CMVC
CompuMed Vocational Careers

Nursing Student Handbook

2024

Hialeah (Main Campus)

2900 W 12th Ave 3rd Floor
Hialeah, Florida 33012

(305) 888-9200 Office

Miami (Branch)

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Miami, Florida 33165

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www.compumed.edu/nursing-handbook/

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Forward

Welcome to the School of Nursing!

We would like to take this opportunity to congratulate you as you embark upon your journey into the profession of Nursing. This is a very exciting time for you, where you will undergo educational experiences that have been designed to provide the knowledge and skills necessary to become not only an entry-level nurse but also an essential asset and member to the healthcare community. The Compu-Med Vocational Careers team is committed to assisting you in achieving your educational goals of successfully completing the program and passing the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The Compu-Med Catalog, Nursing Student Handbook, Nursing Student Clinical Handbook, and Nursing Student Skill/Simulation Handbook contain the policies and procedures of Compu-Med Vocational Careers and the Nursing Program. Due to the nature of the curriculum and the clinical expectations of the Program's graduates, programmatic handbooks, policies, and procedures may be more stringent than those in other programs at Compu-Med.

Students are responsible for becoming familiar with all the information contained in the Compu-Med Catalog, Nursing Student Handbook, Nursing Student Clinical Handbook, and Nursing Student Skill/Simulation Handbook. The student should retain and refer to these documents throughout the duration of the program. Students will receive copies of revised policies and procedures and/or revised editions, as applicable.

All faculty and students have the responsibility of preserving the privacy, dignity, and safety of all individuals who are part of the program and must maintain confidentially in all academic and clinical situations.

If you have questions about the information contained in the Catalog or any of the Nursing handbooks please talk with your faculty, Director of Nursing, or Campus Director.

Best wishes,
Compu-Med Division of Nursing

History and Philosophy

Compu-Med Vocational Careers was founded in May of 1990 as a Medical and Dental Training Center. In July of 2000, the school's name officially became Compu-Med Vocational Careers.

The school began as a small, two-classroom facility in Hialeah, Florida that offered Medical and Dental Assistant programs. In April of 1993, the school moved to a larger facility and added the Patient Care Technician program. The school obtained accreditation from the Accrediting Commission of Career Schools and Colleges, ACCSC, in 1994 and then moved to its current location located at 2900 W. 12th Ave., 3rd Floor, Hialeah Florida.

In April of 1998, the school established a branch facility in Miami, Florida, offering Medical Assistant, Dental Assistant, and Patient Care Technician programs. Initial ACCSC accreditation for this location was received in May of 1999.

In 2015 Compu-Med Vocational Careers was approved by the Florida Department of Health, Division of Medical Quality Assurance, and Board of Dentistry for Expanded Duty and Dental Radiology programs located in Hialeah Main Campus.

In August 2016, Compu-Med Vocational Careers Branch School changed its location to 11401 SW 40th St, 1st Floor, Suite 150, Miami, FL 33165.

In 2017 Compu-Med was granted a renewal of accreditation for both schools Main and Branch for a period of 5 years.

Compu-Med Vocational Careers was approved and began its Associate of Science in Nursing in March 2021.

Compu-Med Vocational Careers is affiliated with the following organizations:

- Florida Association of Postsecondary Schools and Colleges (FAPSC)
- Association of Private Colleges and Schools of South Florida (APCS)
- National Association for Health Professionals (NAHP)
- National Association of Dental Assistant (NADA)
- Hialeah Chamber of Commerce.

Compu-Med Vocational Careers received the following awards from:

2005 - The Florida Association of Postsecondary Schools and Colleges (FAPSC): School of the Year Award and Instructor of the Year Award

2007 – School of the Year Award from National Association for Health Professionals.

2017 – The National Association for Health Professionals has designed a special award The Lamp of Learning Acknowledgement of Academic Excellence for those exceptional schools that excel in students' academic achievements for a period of 10 consecutive years.

Mission Statement

Compu-Med Vocational Careers is dedicated to providing relevant education and vocational training that will enable our graduates to take advantage of career opportunities within our specialties, and to acquire entry level positions upon graduation. The School provides a comfortable and pleasant environment which is reflected through positive student surveys. The result is always positive. We constantly try to improve by giving the students learning techniques guided by professionals who make teaching their vocation.

We promote among Compu-Med Vocational Careers Team members an atmosphere of respect, dignity, and trust which motivates us to work together to the best of their abilities and giving the students our best services. At CMVC students are our main priority. This is why in addition to the technical training offered, CMVC team members educate and teach our students rules of professionalism and moral conduct. Discipline, punctuality and attendance are our major tools in the process of training and educating students. At CMVC we care about the students' worries and needs, advising and guiding them through their educational journey until they reach their goals as well trained and educated individuals capable of taking care of our community members with professionalism, ethics, and compassion.

Goals

At Compu-Med Vocational Careers, our aim is to provide our students with an education whereupon graduation they are equipped to confidently enter the work force, and to successfully engage and compete with their peers and colleagues.

Compu-Med Vocational Careers will always have as a goal to provide relevant training to our students that will enable them to obtain employment in their chosen fields.

Our dedicated faculty and staff continually seek to improve our environment, skills, and professionalism to ensure that our mission is accomplished. By proactively pursuing our vision we will be able to accomplish our goals.

Accreditation, Certifications, Licenses, & Memberships

Accredited by:

The Accrediting Commission of Career Schools and Colleges (ACCSC)

2101 Wilson Boulevard, Suite 302

Arlington, VA 22201

(703) 247-4212

Licensed by:

Commission for Independent Education (CIE) Florida Department of Education (FLDOE) #1235 & #2019

325 West Gaines Street, Suite 1414 Tallahassee, Florida 32399-0400

(850) 245-3200, (888) 224-6684

Approved by:

The Florida Department of Health, Florida Board of Nursing

4052 Bald Cypress Way Bin C-02 Tallahassee, Florida 32399-3252

(850) 488-0595

Role of the Professional Nurse

The Florida Nurse Practice Act and Nursing's professional organization (American Nurses' Association) define the practice of the Registered Nurse. The Registered Nurse is trained to provide basic Nursing care in a variety of inpatient and outpatient areas such as medical/surgical, obstetrics, pediatrics, and psychiatry. The Registered Nurse is qualified to provide first-line supervision of the Nursing care provided in designated areas such as a unit in a hospital, outpatient medical/surgical settings, doctor's offices, etc. The professional Nurse with an Associate Degree is considered to be a "generalist" in that they have been prepared to provide basic Nursing care that does not require additional education beyond that included in their original curriculum.

The Compu-Med Vocational Careers' Nursing program is designed to prepare the student to fulfill the requirements of an entry-level professional nurse. Applicants interested in obtaining a Nursing degree beyond the Associate Degree level are advised to consult with an Admissions specialist regarding the specific degree requirements.

Licensure to Practice as a Professional Nurse

Compu-Med Vocational Careers' Nursing program is designed to prepare students to practice as professional licensed nurse in a variety of clinical settings. Students who graduate from Compu-Med's Nursing Program are eligible to sit for NCLEX-RN by the Florida Board of Nursing.

Upon successful completion of the Nursing Program, the graduate is qualified by the Florida Board of Nursing to sit for the Registered Nursing licensure examination, the NCLEX-RN (National Council Licensure Examination for Registered Nurses.) It is important to point out that national nursing accreditation is not required for State Board of Nursing approved nursing programs to graduate students who may take the licensure examination.

The State of Florida professional Nursing license (Registered Nurse, RN) is granted through the Florida Board of Nursing at the following location:

Potential Denial of License and/or Acceptance into Nursing Program

State or National laws through designated agencies regulate health professions. Each agency sets the specific requirements for granting licensure or certification to practice as a health care provider. Most agencies have restrictions on granting licensure or certification to an individual with a criminal record. Individuals who have been finally adjudicated and found guilty, or entered a plea of guilty or nolo contendere, in a criminal prosecution under the laws of any state or of the United States, for any offense involving moral turpitude, whether or not sentence is imposed, may be denied licensure or certification. Generally, agencies granting licensure or certification will not rule on individual cases until the individual is qualified by education and training to be licensed or certified.

The Florida Nurse Practice Act (Chapter 464.018 [FS]) specifies acts that may constitute grounds for denial of a license. Because Nursing students are engaged in providing direct patient care over the course of their tenure in the Nursing Program, they are also accountable in this area. Accordingly, background screening by such agencies as law enforcement and the abuse registry will be required prior to entry into the Nursing courses; results consistent with the above requirements are necessary for students to participate in clinical experiences.

Conceptual Framework

Program Mission Statement

Compu-Med Vocational Careers' Nursing Program educates students into the practice of Nursing in a way that reflects the best traditions and evidenced-based practice of the art and science of the Nursing profession. This is accomplished through the provision of a quality, broad-based education that emphasizes the worth of individual students, and the clients, and community they serve. Achievement of this mission results in a sincere demonstration of caring that acknowledges and supports the unique diversity of each student, while attending to and meeting the clients' most basic needs.

Embracing the concept and practice of professionalism is central to the practice of Nursing. The program strives to instill the desire and ability to think critically, work collaboratively with other health care professionals to advance the clients' interest, and pursue a quest for life-long learning. Practical employment skills that emphasize the importance of a strong work ethic are emphasized throughout the curriculum.

Program Philosophy

The program provides an individualized educational experience for students and is respectful of previously-acquired knowledge and skills in the context of a structured program that adheres to state and accreditation requirements. The program addresses the needs of students, who represent a diverse ethnic, cultural, religious, and educational background. Students bring to the classroom different learning styles, personal goals, age representation, and life experience which create a dynamic learning environment.

This philosophy is achieved through a focus on the following four meta-paradigms of Nursing:

The Person

Central to students' Nursing education is the person who is both the participant in and the recipient of care. These individuals are unique and possess biological, physical, psychological, and social histories and are in a continuous process of evolving and changing. Integral to this process is the degree to which the individual is able to meet basic human needs and to successfully traverse the various stages of human growth and development.

 The individual's goal is to establish and maintain equilibrium or homeostasis through the use of learned coping mechanisms that may be internal or external. The person may be viewed as a system in constant interaction with other systems external to one's self. Inherent within each system are stressors that impact the individual; the response to these stressors is a significant indicator of overall health.

The Person's Environment

The individual's environment consists of dynamic biophysical, psychosocial, cultural, and spiritual elements that interact in various ways to impact health. Changing environments may alter or affect a person's health by changing or removing unhealthy stressors and enhancing or providing health-promoting resources. The Program views the individual as inextricably linked to the larger systems of family, community, culture, and society. It is within this context that the program works to more fully understand the unique qualities, wants, and needs of the various individuals and populations served.

Health

Health is a dynamic state which may be conceptualized on a wellness-illness continuum; within this ever-changing framework, health can be positively or negatively impacted by a variety of internal or external factors. It is the role of the nurse to meet the needs of the client by facilitating a return to an optimal degree of wellness.

Healing is the process through which illness is overcome and wellness reestablished as a result of goal-directed action through the effective use of personal, interpersonal, and environmental resources. The power of the mind-body continuum is integral to achievement of health for each individual.

Nursing

Nursing is a caring profession that addresses the needs of the client to promote, restore, and maintain an optimal level of wellness. Nursing is based on a holistic framework that respects the

biological, psychological, emotional, cultural, social and spiritual needs of the individual and family unit.

Compu-Med's Nursing program adopts the American Nurses Association definition of Professional Nursing:

"Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through

the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations".

(Nursing's Social Policy Statement, Fourth Edition, 2015, p. 6 &Nursing: Scope and Standards of Practice, 2015, p. 7)

Nursing Education

Nursing education is a lifelong path and requires nurses to employ cognitive, psychomotor, and affective skills within the Nursing process. Nursing education involves the facilitation of Nursing

theory, skills and attitudes which promotes student responsibility and accountability moving the student from novice to expert with regard to academic development and understanding of the role of the Registered Nurse.

Nursing education incorporates knowledge from the biological, physical, and social sciences as well as liberal arts and humanities.

Optimal learning for a diverse student body requires an environment that is non-threatening and supportive, utilizing a variety of instructional modalities and including frequent feedback. Learning evolves from basic to advanced skills and concepts and requires active participation of both student and instructor. Faculty members are viewed as mentors, facilitators, catalysts, resource persons, and role models.

The clinical context for Nursing education occurs in a variety of settings, thereby expanding the depth of the student's knowledge and ability to function in multiple entry-level roles. The program prepares students for licensure and safe entry-level practice as Registered Nurses and provides the foundation for students to continue their education in Nursing to the baccalaureate or higher level.

Program effectiveness is evaluated on a continual basis by members of the academic community and local communities of interest.

Organizational Framework

As evidenced in the program's philosophy, the program curriculum emphasizes understanding and respect for the individuality of each person. The organizational framework strategy employs and incorporates the Nursing Process.

Theoretical concepts that are critical to this organizational framework include:

- Basic Human Needs
- Core Human Values

- Holism
- Lifespan Development
- Mind-Body Continuum
- Stress and Adaptation
- Systems
- Wellness-Illness Continuum

Additionally, the program has identified specific organizing concepts or "threads" throughout the curriculum. These include, but are not limited to, the following:

- Care across the Life Span
- Comfort
- Communication, Nurse-Client Relationship
- Critical Thinking
- Culture, Ethnicity, Religion
- Environment: Care Settings
- Information Management
- Legal and Ethical Aspects
- Levels of Prevention: Primary; Secondary; Tertiary
- Nursing Roles
- Nutrition
- Pharmacology
- Roles and Relationships: Patient/Family
- Safety
- Teaching/Learning

Finally, the program is organized according to learning domains. Students will obtain the knowledge and develop intellectual skills (cognitive); students will develop the capacity to care for the whole individual (affective); and students will perform the skills required as a registered nurse (psychomotor).

The following table illustrates the correlation between the theoretical concepts, the learning domains described above and the curriculum threads, according to achievement of program goals.

End of Program Student Learning Outcomes (EPSLOs) for ADN Nursing Program

These EPSLOs are designed for an Associate Degree in Nursing (ADN) program and incorporate elements from the National League of Nursing (NLN) Educational Competencies of the ADN Nurse, Quality and Safety Education for Nurses (QSEN), National Patient Safety Goals, NCLEX-RN Test Blueprint, and Nursing Process / Clinical Judgment Model.

1. Graduates will utilize the nursing process (assessment, diagnosis, planning, implementation, evaluation) to provide safe and effective patient-centered care across the lifespan.

2. Graduates will integrate knowledge from QSEN competencies (patient safety, quality improvement, medication safety, communication, teamwork & collaboration) to minimize risks and optimize patient outcomes.
3. Graduates will demonstrate critical thinking skills to analyze patient data, prioritize interventions, and make sound clinical judgments in diverse healthcare settings.
4. Graduates will utilize evidence-based practice to guide clinical decision-making and ensure optimal patient care.
5. Graduates will communicate effectively with patients, families, and members of the interdisciplinary healthcare team to promote patient safety, collaboration, and positive patient experiences.
6. Graduates will demonstrate cultural competence by providing patient care that is sensitive to individual beliefs, values, and backgrounds.
7. Graduates will competently utilize nursing technology (electronic health records, medication administration systems) to ensure accurate documentation, communication, and patient care delivery.
8. Graduates will critically evaluate and integrate information from various sources to make informed clinical decisions.
9. Graduates will demonstrate ethical and professional conduct, upholding the standards of nursing practice and the Nurse Practice Act.
10. Graduates will advocate for patients and participate in quality improvement initiatives to promote a safe and healthy healthcare environment.

These EPSLOs provide a framework for the ADN program curriculum and student learning. Assessment strategies are aligned with these outcomes to ensure graduates possess the knowledge, skills, and attitudes necessary for successful entry into the nursing profession and passing the NCLEX-RN exam.

Description

Compu-Med Vocational Careers' associate degree in nursing prepares students to practice professional Nursing. Professional Nursing involves the performance of those acts requiring substantial specialized knowledge, judgment, and nursing skills based upon applied principles of biological, physical, psychological, and social sciences. The nursing practice of a professional nurse includes but is not limited to:

- Observation, assessment, Nursing diagnosis, planning, intervention, and evaluation of Care;
- Health teaching and counseling of individuals who may be ill, injured, or ailing;
- Promotion of wellness, maintenance of health, and prevention of illness in others;
- Administration of treatments and medications as prescribed in accordance with standards of Nursing practice.

Program Goals Statement

The Nursing program's mission is further defined by the following goals:

- Students will acquire the knowledge and skills to be safe, competent care providers

- Students will effectively communicate, using the written and spoken word accurately
- Students will successfully collaborate with healthcare teams and clients to provide a comprehensive plan of care
- Students will utilize critical thinking skills to problem-solve situations
- Students will possess the necessary skills for obtaining entry-level employment as Nurses.

Admissions Enrollment Process

Refer to the Compu-Med Vocational Careers Catalog.

Nursing Curriculum

Nursing Course Enrollment

The Nursing core curriculum is designed in a sequential manner in that each Nursing Program course is either a co-requisite or prerequisite for the subsequent program course offered; therefore, successful completion of each course is a requirement for progression throughout the Nursing Program. To advance to successive nursing courses, students must achieve a grade of "B" with a minimum 80% in each didactic course, earn a minimum score of 90% on the dosage calculation test required in each core course (two attempts only), "pass" each critical skill performance (two attempts only), and successfully "pass" each clinical component.

Students who do not meet these requirements will not be allowed to progress in the nursing program. If the student wishes to repeat the course to continue their program of study, they must contact the nursing program Director who will determine the student's status of eligibility for continuance in the Program. If eligible they will need to submit a formal appeal in writing to the Campus Director and meet to review and create a plan for success.

Refer to the Compu-Med Vocational Careers' catalog for detailed information.

Nursing Program Curriculum Changes

As the Nursing curriculum must reflect the changing nature of the nursing profession, some restructuring of the nursing curriculum will occur periodically. Due to this potential restructuring, students who withdraw or are dismissed from one class due to academic or clinical failure and who return to complete the program with another class are required to meet the graduation requirements of the current curriculum and abide by current programmatic policies and procedures.

Curriculum Meetings

The curriculum committee periodically reviews, monitors, and evaluates curriculums for achievement of program goals, objectives, and assessments. After which the committee will make recommendations for improvement. Faculty membership shall be representative of the academic programs based on the nursing program's policies. Faculty is to systematically evaluate the curriculum in relation to professional accountability, standards of nursing practice, accreditation criteria, and achievement of outcomes. After the review they will present recommendations for

curricular revision and action to the Academic team during Academic meetings and then report discussions/findings and outcomes to the nursing faculty.

Student Advisory Meetings

The Compu-Med Nursing Program believes in the value of student input regarding planning policies and program operations to develop informed decisions that best serve students and program outcomes. Faculty and administrators of the school use student input from various sources. The function of the Student Advisory meetings is to provide input regarding student orientation, resources, policies, procedures, including proposed changes, discuss the "student experience" and offer suggestions to maximize program effectiveness and student satisfaction, provide input and promote involvement in special events such as student activities and graduation. Meetings will be held each semester and periodically as needed.

Programmatic Requirements

Throughout the nursing curriculum, there are programmatic requirements that must be fulfilled by the student to pass the course and continue in the nursing program.

Dosage Calculation Tests

Successful completion of basic mathematics and metric conversions are required to accurately calculate medication dosages, IV flow rates, IV medication titrations, and routes for drug administration. Each Nursing course requires students to pass a dosage calculation test with a minimum score of 90% after two attempts. If the student does not pass the dosage calculation test with a minimum score of 90% after two attempts, they will not pass the course, and therefore cannot continue in the program. The student may seek the approval of the Nursing Program Director to repeat the course.

The Dosage Calculation test will be delivered in the following courses:

- Pharmacology I/II
- Medical Surgical Nursing
- Maternal/Pediatric Nursing
- Leadership

If a student is unsuccessful on their first attempt, they will have a second opportunity to retest during the course.

Student Participation in Program Governance

The Nursing Program values input from students in developing and evaluating an effective Nursing education program that is responsive to its students, clinical agencies, prospective employers, the community, and professional standards and expectations. Students can provide input through completion of confidential surveys distributed at the end of each course and through participating as a representative to the student government organization and to program committees.

Testing Policy for Associate of Science in Nursing Program

Admission Testing Policy (TEAS)

To gain admission to the Nursing Program, a student must meet the admissions standards. Students who chose to take the TEAS and are not successful in the first attempt of the test, will have another opportunity to take the test. No more than two attempts of the TEAS will be allowed in a one-year period.

End of Course Testing Policy

At the end of every Nursing Core course, students will be required as part of their grade to take a proctored test and receive the course minimum score to move onto the next semester. If the student is not successful in the first attempt of the test, they will have another opportunity to take the test within 14 days. If a student is not successful in passing the exam on the second attempt, they will have to repeat the course, if it allows within the course repeat and SAP policy.

End of Program Testing Policy

At the end of the program students will be required to take a proctored test and receive the published minimum score to move onto the next semester. If the student is not successful in the first attempt of the test, they will have another opportunity to take the test within 14 days. If a student is not successful in passing the exam on the second attempt, they will have to repeat the course, if it allows within the course repeat and SAP policy.

Program Demands

At this point, it is appropriate to emphasize the significant amount of effort required to succeed in the Nursing Program. Each Nursing course requires considerable effort outside of the classroom, skills laboratory, and clinical schedules. Substantial technical reading assignments, weekly writing, lengthy and complex research assignments along with practicing to perfect Nursing skills can easily double or triple the time commitment required. Individuals must carefully evaluate their motivation and ability to commit to this schedule for a period of almost two years, particularly after the Nursing courses begin.

Due to predictable and occasionally unpredictable shifts in class and clinical scheduling (including some early morning and late evening hours), consistent, reliable arrangements for meeting home and outside employment obligations must be established and maintained throughout the period of enrollment to support the students' success in the Nursing Program. Compu-Med Vocational Careers and the Nursing Program are likewise committed to supporting each individual nursing student's success by offering a quality education and an array of practical tools that can assist students in acquiring the values, knowledge, and skills that are necessary for practice as a professional nurse. It is the student's responsibility to arrange their schedule to allow for compliance in clinical, lab, and didactic course attendance.

Nursing Core Course Repeat Policy

If a student earns below an 80% on a nursing core course or is unable to meet the requirements for advancement in the Nursing core component of the program, the student will be academically.

withdrawn from Nursing Program. Should the student wish to repeat the course in which they received an unsatisfactory grade a meeting with the Director of Nursing must first occur to determine the student's eligibility status, if found eligible they must submit an appeal in writing to the Campus Director to review and to create a Plan of Success.

> *Depending on the length of time a student is out of the program, there could be a recommendation made by the Program Director, to have the student audit previous course(s) in an attempt to re- establish lost skills or successfully complete a skills competency examination.

> *A student may only repeat the same course once. If the student fails the same course a second time, the student will be academically dismissed from the program.

> *Repeat of courses may not be covered by Financial Aid.

Pre-Clinical Nursing Core Requirements

At the beginning of the Fundamentals course and prior to entering the clinical setting, students will be required to provide evidence of the following:

1. A physical examination: the practitioner who completes this examination must attest to the individual's ability and readiness for work in a professional capacity as a nurse (physically, mentally, emotionally; "Essential Functions for Coursework")
2. A negative TB test and/or chest x-ray when indicated (chest x-ray required every other year with positive TB test)
3. Current immunizations and titers to affirm active immunity
4. CPR (healthcare provider) certification by American Heart Association
5. Background screening (FDLE Level II), results must conform to the requirements set forth by the Florida Board of Nursing; results must be sent directly to the College
6. Drug screening: results must be sent directly to the College
7. Evidence of annual renewal of TB tests, flu shots, physical exam, etc. is required at the designated intervals after the individual has started in the Nursing Program.

A packet of forms will be provided by the Director of Nursing and ALL documents must be completed/signed prior to entering Fundamentals of Nursing.

Prior to starting clinical instruction in Nursing courses, students will be required to attend/participate in healthcare institution orientation sessions, which may include computer instruction. These sessions are scheduled at the discretion of the institution.

Criminal Background Check and Drug Screening Policy

Students will be subject to criminal background checks and drug screenings prior to enrollment in the clinical sites and/or at any time throughout the duration of the program as per the request from the program's clinical affiliates. It is at the discretion of each medical facility to implement a

standard protocol regarding student admittance for educational purposes. Students should be prepared to abide by set protocols and incur any associated fees that may arise in the safety screening process to which the program's clinical affiliates adhere.

Criminal Background Check

An initial criminal background check will be required prior to enrollment in the Nursing Program. Once the student has been accepted into the program, should the student become involved in criminal activity in which the initial criminal background clearance status becomes compromised, the student may be withdrawn from the program.

The College reserves the right to deny an application to or continuance in the Nursing Program based on the following criteria:

An applicant who has pled guilty or has pled nolo contendere (no contest) to an offense which is classified as a misdemeanor or felony which is directly or indirectly related to patient care or public health. Crimes which may directly or indirectly relate to patient care or public health include, but are not limited to: murder, attempted murder, manslaughter, rape, sexual assault, violence or threat of violence, driving while intoxicated or impaired, controlled substance abuse, and fraudulently altering medical documentation, insurance claims, and medical prescriptions.

Drug Screening

Students will be subject to drug screening prior to and during their clinical education experience. The first drug screen will be completed no sooner than one week prior to beginning NUR101, Nursing Fundamentals, unless otherwise required by clinical affiliates. Subsequent unannounced drug screenings will be required for all students later in the program. Additionally, drug screening will be required on reentry to the core following a schedule gap. Individual clinical affiliates reserve the right to ask for additional screening before permitting students to begin clinical assignments. Compu-Med will provide a list of acceptable facilities that provide this service. All associated fees are the responsibility of the student. Failure to comply with required screenings in a timely fashion or a positive drug screen report will result in termination from the program, unless otherwise determined for good cause by the Director of Nursing.

Exposure to Blood Borne Pathogens & Communicable Diseases

The Nursing Program has developed a policy to limit the student's occupational exposure to blood and other potentially infectious materials since any exposure could result in the risk of transmission of these materials.

- Training: Basic information regarding blood borne pathogens and standard precautions will be provided to all students in the program.
- Exposure associated tasks for Nursing students during the clinical practicum:
- Patient hygiene/elimination
- Vascular access
- Environmental/equipment cleaning
- Specimen collection
- Specimen transport
- Waste/linens management
- Standard precautions to prevent the acquisition of infection by the student:

- Hands must be washed between every direct patient contact.
- Non-sterile gloves must be used if contact with blood, body fluid, secretion or excretion is anticipated.
- Gown and facial protection must be worn when doing procedures which may cause splatter & aerosolization of body fluids.
- Disposable needles & syringes should be placed in rigid puncture resistant containers. To prevent needle stick injuries, needles should not be recapped, bent or broken before disposal.
- Incident reporting: Should an exposure incident occur during a student's clinical rotation; the student should immediately inform the supervisor at the site and the Clinical Coordinator within 24 hours of occurrence. Appropriate action and follow-up will be initiated immediately by the Program Director upon receipt of a written incident report.

Exposure Incident Policy

Occupational Exposure is defined as a skin, eye, mucous membrane, or parenteral contact (i.e., needle stick) with blood or other potentially infectious materials that may result from the performance of an employee's/student duties.

Reporting

* Students with an exposure incident are to report immediately to their instructor or Site Supervisor at the clinical site.

* Students on clinical assignments will also be required to report the incident to the Director of Nursing.

Medical Care

*The student will be advised to seek medical attention within 24 hours of the incident.

*The student should see a primary physician and have the necessary testing, evaluation and follow-up performed. If the student does not have a primary physician available, the Director of Nursing will direct the student to a medical facility where testing, evaluation and follow-up can be done.

*During the student's visit with the physician, a baseline blood sample may be collected immediately following the incident with subsequent periodic samples taken at a later date. The results of the student's blood test are confidential and will be known only to the contacting physician and the exposed student.

*Counseling and other features of post exposure evaluation may be offered whether or not the student elects to have baseline HIV/HBV/HCV serological testing.

Hepatitis B Immunization Policy

Hepatitis B Information

Hepatitis B is a serious disease caused by a virus that attacks the liver. The hepatitis B virus may cause lifelong infection, cirrhosis (scarring) of the liver, liver cancer, liver failure, and death.

Workers who have direct contact with human or primate blood and blood products are at risk for exposure to hepatitis B virus.

Hepatitis B Vaccine

Hepatitis B vaccine provides immunization against all hepatitis B, but not against hepatitis A or C. The vaccine utilizes the non-infectious portion of the B virus and is produced in yeast cells. It is produced without the use of human blood or blood products.

A full course of immunization requires three doses of the vaccine to be given at specific intervals over a 6-month period. Most healthy people who receive the full course will develop a protective antibody against hepatitis B virus. The duration of protection of hepatitis B vaccine is unknown at this time. However post-vaccination antibody testing can detect this and one additional series of hepatitis B vaccination can sometimes generate immunity.

Due to the potential occupational exposure to blood or other potentially infectious materials, students may be at risk of acquiring a hepatitis B virus (HBV) infection. The Nursing team highly recommends that all students undergo hepatitis B vaccination; however, this is not a requirement for the program.

Medical Record Confidentiality Policy

Students must maintain the confidentiality of all patient medical records and information they come in contact with at a clinical education site or at Compu-Med as part of their educational process:

- The student must follow all state and federal statutes and regulations regarding patient medical record and medical information.
- The student must follow the clinical education site's policies and procedures regarding patient medical records and medical information.
- When a student must use a patient's medical information the student must use it properly and in the correct setting.
- The student must not disclose any of a patient's medical record information to a non-health care provider. The health care provider must be medically involved with the patient for the student to provide the patient's medical record information.

Failure of the student to follow state and federal statutes and regulations and improperly using confidential patient medical record information may cause the student to be withdrawn from the Nursing Program.

Pregnancy Policy

The student may voluntarily notify the Director of Nursing of their pregnancy. This notification should be in writing and include the following information:

- Student's name
- Expected date of birth

Should the student choose to voluntarily declare her pregnancy and remain in the program, the student will continue to complete all programmatic requirements without modification.

The student has the option to continue in the program without modification or request a leave of absence per the College's policy. The request will be granted with proper documentation. Upon completion of the leave, the student may choose to be reinstated in the program as outlined in the policy. The student may be reinstated by making an appointment with the Director of Nursing or designee.

Nursing Program Costs

Financial Aid

Information regarding scholarships, grants, and loans are available through the U.S Department of Education. The following web sites are also excellent resources for researching financial aid availability: www.discovernursing.com, www.nln.org (National League for Nursing); www.nsna.org (National Student Nurses' Association); www.ana.org (American Nurses Association); www.aacn.nche.edu (American Association of Colleges of Nursing).

Uniforms, Texts, Supplies and Special Fees

Students are required to wear Compu-Med Vocational Careers scrubs which one set are included in tuition. Textbooks are the responsibility of the student, and the fee is paid upfront. Students are required to furnish their own personal school supplies as well as equipment required for clinical practice including a stethoscope, a watch with a second hand with clearly visible numbers, bandage scissors, and a scratch pad. Students are advised to label their stethoscopes and scissors and any other personal supplies that they might use in the clinical setting.

Other Nursing Program Expenses

Students accepted into the Nursing Program are responsible for any and all incurred clinical education expenses such as travel, food, etc. Other expenses include, but may not be limited to, the cost of a physical examination, any required immunizations, CPR certification, FDLE/background checks, and standardized examinations. Pinning includes the cost of the Nursing cap and cap holder (optional), white uniform, individual photographs (optional), and invitations (extra optional). The NCLEX-RN examination is approximately $310, which includes Florida Board of Nursing and PearsonVue fees.

Standards of Appearance

Proper professional dress and appearance are required. Students are required to wear their Compu-Med Nursing Program scrubs and badges for ALL Nursing classroom, skills laboratory, clinical experiences, and any time they are on campus or at a college sponsored function representing Compu-Med.

Uniforms

The following rules pertain to scrub uniforms:

- Clean, well-maintained and pressed

- Appropriately-fitted (not too-tight or too-loose); fit must be conservative so as not to be revealing in nature
- Cannot be altered in appearance other than approved Compu-Med embroidered logo
- Cannot be worn outside of Compu-Med Nursing experiences
- An optional white scrub jacket may be worn over the scrub uniform
- An optional white, long or short-sleeved t-shirt may be worn underneath the scrub top. No sportswear or jackets with hoodies are allowed.
- Uniforms that appear worn, dingy, stained or torn must be replaced at the student's expense.
- Undergarments must be worn and not be readily visible/extending beyond the scrub top with the exception of a small area at the neck of the garment
- If scrub pants are too long, they must be altered so that the hem falls at shoe level but does not touch the floor (no folding or cuffs are permitted).

** Must wear Compu-Med Nursing Program badge and/or facility-specific badge at all times; badge is worn over the chest pocket.

Laboratory Coats

The following rules pertain to laboratory coats:

- Clean, well-maintained, and pressed
- Appropriately-fitted
- Cannot be altered in appearance
- Must be worn whenever entering the clinical setting for clinical preparation
- Cannot be worn outside of Compu-Med Nursing experiences
- Must be removed prior to administering patient care
- Compu-Med name badge must be worn over the left breast pocket

Shoes

The following rules pertain to shoes worn with uniforms:

- Clean Shoes (Some clinical sites require white)
- Free of visible lettering
- Comfortable but snugly-fitted (preferably with ties)
- Full-coverage (no sling-backs, no clogs), closed-toe
- Clean (including ties); well-maintained/in good repair
- Socks must be clean, white and cover the entire foot and ankle area

Overall Appearance – to be followed in Lecture, Lab, Clinical Settings and anytime on campus or at a college sponsored function representing Compu-Med.

- Good hygiene and grooming; free of body odor and perfumes/colognes; overall body appearance must be commensurate with a professional presentation
- Trimmed hair, beard, moustache, sideburns (some clinical affiliates may not allow facial hair)
- No visible tattoos; tattoos that may be visible must be covered
- Body piercing: One small stud permitted per ear lobe (no larger than ¼"); no other visible piercings are allowed (no hoops or dangling earrings). This includes all facial

piercings including but not limited to tongue, nose, eyebrow, ear cartilage or other visible piercings.

- Jewelry: solid metal wedding/commitment bands only; dangling earrings are not permitted; single, simple necklace is permissible as long as it does not extend over uniform (certain jewelry may not be permitted in certain clinical sites such as mental health and pediatrics).
- Nails: short, clean, and well-manicured (not beyond tip of finger); no nail polish, décor/jewelry, artificial or acrylic nails
- Hair: Must be clean, neat, trimmed, off the collar, away from the face and secured (must not fall forward when bending over); securing devices must be simple/non-ornamental, preferably matching the hair color or white. No caps, headbands, bows, scarves or bandanas. Due to the professional nature of the Nursing profession, hair color that occurs in nature and a conservative cut and style is required.
- Make-up: Mascara, eyeliner, lipstick, foundation, and eye shadow are acceptable if applied
- conservatively. No artificial eyelashes are permitted.
- Gum chewing is inappropriate, unprofessional and is not permitted at any time while in uniform.
- Smoking is not permitted at any time while in uniform. Students who are smokers will be required to practice meticulous hand hygiene prior to client contact.
- Some agencies may require their own identification badges in addition to the one issued by the school. ID badge must be visible at all times.
- Lanyard (necklace) badge holders are not permitted in order to ensure the safety of the student.
- Students who must wear a head covering and/or long sleeves due to religious preference or doctors order are to do the following:

*Wear a white or black covering and if long, tuck it into the neck of their top.

Note: Faculty reserves the right to determine that an individual student's appearance may be inappropriate; accordingly, inappropriate attire may result in that student being dismissed from the clinical or academic setting.

Communication

Nursing Program Bulletin Board

Please check the Nursing Program bulletin boards on a regular basis for official announcements, updates, and job opportunities.

Announcements

Verity and Canvas will be utilized by faculty for submitting grades,

resources and communicating with students. It is the responsibility of the student to review daily.

Student/Faculty Communication

Students are encouraged to take all curriculum related questions and concerns to the appropriate faculty member. However, before and after class, instructors are often engaged in activities related to the learning activities of the day and may not be able to provide sufficient attention to address individual academic concerns. Faculty e-mail address and office hours are indicated on course syllabi. It is recommended that students make appointments with faculty for individual academic issues in order to ensure appropriate attention can be provided to the student.

Please keep basic etiquette rules in mind when sending e-mail. Follow the specific instructor's directions regarding subject lines and attachments. Do not use "texting" abbreviations. Do not use all **CAPITAL LETTERS**. This can be interpreted as yelling. Check your spelling. Be courteous and avoid offensive language.

Program Outline

Online General Education Courses

Term	Course #	Course Name	Credits	Hours	Lecture	Lab
1	BSC2085	Human Anatomy & Physiology I	3	45	45	0
	BSC2085L	Human Anatomy & Physiology I Lab	1	30	0	30
	ENC1101	English Composition I	3	45	45	0
	MGF1106	College Algebra	3	45	45	0
	MCB2010	Microbiology	3	45	45	0
	MCB2010L	Microbiology Lab	1	30	0	30
2	HUN1201	Elements of Nutrition	3	45	45	0
	BSC2086	Human Anatomy & Physiology II	3	45	45	0
	BSC2086L	Human Anatomy & Physiology II Lab	1	30	0	30
	DEP2004	Human Growth & Development	3	45	45	0
	SPC2608	Speech or ENC 1102	3	45	45	0
	PSY2012	General Psychology	3	45	45	0
TOTALS			**30**	**495**	**405**	**90**

Nursing Core Courses

Term	Course #	Course Name	Credits	Hours	Lecture	Lab	Clinical
3	NUR1100	Pharmacology	2	30	30	0	0
	NUR1000	Fundamentals	4	60	60	0	0
	NUR1000L	Fundamentals Lab	1	30	0	30	0
	NUR1000C	Fundamentals Clinical	3	135	0	0	135
	NUR2500	Psychiatric Nursing	2	30	30	0	0
	NUR2500C	Phychiatric Nursing, Clinical	1	45	0	0	45
4	NUR1200	Med Surg Lecture	6	90	90	0	0
	NUR1200C	Med Surg Clinical	4	180	0	0	180
	NUR1200L	Med Surg Lab	1	30	0	30	0
	NUR2110	Pharmacology Ii	1	15	15	0	0
5	NUR2200	Maternal-Pediatric Lecture	6	90	90	0	0
	NUR2200C	Maternal-Pediatric Clinical	4	180	0	0	180
	NUR2200L	Maternal-Pediatric Lab	2	60	0	60	0
6	NUR2500	Psychiatric Nursing	2	30	30	0	0
	NUR2500C	Phychiatric Nursing, Clinical	1	45	0	0	45
	NUR2900	Nursing Leadership	3	45	45	0	0
	NUR2900C	Preceptorship/Practicum Clin.	4	150	15	0	135
	NUR2999	Capstone	2	30	30	0	0
TOTALS			**47**	**1200**	**405**	**120**	**675**

Nursing Classroom and Skills Laboratory Experiences

Class and Skills Laboratory Schedule

Students entering the Nursing Core curriculum can expect classroom and skills laboratory schedules to occur throughout the week. The specific days that are utilized are determined in part by the days the clinical sites are available and by the coordination of campus resources and scheduled learning activities. Additional class time or laboratory time may be scheduled during the week for practice skills sessions, tutoring, and retention and critical thinking exercises.

To maximize the potential for student learning in the classroom and skills laboratory sessions, maintaining flexibility in the sequencing of teaching/learning activities in these two areas increases the likelihood that the student will be able to more readily apply newly acquired knowledge. In any given day that students are in class, they may shift between didactic/discussion and Nursing skills practice several times.

Scheduling of Clinical Assignments

The scheduling of students' clinical experiences is a complex process involving the needs/requirements of the clinical sites, utilization by competing academic programs and coordination of classroom and skills laboratory assignments amongst all Nursing classes Compu-Med. The Nursing program will continually strive to provide students with advance notice of a clinical schedule change. However, due to external factors students should be prepared to accommodate changes in their clinical affiliation assignments, including days of the week, and times of day. No guarantees are made for the availability of specifics days as the student moves through the Nursing program.

Clinical Shifts

The time that the student spends in the clinical setting varies with the course. Because of the importance of clinical education, students are expected to be present for all scheduled experiences. Clinical absences must be excused and may only occur twice a semester. More than two clinical absences will result in course failure. Excused missed clinical hours are the responsibility of the student and must be made up as the scheduling allows. Tardiness to the clinical sites will not be tolerated and attendance is the same standard as the classroom.

Pre-Clinical Preparation

In most clinical courses, students are required to complete pre-clinical preparation prior to the scheduled clinical experience. Students who are not prepared for their clinical experience will not be permitted to provide patient care and will forfeit the time allotted of clinical experience for the day.

Clinical Nursing Education

Clinical education is an essential component of the curriculum of the Nursing Program. The Program affiliates with a variety of clinical sites in locations that are generally within a radius of approximately 60 miles of the campus, however, some affiliates may be located outside this area.

Philosophy of Nursing Program Clinical Site Selection

Clinical Experience Selection as Related to Continuum of Nursing Care Requirements

The Nursing curriculum is designed to support students' clinical learning through the application of a continuum concept of Nursing care. Initially students begin in a care setting where patients' Nursing care needs are somewhat basic in nature. With each subsequent course, the intensity and complexity of patients' care needs gradually increase culminating in the provision of care for individuals whose Nursing care requirements are more acute and complex.

Clinical Experience Selection as Related to Primary, Secondary, Tertiary Care Settings

Beginning assignments may be in long term care settings where patients with chronic, stable conditions require assistance with activities of daily living. Students' next experience may be in settings where patients have conditions of an acute nature that require somewhat routine medical or surgical intervention; a small, community hospital may be utilized at this time. Finally, students' clinical experiences will involve the care of individuals whose Nursing care requirements are more complex. Ultimately, the determination of specific sites for clinical assignments is subject to availability of clinical resources in the community.

Faculty Supervision of Nursing Students during Clinical Experiences

Nursing students must be supervised at all times in the clinical area by Compu-Med Nursing faculty. The only exception to this rule is when students are taking their last clinical Nursing course, Preceptorship, where they are assigned to a qualified registered nurse preceptor who meets the requirements of the Florida Nurse Practice Act.

The following policies shall be followed:

1. The number of program faculty members shall not exceed one faculty member directly supervising every 12 students.
2. For a hospital setting, indirect supervision may occur only if there is direct supervision by an assigned clinical preceptor, a supervising program faculty member is available by telephone, and such arrangement is approved by the clinical facility.
3. For community-based clinical experiences that involve student participation in invasive or complex nursing activities, students must be directly supervised by a program faculty member or clinical preceptor and such arrangement must be approved by the community-based clinical facility.
4. For community-based clinical experiences not subject to subparagraph 3. Indirect supervision may occur only when a supervising program faculty member is available to the student by telephone.

All approved clinical preceptors supervising students in the Associate of Science in nursing program must be a Registered nurse.

Clinical Experience Variability by Site, Faculty, Assigned Student Group

Students are exposed to many of the area's major healthcare organizations during clinical experiences throughout their tenure in the Nursing Program. This practice is advantageous to the individual student, the healthcare agencies in the community, and the Nursing Program. By learning how to provide Nursing care in a variety of healthcare settings that possess different cultures, models of Nursing practice, and patient populations, the depth and breadth of students' knowledge and ability to adapt are enhanced. Community healthcare organizations benefit directly by the Nursing care contributions of students and faculty; indirectly, recruitment of new graduates may be supported. Through maintaining and utilizing a broad spectrum of clinical affiliations, knowledge of prevailing Nursing practice in the context of the healthcare community is expanded and relationships with nursing leaders are strengthened.

Clinical Experience Variability by Nursing Faculty

Students' learning is enriched when guided by various Nursing faculty within the faculty organization. While a small faculty team is responsible for maintaining consistency and continuity between classroom and clinical instruction, Nursing instructors' model and demonstrate Nursing practice from a perspective that is uniquely their own, based in years of knowledge and experience as professional Nurses. By increasing students' exposure to the many facets of professional Nursing practice and mentors, they are supported in their acquisition/development of Nursing skills and in visualizing professional possibilities for future career direction.

Clinical Experience Variability by Peer/Student Group

Finally, the value of learning that can result from positive interactions with fellow students cannot be overstated. Over the course of students' tenure in the Nursing Program, bonds between individuals and/or groups of students are inevitable. These relationships can be especially powerful in supporting students' adaptation to the many stresses associated with being a Nursing student, particularly when they have other important roles in life to fulfill. If at some point, students find themselves similarly limiting their engagements with fellow students during learning experiences on a consistent basis, however, they are encouraged to take the initiative in seeking out opportunities for collaboration with other students.

Selection of Clinical Sites

Clinical sites are carefully selected by the Nursing Program in accordance with curriculum requirements, quality of the care environment (and appropriate licensure/accreditation of the agency), appropriateness of the professional Nursing care delivery model, and adequacy of available openings for Nursing students.

Student Assignment to Clinical Groups

In most clinical Nursing classes, there are at least one clinical groups to which students are assigned. In general, each clinical group is supervised by one Nursing instructor. In the first two clinical Nursing courses, Nursing fundamentals and Medical/Surgical Nursing, students generally remain with a single instructor throughout the period of the course. Other clinical Nursing courses may require students to rotate through experiences such as pediatrics with one instructor and obstetrics with another instructor.

Because of the small number of clinical groups in each class and the need to equalize and limit the size of clinical groups required by the affiliates and/or necessitated by unit/patient characteristics, students are usually assigned to a group by faculty. Over the length of the Nursing Program, students' geographic proximity to clinical sites cannot be a significant consideration due to the small number of clinical groups and the reality that most students will have to travel to clinical sites that are not always close to home due to specialty site requirements, available sites, etc. Acknowledging the gains that can be realized by exposing students to variable clinical experiences, how individual students are assigned to clinical sites thus becomes a reflection of this belief. When possible, assignment to healthcare facilities and/or patient care units that the student had not been assigned to previously is preferred.

Clinical/Skills Laboratory Performance

Students must pass all critical skills performed in the skills laboratory in order to advance to the next Nursing core course. They will be provided with an additional opportunity to pass the skill if they are not successful on the first try.

In the clinical setting, students must perform all Nursing skills competently in accordance with the facility and the Compu-Med Nursing Program policy. If a student does not perform a skill satisfactorily, they may be required to successfully complete the skill in the skills laboratory thereafter. Students who exhibit any actual or potentially unsafe behavior in the clinical setting may receive consequences such as: removal from the clinical setting; placement on probation; completion of skills laboratory practice and testing; course failure; and/or dismissal from the Nursing Program. Unsafe practices resulting in clinical incidents will also require that the student complete institutional and the Compu-Med Nursing Program documentation related to the event and other activities required by the institution and the Program. Students who are deemed unprepared for clinical experiences may be prohibited from patient contact and will forfeit the clinical day.

Academic Progression/Promotion

Students must satisfy the requirements of each course, including didactic, laboratory, and clinical achievement to progress in the Nursing Program. If a student is unsuccessful in one area, they must repeat all three: didactic, clinical, and laboratory.

Academic Performance Nursing Core Courses

To advance in the Nursing core component of the program students are required to:

1. Earn a minimum grade of "B" with an 80% in each didactic course.
2. Earn a minimum score of 90% on the dosage calculation test required in each core course (2 attempts only)
3. Pass each critical skills performance for each core course (2 attempts only)
4. Pass each clinical component of the program and complete the required clinical hours in their entirety.

Grading System

Compu-Med Grading System

Student performance is recorded in grades as follows: A =   90-100

       B =   80-89
       F =   0-79
       I =   Incomplete
       T =   Transfer
       AU =   Audit
       P =   Pass *(For designated courses only. (See Course Descriptions below))
       NC =   No Credit
       R =   Re-Take
       Z =   CLEP
       W =   Withdrawn
       WA = Withdrawn for Unsatisfactory Student Progress Meeting Programmatic Criteria
       WX = Withdrawn for Excessive Absences

Nursing Program Grading System for Laboratory, Simulation, or Clinical Component

P (Pass) =   Satisfactory
F (Fail) =   Unsatisfactory

Out-of-Class Work

Out-of-class work is an essential part of every program of study. Out-of-class work enables students to master course learning objectives and leads to the achievement of overall program objectives. Out-of-class work refers to self-directed learning activities such as reading assignments, research activities and projects, Online Practice tests, remediation, case studies, quizzes, assignments (papers and essays), knowledge checks, and self-assessments, etc.

Grading Policy

Each student's work is to be evaluated individually. Evaluation of student achievement and all Nursing and science prerequisite courses are calculated using only measurable academic assignments identified in the syllabus and directly related to course objectives.

No points are assigned for non-academic or unplanned activities such as attendance, participation, bonus points, or extra credit. All grades, including the final grade will be calculated as a whole number, Compu-Med does not round grades. Student achievement of course objectives are measured by objective formative and summative assessments as presented in the grading rubric or conversion score (i.e., exams, specialty exams, laboratory/simulation/clinical evaluations, and other assignments. etc.). Pass or Fail will be assigned to three domains (laboratory, simulation, and clinicals).

All Nursing courses with a combination of theory, laboratory, simulation, and clinicals will each require a passing grade (minimum of 80%) and "P" (Pass) as satisfactory evaluation to pass the

course, which means earning 80% of the set of criteria and/or standards being assessed and evaluated.

Student grades are comprised of 10% homework at the discretion of the faculty and 90% objective scores earned by the student on quizzes, tests, and exams.

Grade Appeal Procedures

Please refer to the Compu-Med Catalog Grade Appeal Procedures.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is evaluated at the end of every semester in order to reestablish a student's eligibility to continue receiving federal financial aid funds for the next semester. The following abbreviations are used throughout this policy:

- (SAP) Satisfactory Academic Progress
- (CGPA) Cumulative Grade Point average

In order to demonstrate SAP toward completion of the Nursing Program, a student must maintain a 2.75 CGPA and must progress through the program at a specific minimum pace to ensure that the student does not exceed 150% of the published length of the Nursing Program ("Maximum Timeframe").

There are two standards that must be met:

The qualitative standard for each program requires that a student achieve a minimum CGPA of 2.75 or better for each semester in the program. At completion of the program, every nursing student must have a CGPA of at least 2.75 in order to graduate from the Nursing Program.

The quantitative standard requires students to complete the Nursing Program within the Maximum Timeframe of the program. Transfer credits that are accepted by CMVC for credit toward the Nursing Program are included in the calculation of the Maximum Time Frame. The required minimum pace of completion percentage (Completion Rate) is derived by dividing the number of earned credits by the number of credits attempted. In this calculation, transfer credits are counted as both attempted and earned credits. Students must successfully maintain a Completion Rate of at least 67% by the end of the first Semester and maintain a 67% minimum Completion Rate in all following semesters.

The courses withdrawn during the add/drop period are not included in the Completion Rate as either attempted or completed credits. However, if a student withdraws from a course after the add/drop period has expired; the credits for that course will be included as credits attempted in the Completion Rate.

Missed/Late Assignments

Students are expected to submit required homework/assignment on specified due dates. Any coursework not submitted on the due date is late and receive a 10% reduction per late day up to day 5 at which time a zero is recorded. Appeals may be made at the discretion of the faculty.

Missed/Make-up Exam

There are no missed or make-up examinations in general. However, for extenuating circumstance an alternate format make-up exam may be given at the discretion of the Program Director with verifiable documents to support an excused absence.

Arrangements will be made to take an alternate exam. Make-up exam will test the same content area but MUST include different questions, or a different format of questions (e.g., fill-in-the-blank, short-answer, case studies, Nursing care plans, etc.). Make-up exam grade may have 10% deduction.

Academic Advisement

The Nursing faculty believes in multiple methods of teaching and learning styles to maximize the learning of our students. Classroom instruction, simulation, blended content delivery and clinical placements are some of the methods used.

Students with a grade below 80% must meet with their instructor to discuss an academic success plan. A student who receives a test score of less than 80% is required to make an appointment with the faculty or clinical instructor to review the student's status, study habits, and to agree on a plan of success. It is imperative to communicate with faculty at various stages throughout the semester. Frequent monitoring of grades is the responsibility of the student and should not be neglected until the end of the semester.

It is the student's responsibility to notify faculty if they would like to make tutoring arrangements. Students experiencing life issues should be in contact with the faculty and the Program Director prior to experiencing a change in status.

Graduation Ceremony

Graduation

Compu-Med graduation ceremonies are held three times a year. This event is attended by all faculty and staff and graduates from all academic programs; Nursing students are strongly encouraged to participate in this event sharing their accomplishment with fellow graduates, Nursing and general education faculty and staff who have been a part of the graduates' lives during their academic experience, and their families and friends who have supported them throughout their student careers.

Pinning

The Nursing Pinning Ceremony marks the student's completion of the Nursing Program and entry into the profession of Nursing. Pinning is a tradition steeped in Nursing history of the past over 150 years, including the lighting of the Florence Nightingale Lamp and recitation of the Florence Nightingale Pledge. The official Compu-Med Nursing pin is awarded to each graduate.

NCLEX-RN: Registered Nursing Licensure Examination

Upon graduation from the Nursing Program, Nursing graduates become eligible to sit for the NCLEX-RN after the Florida Board of Nursing receives the official list of graduates from the

Nursing Program Director; applications are not processed until this list is received by the Board of Nursing. Instructions regarding "Application for Licensure by Examination" are reviewed with students prior to graduation; the application is also available at the Florida Board of Nursing web site.

Academic Policies

Student Conduct Policies: Academic Honesty and Professional Behavior

CMVC can best function and accomplish its mission in an atmosphere of high ethical standards. As such, Compu-Med expects students to observe all accepted principles of academic honesty. Academic honesty in the advancement of knowledge requires that students respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding the validity of intellectual property. Students are expected to maintain complete honesty and integrity in all academic work attempted while enrolled at Compu-Med. Academic dishonesty is a serious violation of the trust upon which an academic community depends. There are different forms of academic dishonesty including, but not limited to, the following:

Acquiring or Providing Information Dishonestly

Using unauthorized notes or other study aids during an examination; using unauthorized technology during an examination; improper storage of prohibited notes, course materials and study aids during an exam such that they are accessible or possible to view including, but not limited to, cell phones, laptops, tablets, etc.; looking at other students' work during an exam or in an assignment where collaboration is not allowed; attempting to communicate with other students in order to get help during an exam or in an assignment where collaboration is not allowed; obtaining an examination prior to its administration; altering graded work and submitting it for re-grading; allowing another person to do one's work and submitting it as one's own; or undertaking any activity intended to obtain an unfair advantage over other students.

Plagiarism

The deliberate or unintentional use of another's words or ideas without proper citation for which the student claims authorship. It is a policy of Compu-Med that students assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by an instructor of a course. Students may not submit the same work completed for one course in any other course, earning credit for the same work each time. Plagiarism, because it is a form of theft and dishonesty that interferes with the goals of education, must carry severe penalties. The penalties are as follows:

Partially plagiarized assignments

- The first occurrence of a student turning in an assignment containing plagiarized material results in an automatic "F" for that assignment.
- The second occurrence of a student turning in an assignment containing plagiarized material results in an automatic "F" for the course.
- The third occurrence of a student turning in an assignment containing plagiarized material results in an automatic dismissal from the institution.

Entirely plagiarized assignments

- The first occurrence of a student turning in an entire plagiarized assignment results in an automatic "F" for the course.
- The second occurrence of a student turning in an entirely plagiarized assignment results in an automatic dismissal from the institution.

On written papers for which the student employs information gathered from books, articles, electronic, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own segments or the total of another's work.

At Compu-Med, references are cited in accordance with the American Psychological Association (APA) approved format. Guidelines for the appropriate use of this format for citing references are included in the appendices of this Handbook and assignments may be used by Compu-Med to assist in future education by students.

Students retain the right to appeal for readmission.

Anti-Plagiarism Software

Compu-Med provides the anti-plagiarism software, Urkund for all students to be able to submit their work product to be reviewed for accidental plagiarism prior to submitting the assignment. A link to this software is available in the student's Moodle classroom.

Conspiracy

Agreeing with one or more persons to commit any act of academic dishonesty.

Fabrication of Information

Falsifying or inventing any information, citation, or data; using improper methods of collecting or generating data and presenting them as legitimate; misrepresenting oneself or one's status at Compu-Med; perpetrating hoaxes unbecoming to students in good standing or potentially damaging to CMVC's reputation or that of the members of its academic community of students and scholars.

Multiple Submissions

Submitting the same work for credit in two different courses without the instructor's permission.

Facilitating Academic Dishonesty

Aiding another person in an act that violates the standards of academic honesty; allowing other students to look at one's own work during an exam or in an assignment where collaboration is not allowed; providing information, material, or assistance to another person knowing that it may be used in violation of course, departmental, or Compu-Med academic honesty policies; providing false information in connection with any academic honesty inquiry.

Abuse or Denying Others Access to Information or Resource Materials

Any act that maliciously hinders the use of or access to library or course materials; the removing of pages from books or journals or reserve materials; the removal of books from libraries without formally checking out the items; the intentional hiding of library materials; the refusal to return reserve readings to the library; or obstructing or interfering with another student's academic work. All these acts are dishonest and harmful to the community.

Falsifying Records and Official Documents

Forging signatures or falsifying information on official academic documents such as drop/add forms, incomplete forms, petitions, letters of permission, or any other official Compu-Med document.

Clinical Misconduct

Dishonesty in the clinical setting includes but is not limited to: misrepresenting completion of clinical hours or assignments; falsification of patient records; fabrication of patient experiences; failure to report omission of, or error in, assessments, treatments or medications; and appropriation/stealing of facility, client, staff, visitor and/or student property.

Disclosure of Confidential Information

A high, responsible standard of conduct and professionalism is expected from each student. Students are personally accountable for the way in which patient information and other confidential information in clinical facilities is utilized. Confidential information is never to be

discussed with anyone other than those directly involved in the care of the patient or in the legitimate use of other confidential agency information. Those having access to patient, salary, or associate information should never browse such information out of "curiosity." It is to be used and accessed only for legitimate, clinical/learning purposes.

A breach in confidentiality which involves discussing and/or releasing confidential patient or facility information, or obtaining unauthorized system access, will lead to disciplinary action from Compu-Med.

Each student must seriously evaluate their daily use of confidential patient or facility information to assure its proper use. When in doubt, students should seek clarification or direction from their immediate supervisor.

Sanctions for Violating the Academic Honesty Policy

If it is determined that the student has violated the Academic Honesty Policy:

1. The student (s) will be sent home for the day.
2. The student will be notified the following day if they are removed from the program of study.

Students who have been dismissed will not be allowed to return that semester.

Compu-Med Vocational Careers strongly believes students have the right to procedural due process where the student has notice and an opportunity to be heard. If the administration must take

disciplinary measures against a student or other action related to the student, the student may appeal the decision by submitting a letter of appeal to the Campus Director. The procedures for the grievance are found in the Compu-Med catalog.

Professional Behavior Policy

Compu-Med has established a set of professional behaviors which will help students develop their knowledge and skills for entry-level positions in their fields.

- Adhere to Compu-Med policies and procedures as outlined in the Compu-Med catalog.
- Adhere to program policies and procedures as outlined in the program student handbook.
- Adhere to policies and procedures of the clinical education site where assigned.
- Arrive to class and clinical sites on time; punctuality is a demonstration of professional behavior.
- Demonstrate responsibility and accountability in all aspects of the educational process.
- Demonstrate appropriate communication, interaction and behavior toward other students, faculty and clinical staff.
- Respect the learning environment regarding visitors. Visitors may not attend class or the clinical education site. This includes children, spouses, parents, friends, animals, or any other visitor.

If a student demonstrates inappropriate professional behavior, the student may receive a written behavior warning or be placed on probation depending on the severity of the action (see Behavior

Probation Statement). The program reserves the right to withdraw the student at any time if the inappropriate behavior is judged extreme as determined by the program director and dean of academic affairs.

Behavior Probation Statement

Students who do not maintain satisfactory behavior, both academically and clinically, may be placed on probation. The term of probation will become effective in the semester the student is currently enrolled in and remain in place for the remainder of the following semester. At the completion of the following semester, the program director or dean will assess the student's progress and determine whether to remove the student from probation or to extend the term of probation. Failure to meet the terms of probation as outlined in a student action plan will result in dismissal from the program. If additional unsatisfactory behavior should occur during the remainder of the program, the student will be dismissed from the program and Compu-Med and will be ineligible for re-entry to Compu-Med.

Clinical Experience – Request for Removal of Student

Should a clinical site request removal of a scheduled student due to the student's inability or unwillingness to abide by the program's and/or clinical site's policies and procedures, the student will receive a clinical evaluation grade of "zero" and be placed on behavior probation which may result in a failing grade and/or dismissal from the program.

Upon removal from the clinical site, the program will attempt to re-assign the student to a different clinical site. However, should a second incident occur during the same clinical rotation/course in which a clinical site requests the removal of the student, the program will immediately remove the student from the site and provide no further clinical re-assignments. This action will result in the student receiving a failing grade for the clinical rotation/course and subsequently not permitted to advance to the next core course.

The student may wish to apply for re-entry to the program when the course re-sequences. However, re-entry to the program is contingent upon: a) the program not exceeding maximum program capacity; and b) a review of events leading up to the dismissal with a student action plan designed by the Program Director addressing professional behavior expectations.

If a student has been re-assigned to a clinical education site due to a request for removal from a previously assigned clinical site based on inappropriate behavior, and similar inappropriate behavior occurs in a subsequent clinical rotation/course, the student will not be re-assigned for clinical placement and will be permanently dismissed from the program.

It should be noted that if the cause for removing a student from a clinical site is deemed by the program director as extreme unprofessional behavior, the student may be immediately dismissed from the program and the institution.

Academic and Administrative Dismissal

A student may be dismissed from Compu-Med for disregarding administrative policies. Causes for dismissal include, but are not limited to, the following:

- Failure to meet minimum educational standards established by the program in which the student is enrolled.
- Failure to meet student responsibilities including, but not limited to:
- Meeting of deadlines for academic work and tuition payments;
- Provision of documentation, corrections and/or new information as requested;
- Notification of any information that has changed since the student's initial application;
- Purchase or otherwise furnish required supplies;
- Maintenance of Compu-Med property in a manner that does not destroy or harm it;
- Return of library books in a timely manner and payment of any fines that may be imposed;
- Obtaining required education and financial clearance prior to graduation and to comply with all parking regulations;
- Continued inappropriate personal appearance;
- Continued unsatisfactory attendance;
- Non-payment for services provided by the College;
- Failure to comply with policies and procedures listed in the current school catalog and student handbook; or
- Conduct prejudicial to the class, program or Compu-Med.
- Specific behaviors that may be cause for dismissal include, but are not limited to:
- Willful destruction or defacement of Compu-Med or student property;
- Theft of student or Compu-Med property;

- Improper or illegal conduct, including hazing, sexual harassment, etc.;
- Use, possession, and/or distribution of alcoholic beverages, illegal drugs, and/or paraphernalia on campus;
- Being under the influence of alcoholic beverages or illegal drugs while on campus;
- Cheating, plagiarism, and/or infractions of Compu-Med's Student Conduct Policies;
- Any behavior which distracts other students and disrupts routine classroom activities;
- Use of abusive language, including verbalization or gestures of an obscene nature; or
- Threatening or causing physical harm to students, faculty, staff or others on campus or while students are engaged in off-site learning experiences.

Conflict Resolution and Chain of Command

Students are encouraged to first discuss any concerns with their instructor. If the concern is not resolved, they should speak to their Director of Nursing and if unresolved the subsequent level would be the Campus Director. Chain of command should always be utilized for prompt resolution.

Student Disciplinary Procedures

If a student violates Compu-Med's Standards of Conduct in a classroom, the first level of discipline lies with the faculty member. If a situation demands further action, the Director of Nursing is responsible. If a student has a serious objection to the disciplinary action imposed, the student has the right to use the grievance process as outlined in the Compu-Med catalog.

When a student violates Compu-Med's Standards of Conduct outside the classroom but on campus, Assistant Director of Nursing or Director of Nursing is the first level of discipline. The next level is the Chief Academic Officer. If a student is dissatisfied with the disciplinary action imposed, the student has the right to use the grievance process as outlined in the Compu-Med catalog.

Course Withdrawal

When a student withdraws from Compu-Med, written notice must be submitted to the Director of Nursing or the Campus Director by the student. Such notice should contain the reason for the withdrawal.

Compu-Med Vocational Careers maintains an add-drop period during which students may add a class or withdraw from a class without financial and/or academic penalty. Students withdrawing from a class but not replacing it with another must still be aware of how that may affect full-time status, financial aid eligibility, tuition charges, and satisfactory academic progress.

Refer to the Compu-Med Catalog for more information on the withdrawal process and necessary documentation.

Standards of Attendance

Attendance

Regular and punctual attendance at classes, labs and clinical/simulation learning experiences is expected of all students and are an important aspect of meeting the objectives of the Nursing courses.

The faculty is required to take attendance and students are expected to arrive on time. Students are required to sign into each scheduled didactic, lab, simulation, and clinicals on the record provided, as they arrive to verify their attendance.

The faculty will complete the roster provided by the Registrar for all didactic and lab sessions only at the end of the day and will submit the completed Sign-in sheet to DON for any activities held at the Campus.

Students must submit to Clinical Faculty, or the Registrar completed Simulation/Clinical Time Sheets required for clinical and simulation sessions every day at the end of the clinical experience to record hours mandated to pass the course. Students should take a photo of the original prior to turning it in to their Clinical Faculty at the end of the day.

Attendance: Didactic

Students are expected to arrive on time to every class.

Tardy is considered after 10 minutes. Three tardies equals one absence.

No more than two absences are permitted per semester for the didactic component of the course. Students are responsible for material missed. There are no make-ups for practice exams, quizzes, assignments. Exceptions for extenuating circumstances may be made at the discretion of the Program Director.

Excused absences due to extenuating circumstances with verifiable documents, i.e. death in the immediate family, medical emergency of student or immediate family member, or illness/injury to student that is accompanied by a healthcare provider note. Extenuating circumstances do NOT include illness/injury without a healthcare provider note, childcare issues, or absences due to work related duties. Upon the third unexcused course absence, the student will be withdrawn from that course.

Attendance: Laboratory & Simulation

Human simulation experiences are an integrated part of Nursing education. All students will participate in simulation and skills labs during their Nursing education. Each course has specific simulation and skills labs requirements.

Attendance: Clinicals

In Nursing courses with clinical experiences, students are required to sign in and attend all assigned clinical days for each clinical course. Any missed clinical time must be reported to the clinical instructor at least one hour prior to the start of the clinical and be reported to the lead instructor immediately, if unavailable, the Director of Nursing should be notified.

More than one missed clinical day will result in failure of the course. Absences due to extenuating circumstances may require verifiable documents to be considered excused. Unexcused missed clinical experience is grounds for immediate dismissal from the program. A student who arrives more than fifteen (15) minutes late to clinical will be dismissed and it will count as a clinical absence.

NOTE: Students are not guaranteed clinical make-up opportunities as availability and resources may be limited. In the event clinical make-up hours are not available by the last day of the course, the student will receive a grade of "Unsatisfactory" for the entire clinical experience and a grade of "F" for the didactic component. The didactic, lab and clinical/simulation components of the course must be repeated.

***NOTE:** Failure of any clinical rotation component may result in a failure of the course and the student will not progress.

Clinical Experience – Request for Removal of Student (if applicable)

Should a clinical site request removal of a scheduled student due to the student's inability or unwillingness to abide by the program and/or clinical site's policies and procedures, the student will be placed on Academic Warning provided there is an alternative clinical site as an option.

Upon removal from the clinical site, the program will attempt to re-assign the student to a different clinical site. However, should a second incident occur during the same clinical rotation/course in which a clinical site requests the removal of the student, the program will immediately remove the student from the site and provide no further clinical re-assignments. This action will result in the student receiving a failing grade for the clinical rotation/course and subsequently not permitted to advance to the next level.

The student may wish to apply for re-entry to the program when the course re-sequences. However, re-entry to the program is contingent upon: a) the program not exceeding maximum program capacity; and b) a review of events leading up to the dismissal with a student action plan designed by the program director addressing professional behavior expectations.

If a student has been re-assigned to a clinical education site due to a request for removal from a previously assigned clinical site based on unprofessional behavior, and similar unprofessional behavior occurs in a subsequent clinical rotation/course, the student will not be re-assigned for clinical placement and will be permanently dismissed from the program.

It should be noted that if the cause for removing a student from a clinical site is deemed by the Director of Nursing as extreme unprofessional behavior and violates the School or ANA's code of conduct, the student can be immediately dismissed from the program.

Regular class attendance is expected to ensure proper academic progress.

Program Attendance Policy

The Nursing Program has established a programmatic attendance policy that will help facilitate the learning of required knowledge, technical skills, and patient care vital to success in the Nursing profession. The program acknowledges that emergency circumstances (i.e., funeral, deaths, and serious illnesses of immediate family) can occur; such events will be taken under advisement by the Director of Nursing. However, students must provide the Program Director with documentation supporting their reason for being late and/or absent. It is required that students call their instructor ahead of time if they will not be able to attend class/clinical or will be arriving late (refer to Proper Notification for Lateness/Absence). Students are permitted to withdraw from a didactic or clinical course within the first two weeks of a course.

Administrative Actions for Attendance Issues

Repeat patterns of poor attendance (a maximum of three written warnings throughout the duration of the program) can result in the student being dismissed from the program.

Proper Notification for Lateness/Absence

Class/lab: Students are expected to contact the instructor or Director of Nursing via e-mail or leave a phone message with the Compu-Med receptionist before the start of the class if they will not be able to attend or will be arriving late. The message should include the reason (e.g., illness, family emergency).

If a student is late for a test/exam, no additional time is given.

If a student is absent on the day of a test/exam, it is to be made up in a timely fashion at the discretion of the lead instructor. Make-up exams are modified from the original; there is an automatic 10% grade deduction.

All lab experiences missed must be made up within 5 business days of the missed experience.

Clinical: Students are expected to notify their clinical instructor at least 60 minutes in advance of the clinical start time if they will not be able to attend clinical or anticipate a late arrival of more than 10 minutes. A documented emergency will be taken under consideration.

Failing to use proper notification procedures ("no call – no show") for clinical absence/tardiness will be cause for administrative action. A pattern of this unprofessional behavior may result in course failure and/or dismissal from the program.

NOTE: Asking a classmate to inform the instructor that you will be late/absent does NOT constitute proper notification.

Administrative Actions

1. Written Warning – 1st offense of "no call – no show" during core didactic courses
2. Final Written Warning – 2nd offense of "no-call – no show" during core didactic courses
3. Program Dismissal – 3rd offense of 'no call – no show" during core didactic courses

Completion of Missed Work Due to Absence

If a student is absent from any learning activity, s/he is responsible for completing missed work at the discretion of the instructor. Students who are absent from laboratory experiences may not be permitted to participate in certain clinical activities for safety reasons, due to lack of practice of Nursing skill sets. Students who are absent from their clinical education site are required to make up missed time in order to achieve the standards of clinical education established by the instructor. Clinical make-up time will be scheduled by the instructor and could occur after the final examination due to instructor availability.

Course and Program Evaluation

Students are provided opportunities to evaluate the quality and appropriateness of classroom, skills laboratory, and clinical instruction. Compu-Med requests students' completion of course evaluation forms every term. These evaluations are scheduled in advance. Additionally, students are asked to complete Nursing Program specific course and program evaluations upon the completion of each course, as well as clinical site evaluations. The results of such evaluations are compiled, analyzed, and utilized to improve the quality of academics and services provided to the student.

Student Grievances

If Compu-Med is forced to take action against a student, it still strongly believes that every student has a right to procedural due process in which a student has notice and an opportunity to be heard. If the administration must take disciplinary measures against a student or other action related to a student, the student may appeal the decision to the Academic Administration.

Students are encouraged to resolve problems through normal administrative channels. Prior to filing a grievance, the student is encouraged to contact his/her instructor first, then the Director of Nursing, and finally the Campus Director to determine if resolution can be achieved within the department. Refer to Compu-Med Catalog page 17 for Grievance Policy.

Student Services

Please refer to the Compu-Med Catalog for the full spectrum of Student Services.

Nursing Student Orientation

Nursing Orientation program held prior to the first day of each term is designed to facilitate the transition to Compu-Med and to assist the student in planning the academic schedule. During Orientation, students are acquainted with the mission and traditions of Compu-Med, rules and regulations, study techniques, academic standards, and counseling.

American Nurses Association Code of Ethics

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

From American Nurses Association: Code for nurses with interpretive statements, © 2016, American Nurses Association, Washington, DC.
http://Nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses

Classroom/Lab/Simulation Etiquette

1. Students must arrive on time and stay the entire scheduled session.
2. Late students may not be allowed to enter the classroom/lab/sim.
3. Turn-off cell phones and other electronic devices. The student will be asked to leave class if seen using a cell phone or texting without Faculty permission.
4. Use laptop computers/tablets only for class work: Students are encouraged to use their laptop computers/tablets during class only as learning aids as approved by faculty.
5. No class may be recorded without the expressed consent of the instructor.
6. Students are expected to remain engaged in the activities until the session ends.
7. Be respectful to your peers and professor. This includes talking out of turn, interrupting discussions, being late to class or leaving early.

8. Students are expected to participate in class discussions when appropriate and respect the opinions of all class participants and to dialog in a professional and respectful manner.
9. Students are required to refrain from using offensive or foul language in class.
10. Students are not permitted to bring either children or pets to class.
11. No eating or drinking is allowed in the classrooms, computer labs or skills labs. Students are provided with breaks for this purpose.
12. Student must be in uniform with ID name badge at all times when on campus, skills lab, simulation, and clinical rotations and are accountable to uphold the Compu-Med Nursing Program Dress Code Policy
13. Students are expected to follow all aspects of the school's conduct policy located in the catalog.
14. Students are expected to participate in the clean-up of the lab and classroom prior to dismissal.

Nursing Student Policies

All Nursing students are responsible for the information contained in the Nursing Student Handbook.

Nursing Student Handbook
Receipt Acknowledgement Form

My signature on this document certifies that I have received the Nursing Student Handbook (revision date 3/27/2024). I understand that it is my responsibility to review it in its entirety and seek clarification on any questions, concerns, or points in which I need clarification. I further understand that it may be amended and/or changed during my enrollment. By signing this acknowledgement, I understand that it is my responsibility to follow all policies and procedures as outlined.

In the event of any change or amendment, I will receive notification of the changes. I understand that it is my responsibility to review the changes and/or amendments in their entirety. I will seek clarification on any questions, concerns, or points for which I do not understand.

I understand if I fail to adhere to the requirements, I may be withdrawn or receive a failure for the course.

_____   _____
Printed Name   *Date*

_____
Student Signature