

Student Handbook
Fall/Spring 2026-2027
Associate Degree Nursing Program



Danville Area Community College

2000 East Main Street
Danville, Illinois 61832

www.dacc.edu

(The faculty of the Danville Area Community College Nursing Program reserves the right to make changes to this handbook when necessary. Students will be notified of changes.)



The College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The nursing program is approved by the Illinois State Board of Nursing and is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN).

Higher Learning Commission of the North Central Association of Colleges and Schools
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Mission Statement:

Committed to teaching and learning, Danville Area Community College serves the community and transforms lives.

Vision Statement:

Every student, every story, a future written in success.

Revised June, 2026

TABLE OF CONTENTS

General Information.....	4
Administration and Faculty.....	5
Mission Statement and Program Philosophy	6
Alternate Instruction Related to Emergent Situations	7
End of Program Student Learning Outcomes	8
Role-Specific Graduate Student Learning Outcomes	9
Curriculum Guide For Levels I & II	10
Nursing Course Descriptions	11
LEVEL II--PART TIME LPN-RN Option	13
Nursing Program Advisory Council	14
Affiliating Agencies.....	14
Technical Standards	15
Required Health Information	18
Readmission.....	18
Student Support and Services	20
Academic Advisement Department	21
Academic Advising Staff.....	21
Financial Aid.....	22
Foundation	22
Disability Services	22
Counseling Center (Cannon Hall, Room 122).....	23
Testing Center	23
Math & Science Solutions (MASS) Learning Center.....	24
Library Services	24
Computer Labs and Technical Support.....	24
Career and Veterans Center	25
TRIO Student Support Services Program	25
Student Responsibilities.....	26
Attendance Policy	27
Student Dress Code.....	29
Grading System.....	31
Testing Policy	31
Late Testing Procedure	32
Trajecsys Policy	32

ATI Testing Policy.....	33
Clinical Evaluation and Measurement	36
Completion of Course Requirements.....	36
Eligibility to Sit for Final Exam.....	36
Performance Improvement Plan	37
Confidentiality	37
Accidents or Illnesses	38
Medical Conditions	39
Statement of Academic Integrity	39
AI Use Policy	39
Classroom, Clinical, and Lab Conduct	41
Incivility and Unacceptable Behaviors	41
Unsafe Behaviors	42
Unprofessional Behaviors	42
Social Media Policy	43
Substance Abuse Policy	44
Dismissal from the Program	45
Grievance Policy	46
Graduation Requirements	46
Commencement	47
Pinning Ceremony	47
Organizational Chart.....	48
Reference	49
Appendices.....	50
Performance Improvement Plan	51
Intake Form	53
HEALTH PROFESSIONS STUDENT CODE OF CONDUCT	55
Health Professions Substance Abuse Policy	64
Student Signature Page / Agreements	66

GENERAL INFORMATION

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Mission Statement and Program Philosophy

Introduction

The Associate Degree Nursing (ADN) program at Danville Area Community College (DACC) is under the auspices of the Nursing Division at DACC. The program is a ladder approach in which a student has the opportunity after the second semester to take the National Council Licensure Examination-Practical Nursing (NCLEX-PN), which is required to obtain state licensure as a licensed practical nurse (LPN). After completion of the fourth semester, students are eligible to take the National Council Licensure Examination-Registered Nursing (NCLEX-RN), which is required for state licensure as a professional registered nurse. In addition, LPNs may enter after the 2nd semester and be eligible to take the NCLEX-RN after two semesters of nursing courses.

The Associate Degree Nursing program is approved by the Illinois Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN). The ADN nursing curriculum reflects current concepts, professional standards, and competencies/student learning outcomes that are consistent with the National League for Nursing (NLN) *Outcomes and Competencies for Graduates of Associate Degree Programs in Nursing* (2010) and the Quality and Safety Education for Nurses (QSEN) initiative. The curriculum also incorporates guidelines and standards established by the American Nurses Association, the Illinois State Board of Nursing, and the NCLEX test plan.

Mission Statement

Danville Area Community College associate degree in nursing program is dedicated to providing nursing education using a variety of affordable and accessible delivery methods to a diverse population. The program's goal is to prepare graduates to practice safe, entry-level professional nursing while fostering a commitment to lifelong learning. To achieve this mission, we strive to create a culture of excellence and support, where students are challenged to meet high educational standards.

Program Philosophy

To support this mission, the nursing faculty has developed a philosophy that guides curriculum design, instructional practices, and student development throughout the program. The nursing faculty believes nursing education should be proactive and responsive to the community's needs; emphasizing quality, affordability, and effective partnerships that enhance quality of life through learning. Our philosophy of nursing education consists of five elements: persons, health, environment, nursing, and education which are also embedded into the Student Learning Outcomes.

Persons: Individuals have a right to understand themselves as to participate in decisions that affect their lives, health, needs, and use community services. Individuals also possess the capability of communicating to meet their needs. The growth and development of individuals are a function of communication with other individuals, genetic endowment, meaningful and satisfying experiences, and an environment conducive to helping individuals mature.

Health or wellness is an outcome variable that depends on dynamic life experiences and resultant needs of an individual. This implies a continuous adjustment to components in the environment through optimum use of the individual's resources to achieve maximum potential for meeting needs in daily living. Illness is a change from normal, resulting in unmet needs due to an imbalance in the dynamic state of one or more of the components relating to an individual's health.

Environment may be defined as either the individual's personal or community environment. The healthy individual continuously adjusts to significant events in these environments. Thus, the environment may be perceived as a stressor for the individual as well as potential precipitators of

illness when maladaptation occurs.

Nursing involves therapeutic actions and communication whereby the nurse and individual share information about their perceptions of the environment. Through purposeful communication, the nurse and individual identify needs and assess means to meet these needs. Registered nurses, then, are important in a collaborative role with other health care professionals in assessing and meeting needs, promoting health, preventing disease, facilitating health teaching and client advocacy, and in coordinating and managing health care for the individual and family. As a result, the nursing process is an essential and functional component of professional nursing. Through observation, assessment, and scientific rationale, the nurse utilizes the nursing process as a dynamic factor to facilitate and evaluate an individualized plan of care for identified needs.

Nursing Education is based on sciences, liberal arts, and involves the development of personal, interpersonal, and professional interactions. In this manner, theoretical and clinical components are integrated with the nursing process to provide an optimal educational environment.

Alternate Instruction Related to Emergent Situations

Although DACC Nursing Program is not a distance-learning program, unforeseen circumstances may require a temporary transition to online instruction through the Learning Management System. Each nursing course has an existing Canvas shell that is used as a repository for information, announcements, and course material. During this time, clinical instruction may be provided by virtual simulation using a variety of products such as ATI, Shadow Health or other virtual simulations. Lecture may be recorded and live question and answer sessions may be held. Exams may be given electronically on Canvas using best practices.

While some online instructional elements may continue to be used, The Nursing Program will return to its standard onsite educational format once the emergent situation has ended. If the emergent situation continues or reoccurs, students and faculty will be asked to be flexible with contingency plans for optimal instruction.

If the DACC Nursing Program is required to face another emergent situation students must understand that coursework could move to online if state mandated. This could mean that clinical sites may limit or refuse student access. This could potentially lengthen the program to ensure that clinical objectives are met. Every effort will be made to maintain the rigor of the program. Instruction and testing will revert to online. Students are asked to be flexible in the event of a future emergent situations.

End of Program Student Learning Outcomes (SLOs)

The ADN graduate is prepared and expected to practice within the framework of the Educational Competencies for Graduates of Associate Degree Nursing Programs as identified by the 2013 NLN Educational Competencies. ADN graduates practice within the framework of eight core competencies/student learning outcomes which are: caring interventions, clinical decision-making collaboration, communication, managing care, professional behaviors, safety, and teaching and learning. It is from this framework that the graduate outcomes, course outcomes, and both clinical and theory weekly learning outcomes have been derived. In addition, these concepts are explored and operationalized in curriculum development and evaluation.

The DACC Nursing Program follows a progressive testing blueprint using Bloom's taxonomy as its guide. The Level I courses gradually shift from the lower levels of learning to the mid-levels of learning. The Level II courses gradually shift from the mid-levels of learning to the higher levels of learning.

The associate degree nurse is an entry-level practitioner and is competent to practice as a direct caregiver in a variety of health care settings which include diverse patient population. ADN graduates are employed in a health care delivery system that continues to grow and change. As noted in our mission statement, the nursing program has an overall goal of preparing graduates who practice safe, entry-level professional nursing with a desire for lifelong learning.

Nursing is a life-long learning profession; therefore, ADN graduates are strongly encouraged to pursue bachelor's, master's, and doctoral degrees in preparation for advanced levels of practice. Schools with articulation agreements with DACC are invited to meet with students several times throughout the school year in order to help them choose their RN-to-BSN completion program.

Role-Specific Graduate Student Learning Outcomes

Upon completion of the Associate Degree Nursing Program, the graduate will be proficient in the following:

1. Caring Interventions

By the end of the DACC Nursing Program, the graduate nurse will adopt behaviors that support a caring patient-centered environment where choices related to cultural values, beliefs, and lifestyles are respected.

2. Clinical Decision Making

By the end of the DACC Nursing Program, the graduate nurse will integrate clinical decision making in planning care that incorporates the holistic needs of the patient population by providing culturally and developmentally competent assessment and care while respecting differences, values, preferences, and expressed needs.

3. Collaboration

By the end of the DACC Nursing Program, the graduate nurse will organize collaboration with clients, significant support person(s), and members of the interdisciplinary health care team in the responsibilities of shared planning, decision making, problem solving, and goal setting while delivering high quality, evidence-based, patient-centered care to diverse populations within a family and community context.

4. Communication

By the end of the DACC Nursing Program, the graduate nurse will model therapeutic communication skills verbally and non-verbally when interacting with patients, significant support person(s), and members of the interdisciplinary team in complex environments and practice effective written and electronic documentation.

5. Managing Care

By the end of the DACC Nursing Program, the graduate nurse will determine effective utilization of information and technology, and other resources regarding management of comprehensive care to diverse patient populations within a family and community context.

6. Professional Behaviors

By the end of the DACC Nursing Program, the graduate nurse will integrate professional nursing practice behaviors that demonstrate lifelong personal responsibility and accountability for own care and care delegated while practicing within a legal, ethical, and professional scope that is guided by accepted standards of nursing practice.

7. Safety

By the end of the DACC Nursing Program, the graduate nurse will incorporate the nursing process to make clinical judgments using evidence-based practice providing safe, quality care to promote the health of diverse populations within a family and community context.

8. Teaching and Learning

By the end of the DACC Nursing Program, the graduate nurse will design and implement health education to clients and/or significant support person(s) while promoting and facilitating informed decision-making to achieve safe and high-quality health outcomes within a family and community context.

Curriculum Guide For Levels I & II

Associate In Applied Science Degree in Nursing

(AAS Degree)

Valid for the 2023-2024 academic year and beyond

Pre-requisite Courses beginning Fall of 2019	HOURS
BIOL 136 Anatomy and Physiology I	4
BIOL 137 Anatomy & Physiology II	4
BIOL 140 Microbiology	4
ENGL 101 Rhetoric I	3
MATH 115 Survey of Statistics*	3
PSYC 100 Intro to Psychology	3
Total	21

*may be taken during the summer semester between Level I and Level II

REQUIRED COURSES	HOURS
Level One First Semester	
NURS 192 Concepts of Nursing	12
Total	12
Level One Second Semester	24
NURS 194 Adult Nursing	8
NURS 195 Maternal-Child Health Nursing	4
Total	12
Total Hours Level One	24
Level Two First Semester	
NURS 296 Advanced Nursing I	6
NURS 297 Advanced Nursing II	6
Total	12
Level Two Second Semester	
NURS 298 Advanced Nursing III	8
NURS 299 Advanced Nursing IV	4
Total	12
Total Hours Level Two	24
Total Hours Nursing Program	69

Total for Level I = 24

TOTAL FOR LEVEL II = 24 hours

TOTAL FOR AAS DEGREE = 69 credit hours

Nursing Course Descriptions

ADN - Levels I & II

LEVEL I - First Year

NURS 192 – Concepts of Nursing – (ADN Level I, First Semester - 12 hrs)

Foundational preparation for nursing care based on the philosophy and science of nursing with content drawn from the physical, social, biological, and nutritional sciences. Incorporates identification of individual needs for life and health as a vital dimension of nursing care. Emphasis on the application of knowledge and the development of assessment skills for the individual's needs in health or illness. Focuses on the development skills related to the nursing process, communication, and interactions with the environment. Clinical experience provided in the hospital environment. (Course includes theoretical skill labs and clinical components.) Prerequisites: Acceptance into Nursing Program and admission to the College. [C]

NURS 194 – Adult Nursing – (ADN Level I, Second Semester - 8 hrs)

Application of the nursing process to concepts of health and illness related to adult needs in a nursing environment. Expands the focus to enhance the student's understanding of pharmacological needs as well as personal, interpersonal, and social needs and interactions of the individual. Clinical experiences are provided in the hospital and community environments. (Course includes theoretical and clinical components.) Prerequisites: Consent from Dean of Nursing and NURS 192. [C]

NURS 195 – Maternal Child Health Nursing – (ADN Level I, Second Semester - 4 hrs)

Foundational preparation for the provision of nursing care to the individual with maternal-child health needs. Instruction and supervised clinical experience provides understanding of the ways in which to assess, plan, intervene and evaluate the family, women/maternal health, pre-natal periods, as well as child from birth through adolescence. Emphasis is on: maternal health and illness, gynecological health and illness, labor and delivery, postpartum care, newborn care, and growth and development of children and adolescence in the hospital and community environments. (Course includes theoretical and clinical components.) Prerequisites: Consent from Dean of Nursing, NURS 192 and NURS 194.

LEVEL II - Second Year

NURS 296 – Advanced Nursing I – (ADN Level II, First Semester - 6 hrs)

Advanced preparation for the facilitation of nursing care to individuals with complex health needs. Focuses on the nurse's unique role to design and manage care for individuals from birth to older adulthood in the acute care environments. Emphasizes the nurse's collaborative communications with other health care professionals for health teaching and advocacy. Synthesizes theory and clinical experiences in the transition from the LPN to the RN role. (Course includes theoretical and clinical components.) Prerequisites: Consent from Dean of Nursing and NURS 192, NURS 194, and NURS 195. [C]

NURS 297 – Advanced Nursing II – (ADN Level II, First Semester - 6 hrs)

Emphasizes the significance of nursing care in relation to complex health needs of the individual from birth to older adulthood. Focuses on the collaborative communication with other members of the health care team and with the individual and family in the hospital environment for health teaching and client advocacy. Theory and clinical experience enhance the integration of principles of advanced nursing. (Course includes theoretical and clinical components.) Prerequisites: Consent from Dean of Nursing and NURS 192, NURS 194, NURS 195, and NURS 296. [C]

NURS 298 – Advanced Nursing III – (ADN Level II, Second Semester - 8 hrs)

Formulates nursing care and communication for the individual and family with complex physical/psychological health needs. Emphasizes the role of the community relative to nursing care of the individual from birth to older adulthood. Theory and clinical experience create the opportunity for integration of principles of advanced nursing, health teaching, and client advocacy in a variety of hospital and community environments. (Course includes theoretical and clinical components.) Prerequisites: Consent from Dean of Nursing and NURS 192, NURS 194, NURS 195, NURS 296, and NURS 297. [C]

NURS 299 – Advanced Nursing IV – (ADN Level II, Second Semester - 4hrs)

Analyzes the roles of the registered nurse. Examines internal and external influences on nursing practice. Explores concepts related to professionalism, delegation, leadership and management, nursing power and politics, and career planning. Prerequisites: Consent from Dean of Nursing and NURS 192, NURS 194, NURS 195, NURS 296, NURS 297, and NURS 298. [C]

LEVEL II--PART TIME LPN-RN Option

Associate Degree in Nursing (AAS)

LPN-to-RN Part Time Option

The Part-time LPN-to-RN option is designed for the working Licensed Practical Nurse who wishes to advance professionally to Registered Nurse status. The traditional two-semester full-time program is stretched to four semesters. This will accommodate the working LPN's work schedule and provide a work-life balance. Lecture classes meet once a week. Clinical will be every other week with the exception of the summer semester when clinical occurs every week.

Applicants must have an active, unencumbered LPN license. Applicants must also have an American Heart Association (AHA) Healthcare Providers CPR certification before coursework begins.

This program is a highly selective program and acceptance is dependent upon a minimum GPA of 2.5 and admission criteria point system. Students will need to complete the required general education before applying. Meeting minimum requirements does not guarantee admission into the program.

Transfer credit for non-nursing courses and placement exam credit will be evaluated on an individual basis. Transfer courses must be completed with a "C" or higher to qualify for credit towards associate degree. All courses must be completed with a grade of "C" or better.

Students must meet all pre-application admission criteria.

Please see Academic Advisors for transcript review.

The nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN). The nursing program prepares students to become registered nurses (RNs), to provide safe, quality care in hospitals and ambulatory care settings. Upon completion of both levels, graduates are eligible to take the licensure exam for Registered Nursing (NCLEX-RN).

For more information regarding the admission guidelines, visit www.dacc.edu/depts/nursing.

Pre-requisite Courses	HOURS
BIOL 136 Anatomy and Physiology I	4
BIOL 137 Anatomy & Physiology II	4
BIOL 140 Microbiology	4
ENGL 101 Rhetoric I	3
PSYC 100 Intro to Psychology	3
MATH 115 Survey of Statistics	3
Total	21

Level Two First Semester	
NURS 296 Advanced Nursing I	6
Level Two Second Semester	
NURS 297 Advanced Nursing II	6
Level Two Third Semester	
NURS 298 Advanced Nursing III	8
Level Two Fourth Semester	
NURS 299 Advanced Nursing IV	4
Total Hours Level Two	24

Nursing Program Advisory Council

The Nursing Program Advisory Council is composed of representatives of the community who serve in a voluntary advisory capacity to the Nursing and College administrators and faculty. The council convenes each academic year and studies the educational needs of the nursing program, facilitates the operation of the school, advises on the development of policies, interprets the school to the community and the needs of the community to the school, and studies and recommends optimum policies for students and faculty.

Student representatives from each cohort are periodically invited to attend faculty meetings. This provided a valuable channel of communication through which students and faculty can discuss concerns, ideas, and program improvements.

Affiliating Agencies

- Accolade Health
- Carle Foundation Hospital and Clinic (Urbana, Hoopeston and Danville campuses and satellite facilities)
- Hawthorne Inn
- Middlefork School (VASE)
- OSF Sacred Heart (Danville) and OSF Sacred Heart of Mary (Urbana) and satellite facilities
- Vermilion County Health Department
- Veterans Affairs Illiana Health Care System
- Christie Clinic
- Pleasant Meadows
- Various community agencies

Technical Standards

Students entering and graduating from DACC's Nursing Program must be able to meet the technical standards of the academic program. These technical standards enable all nursing students to carry out the technical standards of the nursing process throughout the nursing program and include, but are not limited to, the following abilities:

Functional Ability/Category

Standard

Representative Activity/Attribute

Motor Abilities

- Physical abilities and mobility sufficient to execute gross motor skills, physical endurance, and strength, to provide patient care.
 - Mobility sufficient to carry out patient care procedures such as assisting with ambulation of patients, administering CPR, assisting with turning and lifting patients, providing care in confined spaces, such as treatment room or operating suite.
 - Move within confined spaces, sit and maintain balance, reach above shoulders (e.g., IV poles), and reach below waist.
 - Twist, bend, stoop/squat, move quickly (e.g. response to an emergency), climb (e.g., ladders/stools/stairs), and walk.
 - Push and pull 25 pounds (e.g., position patients), support 25 pounds (e.g., ambulate patient), lift 25 pounds (e.g., pick up a child, transfer a patient), move light object weighing up to 10 pounds, move heavy objects, defend self against combative patient, carry equipment/supplies, use upper body strength (e.g., perform CPR, restrain a patient), and squeeze with hands (e.g., operate fire extinguisher).

Manual Dexterity

- Demonstrate fine motor skills sufficient for providing safe nursing care.
 - Motor skills sufficient to handle small equipment, such as insulin syringe and administer medications by all routes, perform tracheotomy suctioning, and insert urinary catheter.
 - Pick up objects with hands, grasp small objects with hands, write with pen or pencil, key/type using computer, pinch/pick or otherwise work with fingers (e.g., manipulate syringe), twist or turn knobs or objects using hands, squeeze with finger(s).

Perceptual/ Sensory Ability

- Sensory/perceptual ability to monitor and assess patients.
 - Sensory abilities sufficient to hear alarms, auscultate sounds, and hear cries for help, etc.
 - Visual acuity to read calibrations on 1 cc syringe, assess color (e.g., cyanosis, pallor, identify color of body fluids, etc.).
 - Tactile ability to palpate pulses, feel skin temperature, palpation veins, etc.
 - Olfactory ability to detect smoke or noxious odors.

Behavioral/ Interpersonal/ Emotional

- Ability to relate to colleagues, staff and patients with honesty, civility, integrity and nondiscrimination.
- Capacity for development of mature, sensitive and effective therapeutic relationships.
- Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural, and intellectual backgrounds.

- Ability to work constructively in stressful and changing environments.
- Modify behavior in response to constructive criticism.
- Capacity to demonstrate ethical behavior, including adherence to the professional nursing *Code of Ethics for Nurses* as identified by the American Nurses Association (ANA).
 - Establishes rapport with patients and colleagues.
 - Works with teams and workgroups.
 - Demonstrates emotional skills sufficient to remain calm in an emergency situation.
 - Demonstrates behavioral skills sufficient to the exercise of good judgment and prompt completion of all responsibility's attendant to the diagnosis and care of patients.
 - Adapts rapidly to environmental changes and multiple tasks demands.
 - Maintains behavioral decorum in stressful situations.
 - Establishes therapeutic boundaries, provides patient with emotional support, adapts to changing environment/stress, deals with the unexpected, focuses attention on task, controls own emotions, performs multiple responsibilities concurrently, responds appropriately.
 - Represents the nursing profession in manner, dress, and behavior.

Safe environment for patients, families and co-workers

- Ability to accurately identify patients.
- Ability to effectively communicate with other caregivers.
- Ability to administer medications safely and accurately.
- Ability to operate equipment safely in the clinical area.
- Ability to recognize and minimize hazards that could increase healthcare associated infections.
- Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls.
 - Prioritizes tasks to ensure patient safety and standard of care.
 - Maintains adequate concentration and attention in patient care settings.
 - Seeks assistance when clinical situation requires a higher level or expertise/experience.
 - Responds to monitor alarms, emergency signals, call lights from patients, and orders in a rapid and effective manner.
 - Negotiates interpersonal conflict, respects differences in patients, and establishes rapport with co-workers.

Communication

- Ability to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and non-verbal communication, such as interpretation of facial expressions, affect, and body language).
- Required communication abilities, including speech, hearing, reading, writing, language skills and computer literacy.
- Communicate professionally and civilly to the health care team including peers, instructors, and preceptors.
 - Gives verbal directions to or follows verbal directions from other members of the health care team and participates in health care team discussions of patient care.
 - Elicits and records information about health history, current health state and responses to treatment from patients or family members.
 - Conveys information to patients and others as necessary to teach, direct and counsel individuals in an accurate, effective and timely manner.
 - Establishes and maintain effective working relations with patients and co-workers.
 - Recognizes and reports critical patient information to other caregivers.

- Teaches (e.g., patient/family about health care), explains procedures, gives oral reports (e.g., reports on patient's condition to others), interacts with others (e.g., health care workers), speaks on the telephone, influences people, and directs activities of others.
- Conveys information through writing (e.g., nursing documentation).

Cognitive/ Conceptual/ Quantitative Abilities

- Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis, and synthesis.
- Ability to gather data, to develop a plan of action, establish priorities, monitor, and evaluate treatment plans and modalities.
- Ability to comprehend three-dimensional and spatial relationships.
- Ability to react effectively in an emergency situation.
- Demonstrate critical thinking.
- Analytical thinking
 - Calculates appropriate medication dosage given specific patient parameters.
 - Analyzes and synthesizes data and develops an appropriate plan of care.
 - Collects data, prioritizes needs and anticipates reactions.
 - Comprehends spatial relationships adequate to properly administer injections, starts intravenous lines or assesses wounds of varying depths.
 - Recognizes an emergency situation and responds effectively to safeguard the patient and other caregivers.
 - Transfers knowledge from one situation to another.
 - Accurately processes information on medication labels, and physicians' orders; safely monitors equipment calibrations, printed documents, flow sheets, graphic sheets, medication administration records, other medical records for patient safety and understands current policies and procedures.
 - Identifies cause-effect relationships, plans/controls activities for others, synthesizes knowledge and skills, and sequences information.
 - Transfers knowledge from one situation to another, processes information, evaluates outcomes, solves problems, prioritizes tasks, uses long term memory, uses short term memory.
 - Reads and understands columns of writing, reads digital displays, reads graphic printouts, calibrates equipment, converts numbers to and/or from metric system, reads graphs, tells time, measures time, counts rates, uses measuring tools, reads measurement marks, adds, subtracts, multiplies, divides whole numbers, computes fractions, uses a calculator, writes number in records.

Punctuality/ work habits

- Ability to adhere to DACC policies, procedures, and requirements as described in the nursing student handbook and course syllabus.
- Ability to complete classroom, lab, and clinical assignments and submit assignments at the required time.
- Ability to adhere to classroom and clinical schedules.
 - Attends class and clinical assignments punctually.
 - Reads, understands, and adheres to all policies related to classroom, lab, and clinical experiences.
 - Contacts the instructor in advance of any absence or late arrival 1 hour in advance.
 - Understands and completes classroom, lab, and clinical assignments by due date and time.

Required Health Information

Students must submit documentation of current immunization status by the designated deadlines. Upon acceptance into the program, a physical exam completed by required due dates by a healthcare provider must also be completed indicating the applicant meets the technical standards of the nursing profession regarding physical, emotional, and mental skills abilities, or that needed accommodations can be reasonably provided. Accepted students must submit documentation of current American Heart Association Basic Life Support (BLS) for Healthcare Provider CPR certification by the set due date and maintain such certification throughout the program. Proof of annual flu immunization by the required due date is also required. Failure to provide the required documentation will result in the student being unable to attend clinical until the documentation is provided to the nursing office. Students who miss more than one full clinical day per course cannot be evaluated for meeting course objectives which will negatively affect their grade. All documentation must be submitted to the college/program approved online repository.

Readmission

Student seeking readmission will be considered by the Admission Selection Committee based on the circumstances of their withdrawal and available program space.

The process for readmission is as follows:

- Readmission Selection Committee will consist of Nursing Faculty (as available), Program Director/Dean, and other DACC personnel as required.
- The Readmission Selection Committee will convene to review readmission applications.
- The Readmission Selection Committee will consider readmission to the program based on the following:
 - Academic standing and continued academic efforts.
 - Withdrawal due to documented medical conditions that have resolved as long as all technical requirements are met.
 - Student behavior and level of professionalism during previous admission.
 - The student folder from the previous admission will be reviewed, including Performance Improvement Plans and other evaluations.
 - The student will be provided with an opportunity to submit an Action Plan for performance improvement.
- Readmission to the nursing program after dropping/withdrawing/and/or failing is not guaranteed.
- Students who are seeking readmission to NURS 192, regardless of the reason for leaving, must reapply to the nursing program and be ranked with all new applicants. No credit/points will be given for previously attending the nursing program. As always, the top ranked candidates will be chosen for admission into the nursing program. Acceptance into these courses is based on number of points, grade point average, space availability, and approval from the Readmission Selection Committee.
- The student may be eligible for readmission to the program if the readmission is within one year of the original withdrawal date, after completion of NURS 192, or for the next available time the needed course(s) is offered.
- Students reapplying to NURS 194, 195, 296, 297, 298, 299 must meet admission criteria at the time of reapplication. Acceptance into these courses is based on space availability and approval from the Readmission Selection Committee.
- If a greater period of time has elapsed than one year, the student will be required to reapply and enter the program at the beginning of the course work for the level they are applying to and will need to retake previous nursing course(s) he/she may have previously successfully completed.
- Students seeking readmission must meet admission criteria at the time of reapplication.

- A student may be considered for readmission to the program **one time only** regardless of the reason for leaving/dismissal.
- Readmission following a sentinel event or unethical conduct:
 - Students dismissed from the program following a sentinel event in a clinical or unethical conduct in class, lab or clinical are not automatically eligible for readmission to the program. Please refer to the HP Code of Conduct for further options.
 - Students who voluntarily withdraw from the nursing program following a sentinel event are under the same regulations regarding readmission following a sentinel event in a clinical or unethical conduct while enrolled in the nursing program, including conduct outside of classroom/clinical/lab scheduled time.
 - Students who choose to voluntarily withdraw from the program but have displayed unethical conduct in or outside of class/lab/clinical may not be eligible for readmission.
 - If a student requests readmission, they must submit their admission application, along with a request for readmission addressing the specific reason for the dismissal and an action plan for remediation to the Admission Selection Committee.
 - This request will be reviewed by the Admission Selection Committee.
 - The student will be notified of the committee's decision within 30 days of the application deadline.
- Readmission status will be reviewed by the Admission Selection Committee.

Additional Information on Readmission to Level II

- Application acceptance is based on space availability, the student meeting admission criteria at the time of reapplication, and Admission Selection Committee approval.
- LPNs that are reapplying for Level II must have their employer submit an Evaluation of Applicant's Performance and Potential and a Verification of Employment Letter unless work requirement is waived by the Dean of Nursing. This letter will be reviewed by the Selection Committee.
- These requirements must be met before the student may attend class:
 - All applicants seeking readmission must have had a physical examination and drug screen within the six months prior to the date of readmission.
 - Applicants must also have current immunizations.
 - All applicants must have an American Heart Association BLS (Healthcare Provider) CPR card or American Red Cross CPR card. **No other cards are accepted.**
 - Applicants that are selected for admission must have a negative drug screen.
- Students who are selected for admission/readmission will attend a mandatory orientation with the Dean of Nursing Education as stated in the acceptance letter.

LPN Admission into Level II

- Level II applicants must be working LPN's with an unencumbered LPN license. (License must be unencumbered for a minimum of 5 years or the duration of having your license if less than 5 years).
- Documentation on company letterhead of 1040+ hours as an LPN in the last 12 months, OR proof of licensure paired with an LPN completion certificate within the same time frame.
- The ATI TEAS Exam is required. Applicant must score Proficient or higher overall and 50% or higher on English portion. This test may be retaken twice per application period.
- LPNs that are applying for Level II must provide a Verification of Employment Letter. This letter will be reviewed by the Selection Committee.

STUDENT SUPPORT AND SERVICES

Academic Advisement Department

Danville Area Community College provides advisement services to students, and potential students, in three different formats: 1) through the Academic Advisement Department located in Lincoln Hall; 2) through career, program-specific faculty advisors; and 3) through our TRIO program located in Cannon Hall. The college also provides transfer-oriented, faculty mentoring for students who are interested in learning more about their intended major.

One of the primary functions of Academic Advisement is to help all students obtain the type of education best adapted to their needs, abilities, and interests. Academic advisors meet with students to assist them in planning their academic programs and career goals, solving personal concerns, and adjusting to college. While all students are encouraged to work with an academic advisor, those who are registering for 12 or more credit hours (fall or spring semester) or more than 6 hours (summer semester) are required to work with an advisor. Advisors are specialized by major/program of study.

To meet the demanding needs of our students, DACC advisors provide a flexible meeting/appointment schedule with walk-in times, scheduled appointments, e-mail communications, and phone communications. Students may also visit the Academic Advisement Department web-site for degree/certificate requirements, general education electives, transfer course information, schedule of classes, course descriptions, advisor schedules, and more at <http://www.dacc.edu/aac/>.

In general, DACC academic advisors provide in-depth guidance on course selection for degree completion and overall student success. Advisors interpret results of placement tests and other placement factors to facilitate appropriate course placement in mathematics, English and science courses. Individualized assessment is also provided to help students gain a better understanding of their needs, values, interests and abilities. Advisors work closely with the Career Services, Financial Aid, and tutoring centers to provide comprehensive services. The Advisement Office also provides assistance with transfer processes, access to college fairs, assistance with college policies and procedures, and referrals to services on-and off-campus.

Community Resource Contact Information: The Advisement Office can provide students with a list of campus and community resources. To speak with a resource specialist, please visit the Advisement Office in LH104.

Academic Advising Staff (Lincoln Hall, Room 104)

- EuNice Dix, AAC Administrative Assistant, 217-443-8750 e.dix@dacc.edu
- TBD, Director of Advisement & Enrollment Services, International Student Liaison, 217-443-8755, @dacc.edu
- Amie Musk, Academic Advisor, Allied Health 217-443-8745, a.musk@dacc.edu
- April Smith, Academic Advisor, 217-443-8748, a.smith@dacc.edu
- Chelsea Thomas, Academic Advisor/Resource Specialist, 217-443-8744, c.thomas@dacc.edu

Financial Aid

Student Responsibility for Financial Aid: Academic Difficulty, Withdrawal, and Program Separation

Students who receive federal financial aid are responsible for understanding how changes in their enrollment may affect that aid. If you are experiencing academic difficulty that may lead you to drop a course, withdraw, or leave the Nursing Program, contact the Financial Aid Office *before* taking any action: dropping below half-time enrollment (six credit hours), withdrawing from a nursing course, or leaving the program can affect your Satisfactory Academic Progress (SAP) standing, may trigger a Return of Title IV Funds calculation that could result in a balance owed to the College, and may require loan exit counseling and entry into repayment. Reaching out early allows the Financial Aid Office to explain how these implications apply to your circumstances, review your options—including the SAP appeal process—and help you make an informed decision that protects your long-term financial standing. Nursing faculty and the Dean of Nursing & Allied Health coordinate with the Financial Aid Office to support students through these decisions; you may reach the office – Vermilion Hall, 1st floor, west wing, Monday – Friday 8am-4:30pm Fall and Spring Semester and Monday – Thursday Summer Semester. <https://dacc.edu/finaid>

Foundation

The Danville Area Community College Foundation is a non-profit corporation organized and operated exclusively for the benefit of Danville Area Community College. The Foundation works with the College to obtain gifts of money, property, and services, and this brings to the College the necessary financial support that is vital to meet the needs of today's diverse student body.

Working with the College, the Foundation helps develop and enhance educational opportunities and services to its students, alumni, and citizens of the district. Funding for these programs will help the College maintain the "margin of excellence" that is required to meet the needs of our community and its citizens.

Danville Area Community College and the Foundation are very grateful to all the generous donors who make scholarships possible. For many students, scholarship support is the difference between attending DACC or not attending at all. Adequate financial resources are a key component of student success. On behalf of the Faculty, Staff, Students, Board of Trustees and DACC Foundation Board, we offer our heartfelt thanks to those donors who support education at DACC! Working together, the possibilities are endless! <https://dacc.edu/foundation/scholarships>

Disability Services

Disability Services provide assistance to all qualified students with disabilities; physical, psychiatric, or educational. Students are required to register with the Disability Services and identify the needs in order to be eligible for academic accommodations. All services are based on individual needs. Students are responsible for identifying themselves to the Disability Services, located in Cannon Hall Room 109, for providing documentation and for requesting accommodations. Students are required to submit disability/accommodation documentation to the Disability Service office, the Nursing Program office, and to their professors. If there are any changes to the disability/accommodation, additional documentation must be provided to all parties concerned.

STEPS TO GET STARTED:

1. Contact at 217-443-8708 or disability-services@dacc.edu to set up a meeting with a Disability

Services Specialist.

2. Provide the Disability Services Office with all requested and appropriate documentation.
3. Meet with the Specialist to complete an interview process and to complete the program forms.
4. Complete the Semester Request for Academic Accommodations form every semester.

In order for accommodations to be in place when classes begin, students are encouraged to meet with Disability Services at least four weeks prior to the beginning of each semester.

For additional information on services available, please visit the website at <http://www.dacc.edu/ssc/oa> or call 217-443-8708; TTY (217) 443-8701. Please note, the accommodations and services are offered in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990.

Disability Services provides assistance to all qualified students with disabilities, whether they are physical, psychiatric, or educational. Please note, under the ADA and Section 504, a person is an individual with a disability if he or she has a physical or mental impairment that substantially limits one of more major life activities. In order for academic accommodations to be received, students are required to register through the Testing & Academic Services Department and attend an interview to document the disability and identify their needs. All services are based on individual needs.

Examples of available services include adaptive equipment, audio textbooks, interpreters, notetakers, readers, special testing accommodations, and TTY locations.

Counseling Center (Cannon Hall, Room 122)

A professionally qualified counselor is available for mental health services, resources, and triage in Cannon Hall. One of the primary functions of the Counseling Center is to provide compassionate, accessible, and confidential support for individuals seeking emotional, mental, and psychological well-being. We are dedicated to fostering personal growth, resilience, and healing through a collaborative and student-centered approach. Through our partnerships with licensed therapists and mental health professionals, we are committed to creating a safe and inclusive environment where individuals can explore their concerns, gain insight, and develop the tools necessary to navigate life's challenges.

<https://dacc.edu/counseling-center> On-going, personal counseling needs are generally referred to Crosspoint Human Services at 217-442-3200. Stephane Potts, Director, 217-443-8749, s.potts@dacc.edu

Testing Center

The Testing Center is available to individuals looking for proctoring services on behalf of an instructor for makeup exams, for students needing testing accommodations, for individuals seeking employment, or for licensure or certification exams for certain programs. Please call and make an appointment at least 1 day in advance of the day you want to test. Appointments are required to take a test and a picture ID must be presented each time a student comes to test. Enrolled students should have their Student ID number available when scheduling an appointment. NO cell phones or other electronic equipment will be allowed in the Testing Center. Normal Business Hours for the Testing Center: Mon.-Fri.: 8:00 a.m.-4:30 p.m. **Additional schedules are available by calling the Testing Center. Please consult the Testing Center webpages at www.dacc.edu/testing-center for up-to-date information each semester. For more information about the Testing Center (Cannon Hall, Room 103) or to schedule an appointment, please call 217-443-8708, by accessing your Canvas account, or visit the webpage at dacc.edu/testing-center and click the BOOK NOW button.

Math & Science Solutions (MASS) Learning Center

The MASS Learning Center is located in the Mary Miller Complex on the first floor in room 123. MASS is a gathering place for DACC students to seek support in their math and science courses such as Algebra, Statistics, Calculus, Biology, Anatomy and Physiology, Chemistry, Physics, and Nursing. Students who come to MASS find a welcoming environment that is conducive to learning. The MASS Learning Center seeks to support students through tutoring in course material, study skills and test taking advice.

Types of support that students can take advantage of include:

In-person tutoring with professional and peer tutors

Online requests for study aid materials

Online ask a tutor a question

Stop by the MASS Learning Center in Mary Miller room 123. Schedules, operating hours, request forms and additional information can be found on the MASS webpage at <http://www.dacc.edu/tutoring/MASS> or email questions to MASS@dacc.edu.

Don't go to tutoring because you are failing, come to tutoring because you want to SUCCEED.

Library Services

DACC maintains a library in the Clock Tower building. The DACC Library provides nursing students with access to a range of electronic resources, videos, and print materials. Hours for the library are located on their website. Students can also access the library's extensive electronic resources at any time over the internet using their user ID and password.

Students can search for books, articles, and video using EasySearch, the library's single-search-box discovery tool. The library provides access to *Medline Ultimate*, *PubMed Central*, *Ovid Nursing Community College Extended Journal Collection*, *Health Source: Nursing/Academic Edition*, *AltHealth Watch*, and *Gale OneFile: Nursing and Allied Health* as well as *Consumer Health Complete*. E-books are available through *EBSCO eBook Community College Collection*, *Merriam-Webster's Medical Desk Dictionary*, and *Libby*.

The library also purchases both ebook and print titles specifically targeting nursing students' needs, flagging the print titles with a prominent label to make them easy to identify on the shelves. In addition, DACC Library is a member of the Consortium of Academic and Research Libraries of Illinois (CARLI), giving our students quick interlibrary loan access to materials in all 124 member libraries through I-Share, the joint catalog system.

Additional information on the library at DACC can be found at: <http://www.dacc.edu/library/>

Computer Labs and Technical Support

Computers are available at various open labs throughout campus (Mary Miller Room 206, Clock Tower Center Room 127, and Lincoln Hall 204). Students using these labs should follow campus guidelines as established in the DACC Student Handbook.

Students may contact the Help Desk department for assistance with accounts, passwords, or other technical issues. The email address for this department is helpdesk@dacc.edu; phone numbers are 217-443-8861, 217-443-8710, and 217-443-8871.

Career and Veterans Center

The Career & Employment Services Office is located on the campus of DACC on the second floor of Cannon Hall (CH-214). Our office hours are 8:00 a.m. to 4:30 p.m., Monday through Friday, unless special appointment or arrangements are made. Please note that hours of operation sometimes change due to special events or meetings that may require the staff to be out of the office. Appointments are always preferred. If this is not possible, simply call ahead to make sure someone can help you. Our main office phone number (217) 443-8597. For more information, please visit <https://dacc.edu/career-veterans-center> Kellie McBride, Career and Veteran Specialist, Career Services, k.mcbride@dacc.edu, 443-8597

TRIO Student Support Services Program

The Danville Area Community College TRIO Student Support Services Program is a federally- funded grant program offered by the United States Department of Education. TRIO is part of an extensive network of over 3,400 programs serving nearly 817,000 students throughout the nation. The mission of the DACC TRIO Program is to help first-generation, low-income college students and students with disabilities succeed in college and to obtain their associate degree and/or certificate.

The DACC TRIO Program provides the following academic support services:

- Holistic and personalized academic advisement
- Course selection and registration
- Counseling for academic success
- Transfer visits to four-year universities
- Strategies for financing college
- Professional tutoring
- Assistance with scholarship searches and applications
- Assistance with completing applications to four-year universities and transfer processes
- Academic support workshops
- TRIO computer lab

For more information about the DACC TRIO Student Support Services Program, please contact us at (217) 443-8898 or trio@dacc.edu.

TRIO Program Team:

Shanay Wright, Director

Tamara Brooks, TRIO Academic Advisor

Ebony McClendon, TRIO Academic Advisor

STUDENT RESPONSIBILITIES

Attendance Policy

Classroom and Clinical/Lab

Nursing is an intense and sequential course of study. Therefore, it is essential that students attend all lectures, labs, and clinical in order to learn the required material. Attendance will be taken in each class. However, the Nursing Program recognizes that unexpected absences can occur. The following table shows the maximum number of hours that can be missed before negatively affecting good standing in the program. Reaching the maximum allowable absence limit will result in a 5% reduction of the final course grade. If the student exceeds this limit, then the student will be dismissed from the program. Students who miss more than one full lab OR clinical day per 6- or 8-week course and one full lab AND one clinical day per 16-week course cannot be evaluated for meeting course objectives which will result in dismissal. All missed clinical hours must be made up, no more than one full day may be made up in each course. Students are responsible for content missed in lecture and lab.

Any grievances will follow the process as outlined in the Health Professional Code of Conduct.

Maximum number of hours that may be missed from lecture for each course. These hours are equal to four class periods for the 16-week course and two class periods for the 8-week courses based on credit hours.

NURS 192	12 hours
NURS 194	10 hours
NURS 195	5 hours
NURS 296	8 hours
NURS 297	8 hours
NURS 298	10 hours
NURS 299	5 hours

In general, if a student is late for class, they will sit out until the first break and lose 1 hour. Since attendance is based on an hourly rate, students are encouraged to attend part of the class in lieu of missing all of the class. Students sleeping in class will be considered absent and asked to leave based on instructor discretion and time deducted from attendance. Sleeping is defined as prolonged eye closure or other behaviors indicating inattentiveness, as determined by the instructor.

For example, a NURS 192 student is late for class and sits out until first break. This is 1 hour. The student later misses class because of an ill child for another 3 hours. This is now a total of 4 hours. Then the student leaves class at the half-way point because of another commitment that is 1.5 hours, this will be rounded up to 2 hours. This is now a total of 6 hours. If this trend continues through the semester to reach 12 hours, then the final grade will be reduced by 5%.

The Nursing Program includes 425.34 hours of clinical experience. Clinical hour requirements per course are outlined below. No more than 25% of hours in any one course may be completed through simulation. Simulation may include virtual, laboratory, or other activities which provide the opportunity for students to practice clinical skills, systematically develop clinical reasoning through reflective learning, and refine clinical judgement through intentional learning that bridges theory and practice under the supervision of nursing faculty. Clinical and lab hours are tracked in Trajecsyst.

Required Clinical Hours Per Course

NURS 192	88 Hours
NURS 194	58.67 Hours
NURS 195	44 Hours
NURS 296	66 hours
NURS 297	66 hours
NURS 298	58.67 hours
NURS 299	44 hours

Attendance during emergent circumstances

Students who are exposed to a communicable disease will be expected to self-isolate according to health department and college recommendations. During this time, attendance will be determined by the timely submission of make-up assignments. In the event of extended isolation, students will be either given an Incomplete until make-up arrangements can be made or will need to retake the missed coursework.

Lab/Clinical/Simulated clinical experience

It is **mandatory** that students report to his/her assigned clinical/lab instructor when unable to attend clinical **a minimum of one (1) hour before the clinical/lab start time but not between the hours of 9 PM and 5 AM.**

Clinical/Lab Attendance:

1. Failure to report the lab/clinical absence a minimum of one (1) hour before the clinical/lab start time will receive a Needs Improvement (NI) in the appropriate clinical criteria outcome.
2. Students must report their absence prior to the start of clinical/lab to the instructor via a phone call or text message (if texting is approved by the individual instructor).
3. Emailing the instructor and/or having other students inform the instructor will be considered an unacceptable form of communication and will result in an Unsatisfactory (U) for professionalism in the weekly clinical evaluation.
4. A “no call, no show” is defined as not notifying the instructor prior to the lab/clinical start time of the intended absence. A “no call, no show” will result in an Unsatisfactory (U) for professionalism in the weekly lab/clinical evaluation.
5. Students who will be arriving late to clinical/lab should notify the instructor before the clinical start time.
6. Students arriving late without proper notification to the clinical/lab instructor may be asked to leave and will have the day counted as (1) clinical absence day.
7. Students who miss more than one full lab or one full clinical cannot be evaluated for meeting course objectives which will result in dismissal. All missed clinicals will be made up as follows:
 - The required hours of clinical must be completed to meet regulatory agency requirements. When hours are missed for any reason, those hours must be made up. In most cases of student absence, this will require attendance at a mandatory make-up clinical that may be scheduled outside of the student’s normal clinical schedule and/or outside of the regularly scheduled semester. This could include evenings, nights, or weekend shifts to ensure all hours are accounted for. The make up shift may include extensive homework, due within 24 hours of the make-up shift, depending on the learning objectives of the missed clinical. When possible, make up hours for faculty illness, weather, and DACC cancelations, will be done through simulation or alternate

clinical learning experiences within the regular course schedule. All clinical hours must be met for completion of the course and progression in the program. Use of simulation or alternate clinical learning experiences are at the discretion of faculty and must be no more than 25% of total course clinical hours.

8. If DACC or Faculty cancel a clinical or change the format of the clinical this does not count as a clinical absence unless the student does not complete the make-up assignment satisfactorily.

Clinical Sites and Classroom:

9. Students may be responsible for obtaining their clinical assignments prior to their clinical experience when applicable. At no time should any direct patient contact occur when students are obtaining their clinical assignment. Students are expected to be adequately prepared for clinical. Adequately prepared is defined as having equipment needed for patient care such as stethoscope, proper student uniform code, and having the clinical knowledge for patient care. Failure to be adequately prepared for the clinical day will result in a Needs Improvement (NI) on that specific clinical outcome.
10. Clinical sites may be held outside Danville and require students to travel. Clinical sites will be within a one (1) hour radius of DACC. Travel to these clinical sites is at the student's expense.
11. No food or drinks (except for water) are allowed in any classroom, clinical, or lab.
12. No chewing gum, tobacco, or smokeless tobacco is allowed in the clinical setting.
13. Pagers, cellular phones, text messaging, smart watches, smart glasses, headphones, and similar devices are not to be used in the classroom, lab, or clinical settings.
14. Family members, babysitters, etc. should be informed of telephone numbers that are appropriate institutional contacts for emergency use. (Office Assistant for Health Professions and/or the Office Assistant for Math/Science Division– see page 5 for contact information).
15. Concerns regarding the clinical site or experience should be discussed with the clinical instructor. ***Students should not, at any time, contact the clinical facility for matters regarding your clinical experience.***

Orientation Attendance:

16. Failure to be present for ANY mandatory orientation may result in student's dismissal from the program unless previous arrangements are made with the Dean of Nursing. There are no exceptions to this rule.

Student Dress Code

The student dress code will be followed when obtaining clinical assignments. The DACC nursing student name badge must be worn AT ALL TIMES when in a clinical setting. The dress code at an affiliating agency may be more restrictive than the following policies. Faculty will advise students in this situation to follow the agency's policy. The DACC embroidered top and lab coat cannot be worn by students while they are outside the assigned clinical setting or other medical facility.

- A. Clean, wrinkle-free, pressed hunter green uniform, with the nursing program emblem attached, and name badge worn at chest height. Pants should not touch the ground.
- B. Full coverage undergarments are to be worn under the uniform. Undergarments are not to be visible.
- C. When uniforms are not required during clinical experiences, students must wear name badge and appropriate conservative business attire. Students should not wear:
 - Sleeveless, tight or low-cut tops.
 - Low rise and/or sagging pants (abdomen/buttocks should not show with arms raised).
 - Skirts should not be tight and the hem of or top of slits should be below the tip of middle fingers

- when placed on leg.
- Shirts with slogans.
- Attire which causes distraction or impedes the ability to give health care assistance.
- D. Students may wear a plain, white short/long sleeved shirt underneath the uniform top. If one is worn, it must be tucked in. No thermal undershirts or shirts with logos should be visible.
- E. Clean, plain white leather shoes – no clogs, open heel or toe, or high-tops.
- F. Plain white hose or white ankle high socks. If wearing skirts, white hose should be worn to cover the legs.
- G. Good personal hygiene, being well-groomed, without body odor, and clothing in clean condition is expected at all times in the classroom, lab, and clinical settings.
- H. Students are to be clean shaven or have a neatly trimmed moustache and/or facial hair.
- I. No excessive makeup. Makeup should be conservative.
- J. Hair should be clean and neat. Hair must be out of eyes and secured only with subtle hair accessories. Hair must be of natural color. No streak(s) of color/ombre. NO two tone color weaves are allowed. Extreme colors (e.g., pink, purple) are not allowed. Hair style must not interfere with the student ability to perform clinical responsibilities safely and effectively. Hair needs to be pulled back and up off the nape of the neck. Hair should not fall forward when leaning over patient.
- K. No artificial fragrances, including, but not limited to perfumes, body lotion, or cigarette smoke.
- L. Fingernails are to be neatly manicured and of reasonable length (less than ¼ inch in length from tip of the finger).
 - Artificial nails, extenders, or enhancements are not permitted
 - Nail polish, gel, powder dips, and shellac polish are enhancements.
 - Nails are to be at fingertip length and clean without polish.
- M. Jewelry:
 - Engagement/wedding rings only (in some clinical areas all jewelry must be removed).
 - Simple neutral color, professional style watch with second hand (no costume jewelry).
 - Students with body piercing may wear one small pair of stud post earrings only in the earlobes. Except for the ear lobe, no other body piercings are allowed to be visible.
 - Ear gauges must be removed and/or covered.
 - Necklaces, bracelets, decorative pins, etc. are not acceptable.
 - Students in Level II may wear their LPN graduation pin on the student uniform.
- N. Stethoscope must be carried in uniform pocket and should be dark or neutral in color (i.e., black, navy, brown, gray, tan, white, hunter green, or burgundy).
- O. Tattoos may be visible provided they are appropriate for the clinical environment. Tattoos that are offensive, discriminatory, violent, sexually explicit, or otherwise inconsistent with our professional standards must be covered while in uniform. The nursing program reserves the right to determine whether a tattoo is appropriate in a professional setting.
- P. Lab Coats: Hunter green lab coat is optional, but if worn, must have the embroidered nursing program emblem on left sleeve.
- Q. Ear buds/pods or other ear sets, headphones, electronic headbands, and any other listening devices are not permitted in the classroom, skills, lab, or in the clinical setting.

Students are expected to follow the student dress at all times while in the lab and clinical setting. Students not following the student dress code may be asked to leave and marked absent for the time that was missed. Violations of the dress code will result in a Needs Improvement (NI) within the professional behavior outcome. Further violations may result in an Unsatisfactory (U) and ultimately clinical failure. Students who do not comply with the Nursing Program Dress Code will be dismissed from clinical immediately and receive a zero for the day.

Grading System

A minimum of a “C” grade must be maintained in each course of the theoretical component. In the clinical component, students must receive a Satisfactory (S) to pass the clinical component. An Unsatisfactory (U) clinical grade will result in the student receiving an “F” in the course despite having a passing theory grade. Further details on the rubric for the clinical component can be found on the clinical evaluation (weekly/summative) tools.

The following grading system is utilized for the theory component:

100 – 93.00	A
92.99 – 83.00	B
82.99 - 76.00	C

No rounding of grades will occur. Student must achieve a 76.00% to pass the theoretical portion of the course. Students who do not achieve a 76% in the theoretical portion of the course will receive a grade of D. The theoretical portion of the course includes any assignments, tests, quizzes, and projects for example. Lab and clinical are not considered theory and grades from those will be calculated into the final course grade after the 76% for theory has been reached.

Testing Policy

1. **Faculty have up to one week** to enter grades as test review and test analysis of the exam needs to be completed.
2. At faculty discretion, testing early outside of designated class time is done in the Assessment Center. Arrangements will need to be made in advance.
3. Any discrepancy in the grade should be discussed with the instructor. Grades are calculated as follows: Subtract the number wrong from the total possible points. Example: 55 total questions minus 5 incorrect answers = 50 correct answers. Then divide 50 by 55= 0.909 or 90.9%).
4. Students must submit a written question/answer challenge, supported by a citation from the course textbook or approved ATI materials.
5. Group test reviews will be done at the instructor’s discretion. Students may make an appointment with the instructor(s) to review their individual tests in the presence of the instructor. Students may take notes on the areas which were unclear, provided the notes do not contain the test item details. Faculty will monitor note-taking during reviews to ensure compliance.
6. Proctoring of Exams will be done according to recommendations by the NCSBN to ensure exam security. These processes will be followed by faculty in the classroom and video surveillance capable of seeing computer screen details will be utilized in the Testing Center. Additionally, any faculty member may at any time be present at the Testing Center to ensure exam security. The following actions should be expected as part of the recommended proctoring procedures:
 - a. A second faculty or staff member present to assist with proctoring duties, at instructor discretion based on size of class and instructor needs.
 - b. Glasses may be randomly inspected for presence of any smart technology
 - c. Proctors will walk the classroom, watch screen actions during computerized testing, and monitor the actions of the test taker. This will be done through video recording in the testing center.
 - d. If actions are noted that suggest academic dishonesty, the proctor may end the exam and dismiss the student from the classroom.

Electronic Testing

All tests are administered via the current Learning Management System (LMS). Safeguards will be put in place to maintain the academic integrity of the course content, especially the exams. Lockdown Browser and/or Respondus Monitor will be used for online exams. Turn It In will be used for written assignments. Both tools are imbedded in the LMS by DACC.

1. Questions will be varied to mimic the Next Gen NCLEX (NGN) exam format to include the following item types: Matrix, Multiple-Choice, Fill in the blank, Drag-and-Drop, Highlight, Hot Spot, Extended Multiple Response, Bow-Tie (Clinical Judgement), Trend Items, and Select all that Apply
2. All electronic devices and other personal devices must be turned off and secured during testing. Faculty discretion may be used to determine if these are to be placed in the front of the classroom or not brought into the classroom at all.
3. There will be nothing on the desk or surrounding the desk other than the laptop/iPad being used, except items distributed by the instructor before the exam such as a calculator, blank paper, pencil, etc. All items distributed must be turned back in at the end of the test.
4. The test will be time limited based on recommendations from the NCSBN.
5. The test will show only one question at a time.
6. The test will not allow for backtracking.
7. The score availability will be delayed allowing for faculty review of the test.

All academic integrity policies apply to the online testing experience. Students who are found to be looking up answers, taking screen shots of the test questions, or having assistance in the background will be subject to both the Nursing Program and DACC policies related to academic dishonesty.

Late Testing Procedure

Ten percent (10%) will be deducted for the first late testing occurrence and thereafter, student will receive a zero. The late test must be taken in the Testing Center, Cannon Hall, Danville Area Community College, as soon as possible but no later than 24 hours within the date of return to class, excluding weekends. The **STUDENT** will call the Testing Center (443-8708) and make an appointment to take the test. The hours for the Assessment Center may vary. When the student calls the center, they must identify themselves as a Danville Area Community College Nursing Program student calling to schedule a time to make up a test. The student must be specific as to which test he/she is scheduling. The testing format of the late test may vary from the original written test based on instructor discretion. Makeup tests not taken on the scheduled make-up time and date will result in the student receiving a zero percent (0%) on the test. The student must show a photo ID when they arrive at the Testing Center.

Trajecsyst Policy

It is the responsibility of the student to ensure their Trajecsyst account is up to date and that all information is correct and complete. Students should check their Trajecsyst account at least once per day for

- Any Evaluations, Checklists, or PIPs that require review for instructor feedback and/or a digital signature.

- Time record accuracy (absences, tardies, etc...)
- Daily skill/exam log updates
- Students will use Trajecsyst to clock in and out for all labs and clinical learning experiences. If a student fails to clock in or out, the student will be required to file a time exception to document the correct time.
- Students are permitted TWO time exceptions per semester without a penalty. The third time exception will result in a Performance Improvement Plan (PIP). Four or more time exceptions filed within the same semester will result in an unexcused absence for the lab or clinical learning experience the exception was filed. Students should review the program's policy for unexcused absences in the Nursing Handbook.
- If a student is caught clocking in or out for another student (in any way) both students will receive a PIP as well as face possible dismissal from the program.
- After clocking in, students MUST report to their assigned rotation area. Eating breakfast after clocking in is not allowed and the student will be written up should this occur.
- Students must clock in and out from EITHER:
 - A desktop computer at the assigned site
 - A mobile device WITH LOCATION SHARING ON.
- If a student clocks in or out at the wrong site, the instructor must be notified immediately so it can be corrected.

ATI Testing Policy

The Assessment Technologies Institute (ATI)'s Comprehensive Assessment and Review Program is designed to provide students with various learning tools that assist them in reviewing course content, identifying strengths and weaknesses, improving test taking abilities, and ultimately successfully passing the NCLEX-PN and NCLEX-RN for professional licensure. The Nursing Program considers ATI materials to be a beneficial adjunct to the curriculum and therefore takes successful completion of all ATI assessments very seriously.

The nursing program uses the Content Mastery Series of proctored assessments. These are given at the appropriate point in each nursing course. The expected level of achievement of each proctored exam is the proficiency Level 2. The cut score for Level 2 differs with each exam. However, scores meeting the Level 2 criteria indicate that a student is fairly certain to meet the NCLEX-RN standards in that content area. ATI advises that students engage in continuous focused review in order to improve their knowledge of this content. Students who score Level I or below are advised to develop a rigorous plan of focused review in order to achieve a better grasp of the content.

At the end of Level 2, a comprehensive NCLEX-RN readiness examination is administered.

Self-Assessment Inventory and Critical Thinking Entrance Assessments are required at the beginning of the nursing program. ATI offers many unique online tutorials. The tutorial *Nurse Logic*, for instance, teaches nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. The Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from *Nurse Logic*. Features embedded in the Learning System tutorial such as hint buttons, a talking glossary, and a critical thinking guide help students gain an understanding of the content. Video case studies are aligned with the Content Mastery Series. They are interactive vignettes that support classroom and clinical concepts.

Students have an opportunity to take the course specific non-proctored or practice tests as many times as they wish during the semester prior to taking the course-specific proctored assessment assigned in the respective course. Feedback about the test results is provided to the students as part of the overall ATI program. This feedback is in the form of a detailed report of the individual performance on the designated test and provides scores for mastery of nursing content areas, nursing process, critical thinking phases, therapeutic interventions, communication skills and cognitive levels. Students are able to complete a focused review for the items they need to improve on. These tools help the student close any learning gaps discovered.

Remediation provides additional learning opportunities related to clinical judgment and safe nursing practice. Students benefit from remediation activities. Remediation should not be considered punitive in nature, but a part of each student's personal success plan. Individual remediation assistance will be provided to assist students close their knowledge gaps.

Recommended Plan:

During Nursing Program Orientation:

- ATI Student Orientation and Learning Activity
- Achieve Modules
- Nurse Logic-Beginner
- Self-Assessment Inventory
- Critical Thinking Assessment: Entrance (Proctored during second on-site orientation)

During the Nursing Program:

- Pharm Made Easy
- Dosage Calculation
- Learning System Quizzes
- Video Case Studies
- Your own custom assessment builder

Students will also begin an ATI notebook using the Active Learning Templates. They are fillable forms found on the My ATI tab, at the top of the screen. There are seven different templates.

ATI Student Success Plan

Before Proctored assessment

- Take Content Mastery Practice Assessment A
 - Review your results for topics missed
 - Develop your Custom Assessment Builder (add to notebook)
 - For each topic missed, complete an Active Learning Template
 - Use the Three Critical Points guideline
 - Plan on a minimum of one hours in focused review.
- Take Content Mastery Practice Assessment B
 - Review your results for topics missed
 - Develop your Custom Assessment Builder (add to notebook)
 - For each topic missed, complete an Active Learning Template
 - Use the Three Critical Points guideline
 - Plan on a minimum of one hours in focused review.
- Take Proctored exam with confidence!

NURS 192 • Skills Modules • See list above • Custom Assessment Builder Proctored Assessments • RN Fundamentals	
NURS 194 Practice Assessments • RN Fundamentals • Targeted Medical-Surgical assessments for each body system • Custom Assessment Builder Proctored Assessments • Dosage Calculation RN Fundamentals	NURS 195 Practice Assessments • RN Maternal Newborn • RN Nursing Care of Children • Custom Assessment Builder Proctored Assessments • RN Maternal Newborn • RN Nursing Care of Children • Dosage Calculation Nursing Care of Children
NURS 296 Practice Assessments • Targeted Medical-Surgical assessments for each body system • Custom Assessment Builder • RN Nutrition Proctored Assessments • RN Nutrition	NURS 297 Practice Assessments • Targeted Medical-Surgical assessments for each body system • Custom Assessment Builder Proctored Assessments • RN Pharmacology • RN Adult Medical-Surgical • Dosage Calculation RN Adult Medical Surgical
NURS 298 Practice Assessments • RN Mental Health • RN Community Health • Custom Assessment Builder Proctored Assessments • RN Mental Health • RN Community Health •	NURS 299 Practice Assessments • RN Leadership • RN Comprehensive Predictor • Nurse Logic-Advanced Student Tests Proctored Assessments • RN Leadership • RN Comprehensive Predictor (Pre and post Live Review) • Critical Thinking Assessment: Exit

The DACC Nursing Program provides students with NCLEX preparation materials. Either the ATI Live Review, face-to-face with an ATI Nurse Educator, or the Virtual Capstone Content Review will be held prior to the end of NURS 299 for a comprehensive review of the nursing program. These reviews are cohort size dependent. The larger cohorts will attend the Live Review while the smaller ones will do the Capstone with DACC Nursing faculty.

ATI Board Vitals will be available to assist students with NCLEX preparation. It is computer based adaptive quizzing engine with more than 3300 RN-NCLEX style questions. It will be available 30 days prior to graduation until the student takes the NCLEX.

See course outline for grading details.

Clinical Evaluation and Measurement

The clinical evaluation tools for each course are based on the course objectives and include behavioral, communication, and psychomotor skills. The student must attain a satisfactory clinical grade by meeting the stated objectives. Further details on the rubric for the clinical component can be found on the clinical evaluation (weekly/summative) tools.

Weekly formative evaluations will be completed detailing student's experiences and performance. These evaluations will be completed in Trajecsyst by the instructor and must be reviewed and signed by the student within 3 days of submission by the instructor. A private meeting between the student and instructor may be held to review the evaluation if deemed appropriate. The student may also request a meeting to discuss the evaluation at any time.

Summative evaluations, completed at the end of the clinical, will be done in Trajecsyst and are comprised of two parts. First, the student will be assigned a self-evaluation to complete. This self-evaluation must be completed within the designated time frame. Second, the clinical instructor will also complete a Summative evaluation as the final evaluation of student performance. The student must review and sign this before receiving a final grade for the course.

Student clinical assignments are assignments used for students to apply the theoretical material to the clinical experience. These clinical assignments are graded and are added to the course grade provided the student has achieved at least 76% in the theory portion of the class. Students are expected to achieve a 76% on the clinical assignment. Failure to achieve a 76% will result in a Needs Improvement (NI) and the student resubmitting the clinical assignment until the grade is 76% or above. The initial grade will be the one used for course grade calculations. Failure to resubmit the clinical assignment will result in an Unsatisfactory (U).

Completion of Course Requirements

All required course work is to be completed by the due date assigned by the faculty. Submission and acceptance of late course work will be handled on an individual basis by each faculty member. Any student who has not completed all clinical paperwork or theory requirements by the last day of class before the final testing will receive an Incomplete for the course. Students will only be allowed two weeks following the course to remove the Incomplete. If the student fails to complete the requirements, the student will fail the course and be dismissed from the program.

Students must pass the clinical component of each nursing course in order to pass the theory component. Denial of access to any clinical facility will stop the student's progression in all clinical activities and he/she will be dismissed from the program. This includes, but is not limited to, criminal background checks and positive substance abuse screens.

Eligibility to Sit for Final Exam

Students must have all assigned items requiring their signature or completion fully completed in Trajecsyst prior to the final exam. Required items include, but are not limited to:

- Performance Improvement Plans (PIPs) – student signature and any required student response or acknowledgment
- Clinical evaluations – faculty-completed and student-completed evaluation forms
- Skills checkoffs – faculty verification and any associated student documentation

- Student self-evaluations – all self-assessment forms assigned during the course
- Any other items assigned by faculty that appear in the student's Trajecsyst account as pending or awaiting student action

A Trajecsyst item is considered complete only when it has been fully signed, submitted, and no longer appears in the student's pending action queue.

Students must have all required Trajecsyst items completed and submitted by end of business on the business day before the scheduled final examination for each course.

IMPORTANT: A student who has not completed all required Trajecsyst items by this deadline will not be approved to sit for the scheduled final examination. Faculty will not issue individual reminders. Monitoring and completing Trajecsyst items is entirely the student's responsibility.

A student who is denied approval to sit for the final exam may be eligible to take a late final examination after all outstanding Trajecsyst items have been completed. The following conditions apply:

- The student must complete all outstanding Trajecsyst items before a late exam will be scheduled.
- The late final examination will be subject to a 10% deduction applied to the exam score, regardless of the reason for non-completion of Trajecsyst items.
- Scheduling of the late exam is at the discretion of the faculty and program administration and is not guaranteed within any particular timeframe.
- A grade of Incomplete ("I") may be assigned pending completion of the late examination, in accordance with DACC's Incomplete Grade Policy.

Grade Penalty Example: If a student earns a score of 82% on the late final examination, the recorded exam score will be 72% (82% – 10%). This penalty applies to the exam score only and is calculated before the exam score is factored into the overall course grade.

Performance Improvement Plan

The Performance Improvement Plan (PIP) will be completed by the faculty member or Dean of Nursing Education. A meeting will be scheduled with the student to review the PIP, clarify the concern, and establish an improvement plan. The PIP will be completed in Trajecsyst and the student must review and sign the PIP following the meeting. At any time, a faculty member or student can request that the Dean of Nursing Education be present at the meeting with faculty. Likewise, a student may request the faculty member be present when meeting with the Dean of Nursing. At any time, the program administrative assistant may be asked to be present to take minutes of a meeting, if deemed appropriate to the circumstances.

Confidentiality

As part of their affiliation with clinical agencies, students enrolled in clinical courses are required to comply with federal HIPAA regulations, state regulations, and facility policies with regard to privacy of patient information. All patient and clinical agency-related information is considered confidential information. Confidential information may NOT be discussed in any public place – such as the student lounge, the halls of the hospital or school, hospital cafeteria or any similar public place. See the Health Professions Code of Conduct for further information. The examples of breach of confidentiality include but are not limited to:

- Written information, such as care plans, practice nurse's notes, growth and development papers,

etc. pertaining to a patient, or any written information must be guarded as confidential. Any written information should never contain the patient's name or any other identifying information (including patient initials).

- Do not discuss clinical experiences in any public place. Confidentiality of patients, staff, faculty, and students is to be maintained at all times. Patient information or clinical situations should never be discussed in public places or on social networking sites even if the patient is not referred to by name.
- Photocopying or printing of any patient records or removal of patient records from the clinical facility is expressly forbidden.
- Photography of any patient or clinical situation is strictly prohibited.
- **Social Media (for example, Facebook and Twitter) and cell phone guidelines**
- Students shall not use online social media to harass, threaten or discriminate against other students, faculty, staff or any member of the public.
- Text, photos, e-mails or videos that are demeaning or insulting to others may not be used and/or posted.
- Clinical affiliation agencies prohibit the use of cell phones and other electronic devices.
- Personal information about students, faculty, staff or clinical sites may not be shared on networking sites without written permission from all parties involved.
- Computers and cell phones are not to be used during class or clinical time for social networking, texting, e-mailing, or other recreational use.

Violations of privacy regulations/policies may result in immediate dismissal from the program and may involve civil and criminal penalties. See Health Professions Code of Conduct for further information.

Students should be aware that information posted on these sites violate the DACC Student Code of Conduct. Students will be given an Unsatisfactory (U) under Professional Behaviors. Furthermore, such violations can place the student at risk for civil and criminal penalties.

Accidents or Illnesses

All accidents or illnesses which occurs during school hours in the classroom or clinical setting must be reported immediately to the instructor in charge of the class. The Nursing Program follows the campus policy as outlined in the DACC Student Handbook. However, the student is responsible for maintenance of his/her own health needs. Each student **MUST** carry their own medical insurance to cover illnesses and accidents. The student is responsible for obtaining his/her own medical care at his/her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the facility. It is DACC policy to initiate emergency medical response.

Use and disposal of needles and other sharp objects are potentially hazardous procedures for health care personnel. Needle stick injuries pose a serious risk for infection with Hepatitis B virus, human immunodeficiency virus (HIV), and many other pathogens. OSHA has set standards to prevent such injuries including, but not limited to, using appropriate puncture-proof disposal containers to dispose of uncapped sharps, never bending or breaking needles before disposal, and never recapping used needles.

If a needle stick injury occurs during a clinical rotation, the student **MUST** report the incident immediately to the supervising clinical faculty who will follow the recommendations set forth by the attending clinical agency.

Medical Conditions

Declaration or disclosure of medical conditions including pregnancy is a voluntary act. Nursing students with medical conditions will be expected to meet the same conditions and objectives stated in DACC policy. If the student is unable to meet the technical standards that are required of all students, they will be allowed to withdraw and return the following semester based on class and space availability.

Withdrawing due to medical conditions will not count towards the number of admissions allowed for the student unless they are failing (course and/or clinical) at the time of the course withdraw. Students who choose to withdraw due to medical conditions must present a physician's note which outlines the medical necessity to withdraw. Upon returning to the nursing program, students must present a note from their physician noting that they are free from restrictions and able to meet the technical standards of the nursing program.

Students are required to submit disability/accommodation documentation to the Disability Service office, the Nursing Program office, and to their professors. If there are any changes to the disability/accommodation additional documentation must be provided to all parties concerned.

Statement of Academic Integrity

Each student at DACC is expected to exhibit conduct which corresponds with the educational mission of the College. It is the student's responsibility to become familiar with and adhere to the Student Code of Conduct, as outlined in the DACC Student Handbook. Students who violate the Student Code of Conduct are subject to disciplinary sanctions, as outlined in the Health Professions Student Code of Conduct and the DACC Student Code of Conduct found in the DACC Student Handbook:

<https://dacc.smartcatalogiq.com/>

Activities that violate academic integrity undermine the educational quality and diminish the value of educational achievement. Academic dishonesty may prevent the student from gaining knowledge, skills, or attitudes necessary to provide quality and safe care to patients.

AI Use Policy

This policy establishes specific standards for the use of generative artificial intelligence (AI) tools within the DACC Nursing Program, it supplements and must be read in conjunction with the DACC Board Policy 7018. In all matters not specifically addressed here, [DACC Board Policy 7018](#) governs.

Nursing education requires the development of independent clinical reasoning, critical thinking, and professional accountability – competencies that cannot be delegated to AI tools. This policy reflects the program's commitment to ensuring that all students, regardless of their academic standing or learning needs, develop the foundational knowledge and skills required for safe, competent nursing practice.

This policy applies to all academic work submitted for evaluation, including but not limited to:

- Formal course assignments (written papers, care plans, case studies, concept maps, drug calculations, ATI and other standardized preparation activities, and any other graded work)
- Remediation activities assigned by faculty in response to a Performance Improvement Plan (PIP)
- Focused learning activities assigned in response to identified deficiencies in clinical knowledge, skills, or judgment
- Student Success Plan (SSP) assignments and any written or reflective work required under an individualized learning or academic support plan
- Clinical preparation and post-clinical reflection assignments

- Simulation preparation and debriefing documentation

The use of generative AI on formal assignments is governed by the specific permissions or restrictions stated in each course syllabus and by individual assignment instructions. Faculty will clearly identify whether AI use is permitted, restricted, or prohibited for each assignment.

When AI use is permitted on a formal assignment, students must:

1. Disclose which AI tool was used (Chat GPT, Copilot, Gemini, Grammarly, etc.) and for what purpose within the submitted work (brainstorming, outlining, grammar check, etc.)
2. Critically evaluate and verify all AI-generated content using evidence-based sources before including it.
3. Ensure the final work reflects their own understanding, reasoning, and professional judgment.
4. Never input patient information, clinical site details, peer identifiers, or any Protected Health Information into AI tools.

Example disclosure: *I used Chat GPT to generate an outline for this paper. I reviewed and revised the content, verified all information against course materials and evidence-based sources, and the final submission represents my own work and understanding.*

Remediation and focused learning activities are assigned specifically because a student has demonstrated a gap in knowledge, clinical reasoning, or professional competency. These activities are designed to develop and verify the student's own understanding. Accordingly, the use of generative AI is **prohibited** on all remediation and focused learning activities unless explicitly authorized in writing by the assigning faculty member.

This prohibition applies to, but is not limited to:

- Written work, reflections, or learning plans assigned as part of a Performance Improvement Plan (PIP)
- Focused study or concept review activities assigned in response to exam performance, clinical evaluation concerns, or simulation outcomes
- Written assignments, reflections, or action steps required under a Student Success Plan (SSP) or similar individualized support agreement
- Any other assignment explicitly identified by faculty as remediation, targeted practice, or a condition of continued progression in the program

Consequences of Violation of AI Policy in the Nursing Program:

Violations of this policy will be addressed in accordance with DACC Board Policy 7018, DACC's Academic Integrity Policy, and the Nursing Education Program's Student Handbook. Consequences may include, but are not limited to:

- A zero or failing grade on the affected assignment
- Issuance or escalation of a Performance Improvement Plan (PIP)
- Academic integrity hearing through the college's established process
- Course failure or dismissal from the Nursing Education Program
- Reporting to the Illinois Department of Financial and Professional Regulation (IDFPR) or applicable licensing board, where warranted

Classroom, Clinical, and Lab Conduct

Danville Area Community College students must adhere to the Student Code of Conduct located in the above student handbook link.

Health Professions students must also adhere to the Health Professions Student Code of Conduct, which may be found in the appendix of this handbook.

Students are expected to behave in an adult, professional manner on campus, in the classroom, lab, and clinical settings; complying at all times with the policies and procedures (including clinical site policies) outlined in the DACC Student Handbook, the Health Professions Student Code of Conduct, and the Nursing Program Student Handbook. Incivility will not be tolerated. Incivility is defined as intentional behavior that is aimed to disrupt the teaching and learning process (Morrissette, 2001). The faculty will bring the situation to the Dean of Nursing Education. The Dean has the authority to decide whether faculty should give a first warning, eject the student from the classroom, lab, or clinical setting, or refer to the Dean of MSHP and initiate the Health Professions Student Code of Conduct. Other unacceptable behaviors that may not disrupt the learning process but are unbecoming to a nursing student are listed below.

Incivility and Unacceptable Behaviors

Students displaying behaviors identified as incivility and other unacceptable behaviors will be asked to leave and marked absent for the time that was missed. If incivility occurs in clinical, the time missed will equate to one clinical day and the student will need to complete the make-up assignment. Students will also be counseled on the behavior and receive a Performance Improvement Plan. If the behavior occurs in clinical, the student will receive a Needs Improvement (NI). See the Health Professions Code of Conduct for further information. The examples of unacceptable behaviors include but are not limited to:

Examples of incivility and unacceptable behavior

- *Cell phone, texting, and computer misuse*
- Rude comments, put-downs, slurs, and rumors (in person and in cyberspace)
- Interruptions and side conversations
- Late arrivals and leaving early
- Sleeping in class/clinical/lab
- Aggressive, intimidating, and bullying behaviors *
- Anger or excuses for poor behavior
- Cheating and other forms of academic dishonesty
- Displaying a sense of entitlement
- Blaming others for shortcomings
- Shunning or marginalizing others
- Direct threat (verbal, nonverbal, electronic) to others
- Drug or alcohol use prior to attending a campus function
- Irresponsible and unprofessional use of social media as outlined in the social media policy
- Inappropriate use of electronic devices in class will be addressed at the professor's discretion.

*Any evidence of bullying warrants an incident report to be filed with the Dean of Nursing and with the Dean of Student.

Unsafe Behaviors

Students who are determined to be unsafe in clinical, will be dismissed from clinical immediately. Unsafe behaviors require immediate intervention to protect patients and the public from unnecessary exposure to dangerous or potentially dangerous situations. The examples of unsafe behaviors include but are not limited to:

Examples of unsafe behaviors

- Inability to follow instructions and safety measures
- Inability to perform skills without constant guidance
- Unprepared for clinical, i.e., lack of medication administration knowledge, etc.
- Performing procedure or administering medication without direct supervision of nursing faculty or registered nursing staff
- Impaired behaviors such as loss of motor skills, abuse of drugs or alcohol, or a psychiatric disorder, of sufficient degree to diminish his or her ability to deliver competent patient care
- Working the previous eight (8) hours immediately prior to clinical. Students are expected attend clinical rested in order to ensure client safety and decrease the potential for errors from practicing in a sleep-deprived condition; therefore, working the eight (8) hours immediately preceding the clinical day will result in an Unsatisfactory (U) and a Performance Improvement Plan will be completed by the faculty. The student will be asked to leave clinical and this will count as one missed clinical absence.

The clinical faculty member who has dismissed the student from clinical will immediately notify the Dean of Nursing Education. The clinical faculty member will have two business days to submit written anecdotal notes for the reason for the clinical dismissal. The student will be required to meet with the Dean of Nursing Education and clinical faculty member to discuss the unsafe behaviors. The student will receive an Unsatisfactory (U) on the clinical evaluation form and will also receive an Unsatisfactory (U) on the Performance Improvement Plan. Collaboratively, a plan of action to correct the unsafe behavior will be determined.

Unprofessional Behaviors

Students are expected to adhere to the Health Professions Student Code of Conduct and the DACC Student Code of Conduct. Nursing Students are also expected to behave in a manner that reflects the American Nurses Association (ANA) Code of Nursing Ethics and the National Council of State Boards of Nursing (NCSBN).

Violations of Nursing Program Policy will be reviewed by the Dean of Nursing Education. Violations of the Health Professions Student Code of Conduct and the DACC Student Code of Conduct will be forwarded first to the Dean of MSHP and, if needed, to the Dean of Student. See Health Professions Student Code of Conduct for due process.

Social Media Policy

The DACC Nursing Program follows the [NCSBN guidelines](#) on the professional use of social media. The expectation is that while Facebook and other social media outlets are useful means of communication and connection, privacy and confidentiality boundaries must be observed.

Social media use must reflect the high standards expected of healthcare professionals. Students represent both themselves and the nursing profession in all online interactions. Absolute protection of patient information and healthcare facility confidentiality is paramount and legally required under HIPAA and other privacy regulations. Social media activities must not compromise the learning environment or academic integrity standards.

Prohibited Activities

Patient Privacy Violations

- Posting any patient information, images, or identifiable details, even with faces obscured
- Sharing photos or videos taken in clinical settings, patient care areas, or healthcare facilities
- Discussing specific patient cases, conditions, or treatments in any identifiable manner
- Taking or sharing images of medical records, charts, or patient information displays

Unprofessional Conduct

- Using profanity, discriminatory language, or inappropriate content
- Posting content while under the influence of alcohol or substances
- Sharing inappropriate personal information or engaging in overly personal discussions about clinical experiences
- Taking or sharing photos or videos within the learning environment without the express permission of those in the learning environment including the faculty member responsible for the learning environment at the time the photo or video is taken.
- Making negative, disparaging, or confidential comments about healthcare facilities, staff, patients, the nursing program and/or its faculty and staff.

Academic Integrity Issues

- Sharing exam content, questions, or answers
- Posting assignment solutions or encouraging academic dishonesty
- Violating clinical site policies regarding electronic device use or photography

Social media postings that violate any of the above prohibited activities, violate any federal law, or are otherwise deemed as unprofessional by the Nursing Program Review Committee, will be considered a violation of the nursing program policies and subject to disciplinary action. Disciplinary action may include a PIP, remediation and further education on social media use, or dismissal from the program. Any HIPAA violations may result in serious legal action against the student. Disciplinary action is at the discretion of the Review Committee.

Substance Abuse Policy

Students must adhere to DACC's drug free policy as stated in the Health Professions Student Code of Conduct and the DACC Student Code of Conduct, <https://dacc.smartcatalogiq.com/> , and must meet criteria of each clinical site utilized by the program. The nature of substance abuse includes denial and pervasive inability to think and behave logically. Thus, the safety of patients is greatly influenced by the cognition and behavior of the nursing students caring for them.

It is the policy of DACC Department of Nursing that drug screening is done on admission and immediately upon suspicion of substance abuse. Any student with a positive drug screen will be considered ineligible for the program and ultimately dismissed from the program. The test(s) required by the nursing program will be done at a designated health occupation facility and the cost of the test(s) will be at student's expense. The student must sign a release of information form allowing the results of the test to be released to the Dean of Nursing at DACC. Failure to do so will result in the student's dismissal from the program.

If a student refuses testing or fails to consent, he/she will be immediately dismissed from the program. Additionally, if a student tests positive at any time for illegal drugs, non-prescribed or non-adherent legal drugs or alcohol, the student will be immediately dismissed from the program.

Faculty will contact the student's designated emergency contact and the emergency contact will be responsible for taking the student for drug testing and/or drive them home.

The student may gain a second admission in the nursing program if they:

- Have an alcohol/drug assessment at an approved program identified by the Dean of Nursing and sign a release of information permit for the Dean of Nursing to be sent the results of the assessment.
 - If the student is identified to have a drug/alcohol problem, he/she will be referred for appropriate treatment. The student must present written proof of attending/completing appropriate treatment.
 - Any student that refuses the assessment or does not attend or complete the designated treatment program will not be allowed second admission into the program.
 - **Readmission will only be considered if a treatment program has been successfully completed.**

Dismissal from the Program

The reasons a student may be dismissed from the Nursing Program include but are not limited to:

1. Demonstration of conduct not in accordance with the ethical standards of licensed registered nurses during class/clinical/lab instruction. Misconduct related to professional nursing (verbal, non-verbal, electronic communication) including, but is not limited to: academic dishonesty, plagiarism, substance abuse, neglect and/or abuse of clients, bullying, patient abandonment, breaching confidentiality (HIPAA violation), and falsifying records. See HP Student Code of Conduct.
2. A grade point average below a C (76.00%) in the theoretical component of any one nursing course.
3. Two Unsatisfactory ratings on an individual outcome on a formative clinical evaluation.
4. One Unsatisfactory (U) rating on a summative clinical evaluation.
5. Conviction for a felony or misdemeanor during the academic year which would result in the student's denial to a clinical site. Any arrest may cause a student to be denied access to a clinical site. See HP Student Code of Conduct (end of this handbook)
6. Failure to honestly answer questions on admission/medical forms.
7. Inability to meet criteria of each clinical site utilized by the program, including, but not limited to clinical site refusal of student attendance.
8. Administering medications or performing procedures without direct supervision of nursing faculty or registered nursing staff. Unsafe practices will go to HP Code of Conduct Hearing Committee. See HP Student Code of Conduct.
9. Failure to attend mandatory clinical orientations, clinical experiences, and any other classes, events, etc. that the student has been notified is mandatory.
 - Failure to complete clinical onboarding requirements according to the instructions given.
10. Failure to comply with plan of action as outlined on the Performance Improvement Plan.
11. Failure to comply with the Substance Abuse Policy outlined in the DACC Nursing Student Handbook, Substance Abuse cases will go to HP Code of Conduct Hearing Committee. See HP Student Code of Conduct.
12. Sentinel event the student was involved in. Sentinel Events will go to HP Code of Conduct Hearing Committee. See HP Student Code of Conduct.

Students must report any charge and/or conviction of a misdemeanor or felony to the Dean of Nursing.

A sentinel event is defined by the Joint Commission (2013) as: an unexpected occurrence involving death or serious physical or psychological injury, or the risk thereof. Serious injury specifically includes loss of limb or function. The phrase: "or the risk thereof" includes any process variation for which a recurrence would carry a significant chance of a serious adverse outcome. Such events are called "sentinel" because they signal the need for immediate investigation and response.

(http://www.jointcommission.org/sentinel_event.aspx)

Grievance Policy

When a student of the DACC community experiences a situation or a conflict in which the student thinks his/her rights have not been fully recognized or have been compromised in some manner, the students may resolve the conflict or his/her perceived grievance by following the College's process for the resolution of grievance. Grievances may be resolved on an informal basis or on a formal basis. The nursing program follows the campus policy as outlined in the DACC Student Handbook. This policy can be found online in the student handbook at <https://dacc.smartcatalogiq.com/2025-2026/2025-2027-student-handbook>

Informal Resolution Process

1. Students are to meet with individual faculty within 10 business days of the situation or conflict to resolve any issues.
2. If the issue is not resolved to the satisfaction of the student at the point of origin within 5 business days, the student may contact and talk with the Dean of Nursing.
3. If the issue is not resolved with the Dean of Nursing, within 5 business days, the students should meet with the Vice President of Academic Affairs.

Students are expected to follow the chain of command: 1) individual faculty, 2) Dean of Nursing Education, 3) Vice President of Instruction and Student Services, and 4) College President.

Due to the nature or the seriousness of some potential student complaints, such as a complaint of harassment or knowledge of a serious conduct violation, the student is encouraged to bypass step one and immediately contact the Dean of Nursing. A student submitting complaints of harassment or serious conduct violation should request an appointment immediately with the Dean of Nursing. The Resolution Process Flow Chart reflects issues that would be of a level of seriousness to warrant this action. This may be found online in the Student Handbook <https://dacc.smartcatalogiq.com/2025-2026/2025-2027-student-handbook>

After meeting with the Dean of Nursing, if a student feels their grievance is not resolved to their satisfaction (through the informal process noted above), the student may submit a formal grievance as stated in the DACC Student Handbook.

Graduation Requirements

Meeting graduation requirements is each student's responsibility. Students should check regularly with the college Academic Advising and Counseling office to ensure he/she is fulfilling the requirements. All general education coursework must be completed at the conclusion of nursing coursework or the student will not have met the requirements for the degree and will not be eligible for licensing.

To complete the nursing program at DACC, each student must:

1. Satisfy all admission requirements.
2. Successfully complete 69 semester hours according to the nursing curriculum as published in the DACC Catalog.
3. Discharge all financial obligations to the college.
4. Complete the degree requirements of the college.
5. Apply for the degree by completing a graduation application.

Students wishing to obtain a Certificate for Level I must have completed all of the course work outlined in the DACC catalog for Level I – including the general education courses. Students missing general education courses will not be eligible to apply for the Certificate.

Commencement

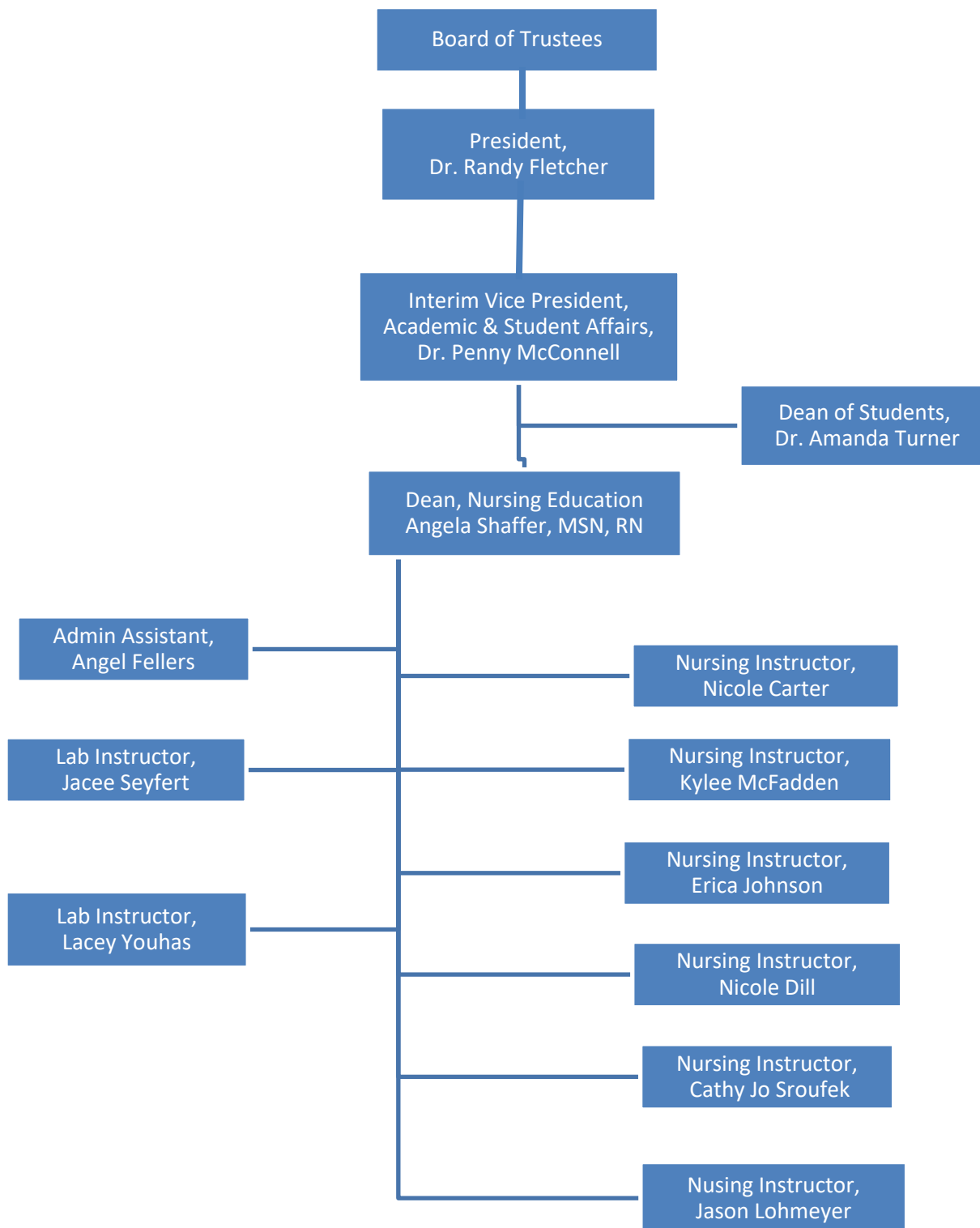
Graduates who have completed the graduation requirements are highly encouraged to participate in commencement. Commencement is held in the Mary Miller Complex gymnasium in May. Students are seated with the general student population.

Pinning Ceremony

A separate nursing pinning ceremony will be held to honor the Level II nursing graduates of the associate degree program. Students who complete Level I will have the option of purchasing an LPN pin through the Nursing Office. Only the students who have completed the ADN program requirements will be allowed to participate in pinning. Level I students will receive a Certificate of Program Completion during Commencement. The nursing department will purchase a nursing pin for each ADN graduate.

Organizational Chart

The following is the organizational chart for the nursing department:



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National Council of State Boards of Nursing. (2024). *A Nurse's Guide to the Use of Social Media*.

<https://www.ncsbn.org/brochures-and-posters/nurses-guide-to-the-use-of-socialmedia>

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APPENDICES

Performance Improvement Plan

Student Name: _____ Date of Occurrence: _____

Course: _____ Semester: _____

A report of a student clinical/classroom/lab occurrence is both a communication and educational tool to provide constructive feedback and remediation. This form will be placed in the student nurse's file and the student will receive a copy.

Purpose of this Performance Improvement Plan:

- ☐ Documentation Only – requires no follow up
- ☐ Notification of Academic Performance
- ☐ Policy or Safety Concern
- ☐ Multiple prior PIPs for same or similar concern in this course.

VIOLATION OF PROFESSIONAL STANDARDS OR UNETHICAL BEHAVIOR	
	Disrespectful or judgmental behavior to peers, faculty, patient, staff, visitor, etc.
	Dishonest behavior/Lying
	Withheld the truth/Error of omission
	Demonstrated irresponsible behavior/Does not assume responsibility for own actions
	Lack of professionalism in conduct and appearance
	Incivility behaviors
	Abuse or neglect of patient
UNSAFE OCCURRENCE (PATIENT CARE)	
	Failure to gather data before giving care
	Failure to assess all patient(s) completely and document in a timely manner
	Failure to arrive prepared to give patient care
	Failure to report a key assessment or change in patient condition in a prompt manner to: _____ RN _____ Instructor
	Failure to make critical assessments before or after administration of medications, including but not limited to digitalis, anti-hypertensive, anticoagulants, insulin
	Failure to intervene in a potentially life-threatening situation (i.e., obstructed airway, syncope, choking, cardiac arrest, vomiting with potential for aspiration)
	Failure to maintain/create a safe environment
	Failure to remedy an unsafe condition, i.e. side rails down or bed in high position.
	No call light in reach
	Unsafe handling of sharps
	Violation of medical/surgical asepsis
	Violation of standard precautions
	Violation of isolation precautions
POLICY VIOLATION (PROGRAM, COLLEGE, HOSPITAL)	
	Procedure performed without prior instructor approval or observation
	Failure to verify physician's orders on patient's chart prior to doing a procedure
	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
	Violation of patient confidentiality
	Complaint of harassment or discrimination and validated
	Bullying

	Inappropriate use of social media
	Sentinel event
	Positive substance abuse screen or impaired behaviors
	Clinical absence/tardiness
UNSAFE MEDICATION ADMINISTRATION	
	Violation of 7 R's of Medication Administration: Wrong Patient; Wrong Drug; Wrong Dose; Wrong Route; Wrong Documentation; Wrong Time; Wrong Rationale for Giving Medication
	Failure to check patient ID band with medication administration record
	Failure to look up drug in drug handbook or other resource
	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 medication administration
ACADEMIC DOCUMENTATION/OTHER	
	Unsatisfactory exam grade
	Unsatisfactory course grade
	Unsatisfactory clinical grade
	Unsatisfactory care plan grade
	Late or Missing Assignment
	Absence/tardiness
	Medical condition preventing clinical/course completion
	Other:

Plans for improving performance:

☐ Tutoring center/Success Plan	☐ Decrease work hours
☐ Join peer study group	☐ Change of study habits
☐ Meet with Dean of Nursing	☐ Alteration of clinical habits
Other:	
Faculty Comments:	
Student Comments:	

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

Student's Signature _____ Date: _____

Nursing Faculty's Signature _____



Intake Form

for student Issues & Appointments

Date _____ Time _____

Section A: Student <i>Student concerns are welcome, but please note that DACC policy should be followed.</i> DACC Student Handbook Resolution Process 1. Student must first contact and talk with the faculty or staff with whom the student has a conflict. 2. If not resolved, the student may contact the Dean of Nursing.. 3. If not resolved, the student may contact the Vice President of Instruction. For complaints of harassment or serious conduct violation, the student is encouraged to bypass step one.	Student Contact Information <i>Please print.</i> Name _____ Address _____ State _____ Zip _____ Phone _____ Cell _____ Email _____ Student Concern Course _____ Instructor/STAFF _____ What is the nature of your concern? <i>Please check the appropriate box.</i> ☐ Course Policy Issues ☐ Curriculum Requirements (Prerequisites, projects, etc.) ☐ Course Grading ☐ Instructional Methodology Ineffective ☐ Conduct Violation _____ ☐ Other _____ <i>Please give a brief description of your concern.</i> _____ _____ _____ What actions have you taken to properly address the concern? Check the appropriate box. ☐ Emailed the instructor. ☐ Discussed the matter with the instructor via a phone conversation. ☐ Requested a meeting with the instructor and discussed concerns. ☐ Requested a meeting with the Dean of Nursing (for Health Profession students only). ☐ Yes ☐ No Have you reviewed your course policy? ☐ Yes ☐ No Are you requesting an appointment with the Dean of Nursing? <i>We are happy to schedule an appointment. Appointments require a 24 hour wait period, except for serious conduct violations appointments</i>
Student Signature	<i>I have read the resolution process as detailed in the student handbook (summarized on the left of this form), and I understand that the Dean of Nursing may request a copy of the course outline and/or policy for my course or program. Other background information may be requested or accessed to resolve the issue as well.</i> Signature _____ Date _____

Section B: Office Specialist	Verification <i>Review form for completion.</i> Recommended ☐ Set up appointment with instructor/staff. ☐ Wait for email response/phone call from Dean of Nursing. ☐ Schedule appointment for _____ at _____ am/pm. ☐ Other _____ Notes _____ _____ _____
Section C: Dean	Response ☐ Emailed Student ☐ Phone conversation on _____ at _____ am/pm ☐ Scheduled Appointment on _____ at _____ am/pm Concern _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ Key Issue & Action Desired _____ _____ _____ _____ _____ Action _____ _____ _____ _____ _____

HEALTH PROFESSIONS STUDENT CODE OF CONDUCT

As members of an academic community, the students, staff, and faculty of Danville Area Community College have both rights and responsibilities which derive from appropriate standards of conduct and ethical integrity. The college code of conduct and the Health Professions Code of Conduct extends to individual programs. Thus, the Health Professions (HP) Programs will provide a safe environment where respect for the individual is practiced and learning is the fundamental goal of all activity. Students are expected to do course work honestly in accord with the stated requirements of each class. All individuals should be treated fairly in an atmosphere free from discrimination and hostility, as defined by the college. Activities which disrupt the learning process for other students and which interfere with faculty in the performance of their duties will be disciplined according to guidelines established by the college. Violations of standards of conduct as detailed by, but not limited to, this HP Code of Student Conduct and the DACC Code of Student Conduct will be dealt with fairly in a manner appropriate to the offense and according to sanctions guidelines.

Academic and Personal Conduct Standards

The college administration and faculty members define, communicate, and enforce reasonable standards of behavior in classrooms, laboratories, offices, clinical sites, and other campus areas. Students are expected to attend and participate in their courses, to complete assignments, and to communicate clearly with faculty and administration any information necessary for their continued enrollment as defined in the program's handbook and course outline. Each student should understand the principles of academic integrity, ethical conduct, and their program handbooks.

Failure to show respect for order, property, and regulations is considered just cause for disciplinary action. When student behavior interferes with an effective learning climate, the student may lose the privilege of attending or receiving credit in course(s) and may be subject to more severe disciplinary actions, including suspension or expulsion from the Health Professions Programs and/or the College. Additionally, students with previous disciplinary actions may be denied readmission to Health Professions Programs.

Student Code of Conduct Terminology & Definitions

The term "Accused" or "Respondent" refers to the student who is charged with violating this Student Code of Conduct. He or she will be asked to respond to the report and follow the conduct procedures noted below. These terms can be used interchangeably.

The term "accused student" means any student accused of violating this Student Code of Conduct.

The term "bullying" means unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. There are six main types of bullying: 1) verbal, 2) social, 3) physical, 4) relational aggression, 5) cyberbullying, and 6) prejudicial bullying.

The term "administrator" includes any person employed by DACC, performing assigned administrative or professional responsibility.

The term "Appeals Committee" means any person or persons authorized by the DACC President to consider an appeal from the Student Conduct Hearing Committee's determination as to whether a student has violated this Student Code of Conduct or from the sanctions imposed by the Student Conduct Officer.

The term “cheating” includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member the DACC faculty or staff; (4) the acquisition, with permission, of academic material belonging to a current or previous student; and (5) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

The terms "college" or "College" or "campus" or "DACC" all mean Danville Area Community College

The term “college premises” includes all land, buildings, facilities, and other property owned, used, or controlled by DACC [including adjacent streets and sidewalks].

The term “Complainant” means any person who submits a referral alleging that a student violated this Student Code of Conduct. When a student believes that s/he has been a victim of another student’s misconduct, the student who believes s/he has been a victim will have the same rights under this Student Code as are provided to the “Complainant” even if another member of the DACC community submitted the charges itself.

The term “disruptive behavior” shall include, but not limited to the following:

1. Behavior that causes a disruption to either academic endeavors or the administration of the College or clinical facility;
2. Conduct that disrupts any authorized or sponsored College or clinical event;
3. The blocking of an entrance, exit, or access to any College or clinical facility, area, road, stairway and/or walkway;
4. Behavior that could endanger life or property at College or clinical facility;
5. Behavior that infringes on the rights of other members of the College or clinical community;
6. Leading or inciting others to disrupt scheduled and/or normal activities within any campus area or clinical facility.

The term “faculty member” means any person hired by DACC to conduct classroom or teaching activities or who is otherwise considered by the College to be a member of faculty.

The term “FERPA” means the Family Educational Rights and Privacy Act of 1974. It deals with the release of student education records and affords students certain rights regarding those records.

The term “hazing” means any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person’s willingness to participate.

The term “Health Professions Programs” encompassed the Health Information Technology, ADN Nursing, and Medical Imaging.

The term “Health Professions Student Conduct Hearing Committee” or “HP Student Conduct Hearing Committee” or “Student Conduct Hearing Committee” means any person or persons authorized by the Executive Vice President of Instruction and Student Services to determine whether a student has violated this Student Code of Conduct and to recommend sanctions that may be imposed when a rules violation has been committed.

The term “HIPAA” means the Health Insurance Portability and Accountability Act. It provides privacy standards to protect patients’ medical records and other health information provided to health plans, doctors, hospitals and other healthcare providers.

The term “incivility” is defined as intentional behavior that is aimed to disrupt the teaching and learning process (Morrisette, 2001). Examples of incivility include, but not limited to cell phone usage, rude comments, slurs, rumors, interruptions, side conversation, tardiness, sleeping, aggressive behaviors, anger, excuses, and blaming.

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

The term “policy” means the written regulations of DACC as found in, but not limited to, this Student Code of Conduct, Student Handbook, Health Professions Handbooks, and in the college catalog.

The term “sentinel event” is defined by the Joint Commission (2013) as: an unexpected occurrence involving death or serious physical or psychological injury, or the risk thereof. Serious injury specifically includes loss of limb or function. The phrase, "or the risk thereof" includes any process variation for which a recurrence would carry a significant chance of a serious adverse outcome. Such events are called "sentinel" because they signal the need for immediate investigation and response.

The term “staff” includes any person employed by DACC, performing duties assigned. The term “member of the DACC college community” includes any person who is a student, faculty member, DACC administrator, staff, or any other person employed by the college. A person’s status in a particular situation shall be determined by the Vice President of Instruction and Student Services.

The term “student” includes all persons taking courses at Danville Area Community College, either full or part time, credit or non-credit. Persons who withdrew after allegedly violating this Student Code of Conduct, who are not officially enrolled in a course but who have a continuing relationship with the college or who are in the process of enrolling in a course are still considered “students”. This Student Code of Conduct does apply at all locations of DACC, including off campus sites, at college sponsored events, and in the online environment.

The term “Student Conduct Officer” means a DACC official authorized on a case-by case-basis by to impose sanctions upon any student(s) found to have violated this Student Code of Conduct. The Executive Vice President of Instruction and Student Services may authorize the Student Conduct Officer to serve simultaneously as a Student Conduct Officer and the sole member or one of the members of the Student Conduct Hearing Committee. The Executive Vice President of Instruction and Student Services may authorize the Student Conduct Officer to impose sanctions in all cases.

The term “may” is used in the permissive sense.

The terms “will” and “shall” is something a person will do or expected to do.

*Please note the College’s Student Handbook and the College’s Sexual Misconduct Policy and Procedure also defines terms for students to know and understand. Theft; gang related conduct; possession or distribution of tobacco, drugs, alcohol, or firearms; demonstrations/riots, sexual

misconduct, or criminal activities will be addressed according to the DACC Student Code of Conduct by the Dean of Student Services and/or DACC security.

Purpose of the Student Code of Conduct

The primary purpose of the Student Code of Conduct is to assist Danville Area Community College in creating an environment that allows for quality, innovative, and accessible learning experiences. Students, faculty, staff and administration share in the responsibility for accomplishing the DACC mission. Student conduct standards at DACC are not to be equated to state or federal criminal codes.

College Policies

In addition to its Mission and Values, the College has created policies to ensure Student Code of Conduct also covers all policies that are needed to protect the rights of the DACC community. Students must know and abide by all DACC policies.

Student Code of Conduct Authority

- The Provost/Vice President, Academic and Student Affairs is responsible for the DACC Student Code of Conduct.
- The Provost/Vice President, Academic and Student Affairs shall develop policies and procedures for the administration of the DACC Student Code of Conduct system.
- The Dean of Health Professions, or designee, is responsible for the Health Professions Student Code of Conduct.
- The Dean of Health Professions, or designee, shall develop policies and procedures for the administration of the Health Professions Student Code of Conduct system.
- Decisions made by a DACC and HP Student Conduct Committee and/or the Conduct Officer shall be final, pending the normal appeal process.

Jurisdiction of the Student Code of Conduct

This Student Code of Conduct and HP Student Code of Conduct shall apply to conduct that occurs on DACC premises and at DACC sponsored activities. Each student shall be responsible for his/her conduct on DACC premises and at DACC sponsored activities. Both Student Codes of Conduct shall apply to a student's conduct even if the student withdraws from or drops out of school while a disciplinary matter is pending.

Student Code of Conduct-Rules and Regulations

Any student found to have committed or to have attempted to commit the following misconduct is subject to disciplinary sanctions as outlined in "Sanctions" section of this Student Code of Conduct. Please note, that the HP Student Conduct Officer has the right to call a HP Student Code of Conduct Committee to review and determine the action taken of any behaviors that do not appear on this list but are deemed serious.

1. Acts of dishonesty or unethical behaviors, including but not limited to the following:
 - a. Cheating, plagiarism, or other forms of academic dishonesty
 - b. Furnishing false information to any DACC administrator, faculty, staff member, or department
 - c. Forgery, alteration, or misuse of any DACC or clinical document or record
 - d. Neglect and/or abuse of patients
 - e. Patient abandonment
 - f. Compromised patient, peer, staff and public safety within the clinical and lab setting

- g. Failure to report a charge and conviction of a felony or misdemeanor to the program Dean of Nursing.
 - h. Violation of direct or indirect supervision requirements as detailed in the Health Professions Handbook.
 - i. Insubordination
2. Disruption or obstruction of teaching, administration, disciplinary proceedings, other DACC activities, or of other authorized non-DACC activities when the conduct occurs on DACC premises or clinical facilities.
 3. Physical abuse, verbal abuse, bullying, threats, intimidation, harassment, coercion, incivility and/or other conduct which threatens or endangers the health or safety of any person whether verbal, nonverbal or electronic.
 4. Misuse of social media such as violations of FERPA, HIPAA, or other unprofessional postings.
 5. Engaging in acts of hazing, bullying or intimidating towards members of the DACC community. Forms of bullying also include stalking, cyber-bullying, or other forms of electronically-based communications.
 6. Failure to comply with directions of DACC administrators or faculty or staff acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
 7. Unauthorized access to any DACC office, computer, or premise.
 8. Violation of any DACC policy, rule or regulation published in hard copy or available electronically on the DACC website.
 9. Violation of any Health Professions policy, rule or regulation published in the program handbook.
 10. Use of drugs, alcohol, tobacco, including any smoking device, faux-smoking devices, or carrying of any lighted smoking instrument in college buildings or on college premises, at events on college premises, in college-owned/rented/leased vehicles or at clinical facilities.
 11. Conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on the DACC premises. Disorderly conduct includes but is not limited to: Any unauthorized use of electronic or other devices to make an audio or video record of any person while on DACC premises without his/her prior knowledge, or without his/hers effective consent when such a recording is likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking pictures of another person in the Fitness Center, locker rooms, or restrooms.
 12. Any misuse of the Health Professions' Computer Labs, Sim Labs, or Skills Labs.
 13. Abuse of this Student Code of Conduct system, including but not limited to:
 - a. Failure to obey the notice from the Student Conduct Officer to appear for a meeting or hearing as part of this Student Code of Conduct system.
 - b. Falsification, distortion, or misrepresentation of information before the Student Conduct Officer or Student Conduct Hearing Committee.
 - c. Disruption or interference with the orderly conduct of a Student Code of Conduct discipline proceeding.
 - d. Attempt to discourage an individual's proper participation in, or use of, this Student Code of Conduct system.
 - e. Attempting to influence the impartiality of a member of a Student Conduct Hearing Committee.
 - f. Harassment (defined above) and/or intimidation of a member of a Student Conduct Hearing Committee and/or any witness.
 - g. Failure to comply with the sanction(s) imposed under this Student Code of Conduct.
 - h. Influencing or attempting to influence another person to commit an abuse of this Student Code of Conduct system.
 14. Violation of any federal, state or local law. Violations of this nature may be reported to professional boards of regulations.

15. Violation of safety rules as defined in the health profession handbooks or course outlines.
16. Involvement in a sentinel event.

Student Code of Conduct Procedures

The purpose of the procedures is to provide a fair evaluation of an accused student's responsibilities for violating the DACC or HP Student Code of Conduct.

1. Classroom Management: Each faculty member is responsible for managing classroom behaviors. In the case a student's misconduct violates the Code of Conduct a faculty member may impose sanctions. If unresolved at the faculty level, the case may be referred by the faculty to the Dean of Nursing. If unresolved at the Dean level, the case may be referred to the Vice President of Academic Affairs. If the violation results in removal from the classroom, program, or from the DACC campus, the faculty or program Dean will first complete an Incident/Conduct Report, to ensure students will receive due process. The report will be submitted to the Dean of Nursing Education, who will serve as or designate a program director as the Student Conduct Officer.
2. Referrals: Any member of the DACC community may refer a student for behavior which violates the Code of Conduct. The Incident/Conduct Report is to be completed and submitted to the Code of Conduct Officer. Referrals should be submitted as soon as possible after the event takes place.
3. Upon receiving a referral the Student Conduct Officer may conduct an investigation to determine if the misconduct violates the Code of Conduct.
 - a. Violations that may result in sanctions leading up to probation may be addressed through an Informal HP Disciplinary Meeting conducted by the Student Conduct Officer. However, any event involving clinical issues will result in immediate removal from the site until the case is resolved.
 - b. Violations that may result in sanctions leading up to suspension and/or dismissal shall be addressed through a Formal HP Student Conduct Committee. However, any event involving clinical issues will result in immediate removal from the site until the case is resolved.
 - c. The Formal HP Student Conduct Committee reserves the right to refer the violation to the formal DACC Student Conduct Committee.
4. After the investigation, an Informal HP Disciplinary Meeting shall be conducted by the following procedures as stated below:
 - a. The student will be issued written notice of the Informal HP Disciplinary Meeting no later than three business days prior to the Meeting.
 - b. Typically 2-3 Conduct Officers will be present at the Informal Disciplinary Meeting.
 - c. The student will have the opportunity to hear and address the information gathered during the investigation.
 - d. The Student Conduct Officer will determine if the information presented indicates the student has violated this Student Code of Conduct. If it is determined that a violation has occurred and cannot be resolved by probation, the case will be forwarded to the Formal Student Conduct Committee.
5. Formal HP Student Conduct Committee Hearings shall be conducted by the following procedures as stated below:
 - a. All parties will receive written notice of the Student Conduct Hearing no later than three business days prior to the hearing.
 - b. The HP Student Conduct Hearings normally shall be conducted in private.
 - c. There shall be a written record of all Student Conduct Hearings (not including deliberations). Deliberations shall not be recorded. The record shall be the property of DACC.
 - d. When HP Student Conduct Hearings involve more than one student, the Student Conduct Officer, at his/her discretion, may schedule joint or separate hearings for each student accused. In some instances, the Student Conduct Committee may choose to keep the complainant and accused in separate locations during the hearing.
 - e. Admission of any other person, besides the complainant's and/or respondent's advisor (see

- explanation below), shall be at the discretion of the Student Conduct Committee and/or the Student Conduct Officer.
- f. The Complainant and the Accused have the right to be assisted by an advisor they choose. The advisor should be a member of the DACC community. When selecting an advisor, students should select a person whose schedule allows for attendance at the scheduled date and time for the Student Conduct hearing because delays will not normally be allowed due to the scheduling conflicts of an advisor. If the advisor is not a member of the DACC community or an attorney, the College must be notified 48 hours before the hearing takes place. If attorneys are involved, the Hearing will be moved the DACC Student Hearing Level.
 - g. Both parties are responsible for presenting his or her own information, and therefore, advisors are not permitted to speak or to participate directly in any Student Conduct Hearings.
 - i. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Student Conduct Hearing proceedings.
 - j. If accommodations for the concerns for the personal safety, wellbeing, and/or fears of confrontation of the Complainant, the Accused, and/or other witness during the hearing, the Hearing will be moved the DACC Student Hearing Level.
 - k. The Complainant, the Accused, and the Student Conduct Officer may arrange for witnesses to present pertinent information at the hearing. The Student Conduct Officer will try to arrange the attendance of the witnesses named if reasonably possible, at least two weekdays prior to the Student Conduct Hearing. Witnesses will provide information to and answer questions from the Student Conduct Committee. Questions may be suggested by the Complainant and/or Accused students to be answered by each other or by other witnesses. This will be conducted by the Student Conduct Committee with such questions directed to the Student Conduct Officer, rather than to the witness directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. Questions of whether potential information will be received shall be resolved at the discretion of the Student Conduct Officer.
 - l. Pertinent records, exhibits, and written statements may be accepted as information for consideration by the Student Conduct Committee at the discretion of the Student Conduct Officer.
 - m. All procedural questions are subject to the final decision of the Student Conduct Officer.
 - n. After the portion of the Student Conduct Hearing concludes in which all pertinent information has been received, the Student Conduct Hearing Committee shall determine whether the Accused has violated each section of this Student Code of Conduct which the student is charged with violating.
 - o. The Student Conduct Hearing Committee's determination shall be made on the basis of whether it is more likely than not that the Accused violated this Student Code of Conduct.
 - p. The Student Conduct Committee will determine if the information presented indicates the student has violated this Student Code of Conduct and make recommendations for sanctions.
 - q. Sanctions will be imposed by the HP Student Conduct Officer or designated program director.
 - r. The HP Student Conduct Hearing Committee will consist of Dean of Nursing Education, at least one program faculty, at least one non-program faculty, at least one student services representative, and other college employees as deemed necessary. Faculty involved will be present but without voting privileges. Security may be present, if required.
6. If the Accused student, with notice, does not appear before a Disciplinary Meeting or Student Conduct Hearing, the information in support of the referrals shall be presented even if the Accused is not present.
 7. When a student believes that s/he has been a victim of another student's misconduct, the student who believes s/he has been a victim will have the same rights under this Student Code of Conduct as are provided to the Complainant, even if another member of the DACC community submitted the referral itself.

Sanctions & Decisions

The following sanctions may be imposed upon any student found to have violated this Student Code of Conduct:

1. Oral reprimand
2. Written reprimand presented to the student and/or attached to the student's permanent records
3. An assignment (new or to repeat the work), to be graded on its merit
4. A lower grade or failing grade on the particular assignment or test
5. A failing grade in the course
6. Warning - A formal notice in writing to the student that the student is violating or has violated institutional regulations
7. Probation - A written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation(s) during the probationary period.
8. Loss of privileges or denial of specified privileges for a designated period of time
9. Removal from a course or clinical site in progress
10. Removal from program and/or limitation of readmission

Additional sanction and decision comments:

- More than one of the sanctions listed above may be imposed for any single violation.
- Sanctions for repeated or aggravated violations that may lead up to suspension from the College.
- Disciplinary sanctions become part of the student's disciplinary and educational records. In situations involving both an accused student(s) and a student(s) claiming to be a victim of another student's conduct, the records of the process and sanctions imposed will be considered to be educational records of both.
- In each case in which a Student Conduct Hearing determines that a student(s) has violated this Student Code of Conduct, the sanction(s) shall be determined and imposed by the Student Conduct Officer. The Student Conduct Committee will recommend sanction(s). Following the Student Conduct Hearing the Student Conduct Officer shall advise the accused student(s) in writing via formal letter within seven (7) calendar days of its determination and of the sanction(s) imposed, if any.
- Both parties have the right to appeal. See below.

Interim Suspension

In certain circumstances, the Student Conduct Officer, or a designee, may impose a suspension prior to holding a Student Conduct Hearing.

1. Interim suspensions may be imposed only: 1) to ensure the safety and well-being of members of the DACC community or preservation of DACC property; 2) to ensure the student's own physical or emotional safety and well-being; or 3) if the student poses an ongoing threat of disruption of, interference with, the normal operation of DACC.
2. During the interim suspension, a student may be denied access to the campus (including classes) and/or clinical and/or all other DACC activities or privileges for which the student might otherwise be eligible, as the Student Conduct Officer, or designee, may determine to be appropriate.
3. The interim suspension does not replace the regular process, which shall proceed on the normal schedule, up to and through a Student Conduct Hearing, if required.

Appeals

1. A decision reached by the Student Conduct Hearing or a sanction imposed by the Student Conduct Officer may be appealed by the Accused Student(s) or Complainant(s) to the Vice President of Instruction & Student Services within seven (7) days of the decision. Such appeals shall be in writing and shall be delivered to the Vice President of Instruction & Student Services.
2. Except as required to explain the basis of new information, an appeal shall be limited to a review of the verbatim record of the Student Conduct Hearing and supporting documents for one or more of the following purposes:
 - a. To determine whether the Student Conduct Hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and to present information that the Student Code was violated, and giving a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.
 - b. To determine whether the decision reached regarding the accused student was based on substantial information, that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that a violation of the Student Code occurred.
 - c. To determine whether the sanction(s) imposed were appropriate for the violation of this Student Code of Conduct which the student was found to have committed.
 - d. To consider new information, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original Student Conduct Hearing.
3. If an appeal is upheld by the Vice President of Instruction and Student Services, the matter shall be returned to the original Student Conduct Committee and Student Conduct Officer to allow reconsideration of the original determination and/or sanction(s). If an appeal is not upheld, the matter shall be considered final and binding upon all involved.

Interpretation, Revision, and File Maintenance

1. Any question of interpretation or application of this Student Code of Conduct shall be referred to the Dean of Math, Sciences & Health Professions or the Executive Vice President of Instruction and Student Services
2. This Student Code of Conduct shall be reviewed every five years under the direction of the Dean of Math, Sciences & Health Professions and the Program Directors, but will be reviewed by the Dean of Student Services and Executive Vice President of Instruction and Student Services.
3. As educational records all documents related to Student Conduct investigations and/or hearings will be maintained according to DACC Board Policies and FERPA.

Health Professions Substance Abuse Policy

Definitions

Prohibited Substances consists of prescription drugs used inconsistent to the student's legitimate prescription, unauthorized controlled substances or prescription drugs, illegal drugs, alcohol, marijuana, or otherwise lawful substances abused by a student because of the substance's intoxicating effects.

Marijuana, even if certified under the Illinois' Public Act 101-0027, remains illegal under federal law, which constitutes an illegal drug, and is a Prohibited Substance according to clinical sites' policies. Prescription marijuana is also prohibited if intoxicating effects are observed at the clinical site.

Otherwise lawful substances abused by a student because of the substance's intoxicating effects including, but not limited to, over-the-counter medications, paints, thinners, solvents, etc. also constitutes as use of a prohibited substance.

Substance Abuse is the use, possession, or distribution of prohibited substances. The nature of substance abuse includes denial and pervasive inability to think and behave logically. Thus, the safety of patients is greatly influenced by the cognition and behavior of the students caring for them.

Clinical Sites

Students must adhere to DACC's drug free policy as stated in the Health Professions Student Code of Conduct and the DACC Student Handbook; <https://dacc.smartcatalogiq.com/2024-2025/2024-2025-student-handbook/>, and must meet the set criteria of each clinical site utilized by the program.

Due to clinical site policies, which operate in accordance to Federal Public Law 100-71, the following is prohibited: a) reporting to clinical sites under the influence of prohibited substances, b) testing positive prior to reporting to clinical sites, random or reasonable suspicion request for testing, c) distributing prohibited substances, or d) possession of prohibited substances. Thus, any student that falls within any of the above categories will be dismissed from health professions' program due to accreditation requirements. Accreditation requirements stipulate that students who cannot complete a clinical rotation do not fulfill the graduation requirements of the health professions program.

Because students are admitted to the health professions program prior to drug testing, students are NOT refused admittance due to positive drug testing. However, a positive drug test will result in dismissal due to clinical and accreditation requirements. Such dismissal will count as an admission to the health professions program.

Reasonable Suspicion Testing

It is the policy of DACC Health Professions Programs that drug screening is done on admission and immediately upon reasonable suspicion of substance abuse. Any student with a positive drug screen will be dismissed from clinical to ensure safety of patients. Without completion of clinicals the student will be dismissed from the program due to accreditation criteria. The test(s) required will be done at a designated health occupation facility and the cost of the test(s) will be at the student's expense. The student must sign a release of information form allowing the results of the test to be released to the director of the appropriate health professions program at DACC.

Reasonable suspicion testing may be required of any health professions student. The supervising faculty/clinical instructor or program director have the right to initiate a reasonable suspicion test, after making appropriate factual observations. Faculty/clinical instructors will document those observations and notify the program director.

Reasonable suspicion testing may be required of any student when there is reasonable suspicion the student is using illegal drugs on or off duty. Reasonable suspicion testing may also be required of a student when there is a reasonable suspicion of on-duty use or on-duty impairment. A reasonable suspicion of drug use or impairment may be based upon, but is not limited to:

1. Observable phenomena, such as direct observation of drug use or possession and/or the physical symptoms of being under the influence of a drug.
2. A pattern of disruptive behavior, abnormal conduct, demeanor, or erratic/irrational behavior in the workplace setting indicative of illegal drug use.
3. Specific symptoms such as, but not limited to, student's speech, physical dexterity, agility, coordination, negligence, carelessness in operating equipment, disregard for the safety of others, or accidents that result in serious damage to property, equipment, production or injury.
4. While enrolled in health profession programs if there is an arrest or conviction for a drug-related offense, or the identification of a student as the focus of a criminal investigation into illegal drug possession, use, or distribution of controlled substances.
5. Information provided either by reliable and credible sources or independently corroborated.
6. Newly discovered evidence the student has tampered with a current/previous drug test.

If a student refuses testing, tampers with testing, or fails to consent to testing, he/she will be immediately dismissed from the program. Additionally, if a student tests positive at any time for illegal drugs, prohibited substances, non-prescribed or non-adherent legal drugs or otherwise lawful substances the result in impairment, the student will be dismissed from the clinical site per the policy above. Ultimately, the student will be dismissed from the program as a result clinical absences resulting from a positive drug test. This dismissal is due to accreditation requirements for clinical experience. Such dismissal will be counted as an admission to the program.

Student Signature Page / Agreements

This Student Handbook is a dynamic document that will be revised as needed. Students will be notified of changes and updates to this Handbook.

Directions: Please read, check the box, and sign your name and date at the bottom:

- ☐ I agree to maintain confidentiality regarding all aspects of clinical situations.
- ☐ I hereby authorize DACC to release requested clinical requirements to agencies as required.
- ☐ I understand and agree to comply with the policies and regulations as stated in the DACC Nursing Handbook, course syllabus, college catalog, and clinical facilities.
- ☐ I understand I should have health insurance, and I understand that it is my responsibility to obtain my own medical care at my own expense for any injuries or illnesses sustained as a direct or indirect result of my affiliation with the facility.
- ☐ I understand working more than 20 hours a week may hinder my success in the nursing program.

My signature (below) acknowledges my receipt of the Handbook for Nursing Students and the understanding that I am held accountable for knowing and abiding by the policies of the Associate Degree Nursing Program at DACC, as a student in the program.

Student Name (print): _____

Student Signature: _____ Date: _____

The signed copy of this form is maintained in all student files kept in the nursing office.