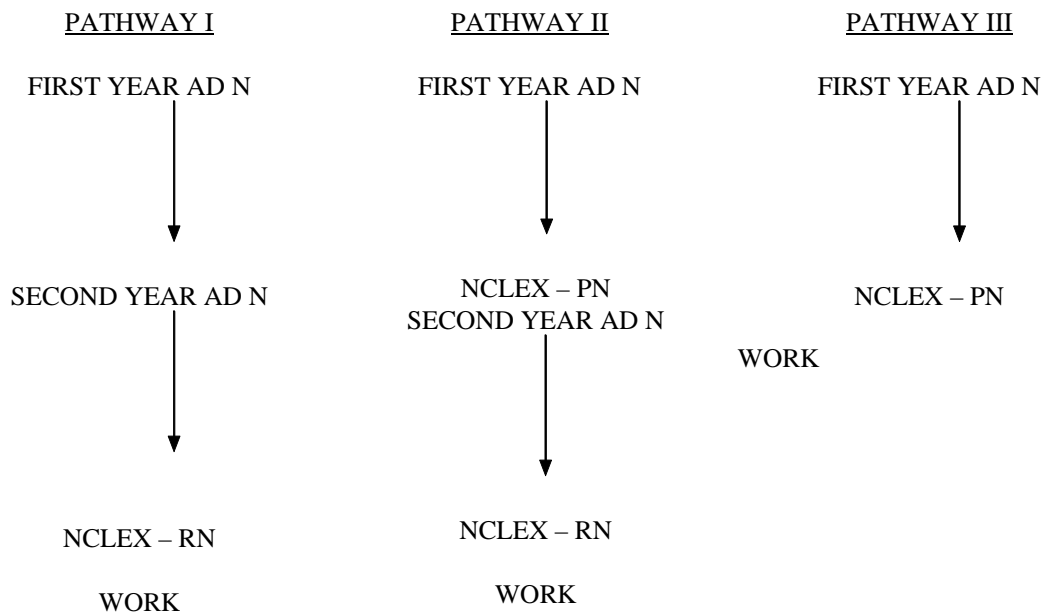
admission to examination will be delayed three to six months until an investigation is completed and the board of nursing has acted on the evidence.

If you have any further questions, please contact:

Department of Safety and Professional Services
Wisconsin Board of Nursing
1400 E. Washington Avenue
P.O. Box 8935
Madison, WI 53708-8935
Phone: 608.266.0145

Licensure Options for Associate Degree Nursing Students

Students who complete the first year of the state-wide aligned curriculum will have the option of taking the NCLEX-PN. Some students may decide to leave the program at that point, while others may take the exam to enhance their income and their job potential during their final year in the program. Still others may decide to wait until the end of the program to take the NCLEX-RN.



PATHWAY I: TRADITIONAL ASSOCIATE DEGREE NURSING PROGRAM

The student who wants to go directly through both years of the program will be able to apply for RN licensure after successfully completing the Associate Degree Nursing Program.

PATHWAY II: LPN INTERIM OPTION FOR AD NURSING STUDENTS

Students who finish the first year might find this pathway inviting. By completing the NCLEX-PN, they could earn more and take on more responsibility in their part-time jobs in the second year. They would “graduate” as a practical nurse, but continue directly into the second year. With this option, the student would need to pay for the examination and licensure fees for the Practical Nursing and later for Registered Nursing. In addition, the student needs to see the program counselor to assure the college records classifies them as a “PN graduate” in addition to being an ADN program student.

PATHWAY III: “JOB-OUT”

A student who has struggled academically, financially, emotionally, or personally may feel that it is just too difficult to continue in the program at this point. Perhaps the increased accountability and responsibility of the RN role is simply not something he or she wants to take on without some work experience in a less demanding role. This student could graduate as a practical nurse. Again, the student needs to see the program counselor to assure the college records re-classifies them as a PN student and “PN graduate”. At a later date, this person may reapply for the AD program as an LPN-to-RN student. This would require waiting for an available space in the third semester.

What if I take the NCLEX-PN and fail?

Applicants have the right to repeat the exam. The cost for the second attempt is about the same as for the first time. If you are on PATHWAY II, you can take the NCLEX-PN again, or you may wait and take the NCLEX-RN at the end of the second year. Of course, this would be a strong message that you need to develop strategies to improve your test-taking skills. Your academic advisor can help you develop a plan.

What if I take the NCLEX-RN and fail? Can I take the NCLEX-PN instead?

You must be a graduate of a PN program to take the NCLEX-PN. Therefore the student would need to see the program counselor to assure the college records classifies them as a “PN graduate”. If you graduate from the AD N program, it would be best to take the NCLEX-RN a second time. Again, you would need to develop a plan for improving your likelihood of passing on the second try.

Articulation Agreements with BSN Programs

The colleges listed below have articulation agreements with Lakeshore Technical College. These articulation agreements detail credit for previous learning and requirements for completing a B.S.N. degree at the respective colleges.

University of Wisconsin-Milwaukee
College of Nursing
Cunningham Hall
PO Box 413
Milwaukee WI 53201
414.229.4801

University of Wisconsin - Madison
School of Nursing
600 Highland Ave
Madison, WI 53792-2455
608.263.5167

Marquette University
College of Nursing
Marquette Hall, 106
PO Box 1881
Milwaukee, WI 53201-1881
1.800.222.6544

University of Wisconsin - Eau Claire
School of Nursing
PO Box 4004
Eau Claire, WI 53702-4004
715.836.4904

University of Wisconsin-Oshkosh
College of Nursing
800 Algoma Blvd
Oshkosh WI 54901
920.424.3089

University of Wisconsin-Green Bay
2420 Nicolet Dr
Green Bay WI 54311-7001
920.465.2049

Marion College
45 S. National Ave
Fond du Lac WI 54935-4699
920.923.7600

Alverno College
3401 S. 39th St
PO Box 343922
Milwaukee WI 53234-3922
1.800.933.3401

Silver Lake College
2506 S. Alverno Road
Manitowoc, WI 54220
920-684-6691

Concordia University
BSN Completion Program
12800 North Lake Shore Drive
Mequon, WI 53097-2418
262-243-4233

Many other nursing programs readily accept LTC graduates into their completion programs. The complete list of RN to Baccalaureate programs may be found on the AACN web site at <http://www.aacn.nche.edu/Education/pdf/RNBSNPrograms.pdf>

The complete list of RN to MSN programs is available on AACN we site at <http://www.aacn.nche.edu/Education/pdf/RNMSNPrograms.pdf>

The nursing faculty believes that although learning is primarily the **student's responsibility**, the instructor will assist the student in developing talents, aptitude, and the ability to participate as an effective member of the health team. The faculty welcomes you to what promises to be one of the most demanding, yet satisfying, experiences of your life. Welcome to the world of nursing!

Appendix A

ESSENTIAL FUNCTIONAL ABILITIES AND REPRESENTATIVE ACTIVITIES/ATTRIBUTES FOR THE ASSOCIATE DEGREE AND PRACTICAL NURSING PROGRAM

Gross Motor Skills:	Move within confined spaces Maintain balance in multiple positions Reach above shoulders (e.g., IV poles) Reach below waist (e.g., plug electrical appliance into wall outlet) Reach out front
Fine Motor Skills:	Pick up objects with hands Grasp small objects with hands (e.g., IV tubing, pencil) Write with pen or pencil Key/type (e.g., use a computer) Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe) Twist (e.g., turn objects/knobs using hands) Squeeze with fingers (e.g., eye dropper)
Physical Endurance:	Stand (e.g., at client side during surgical or therapeutic procedure) Sustain repetitive movements (e.g., CPR) Maintain physical tolerance (e.g., work on your feet a minimum of 8 hours)
Physical Strength:	Push and pull 50 pounds (e.g., position client, move equipment) Support 50 pounds of weight (e.g., ambulate client) Lift 50 pounds (e.g., pick up child, transfer client, bend to lift an infant or child) Carry equipment/supplies Use upper body strength (e.g., perform CPR, physically restrain a client) Squeeze with hands (e.g., operate fire extinguisher)
Mobility:	Twist Bend Stoop/squat Move quickly (e.g., response to an emergency) Climb stairs Walk
Hearing:	Hear normal speaking-level sounds (e.g., person-to-person report) Hear faint voices

	Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)
	Hear in situations when not able to see lips (e.g., when masks are used)
	Hear auditory alarms (e.g., monitors, fire alarms, call bells)
Visual:	See objects up to 20 inches away (e.g., information on computer screen, skin conditions)
	See objects up to 20 feet away (e.g., client in room)
	Use depth perception
	Use peripheral vision
	Distinguish color and color intensity (e.g., color codes on supplies, flushed skin/paleness)
Tactile:	Feel vibrations (e.g., palpate pulses)
	Detect temperature (e.g., skin, solutions)
	Feel differences in surface characteristics (e.g., skin turgor, rashes)
	Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks)
	Detect environmental temperature
Smell:	Detect odors (e.g., foul smelling drainage, alcohol breath, smoke, gasses or noxious smells)
Environment:	Tolerate exposure to allergens (e.g., latex, chemical substances)
	Tolerate strong soaps
	Tolerate strong odors
Reading:	Read and understand written documents (e.g., flow sheets, charts, graphs)
	Read digital displays
Math:	Comprehend and interpret graphic trends
	Calibrate equipment
	Convert numbers to and from metric and American systems (e.g., dosages)
	Tell time
	Measure time (e.g. count duration of contractions, CPR, etc.)
	Count rates (e.g., drips/minute, pulse)
	Read and interpret measurement marks (e.g., measurement tapes and scales)
	Add, subtract, multiply, and/or divide whole numbers
	Compute fractions and decimals (e.g., medication dosages)
	Document numbers in records (e.g., charts, computerized data bases)
Emotional Stability:	Establish professional relationships
	Provide client with emotional support
	Adapt to changing environment/stress
	Deal with the unexpected (e.g., client condition, crisis)
	Focus attention on task

Cope with own emotions
Perform multiple responsibilities concurrently
Cope with strong emotions in others (e.g., grief)

**Analytical
Thinking:**

Transfer knowledge from one situation to another
Process and interpret information from multiple sources
Analyze and interpret abstract and concrete data
Evaluate outcomes
Problem solve
Prioritize tasks
Use long-term memory
Use short-term memory

**Critical
Thinking:**

Identify cause-effect relationships
Plan/control activities for others
Synthesize knowledge and skills
Sequence information
Make decisions based on new information

**Interpersonal
Skills:**

Establish rapport with individuals, families, and groups
Respect/value cultural differences in others
Negotiate interpersonal conflict

**Communication
Skills:**

Teach (e.g., client/family about health care)
Influence people
Direct/manage/delegate activities of others
Speak English
Write English
Listen/comprehend spoken/written word
Collaborate with others (e.g., health care workers, peers)
Manage information

Attachment B: Student Letter of Petition

I, _____, am at this time petitioning for placement in the LTC nursing specific courses for the _____ semester, 20__ for the _____ (RN or PN) program (select one).

___ I am requesting full time (all four nursing course each semester) status

___ I am requesting part time status (see program counselor for details)

___ Either is acceptable

___ I understand that I have to meet and document that I have met the nursing assistant competency within 6 months of clinical by the dates outlined in the petition invitation. (competency includes completion of the class, refresher course, passing of Pearson Vue or work experience)

I have met with the program counselor for my petition interview or have a petition interview scheduled. Date of interview _____

I have successfully completed all the required general education courses OR

___ I have the following general education courses remaining and plan to take them as listed below:

Course and proposed semester of enrollment: _____

Course and proposed semester of enrollment: _____

Course and proposed semester of enrollment: _____

Course and proposed semester of enrollment: _____

I verify that I have read the contents of the Nursing Programs Student Handbook and agree to its contents.

I have read and am able to meet the Essential Functions of the nursing program. I have been provided with information concerning accommodations or special services if needed at this time.

I understand the rigors of the program. Each course requires at least 2 hours of outside effort per hour of instruction. *More may be needed depending on the individual.*

I acknowledge my responsibility for a successful education: that attendance, preparation for each class, and active participation add to student success. Preparation for class means that assignments are read and questions are prepared to address concepts that remain unclear.

I confirm that in the interest of patient safety and optimal learning, I will not work more than 12 hours at a place of employment and clinicals within any 24-hour period.

I have successfully completed the HESI admissions assessment.

In addition, I have developed a plan for maintaining a life balance, my personal health, and managing stress including the following factors: work, family needs, stress level management, nutrition and exercise.

Other comments and factors relevant to my starting the nursing courses at Lakeshore Technical College:

Signed and dated: _____

Student ID# _____

References:

Khadivar, K. (ed.) Fighting Fatigue: How safe are you and your patients? Advance for Nurses. February 19, 2007.

Rogers, A.E., et al. (2004). The Working Hours of Hospital Staff Nurses and Patient Safety. Health Affairs, 23(4), 202-214.

Scott, L.D., et al. (2006). Effects of critical care nurses' work hours on vigilance and patients' safety. American Journal of Critical Care, 15(1), 30-

Appendix C

<p style="text-align: center;">LAKESHORE TECHNICAL COLLEGE ASSOCIATE DEGREE AND PRACTICAL NURSING PROGRAM NOTICE OF INTENT TO TRANSFER A CORE NURSING COURSE FROM ANOTHER WTCS COLLEGE</p>
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Policy

- This option is only available to students accepted into the core nursing course part of the nursing program.
- In order to transfer a core nursing course taken at another technical college to LTC's nursing program, you must submit this form prior to the start of the course. Late submissions will be accepted for the first week of the course.
- Students must complete one form for each course.
- Students must agree to abide by all the policies of the Lakeshore Technical College Nursing Program, including requirements for numbers of credits taken with LTC
- If this course is a co-requisite for another clinical course you are in, you must remain enrolled in the course in order to remain enrolled in the clinical course. If you withdraw from the on-line course, you must immediately notify the nursing program and will need to withdraw from the clinical course.
- If you fail or withdraw from this course, this counts as an unsuccessful attempt at the nursing course

Student Name: _____ Date: _____

Student Signature: _____

Student ID Number: _____

Core Nursing Course: _____

College of Enrollment: _____

End of Semester Date for College above: _____

Proof of Enrollment Document Attached: _____

Documentation of Completion

- An **official transcript** must be submitted to Student Services within two weeks of completing the course and before the following semester.

Date Transcript Received: _____

This form should be returned to the Nursing Counsleor, Kristi Irving

Appendix D

Nursing Program Handbook Signature Sheet

Handbook: I read and understand the Nursing Program Student Handbook at this time and agree to abide by its policies and guidelines. I understand that in the future, I am responsible to access the most current version of the handbook available on the LTC website. I will contact the program chair, program counselor, or my current nursing course packet if I have any questions about accessing it.

Honor Code: In academic and professional matters, I will not lie, cheat, steal, nor tolerate those who do (Scanlon, 2006). I will not disclose the content of examination items before, during or after the examination. I will not give nor receive, nor will I tolerate others' use of unauthorized help on exams and assignments

Name _____

Date _____

Print Name _____

Student ID Number _____