

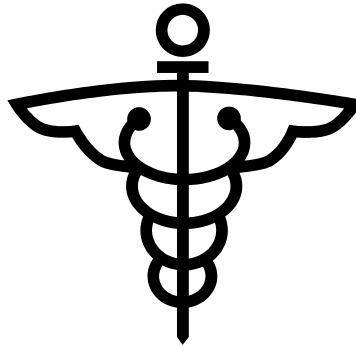
Detroit Business Institute-Downriver

2025 Student Handbook

Practical Nurse Program

Effective January 2025

For all new students starting on or after January 06,2025



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Table of Contents

Vision	4
Mission Statement	4
Extraordinary Quality	4
Integrity	4
Professionalism	4
Making a Difference	4
Empathy, Caring and Cooperation	5
Nursing Philosophy	5
Person	5
Health	5
Environment	5
Nursing	6
Critical Thinking	6
Communication	6
Therapeutic Nursing Interventions	6
Professional Behaviors	6
Teaching and Learning	7
Theories	7
Management	7
Nursing Education	7
Purpose of Practical Nurse Program	9
Program Outcomes	9
Concepts and Sub-Concepts of the Nursing Philosophy	12
Course Descriptions	15
Program Hours	20
Essential Challenges of a Nursing Student	22
Admissions Policies	23
Admissions Requirements for Practical Nurse Program	24
Returning Students Criteria	25
Out of Program for less than a year	25
Out of the Program One Year or Longer	27
School Policies	28
General Policies	28
Attendance Policies	28
Punctuality	30
Grading Policies	31
Posting of Grades	32
Course Evaluations	33
Clinical Course Evaluations	35

Campus Laboratory	36
Uniforms and Accessories	36
Personal Appearance	36
Clinical Agency Protocol	37
Fitness-For-Clinical Guidelines	37
Commitment to Learning	38
Academic Dishonesty	38
Expectations for Behavior	39
Children in School	46
Student Work Policy	47
Health Situations increasing Risk in the Clinical Setting	47
Policy on Disabilities and Communicable Diseases	47
Non-Discrimination & Non-Harassment Policy	47
Changes to Policy and/or Curriculum Requirements	48
Student - Faculty Communication	49
Student Nurses' Association	49
Criminal Background Investigation	49
Drug Testing	50
Process for Licensure Application	51
Financial Obligations	51
Graduation	52
Tuition and Fees	53
Tuition charges	53
Additional Fees	53
Code of Ethics	53
Licensed Practical Nurse * Scope Of Practice	54
Michigan	54
Licensing & Regulation Guidelines	55
Prevailing Standards Of Care	55
Licensed Practical Nurse Standards Of Practice	56

Vision

It is the vision of Detroit Business Institute-Downriver to expand educational opportunities by adding additional program offerings to its medical training curriculum. Detroit Business Institute-Downriver will continue to assist in addressing local health career shortage areas. It is the vision of the staff and administrators of Detroit Business Institute-Downriver that we have additional start up programs in the near future. We are closely affiliated with state agencies, local non-profits, private and public community colleges, regional hospital systems and medical employers. Detroit Business Institute- Downriver is proud of its history and traditions. It is dedicated to the training of those individuals capable of filling the ever-increasing demand for competent and skillfully trained employees in today's workforce.

Mission Statement

The mission of Detroit Business Institute-Downriver is twofold: to serve the needs of both the individual student and the community. Our role is to provide specialized vocational education which will help our students prepare for a productive career and to provide the community with employees educated in professional and vocational skills. Our mission is to deliver cutting edge, transformational nursing career training and placement. We conduct ourselves and our enterprise from the following fundamental values that are at the heart of who we are.

Extraordinary Quality

Producing results that exceed all expectations, and satisfy customers and partners is a high priority, as well as being known as the standard by which other schools are measured. It is our belief that by generating profitability from the value placed on our services by the community, which is shared with employees and local organizations, it qualifies Detroit Business Institute-Downriver as extraordinary quality.

Integrity

We are committed to honoring what we say. We believe in being true to our principles. Honesty, Consistency, and Accountability are our guiding principles.

Professionalism

We uphold the highest standards of health professional behavior. We honor the collaborative process, leadership and team building. We are known for commitment, quality and teamwork.

Making a Difference

We are members of a complexly interwoven society in which we care about each other and from which we derive our reason for being. We teach others how to accomplish and live their dreams.

Empathy, Caring and Cooperation

We model moral and ethical behavior and decision making, including concern for others, harmony, stability, solidarity, equality, sharing, egalitarianism, conflict resolution, standing up for the oppressed, reconciliation, reciprocity, cooperative relation, compassion, trust, loyalty, and spirituality.

We intend to be true to our purpose, to accomplish our mission, to operate consistent with our values, and to prepare our students for a productive and fulfilling career.

Educating nurses is what we do at Detroit Business Institute.

Nursing Philosophy

The philosophy of the Detroit Business Institute-Downriver practical nursing program is based upon the theorist Dr. Callista Roy's adaptation of nursing. This model comprises the four domain concepts of person, health, environment, and nursing and includes the faculty's beliefs about nursing education. Under each of the concepts, specific sub-concepts are selected for emphasis and are interwoven through the curriculum. The concept of person includes sub-concepts of individual and culture. Health includes the wellness-illness continuum and health promotion. Environment recognizes each person is part of a family or significant others. Nursing includes the sub-concepts of critical thinking, communication, therapeutic nursing interventions, nursing process, profession behaviors, teaching-learning theories and management.

Person

The faculty believes a person is an individual who possesses physical, psychosocial, cultural, and spiritual dimensions that combine to create a complex holistic being. Culture is a patterned behavioral response that develops over time as a result of imprinting the mind through social and religious structures as well as intellectual and artistic manifestations. Culture guides our thinking, doing, and being and becomes patterned expressions of who we are. Patterned cultural expressions are passed from one generation to the next. The nurse strives to provide culturally competent care as part of the holistic approach to nursing. Cultural competence is the adaptation of care in a manner that is congruent with the person's culture.

Health

Health is a degree of the physical, emotional, and spiritual wellness exhibited by an individual as each person adapts to internal and external environments. Health is an ever-changing process conceptualized by the wellness-illness continuum. An individual moves back and forth along wellness-illness continuum throughout life. In a state of optimal functioning, an individual is able to adapt to internal as well as external stressors. Health promotion allows individuals to achieve and maintain the optimal level of wellness.

Environment

The environment includes internal and external factors that constitute the context in which one lives. The environment also includes material and non-material cultural resources such as housing, living and social surroundings, technologies used and other factors. The family is a basic unit of society. Each family

member shares a sense of belonging to their family that deeply affects their lives. It is acknowledged that there are many other societal definitions of family.

Nursing

Nursing is a dynamic and caring process. Nursing is an art and a science with a unique body of knowledge based on theory and the sciences, humanities, and nursing.

Critical Thinking

Critical thinking is defined as a complex non-linear thought process that includes purposeful examination of a situation or position to arrive at an outcome or decision and involves the cognitive skills of interpretation, analysis, inference, evaluation and explanation. Critical thinking requires a knowledge base and progressive development and guides the actions of the nurse in decision making.

Communication

Communication is defined as the process by which information is exchanged between individuals verbally, non-verbally and/or in writing or through information technology. Communication abilities are integral and essential to the nursing process. The nurse collaborates with others in shared planning, decision making, problem solving, goal-setting and assuming responsibilities to meet needs of individuals.

Therapeutic Nursing Interventions

Therapeutic Nursing Interventions assist individuals to promote, maintain, or attain optimal health by utilizing the nursing process for the diagnosis and treatment of human responses to actual or potential problems. The nursing process is a systematic problem solving approach which includes: assessments, diagnosis, outcome identification, planning, implementation, and evaluation. Therapeutic nursing uses creativity and caring to meet the needs of individuals and families. Participation of the individual is essential to the effective delivery of nursing care in diverse setting. The nurse integrates care with other members of the health care team.

Professional Behaviors

Within the scope of practice, professional behaviors are characterized by adherence to the nursing practice standards of the state and professional nursing organizations. Professionalism includes accountability for one's own actions and behaviors, and using legal and ethical principles in nursing practice. Professionalism includes a commitment to the profession of nursing and a concern for others demonstrated by caring. Professionalism also involves participation in lifelong self-development activities as well as activities to improve the health care the society at large.

Teaching and Learning

Teaching and learning are dynamic concepts basic to the educational process and promotion of health. Teaching uses planned methods or tools to direct learning. Learning occurs in three domains: Affective

(attitudes, values, feelings), cognitive (knowledge), and psychomotor (skills). Learning can be the outcome of effective teaching or the developmental process. Multiple teaching strategies enhance individual learning.

Theories

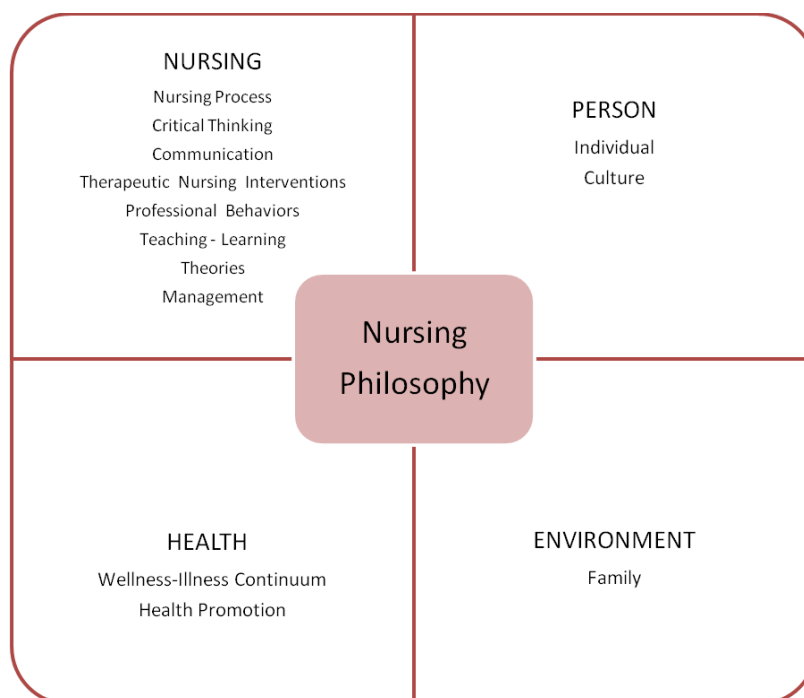
Provide the means of exploring the relationships between the concepts pertinent to the practice of nursing. Nursing practice integrates theories and research from nursing, social, and biological sciences when planning nursing care.

Management

Management is the efficient, effective use of human, physical, financial, technological resources. The nurse manages care through the processes of planning, organizing, directing, and controlling the use of resources. All nurses must possess and develop management skills and leadership qualities such as organizational skills, effective communication, advocacy, assertiveness, conflict management, and appropriate delegation. Management skills and leadership qualities are intertwined and operational in varying degrees and setting by all nurses.

Nursing Education

Nursing education is an active, on-going collaborative teaching/learning process which proceeds from the simple to the complex. The educational process is enhanced through continued use of the nursing process, critical thinking, scientific theories and developmental theories. Learning results in the acquisition of knowledge and behavioral changes. The faculty believes students are diverse and range in age, gender, creed, national origin, height, weight, marital status or disability. However, in order to practice nursing the individual needs to possess certain abilities such as cognitive, sensory, affective, and psychomotor skills which are listed as essential qualities of a nursing student.



Detroit Business Institute-Downriver

Practical Nurse Program

Purpose of Practical Nurse Program

The purpose of the Practical Nurse Program at Detroit Business Institute-Downriver is to prepare students to meet all the Practical Nurse Program requirements of the State of Michigan. As a graduate of the Practical Nurse Program, the successful student will be eligible to take the Michigan Board of Nursing NCLEX- PN examination. After obtaining the license to practice as a Licensed Practical Nurse (LPN), the graduate will be able to function as an LPN to provide health care based on the standards set by the Michigan Board of Nursing.

Graduates of this program are educated to care for clients from conception to death. For some graduates, this program will be the fulfillment of a dream. It is Detroit Business Institute-Downriver's opinion that the LPN is an admirable component of any health care delivery system.

The mission of this Practical Nurse Program is to prepare knowledgeable, professional & caring nurses. Nursing education is a rigorous & demanding course of study. This education is a lifelong process that continues beyond graduation. It is important for the LPN to be an active participant in the teaching/learning process for the duration of a career as a nurse.

The graduates of the Practical Nurse Program of Detroit Business Institute-Downriver will be prepared to uphold the standards of the Licensed Practical Nurse in the state of Michigan.

Program Outcomes

Upon completion of the Practical Nurse (PN) program at Detroit Business Institute-Downriver, the graduate will achieve the following **End of Program Learning Outcomes**, focusing on the acquisition of skills essential for licensure and practice as a practical nurse:

1. **Patient Care and Data Collection:** *End of Program Learning Outcome:* Upon completion of the PN program, graduates can collect comprehensive patient data that is purposefully informed with outcome-focused results. The student will have careful identification of patient problems, patient issues, and patient risks. The student can make accurate decisions about what is happening with their patients, including physical examinations, health history reviews, and identification of potential health risks, to develop and implement appropriate evidence-based nursing care for various patient populations across all life cycles.
2. **Clinical Skills Proficiency:** *End of Program Learning Outcome:* Upon completing the PN program, graduates will exhibit advanced clinical skills, integrating inductive and deductive reasoning to apply and reinforce theoretical knowledge in diverse clinical settings. Each student will demonstrate proficiency and preciseness during medication administration, thorough wound care, alert vital sign monitoring, and skilled use of medical equipment, emphasizing technical

competence and troubleshooting skills. The graduates will have analytical and adaptive skills to analyze and synthesize information, ensuring safe, effective, and patient-centered care and contributing to the highest standards of patient care across healthcare settings.

3. **Communication and Interpersonal Skills:** *End of Program Learning Outcome:* Upon completion of the PN program, graduates will demonstrate an ability to communicate effectively through a sequential development of skills. Graduates will first learn to listen attentively, cultivating a practice of reflection before speaking thoughts. Subsequently, they will present information clearly and concisely to accurately convey patient reactions and changes to other healthcare team members. Students will be skilled in written and verbal communication, competently formulating clear words and phrases for interactions with patients, their families, and fellow healthcare professionals. Students will display empathy, cultural competence, and a commitment to open and engaging communication that fosters therapeutic relationships and contributes to optimal patient outcomes through effective information exchange within the healthcare team, families, and significant others.
4. **Critical Thinking and Decision-Making:** *End of Program Learning Outcome:* Upon completing the PN program, graduates will demonstrate advanced clinical reasoning skills, employing thorough and well-informed clinical judgments, prioritizing patient needs, and adapting nursing interventions accurately in response to changing conditions. The graduates will apply purposeful decision-making driven by a comprehensive understanding of patient problems, issues, and risks. This approach is underpinned by a commitment to outcomes-focused results, ensuring accurate assessments of the situation, determination of necessary actions, and prioritizing patient care. The graduates will adhere to the principles of the nursing process within their scope of practice, aligning their decisions with the needs of the patient, their family, significant others, and the broader community healthcare requirements.
5. **Ethical and Professional Practice:** *End of Program Learning Outcome:* Upon completing the PN program, graduates will exhibit professionalism and integrity in interactions with patients, colleagues, and the healthcare team. They will value patient confidentiality, ensuring privacy and dignity. Their commitment to continuous learning will be evidenced by maintaining current nursing evidence based practice with evolving ethical nursing guidelines and healthcare practices. Graduates will display cultural sensitivity, foster an inclusive and compassionate environment, and champion patient rights for fair treatment. As ethical stewards, the graduates will uphold beneficence, non-maleficence, justice, and respect, contributing to positive patient outcomes and elevating honest professionalism in healthcare.

The end-of-program learning outcomes are designed to ensure that graduates of the Practical Nursing program at Detroit Business Institute Downriver are well-prepared to deliver safe, competent, and compassionate care in various healthcare settings. At the Detroit Business Institute Downriver's practical nurse program, our overarching goal is to prepare students for licensure as practical nurses. We are led by our programs' purpose and guided by our end-of-programs' learning outcomes.

Our end of program learning outcome statements distinctly outline this aim, emphasizing the acquisition and retention of nursing knowledge and clinical skills essential for success when taking the Michigan State Nursing Board Examination. The nursing process and its application to nursing care is an organizing principle throughout our program. We educate PN students to emphasize practical assessment

through data collection and alignment with our program's purpose; we have meticulously developed end-of-program learning outcomes and end-of-course learning outcomes (see model below).

The Philosophy statements are pivotal in screening and selecting behavioral objectives, ensuring a coherent and unified approach. Dr. Callista Roy's Adaptation of Nursing Philosophy serves as a guiding framework, instilling values and ideals crucial for shaping the behavior of our students. We view education as a behavior change process. When applied effectively, it directs toward preparing safe, caring, practical nurses. Our behavioral objectives act as the compass for altering student behavior patterns and instilling nursing values, aligning with Roy's Adaptation of nursing philosophy. Behavioral objectives, aligned with Roy's philosophy, anticipate evolutionary changes in each student over time. The end-of-program learning outcomes are the foundation for a seamless progression, fostering logical continuity, sequence, and integration of end-of-course behavioral learning objectives.

The curriculum is thoughtfully organized chronologically, demonstrating an increasing breadth of application and expanding the range of activities. Courses are structured in a sequence that starts with fundamental nursing knowledge, progresses to intermediate levels, and culminates in specific, detailed studies (see model below). Each specific student end-of-course behavioral learning outcome is constructed to ensure continuity and reiteration of the end-of-program learning outcomes. This process reinforces major curriculum elements, emphasizing the learner's experience. This sequential approach enhances the learner's development from breadth to depth. It integrates horizontal relationships between diverse nursing care elements, aligning the student's behavior with that of a licensed practical nurse in line with the program's end-of-f learning outcomes.

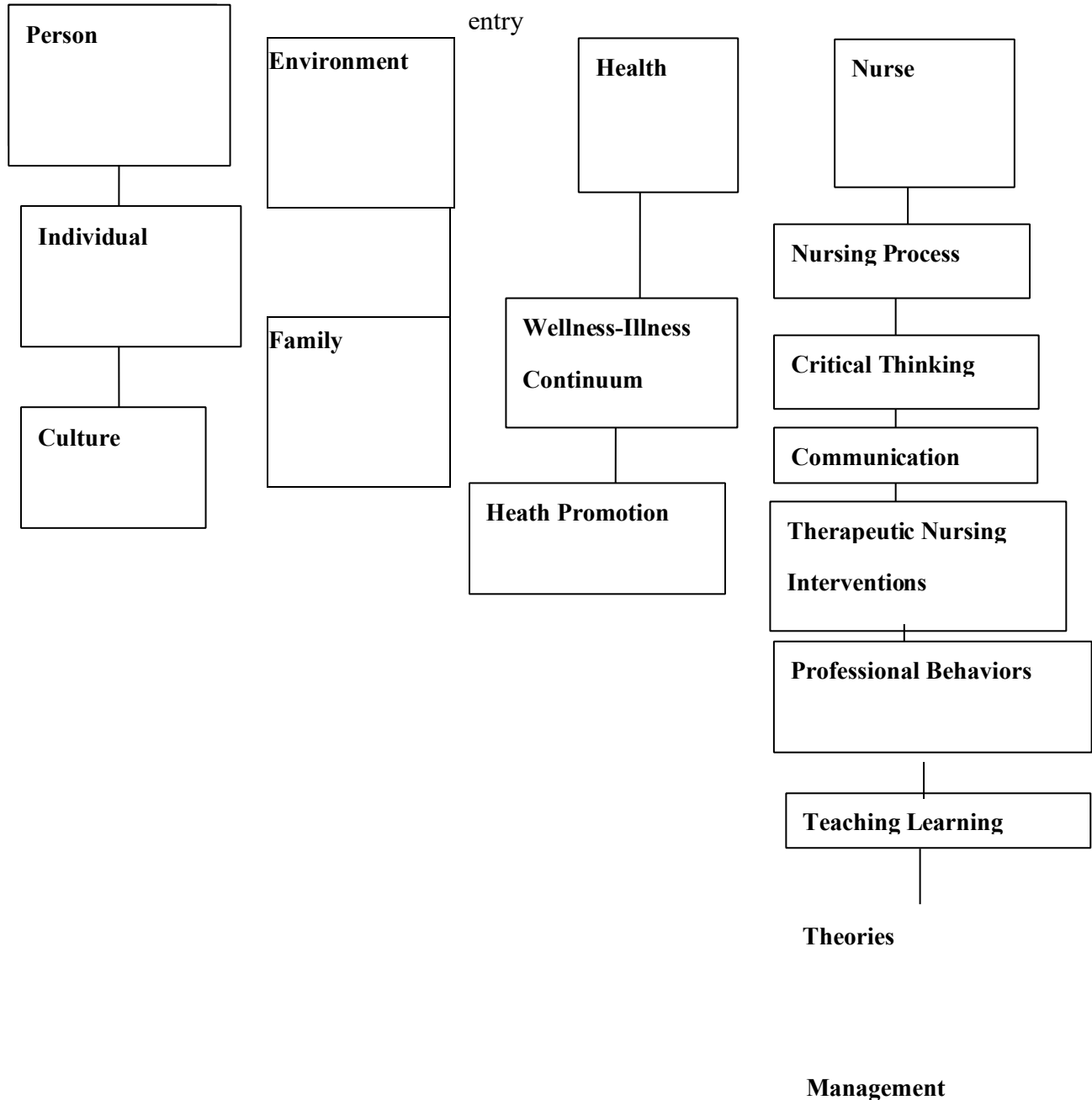
Our curriculum provides ample opportunities for students to apply learned knowledge daily, facilitating longer knowledge retention. Our clinical courses directly apply to real-world scenarios, reinforcing and solidifying knowledge. Related competencies are the threads of New Generation NCLEX, NLN, and QSEN principles woven intricately throughout the program as a foundation of support for the end-of-program learning outcomes and the end-of-course student outcomes, ensuring students are well-prepared for contemporary evidence-based nursing practices. This thoughtful alignment of program behavioral objectives to the end-of-program learning outcomes and end-of-course outcomes creates a comprehensive and effective educational experience for aspiring practical nurses.

At the conclusion of the program the graduate will:

- Demonstrate the competency of the skills taught at Detroit Business Institute-Downriver, which includes; principles for health promoting behaviors, identifying man's basic needs, describing concepts relating to man's development, identify concepts of therapeutic communication, incorporate cultural-spiritual factors related to human needs, describe environmental stressors and adaptation variables, and explain the legal-ethical standards of practical nursing practice.
- Organize patient care in the clinical settings, report to the registered nurse, physician, or dentist.
- Document plan of care utilizing principles of the nursing process in meeting specific needs of patient.
- Demonstrate accountability and responsibility of the practical nurse profession.

Concepts and Sub-Concepts of the Nursing Philosophy

Major Curriculum Concepts



Curriculum Threads

Detroit Business Institute-Downriver Practical Nurse Levels and Terminal Outcomes

PN- Term 1	PN- Term 2	PN- Term 3
Person and Relating Persons 1.1 Identify man's basic needs, psycho-social development, and cultural spiritual factors that relate to nursing.	1.2 Describe man's basic needs, psycho-social development, and cultural spiritual factors that relate to the adult patient population.	1.3 Describe man's basic needs, psycho-social development, and cultural spiritual factors that relate to the pediatric, maternal/child and LPN transition/leadership roles to the patient population.
Health and Stress Adaptation 2.1 Begin to identify and understand concepts related to the Levels, variables influencing and systems affecting man's healthy adaptation to stressors in the environment.	2.2 Begin to describe the concepts related to Levels, variables influencing and systems affecting man's healthy adaptation to stressors in the environment within the adult patient population.	2.3 Apply and explains the concepts related to Levels, variables influencing and systems affecting man's healthy adaptation to stressors in the environment within the pediatric, maternal/child and LPN transition/leadership roles to the patient populations.
Nursing Scope 3.1 Identify legal-ethical standards of nursing practice for the practical nurse.	3.2 Explain legal-ethical standards of nursing practice for the practical nurse with adult patient populations.	3.3 Explain legal-ethical standards of nursing practice for the practical nurse with pediatric, maternal/child patient and LPN transition/leadership roles to the patient population.

<p>Nursing Role Direct Care Provider Communicator 4.1 Identify the concepts of therapeutic communication skills.</p>	4.2 Demonstrate the use of therapeutic communication skills in adult patient interactions.	4.3 Demonstrate the use of therapeutic communication skills in pediatric, maternal/child and LPN transition/leadership roles to patient interactions.
<p>Teacher 5.1 Identifies learning needs for health promotion behaviors for patients and families.</p>	5.2 Identifies learning needs and educational principles for health promotion behaviors in the adult patient population.	5.3 Identifies learner needs and educational principles for health promoting behaviors for pediatric, maternal/child patient and LPN transition/leadership roles to the patient population.
<p>Manager 6.1 Identify management principles of safe patient care.</p>	6.2 Describe and apply management principles of safe adult patient care.	6.3 Describe and apply management principles of safe pediatric, maternal/child and LPN transition/leadership roles to patient care. 16 hour preceptor rotation with a LPN in a skilled nursing home.
<p>Evidence Based practitioner 7.1 Identify scientific principles from nursing research and theory.</p>	7.2 Comprehend scientific principles from nursing research and theory in the care of adult patient population.	7.3 Comprehend scientific principles from nursing research and theory in the care of pediatric, maternal/child patient and LPN transition/leadership roles to the patient population.

Nursing Process 8.1 Identify the concepts of critical thinking within the nursing process-assessment, diagnosis, planning, implementation and evaluation.	8.2 Identify the concepts of critical thinking within the nursing process, collect data, and write a basic plan of care for the adult patient population.	8.3 Identify the concepts of critical thinking within the nursing process, collect data, and write a basic plan of care for the pediatric, maternal/child and LPN transition/leadership roles to the patient population.
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Course Descriptions

NUR 110 Fundamentals of Nursing 5.0 credits

This course is designed to introduce the student to the principles of basic nursing care and the nursing process as a foundation for all future nursing courses. A comprehensive nutritional component will be incorporated into this course that establishes dietary guidelines for individuals. This nutritional thread will enhance the importance of normal growth and development needed for tissue maintenance and repair, cellular metabolism, and organ function.

Total hours: 97 (60 lecture, 22 computer lab and 15 out-of-class hours)

Pre-requisites: Admissions requirements

Co-requisites: NUR 111, 112, 113, 114, and 115

NUR 111 Fundamentals of Nursing Skills Lab 3.0 credits

This course will introduce the student to the skill of physical assessments of the adult patient utilizing a systematic approach. This lab will emphasize techniques required to perform a variety of patient assessments utilizing principles of nursing practice and computer skills necessary to document patient findings. The basic concepts of Dr. Callista Roy's theory of Adaptation are utilized to guide the clinical nursing care plans. Completion of a check-off list with 100% proficiency is required to pass this course.

Total hours: 68 (56 skills lab and 12 out-of-class hours)

Pre-requisites: Admission requirements

Co-requisites: NUR 110, 112, 113, 114, 115

NUR 112 Fundamentals of Nursing Skills Clinical 3.50 credits

This course will introduce the student to the therapeutic data collection utilizing subjective and objective data in a long-term care setting. Hands-on application of skills will be performed on patients. Lab and diagnostic interpretation will be recorded as well as written and electronic documentation, chart review and patient safety to ensure continuity of care.

Total hours: 112 (104 clinical and 8 out-of-class hours) Pre-requisites: Admission requirements

Co-requisites: NUR 110, 111, 113, 114, 115.

BIO 113 Anatomy and Physiology 5.5 credits

Students will be introduced to the principles of anatomy and physiology within the course with an analysis of the structure and functions of organs, tissue and their relationship to disease causing illnesses that affect the population as a whole. The 15 hours of computer lab incorporated into NUR 113 will consist of 70 items related to anatomy and physiology, plus 5 pre-set items evaluating 12 topic areas of the human body.

Total hours: 106 (70 lecture, 15 computer and 21 out-of-class hours)

Pre-requisites: Admission requirements

Co-requisites: NUR 110, 111, 112, 114, 115

BIO 114 Medical Terminology 1.0 credits

This course introduces the student nurse to the principles of medical terminology including spelling, pronunciation and application. This knowledge is applicable to all aspects of nursing care. Out-of-class activities consist of seven weekly homework assignments.

Total hours: 25 (20 lecture and 5 out-of-class hours)

Prerequisite: Admissions requirements

Co-requisites: NUR 110, 111, 112, 113, 115

NUR 115 Math for Clinical Practice 3.0 credits

This course introduces the mathematical principles of dosage and drug calculations needed for medication administration in the nursing profession.

Total hours: 50 lecture hours

Prerequisite: Admissions requirements

Co-requisites: NUR 110, 111, 112, 113, 114

NUR 116 Pharmacology 5.0 credits

This course is designed to introduce the student to drug classifications utilizing a systematic approach while instruction the student how pharmacokinetics, distribution, absorption, and metabolism of drugs affect the human body. The student learning outcomes include knowing safe dosages, safe ranges, and drug calculations, how to safely administer oral, rectal, intramuscular, subcutaneous, transdermal, topical, suppositories, eye, ear, and intravenous medications. The documentation of time and drug effectiveness will be taught utilizing electronic data bases and the medication administration record (MAR). A nutritional component is incorporated in the course

that explains food allergies, which medications must be taken with or without food and how to alert other healthcare team members of a patient's sensitivity.

Total hours: 100.5 (60 lecture, 22 computer lab and 18.5 out-of-class hours).

Pre-requisites: NUR 110, 111, 112, 113, 114, 115

Co-requisites: 117, 118, 119, 120

NUR 117 Medical Surgical Nursing 1 5.0 credits

This course is designed to introduce the student to medical nursing concepts and their application to clinical practice within a culturally diverse community addressing common health care needs of adults. The focus will be on medical diagnosis and the nursing care required ensuring wellness.

Total hours: 104.5 (53 lecture, 31 computer lab and 20.5 out-of-class hours)

Pre-requisites: NUR 110, 111, 112, 113, 114, 115

Co-requisites: NUR 116, 118, 119, 120

NUR 118 Medical Surgical Nursing II 4.5 credits

This course is designed as a continuation of NUR 117 and will explore the surgical concepts and their application to clinical practice within a culturally diverse community addressing common health care needs of adults. The focus will be on surgical diagnosis and the nursing care required ensuring wellness during pre-operative, intraoperative and post-operative care and patient teaching.

Total hours: 95 (52 lecture, 24 computer lab and 19 out-of-class hours)

Prerequisite: NUR 110, 111, 112, 113, 114, 115

Co-requisites: NUR 116, 117, 119, 120

NUR 119 Medical Surgical Nursing Skills Lab 3.5 credits

The skills laboratory will encompass the following student learning objectives: Intermediate physical exam assessments, a comprehensive medication administration review, wound care, IV therapy, phlebotomy, EKG's and chest tube care. The introduction of a 35 hour simulation laboratory will be twofold: One section will involve 30 hours of clinical reasoning scenarios for medical surgical learning 2.0 developed by ATI on the following topics: Diabetes Mellitus, Heart Failure, Kidney Disease Pneumonia, and Urinary Tract Infections, 6 hours each. The student focus will be on making clinical decisions that affect the care, treatment and outcomes for virtual clients. Completion of a check-off list with 100% proficiency is required to pass this course. Total hours: 78 (70 skills lab and 8 out-of-class hours)

Pre-requisites: NUR 110, 111, 112, 113, 114, 115

Co-requisites: NUR 116, 117, 118, 120

NUR 120 Medical Surgical Nursing Clinical 2.5 credits

The focus of the clinical section will be on physical assessment, developing and implementing care plans, medication administration, admission, discharging, shadowing, and client teaching and writing a surgical and teaching paper. Emphasis is placed upon implementing the nursing process in the care of adults in a structured medical/surgical setting. The student will be required to complete the designated number of clinical hours specific to this rotation for successful completion of the clinical rotation.

Total hours: 83 (75 clinical and 8 out-of-class hours)

Pre-requisites: NUR 110, 111, 112, 113, 114, 115

Co-requisites: NUR 116, 117, 118, 119

NUR 121 Obstetrical Nursing 3.5 credits

This course is designed to introduce the student to the role of the LPN in caring for families experiencing childbirth and understanding health promotion during pregnancy in a virtual setting. A nutritional component is incorporated in the course that explains the caloric needs to meet the growth and development requirements for this population of patients. Total hours: 78.5 (28 lecture, 35 computer lab and 15.5 out-of-class)

Pre-requisites: NUR 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120

Co-requisites: NUR 122, 123, 124, 125, 126

NUR 122 Obstetrical Nursing Simulation Lab 2.0 credits

This course will prepare the student to embrace virtual simulation scenarios for Maternal Newborn. The following topics will be explored: Gestational diabetes, postpartum hemorrhage, preeclampsia, preterm labor and thermoregulation and care of a newborn among others. Total hours: 50 (40 simulation and 10 out-of-class hours)

Prerequisites: NUR 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120

Co-requisites: NUR 121, 123, 124, 125, 126

NUR 123 Pediatric Nursing 4.0 credits

This is an introductory course that focuses on a holistic approach to the care of the child and the adolescent patient. The nursing process is used as the foundation for providing holistic care from patients with common illnesses and their families. The student is introduced to the common complications of childhood diseases, pre and post operative care and immunization schedules, as well as concepts of caring and acknowledging the sensitivity to unique cultural, spiritual, and age-related needs.

Total hours: 90 (32 lecture and 40 computer lab and 18 out-of-class hours)

Pre-requisites: NUR 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120

Co-requisites: NUR 121, 122, 124, 125, 126

NUR 124 Pediatric Nursing Simulation Lab and Clinical 2.0 credits

This course focuses on a holistic approach to the care of the child and the adolescent patient with a focus on pediatric growth and development, pediatric vital signs and assessments, pediatric medication administration and accurate calculation and age related communication techniques. Completion of a check-off list with 100% proficiency is required to pass this course. The student will be required to complete the designated number of clinical hours specific to this rotation for successful completion of the clinical rotation.

Total hours: 62.5 (20 skills lab, 30 clinical and 12.5 out-of-class hours)

Pre-requisites: NUR 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120

Co-requisites: NUR 121, 122, 123, 125, 126

NUR 125 Transition and Roles of the LPN 5.0 credits

Legal, ethical and moral issues affecting the LPN nurse are explored as well as strategies to meet the cultural and spiritual needs of patients. This course includes application of critical thinking to clinical problem solving for the NCLEX-PN exam and for leading and managing others in the workplace. A mandatory ATI PN Comprehensive Predictor will be administered and the DBI benchmark score percent or higher is required to pass the class and for program completion. Additional NCLEX -PN prep indicators may be used in this class as program completion requirements. Students have to complete the designated number of clinical hours specific to this rotation for successful completion of the clinical rotation. Total hours: 95 (60 lecture, 10 computer, 16 clinical and 9 out-of-class)

Prerequisites: NUR 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120

Co-requisites: NUR 121, 122, 123, 124, 126

NUR 126 Gerontological Nursing/Mental Health 3.5 credits

This course focuses on the health promotion, prevention and protection concepts for older adults. This course will introduce the student to a comprehensive mental health component as it relates to geriatric and the adult client and will utilize ATI's PN Mental Health Nursing 10.0 textbook/online assessments.

Total hours: 75 (30 Lecture, 30 computer lab and 15 out-of-class hours)

Pre-requisites: NUR 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120

Co-requisites: NUR 121, 122, 123, 124, 125

Program Hours

Term I (15 Weeks)	Lecture Hours	Skills/ Computer Lab Hours	Clinical Hours	Out-of-Class Hours	Total Clock Hours	Credit Hours
Nursing 110 Fundamentals	60	22		15	97	5
Nursing 111 Fundamentals Skills Lab		56		12	68	3
Nursing 112 Fundamentals Skills Clinical			104	8	112	3.5
BIO 113 Anatomy and Physiology	70	15		21	106	5.5
BIO 114 Medical Terminology	20			5	25	1
Nursing 115 Math for Clinical Practice	50			0	50	3.0
Term Totals	200	93	104	61	458	21.0

Term II (15 Weeks)

Nursing 116 Pharmacology	60		22		18.5	100.5
Nursing 117 Medical/Surgical Nursing I	53		31		20.5	104.5
Nursing 118 Medical/Surgical Nursing II	52		24		19	95
Nursing 119 Medical/Surgical Skills Lab			70		8	78

Nursing 120 Medical/Surgical Clinical				75	8	83
Term Totals	165		147	75	74	461

Term III (15 Weeks)	Lecture Hours	Skills/ Computer Lab Hours	Clinical Hours	Out-of-Class Hours	Total Clock Hours	Credit Hours
Nursing 121 Obstetrical Nursing	28	35		15.5	78.5	3.5
Nursing 122 Obstetrical Nursing Sim Lab		40		10	50	2
Nursing 123 Pediatrics	32	40		18	90	4
Nursing 124 Pediatrics Sim Lab and Clinical		20	30	12.5	62.5	2
Nursing 125 Transition & Roles of LPNs	60	10	16	9	95	5.0
Nursing 126 Gerontological Nursing/Mental Health	30	30		15	75	3.5
Term Totals	150	175	46	80	451	20.0
Program Totals	515	415	225	215	1155	61.5

This is a one-year program (45 weeks)

Essential Challenges of a Nursing Student

In order to practice nursing, a person must possess a variety of cognitive, sensory, affective and psychomotor skills. These functions are essential to successful progression in and completion of the nursing program requirements and are a required part of each course. If a nursing student cannot meet these standards, the student must communicate this to the director of the program in writing to explore options for reasonable accommodations of modifications in order to meet program requirements.

Function	Description/Standards	Representative Activities (not all inclusive)
Interpersonal Skills	Ability to interact appropriately with diverse individuals, families and groups	Establish therapeutic relationships with clients, establish rapport with health care team members, negotiate interpersonal conflict
Communication Skills	Communicate effectively in English in verbal and written form	Explain treatment procedures, initiate health teaching, give oral reports, speak on the telephone, document on agency records
Mobility	Ability to move from place to place and to maneuver to perform nursing activities in small spaces, stand and walk for extended periods	Bend, twist, stoop, move around in rooms, administer CPR, push and pull 25 pounds, move quickly, climb stairs
Motor Skills	Gross and fine motor skills sufficient to provide safe, effective nursing care	Calibrate and use equipment, position clients, key based typing skills, squeeze with fingers, grasp small objects with hands/fingers, reach above shoulders, below waist, maintain balance
Critical Thinking	Ability to exercise sound nursing judgment and problem solving. Long hours for studying nursing materials. Work under stressful conditions	Sequence information, identify cause effect, plan/control activities for others
Hearing	Auditory ability enough for assessing and monitoring client needs	Hear normal speaking level sounds, hear faint body sounds, auditory alarms
Tactile	Ability to accurately assess and monitor client needs	Feel vibrations, detect temperature, feel difference in size
Visual	Ability to accurately assess and monitor client needs	Distinguish color, see objects up to 20 feet away, use peripheral vision, perceive nonverbal communication, observe specimen

Emotional Stability	Ability to assume responsibility/accountability for actions	Provide client with emotional support, adapt to stressful situations, monitor own emotions, perform multiple responsibilities concurrently
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Admissions Policies

Applications for admission are completed online on school management software-Populi. Initial contact may start at www.dbidownriver.edu or by contacting the school to schedule an appointment with an admissions representative. All applicants are required to complete a personal interview with an admissions representative to ensure the applicant has the desire and commitment to complete the training and also to assist in determining if the applicant is reasonably capable of benefiting from the training. All applicants must have graduated from high school or have received a GED. All students must maintain an active account on ACEMAPP to track the health information and vaccination status during the PN program. ACEMAPP portal requires annual subscription, it may mean that a student's annual subscription may end prior to end of program and therefore such a student will have to renew ACEMAPP license for another year till the PN program is completed. Independent documentation such as transcripts and copies of diplomas or other documentation of equivalency must be submitted to the school portal on Populi prior to enrollment. and on ASSURE. All PN student must sign up for ACEMAPP document review service for verification of their documents and ongoing compliance with ACEMAPP.

All practical nurse students must be able to demonstrate that they have not been convicted of a crime or offense that prohibits employment, hire, or gaining of clinical privileges in a health care setting as required by Michigan Public Act 27, 28, and 29 of 2006; and does not use any illegal drugs or abuse prescription medications by undergoing drug testing. A student may be asked to undergo a drug screening test at any point of time during the training or before the start of a clinical placement. As per the laws in the State of Michigan, affiliated clinical sites may require additional or random drug screening and/or a criminal background check at any time as well. A student is responsible to report any potential issues that may affect his/her clinical placement eligibility to school. Any student who fails a criminal background investigation or drug screening is ineligible for clinical site placement and therefore ineligible for continued participation in the practical nurse program at DBID. Application will be valid for one year from date of submission.

The admissions documentation for students from foreign countries must be translated and certified to be at least equivalent to the credential required by the school in its admissions criteria.

Admission to the Practical Nurse Program at DBI is selective with an objective to ensure that each admitted student is able to successfully complete the PN program and further to be licensed to practice as a LPN. The admissions process offers two decision cycle options to the applicants: Early action deadline and a regular decision deadline.

Regular Decision - Under this option, applicants will be considered, and admission decisions made on the completed application by the deadlines date as mentioned in the calendar. Those applicants who select the Regular Decision option or who do not select an option, or who applied Early Decision but did not fulfill its requirements or whose decision was deferred, will be considered under the Regular Decision option. Generally, applications are considered in the order that they are completed, so early applications are encouraged. Applicants whose credentials do not fall squarely within the ranges, but whose applications are competitive for admission, may be held for further review in the regular applicant pool. The Admissions Committee makes every effort to announce its decision on completed applications within a reasonable time.

Early Decision Option: The Early Decision option is available for prospective students who are able to complete all admissions requirements in time and who after all considerations are certain of pursuing a PN program. Early Decision candidates must submit their applications by the published date for Early decision and all items necessary for completion of the application must be received by deadlines. Only completed applications are considered for admission in early decision cycle.

Admissions Requirements for Practical Nurse Program

I The applicant must meet the following criteria:

All applicants must have graduated from high school or have received a GED. Independent documentation such as transcripts and copies of diplomas or other documentation of equivalency must be submitted to the school prior to enrollment.

The admissions documentation for students from foreign countries must be translated and certified to be at least equivalent to the credential required by the school in its admissions criteria.

1. Graduated from high school or received a GED.
2. Pass criminal background check and drug screening. Admission is contingent upon the results of the clear background check and negative drug screening. Criminal background investigation and/or drug testing may also be required by a clinical site, an externship site, or a prospective employer consistent with the requirements of Michigan Public Act 368 of 1978 Public Health Code, as amended, Parts 201 and 209. A history of a criminal background and/or drug abuse may be cause to deny a student entrance into the PN program. The clinical facilities may have the right to determine the severity of any felony or misdemeanor. The student may not be able to obtain a clinical rotation. No pediatric or geriatric offense will be accepted. Additional background and fingerprinting will be taken prior to taking the State Board Examination.
3. Pass ATI TEAS entrance examination with a minimum score of 40 overall OR a minimum score of 38 overall with a math sub score of at least 42. If Math and Science

subtest score in TEAS is less than 40 then the student will be required to take mandatory tutoring or test out during pre-nursing module*.

4. Complete health appraisal form to include negative TB test, required immunizations and/or Titters On ACEMAPP(required before the start of classes).
5. Two favorable letters of recommendation (from clergy, teacher, or employer).
6. Current AHA/BLS certificate required (to include BLS/CPR for Healthcare Professionals with AED training).
7. Personal interview with admissions representative

*For more details, please contact the admissions office.

*This mandatory tutoring to be offered in the first five weeks of PN program on a designated day of the week between Monday to Friday. This tutoring will be provided for 3 hours every tutoring day for each subject a student may need tutoring in. For more details, consult the section on Tutoring further in this document.

Admission to Detroit Business institute-Downriver will not be denied on the basis of Race, Sex, Age, Disability, Religion, Nationality or any other factor prohibited by law.

Returning Students Criteria

A student who withdraws is eligible to return to school providing he/she is maintaining satisfactory progress, as described in this school catalog and meets the current entrance requirements.

Out of Program for less than a year

All students requesting re-entry into the program, who have been out of the program for one year or less from their last day of attendance through the scheduled re-entry date, must meet the criteria as described below.

1. Students who dropped out of the program due to personal reasons, or failure, may re-apply for re-admission by writing a letter of request addressed to the Director of the nursing program. The letter of request must state the reasons for the withdrawal and must include a detailed plan, which will be evaluated by the re-admission's committee to determine their eligibility for returning and potential for achieving success in the program.
2. Re-admission requests are due a minimum of a week prior to the term for which the student is applying to re-enter.
3. The letter of request will be reviewed by the nursing re-admission committee and a follow-up meeting will be scheduled with the student.

4. Prior to submitting a request for re-admission, the student must satisfy all outstanding financial obligations to the school. Student will be responsible for any changes in tuition costs or updated books in the returning classes.
5. There is a required re-entry fee of \$100, which must be submitted on Populi prior to the beginning of the re-admission's process. Additionally, a drug screen and background check will be conducted at this time. If re-admission is denied, for reasons other than drug screening or background check, the re-entry fee will be refunded to the student. If the Re-entry period is within 120 days of the previous Drug Screen+ Background check, the student will not be required to pay the re-entry fee of \$100 and will not need to go through a new drug screening or background check. Such a student may however have to submit to an updated background check and drug screening if the validity of the previous drug screening and background check goes beyond one year validity period preventing him or her from attending clinicals. At that time a required fee of \$100 for conducting these tests must be submitted.
6. The returning student must meet the school's minimum entrance examination score, which is in effect for the Assessments Technologies Institute (ATI) Test of Essential Academic Skills (TEAS), at the time of re-admission. A student's (TEAS) score is valid for no more than three years prior to the start date of the scheduled program.
7. All returning students must meet the curriculum requirements of the program that are in effect at the time of re-entry.
8. All students returning in Term I or Term II or Term III after termination due to failure or withdrawal due to personal reasons must re-take any failed course or the entire course sequence if applicable and complete a competency validation procedure for all previously completed courses as outlined below. The student is not charged for the repeated course, provided the student re-enters within one year or less from their last day of attendance. The student is financially responsible for any increase in tuition.
 - a. A math competency examination to include math conversions, reading labels and syringes. The math competency test must be passed with a passing score of 77% or higher. If a student does not satisfactorily pass the math competency test, the process for re-admission is ended.
 - b. Pass the theory Competency Test(s) with a minimum passing score of 77%.
 - c. It is the student's responsibility to prepare for the competency tests. The student will be required to demonstrate necessary assessments selected by the Director of the nursing program.
 - d. If a student does not satisfactorily pass a competency for a specific course, the student will be required to repeat the course.

- e. All competency evaluations that are conducted will become a permanent part of the student's academic file.
- 10. Written evaluation and recommendations will be sent to the nursing admission committee for a final decision regarding a student's re-entry into the nursing program.
- 11. Students not submitting acceptable documentation in response to requests or decisions made by the nursing re-admission committee may be denied re-admission.
- 12. The student must meet all enrollment requirements of the school including submission of an updated health form (if it has been more than a year since the last Health assessment), a negative TB test (or negative chest x-ray), all necessary vaccines and or titers, including current flu and Tdap vaccines. All documentation must be submitted prior to reentry. ACEMAPP compliance green check is a mandatory requirement for Re-Entry, As of Jan 2025, all students must be on Assure for Document verification. ACEMAPP compliance green check is a mandatory requirement for Re-Entry.
- 13. A student who qualifies for re-entry into the Practical Nurse program will be subject to the Standards of Satisfactory Academic Progress as outlined in the school catalog.

Out of the Program One Year or Longer

All students requesting re-entry into the program, who have been out of the program for one year or longer from their last day of attendance through the scheduled re-entry date, must meet the additional returning student criteria as described below.

- 1. If the student wishes to receive credit for previously completed classes he/she must demonstrate through an assessment by the Director of the nursing program that he/she possesses the necessary knowledge and skills required to pass the class. If the student does not possess the necessary knowledge and skills, as determined by the school, the student must repeat the classes. The student will be charged for any class that is repeated.
- 2. It is the student's responsibility to prepare for the competency and skills validation test(s). The student will be required to demonstrate the necessary assessments selected by the Director of the nursing program.
- 3. Students who have been out of DBI's Practical Nurse program for more than three years will not be eligible to return under the school's criteria for returning students.

School Policies

The school reserves the right to update and revise program and school policies

General Policies

- 1) A CPR card must remain current throughout the program and a copy will be kept in the student's files, in the nursing office. CPR must be American Heart Association BLS for healthcare providers (CPR & AED). OSHA and HIPAA training is **MANDATORY** for all students and instructors prior to the beginning of a clinical rotation.
- 2) All students must maintain an active account on ACEMAPP and submit all health information, vaccinations and CPR card information on the ACEMAPP portal. All students must maintain compliance on ACEMAPP at all times while enrolled in the program. This may mean that students may have to register/subscribe for one more year on ACEMAPP.
- 3) Students with concerns must follow the Chain of Command:
 - i) Instructor
 - ii) Nursing
Program Director
 - iii) Director of
the School
 - iv) President of
the School

Attendance Policies

Attendance is **mandatory** in all classes. However, if a student is absent (excused or unexcused) more than 10 % of the scheduled days in a particular class this will constitute automatic **failure** of that class.

The make-up test/exam will be taken outside of class time, at the discretion of the instructor, on the basis of verifiable, documented, excused absence which has been approved by the PN Program Director or School Director of the school. An alternate form of the test may be given at the discretion of the instructor and PN Program Director.

Quizzes, tests and final exams are to be taken on the scheduled day and at the scheduled time. A student who is tardy on a test day may be admitted to the testing room, but will not be allowed additional time to complete the test. Students taking the test later than the scheduled time, for any reason (Unless approved by the Program Director), will have 10% deducted from the final score. **Make up tests may be scheduled twice a month at the discretion of the Program Director.** All physical attendance records will be purged 7 days after the end of the term. Any disputes related to attendance must be raised within 7 days of the end of the term to

the Program Director or the School Director in writing. After the adjustment period of 7 days after the end of the term has lapsed, the attendance as entered in populi will be the only record for attendance and will be considered final.

- 1) An excused absence consists of the following:
 - i) Court notices for student or dependent child
 - ii) Funeral of immediate family members
 - iii) Medical excuse for student, spouse or child
 - iv) Excuse deemed an emergency by the School Director
 - v) Written excuses must be submitted to the School Director **within 10 days of any absence** to be considered.
- 2) When a student is unable to report or not able to arrive on time to a clinical site due to unplanned illness or emergency, the student must notify the site manager and clinical instructor prior to the scheduled start time, except in extreme emergencies. Same criteria apply to any theory class. A student must notify the instructor or Program Director prior to start of class timing unless extreme emergency prevents him/her from doing so. Failure to report may result in DISMISSAL from the clinical and FAILURE of the course. Each student must meet the program contact/clinical hour requirements as defined in the course syllabus. If a student is dismissed from a clinical site, the student will fail the course.
- 3) All students will be required to complete the designated number of clinical/lab hours specific to that clinical rotation for successful completion of the clinical rotation. If an absence occurs, (lab or clinical) the student may be required to complete clinical hours at an additional expense. In any situation a student may not take more than 10% allowed absence in each clinical, lab or theory class. Any absence for clinical or lab class are to be made up. The excused incident (absence in clinical/lab) is free; any unexcused absence makeup will be charged \$20 per clock hour and must be paid in advance of the scheduled clinical/lab make-up day. Also, if a student is more than 15 minutes late the student will be required to make up the entire class. The student must notify the instructor of any late arrival prior to the start of class.

One excused absence is permitted without payment for a simulation make-up lab/clinical. One unexcused absence will require a make-up class at \$20 per clock hour. Two excused or unexcused absences may result in a student's dismissal depending on the 10% minimum allowable absences criteria. Failure to report to clinical may result in DISMISSAL from the clinical and FAILURE of the course. The above-mentioned policy applies to leaving either a class, lab or clinical site early. If you miss a scheduled make-up lab/clinical you may be dismissed from the program.

ATTENDANCE POLICY DURING EMERGENCY REMOTE LEARNING MODE

In addition to the DBI attendance policy stated in the catalog/syllabus, the following conditions need to be met in order to be marked 'PRESENT' for the Didactic Clinical Day:

1. Attend the virtual class meeting sessions with the instructor as per the timings conveyed by the instructor on the instructor's course Google Classroom.
2. Each Clinical /Skill day will have two meeting sessions. Attendance in both class sessions is compulsory to be counted as present for the day.
3. Each didactic session will have two meeting sessions likewise with sessions planned by the instructor. All information will be posted on Google Classroom and it's student's responsibility to log in to the classroom and stay updated with announcements and requirements.
4. A student needs to be in attendance in the remote class session with the camera turned ON at ALL TIMES. A student with a camera turned OFF will be marked Absent.
5. The scenario/work assigned for the day has to be completed and submitted on time as per the instructor directions to be counted toward attendance.
6. Any situation or circumstance preventing a student from attending any class has to be reported as per the attendance policy in the handbook and syllabi before the start of the class. If circumstances arise during the class, it is the responsibility of the student to report the issue via email preferably immediately to the instructor and program director.
7. If for some reason, the internet is not working, a phone call must be made to report the issue to the school office (734.479.0660) followed by an email to the instructor as soon as the internet connection is restored.
8. In absence of such reporting, a student will be marked absent.

Punctuality

Students must be on time for all classes and must report 15 minutes before the scheduled time for all clinical rotations. All classes start at the scheduled time. Any student arriving later than the scheduled class will be marked tardy. 3 tardies will constitute "One" absence. It is up to the discretion of the faculty to allow a tardy student in the class. e.g Some instructors may not allow tardy entries at all, some faculty may not allow a student in the class until break time so as not to disturb the class. A student, regardless of whether she/he was allowed in the class will be considered absent if the tardiness was more than 15 minutes for class/skills/computer/clinical. Leaving classes without permission constitutes an absence. Three tardies equals one absence and a written warning will be issued. Students who report late for theory courses will not be permitted to enter the class in session.

Grading Policies

- 1) Each student is accountable/responsible for his/her results and grades produced in class.
- 2) A minimum cumulative grade of 77% must be maintained throughout the program in all theory courses. Theory grades are awarded as follows.

Grading Methods

94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+ (NURSING PROGRAM CUT –OFF)
76 and below	E

- 3) Skill/SIM/Clinical grades are awarded as follows:

Grading Methods

94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
79 and below	E

- 4) A student failure of a theory/lab or clinical course is subject to policy explained later of course sequence.
- 5) **Rounding Less than Whole Percentage Numbers to Determine Grade** - If the final percentage is less than a whole number, the grade will not be rounded. Students must achieve a minimum of 77% to pass the course.
- 6) Nursing a progressive course and a student must successfully pass all courses in a term before moving to the next term. E.g., A student failing in term 2 will not be allowed into the Term 3 until they pass all the courses in Term 2.

Other Grades explained

FN (failed, non-attendance). An “FN” should be assigned to a student who has failed a course because of unexcused absences from classes, labs, exams, or other activities.

FN(R)- A FN(R) should be assigned to a student who failed a class due to Non attendance or shortage of attendance and then Repeated at a later date.

ER- Failed and Repeated

I - Incomplete grade

An “I” should be assigned to a student who, in term 3 of the program, has been unsuccessful in achieving the benchmark score set forth in the ATI Comprehensive Predictor exam after two attempts and /or other NCLEX-PN readiness module utilized by DBI and as stated in the course NUR 125. Such a student has performed at a satisfactory level in the remaining assessments of the course but has only failed the expected level of proficiency on the NCLEX-PN readiness solution like Comprehensive Predictor Exam and/or VATI Green light and/or any other solution required for program completion.

Incomplete (grades of I)grade must be resolved within seven weeks/49 days of the end of the term(last day of the term)in order for a student to graduate. Incomplete grades cannot be replaced with withdrawal (W) grades.

- If a final grade has not been recorded by the deadline for degree clearance(seven weeks/49 days of the end of the term), students will be awarded a failing grade ‘E’ and students will repeat NUR 125 in the next term. It is the student’s responsibility to reach out to the instructor and the Program Director to schedule the exam.
- A student will be considered successful in the class NUR 125 upon achieving the benchmark score on Comprehensive predictor and/or Green Light status if applicable. Grade of ‘I’ will be resolved to a new letter grade as per the performance.
- A student will be considered as having failed the course NUR 125 if (s)he is unable to achieve the benchmark scores in Comprehensive Predictor and/or Green Light status if applicable. Such a student will request LOA and will repeat the course when it is offered at DBI.

Posting of Grades

- 1) Grades are available approximately 72 hours after the test administration or at the discretion of the faculty.
- 2) At the discretion of the instructor, tests may be discussed during class time.
- 3) If a student wishes to challenge a grade, he/she must provide a written explanation to the instructor. If the student is not satisfied with the outcome, the student will have the option to pursue the challenge via the chain of command.
- 4) If the outcome of review lowers the grade, the student must accept the outcome.

Course Evaluations

Evaluation/Grading Policy for courses with Skill/SIM/Clinical sequences

In theory only courses, a student must achieve a minimum of 77% to pass the course.

In theory classes with skills or Clinical component, a student will be considered to have passed only if all of the following three criterion is met: 1) the minimum overall score of 77% (final course grade) is achieved in Theory and 2) the minimum overall score of 80% and a “Satisfactory Performance” of student learning outcomes is achieved in Skills Lab/SIM Lab, and 3) the minimum overall score of 80% and “Satisfactory Performance” of student learning outcomes is achieved in the Clinical setting. A student will move forward to the next term only if all three requirements are met. For example, a Satisfactory Performance in Clinical and Skills Lab but achieving less than 77% overall, in theory, will not allow the student to progress. Because of the interdependent nature of theory, lab and clinical, failure to successfully complete any one of these components requires the practical nursing student to repeat all components of a course. In such cases the highest grade of a course component will be used towards the earned credit and to compute the cumulative GPA.

Clinical rotations for Nursing 112, 120, 122 and 125

Skill/SIM Labs for NUR 111,119,122,124

Course Sequences:

Term 1: Fundamental of Nursing: -NUR110, NUR 111, NUR 112

Term 2: Medical Surgical Nursing: -NUR 117, NUR 118, NUR 119, NUR 120

Term 3: Obstetrical Nursing: - NUR 121, NUR 122

Pediatric Nursing: - NUR 123, NUR 124

Transitions to LPN: - NUR 125

For the nursing courses with skill and clinical series as shown above, the student must pass **All** of the nursing courses in that sequence to pass the class. A student must achieve academic success (satisfactory) in the nursing skills/simulation labs and clinical components of the course as follows:-

- Nursing 110,111 and 112 are composed of: Theory, nursing skills lab and clinical. If a student is unsuccessful in **ANY** course of this sequence, the student will **FAIL** the course and reapply as a returning student in Term 1 and repeat ALL failed Term 1 courses and the ones in sequence.
- Nursing 117,118,119 and 120 are composed of: Theory, nursing skills lab and clinical. If a student is unsuccessful in **ANY** course of this sequence, the student will **FAIL** the Medical Surgical course sequence and must reapply as a returning student and retake the entire series of 117,118,119,120.
- Nursing 121,122 is composed of: Theory and nursing simulation lab. If a student is unsuccessful in **ANY** course of this sequence, the student will **FAIL** the course series and reapply as a returning student to retake the NUR 121,122. (PN handbook pgs 23,26).

- Nursing 123,124 is composed of: Theory, nursing simulation lab and clinical. If a student is unsuccessful in **ANY** course of this sequence, the student will **FAIL** the course and reapply as a returning student to retake the NUR 123,124.

Nursing 125 is composed of: Theory, NCLEX-PN review and a 16 hour shadowing experience. If a student is unsuccessful in **ANY** component of this course, the student will **FAIL** the course and reapply as a returning student to retake this course. The student has two and a half months after the beginning of the term to complete the 16-hour shadowing experience at their place of employment or a location selected by the nursing director. **NO** exception will be granted for not completing this shadowing experience by the due date and submitting all documents pertaining to the same by the due date. The theory instructor for this class will sign off on the shadowing experience as satisfactory or unsatisfactory. NUR 125 has an additional graduation requirement built in the PN Comprehensive assessment which must be passed with the benchmark score dictated by school and stated in syllabus NUNR 125.

NCLEX Prep Resources

DBI offers its PN students a multitude of resources to be successful in the PN program and thereafter be prepared for the NCLEX-PN® licensure examination. DBI uses Assessment Technologies Institute (ATI) learning resources throughout the curriculum and standardized ATI assessments in each core class to prepare students for success on NCLEX-PN®. Additionally specific ATI NCLEX-PN® Prep solutions form an important component of the curriculum in the final term class NUR 125. Successfully completing ALL requirements of NUR 125 as detailed in the syllabus for these NCLEX Prep solutions is a mandatory requirement for program completion. DBI reserves the right to utilize additional NCLEX-PN® readiness resources, to include, but not limited to ATI or other varied indicators to help our students in NCLEX-PN® preparation.

The NCLEX review program at DBI utilizes the following resources:

- Content Mastery Series: The Content Mastery Series Assessments provide essential data regarding a student's mastery of concepts in relation to specific nursing content areas. An assessment-driven comprehensive review program designed to enhance student NCLEX-PN® success.
- Multiple Assessments of the student's mastery of nursing content and readiness to sit for the NCLEX-PN® within CMS and ATI Capstone
- Upon completion of the program and prior to challenging the NCLEX-PN® examination, all nursing students will be required to obtain the benchmark score set by DBI on an ATI Comprehensive predictor examination and/or additional requirements built into NUR 125 like ATI VATI "Green light" which will determine each student's readiness to challenge the NCLEX-PN® examination.

Clinical Course Evaluations

CLINICALS CAN BE ANY DAY OF THE WEEK, INCLUDING WEEKENDS, AND MAY INCLUDE DAYS OR EVENINGS HOURS.

1. Clinical evaluations are ongoing. An instructor can evaluate a student at any time if inadequate performance is noted. A written warning form will be filed in the students' file. The purpose of this form is to assist and guide the student in correcting any deficiencies.
2. There will be a final clinical evaluation. Weekly anecdotal notes will be graded as well as care plans.
3. Clinical evaluation tools are developed by the faculty for each clinical and are in each syllabus. Each evaluation tool provides specific, measurable objectives that cover the scope and extent of each clinical course objective.
4. Clinical performance is evaluated on a grading scale, see syllabus for details. The student must earn a 77% in all theory classes. Skills lab and Clinical Grading are detailed in the syllabus associated with the course
5. At the end of each clinical rotation, the instructor will meet with each student to summarize and discuss their progress, strengths and/or areas needing improvement.
6. Both the student and the instructor will sign the evaluation form indicating that the evaluation tool was read and discussed.

Unsatisfactory Work

- a. Students who are not achieving satisfactory work will be counseled immediately.
- b. Written warning for improvement will be given to the student. The student must sign a warning form with the faculty member agreeing to the plan of action for improvement. This form will be filed in the student's academic file.
- c. If the student is unable to satisfactorily complete **three** asterisk (*) clinical objectives, the instructor will meet with the nursing Program Director who will make the **final** decision for action with the instructor and the nursing admission committee.

Campus Laboratory

- a. Students are required to attend all scheduled campus laboratory and theory classes in uniform.

- b. Students are required to demonstrate proficiency in skills in the laboratory before practicing those skills in the clinical area.
- c. Open skills time must be arranged with the instructor.
- d. Students are not permitted in the laboratory without supervision.
- e. A final laboratory competency assessment will be administered on your final day in the lab. You **MUST** pass this check-off with **100%** accuracy to pass the lab and hence the course (111 and 119). Your syllabus will give you details as to what your testing will encompass.

Uniforms and Accessories

- a. Scrubs are required for ALL CLASSES on campus and at the clinical site.
- b. It is recommended to have two dark gray colored scrubs and gray warm up jackets with the Detroit Business Institute-Downriver emblem. NO Sunglasses in school/clinical. **(Two sets of uniform scrubs and warm up jacket will be provided by the school).**
- c. **General attire**
 - Dark gray colored scrubs are required.
 - White socks and 100% **white Leather** Shoes with **enclosed** heel and toe.
 - Alternate attire may be required for various clinical facilities and will be noted in the course syllabi.
 - Gray warm-up jacket must be worn over the uniform.
 - **No** denim clothing, tennis shoes, **clogs**, sweat suits, or shirts with sayings or logos are permitted.
 - Students will be asked to leave the class or clinical area if the dress code is violated and will receive an unexcused absence.
 - A watch with a second hand, scissors, pen light, *stethoscope, and black pens are required at the clinical sites.* provided by the school.

Personal Appearance

- Body odor, perfume, shaving creams, heavy makeup and **tobacco** odor are not permitted in the clinical area.
- Hair must be neat and off the collar. Hair-natural one color or natural highlights.
- Beards and mustaches must be clean, short, and neatly trimmed, or clean shaven.
- Fingernails must be clean and short with clear polish. **Artificial/acrylic fingernails are not permitted, including overlays.**
- The only acceptable jewelry consists of a plain wedding band, wrist watch, and stud earrings (no hoops).
- No visible body piercing, multiple earrings, decorative pins on uniforms are not permitted.
- **All visible tattoos are to be covered at ALL times.**
- Gum chewing is not permitted in any class or at clinical.

- ***CELL PHONES ARE NOT PERMITTED IN THE CLASSROOMS and must be kept in lockers provided by the school.***
- Free lockers will be provided for ALL students. **Locks will be purchased by students.**
- Students who do not adhere to the above dress code will not be permitted to remain in class or clinical.
- **NO ARTIFICIAL EYELASHES.**

Clinical Agency Protocol

- a. Students must remember that they are guests within agencies and always display professional demeanor.
- b. Students must become familiar with the emergency protocols of the agencies.
- c. Personal calls are not permitted in the clinical area nor are beepers or cell phones permitted. Cell phones must be kept in your car.
- d. Any emergency calls must be made by landline phone.
- e. If family members need to reach a student, they must call the nursing office, who will contact the instructor. Families should be informed of current clinical placement. Students will be given a schedule at the beginning of each clinical rotation detailing their assignment.
- f. Students are expected to follow dress codes and/or specific rules unique to each facility.
- g. All training related questions should be directed to the instructor and not the clinical site staff.

In addition to achieving satisfactory performance in the nursing skills lab, simulation lab and clinical areas, on your check-off sheet and clinical course evaluations, if a student is dismissed from ANY clinical site for disruptive behavior that student will be dismissed from the clinical site and receive a failing grade in the course. Disruptive behavior is whatever is deemed disruptive by the clinical site leaders and DBI administration.

Fitness-For-Clinical Guidelines

1. If the instructor notes that the student's behavior is erratic due to unknown causes, the student's safety will be protected by either taking the student to the emergency room or placing a call to a family member for safe transport from the facility.
2. The instructor will not attempt to diagnose the possible cause of observed behavior; only describe the observations of the student.
3. The Nursing Program Director will be notified immediately.
4. The student will meet with the Nursing Program Director and the instructor.
5. A written warning form will be completed and signed by the student, the director, and the faculty member.
6. The student will be required to have documentation from a physician stating that he/she is fit to continue on in the nursing program.

Commitment to Learning

- a. Faculty is committed to helping students learn.
- b. The student must submit all written work on time. Any late or missed assignment is subject to a grade reduction, as specified in the course syllabus or by the instructor.
- c. The student must verbally participate in classroom activities including pre- and post-conferences in the clinical area.
- d. The student must meet all scheduled commitments when assigned.
- e. **In order to maximize learning, cell phones must be turned off and stored in the locker provided during class. Students using cell phones during exams or graded activities in class may be cited for academic dishonesty.**
- f. In cases of an unexpected emergency, students may give their family the school's phone number and they can call the front office.

Academic Dishonesty

- a. The faculty supports the school's policy on academic dishonesty, cheating many times involving two individuals. Cheating can take many forms, including but not limited to plagiarism, exchange of information on examinations, copying the work of another or allowing another to copy's one's written work.
- b. The first incident of cheating the student will receive a zero on the assignment and a written notice will be sent to the student. The student who shared the work in question and the student receiving the work will be given a zero for the assignment or the test. The written notice will include the nature of the alleged act of violation, the facts present, and the possible discipline being considered in addition to the zero awarded. The Student will be called for an interview with the instructor/ PN Director. The evidence will be presented by the Instructor for the alleged act of violation and the student will be given a chance for hearing. Upon completion of the meeting and within 7 days of the meeting, a written recommendation notice for the disciplinary action(if any), in addition to a zero in the test or assignment, will be given to the student by the Program Director. If the student refuses to sign the written notice or fails to attend the interview, it will be deemed as an acceptance of the alleged act and the PN Director will make a notation of the student refusal to sign and date. A copy will be placed in the student's file, along with the student receiving a copy of the refusal. The disciplinary action for Academic Dishonesty for first violation may include a failure of the course involved and the student may receive from an E grade up to Dismissal from the program.

It may be noted that Written notice to the student shall also include that continuation or repetition of specific conduct found wrongful within a period of time stated in the warning may be cause for more severe disciplinary action. Written reprimands may become part of a student's permanent record at the college.

- c. On the second incident the student will be sent the Notice for Violating Code of Conduct. The written notice will include the nature of the alleged act of violation, the facts present, and the possible discipline being considered in addition to the Grade of E (Failure of the course) for the assignment, test or exam. The Student will be called for an interview with the PN Director and the School Director. The evidence will be presented by the Program Director for the alleged act of violation of conduct and the student will be given a chance for hearing. Upon completion of the meeting and within 7 days of the meeting, a written recommendation for the disciplinary action (if any), in addition to the failure of the course, will be given to the student by the Program Director. If the student refuses to sign the written notice or fails to attend the interview, it will be deemed as an acceptance of the alleged act and the PN Director will make a notation of the student refusal to sign and date. The disciplinary action notice in such cases will be taken and the student notified of the same in writing. Written Notice document for "Violation of Professional Code of Conduct/Academic Dishonesty" will be placed permanently on the student academic file. PN Director will place the records/evidence of cheating/plagiarism for permanent record retention. A Student should understand that at this point continuation in the program is in jeopardy and that he/she may be dismissed/terminated from the program for Academic Dishonesty/Violation of Professional Code of Conduct.

Expectations for Behavior

- a. Each student is expected to act in a professional manner.
- b. ***No children or spouses are permitted in class or at the clinical site.***
- c. Students are ethically committed to a non-judgmental attitude, to be honest, and to protect the confidentiality and the right to privacy of the patient.
- d. Patient names should never be used when writing nursing care plans or presenting case studies.
- e. Under no circumstances is a student permitted to photocopy any part of the patient's record or remove any information with the patient's name on it from the agency.
- f. Any information seen or heard concerning a patient's diagnosis, condition, treatment, financial or personal status must be held in absolute confidence.
- g. Details of a patient's history or status should not be discussed in elevators, restrooms, cafeterias, or in any other public place.

- h. Discussing a patient's medical history merely for the sake of gossip is highly unethical and unprofessional and is grounds for dismissal from the nursing program.
- i. When the clinical experiences terminate, the need to respect the client's confidentiality does not.

Professional Code of Conduct

Student Conduct

Code of conduct is essential for creating a safe, respectful, and professional learning environment for nursing students. It provides guidance for student behavior, promotes professionalism, ensures compliance with laws and regulations, and provides a framework for conflict resolution.

Any violation of the code of conduct is referred to the Program Director. Based on the nature of the severity of the violation, different actions like taking away academic credit, deducting professional points, be counseled, issued a written warning, sent home for the day, written warning, probation, dismissal, suspension, or termination may be taken. A student is issued a warning on the first minor incident of violation of Code of Conduct. A disciplinary committee may be called for severe cases of violation. The students is called before the committee and based on the nature of violation, response of the student an appropriate action is taken. DBID reserves the right to suspend or dismiss any student any time for misconduct or when such action is deemed to be in the best interest of the student or student body.

Code of conduct for a PN Student at DBID:

1. **Attendance:** Regular attendance is mandatory in all DBID nursing classes. Students are expected to attend all classes, clinical rotations, and other related activities.

Please note **important criteria to receive attendance for a class:**

- a. Physical presence for the entirety of the class
- b. Following all mentioned Code of Conduct
- c. Arriving on time

- d. If a student arrives late or leaves before the end of class time, attendance will **Not** be given for that class unless overridden by the instructor. In absence of this overriding given by the instructor, a student will be **marked absent for the entirety of the class.**
 - e. A student will not be allowed to enter the classroom once the lecture/lab begins. An instructor may allow the student to join the class during break if the student had an excusable reason to arrive late. Such a student will be marked “tardy” for the day. Leaving the classroom during lecture is not allowed. However, if a student has to leave the classroom for an allowable reason, will be allowed to join back only during the next scheduled break.
 - f. If a student leaves the classroom for any reason and then doesn't return, such a student will be marked absent for the entire class period.
 - g. If the class is conducted remotely for any reason, the camera must be kept in “ON” position during the entirety of the class. A student with a camera that is turned “off” will not be marked present for the class.
 - h. A student must sign in the attendance sheet given by the instructor in each class. It is the students’ responsibility to sign the sheet. Absence of a signature will be considered as an absence for the student, regardless of producing any kind of evidence proving otherwise. A student signing in for another student in the Attendance signing sheet will receive a Violation of the Code of Conduct and a disciplinary action will be taken against the student signing on behalf and the student requesting such a fake attendance.
2. **Punctuality:** Students are expected to arrive on time for class and clinical rotations. Latecomers may not be allowed to attend the class, and their attendance and grade may be affected.
3. **Cell Phone Usage:** All cell phones must be turned on silent mode during the class. No phone calls may be taken during class. Students should refrain from texting or making calls, as it may disrupt the learning environment. If a student receives a phone call during class, it may count towards deduction of points for professionalism. A student leaving the class to take a call will not be allowed back and will be marked absent.

4. **Behavior:** Students should always maintain a professional demeanor. This includes being respectful to instructors and peers, refraining from disruptive behavior, and following code of conduct rules.

Disruptive behavior in the classroom/school/lab/clinical is any behavior that interferes with the learning environment or creates a distraction for other students. Some examples of disruptive behavior may include:

- Interrupting the instructor or other students during class
- Talking or whispering during lectures or discussions
- Using electronic devices (e.g. cell phones) during class time
- Engaging in side conversations or group work during lectures or discussions
- Being consistently late for class or leaving early
- Making loud or distracting noises (e.g. tapping, rustling papers)
- Displaying aggressive or intimidating behavior towards other students or the instructor
- Engaging in disrespectful or inappropriate behavior towards others
- Being unprepared for class (e.g. not completing homework, not bringing necessary materials)
- Having loud conversations in the corridors

Disruptive behavior can negatively impact the learning experience of other students and can create a hostile or uncomfortable environment in the school. It is important for students to be aware of what constitutes disruptive behavior and to make an effort to behave in a way that promotes a positive learning environment for everyone.

5. **Participation:** Instructors may encourage active participation from students through classroom discussions, group activities, and presentations. Students are expected to participate in class discussions and share their insights.
6. **Homework and Assignments:** PN Nursing program at DBID involves significant homework and assignments. Students are expected to complete these assignments on time and to the best of their abilities. Late submissions may not be accepted. Late submitted assignment to be graded as per the rule mentioned under assignments in the syllabus.
7. **Dress code:** DBID nursing students have a specific dress code for in school classes and clinical rotations, including uniforms and appropriate footwear. Students are required to follow a dress code in the classroom. Refer to the uniform section to get details of uniform expectation. **Appropriate dress code rules will** be enforced and a student may be sent home and marked absent if not in proper attire.
 - DBI uniform-Grey scrubs (neat, well-fitting and in good repair) and white leather shoes and white socks
 - Clothing should be neat and clean with pants hemmed to appropriate length (not touching the floor)
 - NO visible piercing or tongue jewelry
 - NO false eyelashes
 - NO visible tattoos
 - Nails-neutral polish/no acrylics
 - Hair color and style must be maintained in a conservative fashion and no non-traditional hair colors.
 - Male facial hair must be clean, neat, and well-groomed.
 - Hair must be off collar

8. **Professionalism:** PN program aims to prepare students for a professional healthcare environment. As such, students are expected to always conduct themselves in a professional manner, including during clinical rotations.
9. **Academic Integrity:** Nursing programs uphold the principles of academic integrity, which means refraining from cheating, plagiarism, or any other form of academic misconduct.
10. **Safety:** Follow safety rules, particularly during clinical rotations. Students should follow all safety rules and protocols to ensure the safety of themselves, their classmates, and their patients.
11. **Respect:** Students should respect their instructor, classmates, and the learning environment. This includes refraining from derogatory language, bullying, or harassment of any kind.
 - a. Be respectful of faculty and peers.
 - b. Refrain from profanity
 - c. Remain in class unless there is a break.
 - d. No theft of personal or school property.
 - e. No abusive or threatening language or behavior, including use of swear words.
 - f. No screaming at instructors, staff, or peers
12. Use or possession of vaping devices, controlled substances, including drugs and alcohol, is strictly prohibited in the classroom, laboratory, or clinical setting. Violations of this policy will result in disciplinary action, which may include, but is not limited to, removal from the nursing program, suspension, or expulsion.
13. **Compliance:** Students should comply with all school policies and procedures, including those related to attendance, conduct, and academic performance.

14. Classroom cleanliness: Only bottled water is permitted in the classrooms. Eating and drinking is allowed in the student lounge area only.

15. Consequences: Violations of this code of conduct may result in deductions in Professional points from a class grade, may affect attendance and may lead to disciplinary action, including suspension or dismissal from the PN program. Students making unnecessary remarks and being disruptive in class will have professional points deductions and/incident reports filed and be sent to the Director of Nursing.

Overall, this code of conduct for a DBID PN students emphasizes professionalism, punctuality, active participation, respect for others, academic integrity, safety, and communication. By adhering to these guidelines, students can maximize their learning and prepare for success in their future nursing careers.

All students are expected to conduct themselves both in and out of class in a professional manner. The school may exclude/terminate a student from school for any of the following reasons:

1. Excessive absences from class.
2. Conduct which is found by the administration to be detrimental to the individual, other students, the community, or the school.
3. Conduct that violates any of the guidelines explained above
4. Inappropriate dress or appearance.
5. Disruptive or illegal activities.
6. Use of abusive and/or inappropriate language.
7. Disrespectful or verbally aggressive to students, faculty, staff or individuals associated with the student's training.

8. Under the influence of drugs or alcohol.
9. Not adhering to school policies and Code of Conduct as detailed above.

Weapon Policy

DBID maintains a zero-tolerance attitude towards firearms and other weapons on campus, around campus, clinical sites, and at sanctioned school events. In compliance with Michigan law (1931PA328 MCL750.227 and 1927PA372 MCL28.425o(2)), guns or other dangerous instruments (knives, chemical sprays, electrical discharge device, etc.) that are intended to be used as weapons are NOT to be carried to school (including school parking lot) at any time. Recent amendment to Michigan's Public Act 372 of 1927 (2015PA16) regarding rights to carry concealed weapons does not exclude DBID classrooms (MCL28.425o (1) (h)), and by extension all common areas such as hallways, entryways, parking lot and sidewalks. This is a zero tolerance policy and failure to follow this policy will result in immediate termination/dismissal. Criminal charges may also be filed.

Children in School

DBID maintains an atmosphere conducive to learning and does not have provisions to accommodate children. It is the policy of the school that students should not bring children to orientation, classrooms, or labs, or left without parental supervision in lounges, offices, or any part of the school.

Student Work Policy

- a. Since the theoretical component of the program is intense and clinical preparation is demanding, it is highly recommended that students not work.
- b. The program is a full-time commitment and requires the student to be well rested which is conducive to safe practice in the clinical area.
- c. If the instructor feels that the student is unsafe due to fatigue, the student will be requested to leave the clinical area resulting in an unexcused absence.
- d. A written warning form will be completed, signed by the student and will become a part of the student's academic file.

Health Situations increasing Risk in the Clinical Setting

- a. Changes in student health status must be reported to the Nursing Program Director.
- b. Changes include, but are not inclusive to: pregnancy, injury, and or infectious diseases.

- c. The student must complete an “Acceptance of Risk” form in cases of pregnancy or certain limitations in function with signatures of the student and a health care provider. Form must state that the student is safe to function in the clinical setting.
- d. Costs of testing, diagnosis, and treatment of any infectious and/or communicable disease contracted while acting as a caregiver in clinical experiences will be the responsibility of the student.
- e. Any injury in the clinical area sustained by the student due to improper procedure will be the responsibility of the student to cover the cost for any medical treatment.

Policy on Disabilities and Communicable Diseases

- a. Detroit Business Institute-Downriver attempts to conform to all local, state and federal laws as outlined by the Center for Disease Control as well as the Handicap/Disability Act pertaining to education.
- b. At no time will there be discrimination against any persons because they have a disability.
- c. Provisions will be provided for those with disabilities. However, these students must be able to demonstrate the same behavioral objectives as those without disabilities.
- d. Students with HIV/AIDS virus and other communicable diseases will be required to inform the school and confidentiality of such will be maintained.

Non-Discrimination & Non-Harassment Policy

Detroit Business Institute-Downriver is committed to providing equal opportunities for all students, employees, and guests of the school. DBID does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity and expression, genetic information, medical status, military status, national origin, nursing parent status, pregnancy, race, religion, sex, sexual orientation, parent and foster parent status, protected veteran status, or any other bases under the law.

Title IX Coordinator is the designated agent of the school with primary responsibility for coordinating school Title IX compliance efforts as per the Title IX of the Educational Amendments of 1972 and 34 C.F.R. Part 106. Title IX of the 1972 Higher Education Act (20 U.S.C. 1092) applies to schools, colleges and universities that receive any amount of federal funding. Title IX allows the U.S. Department of Education to investigate complaints, order remedies, and withhold funding from educational institutions in violation of sexual harassment under the Act. Enforcement of Title IX is administered by the Department of Education's Office of Civil Rights. The Violence Against Women Reauthorization Act of 2013 amended the Clery Act (34 CFR §688.46) to further hold schools responsible for providing awareness and prevention campaigns and reporting crimes related to sexual assault, domestic violence, dating violence, and stalking. The Title IX coordinator's responsibilities are critical to the development, implementation, and monitoring of meaningful efforts to comply with Title IX

legislation, regulation, and case law. Title IX coordinator oversees the monitoring of school policy in relation to Title IX law developments; implementation of grievance procedures, including notification, investigation, and disposition of complaints; provision of educational materials and training for the campus community; conducting and/or coordinating investigations of complaints received pursuant to Title IX; ensuring a fair and neutral process for all parties; and monitoring all other aspects of the school's Title IX compliance. DBID does not tolerate discrimination against anyone, generally or specifically, based on race, creed, religion, origin, gender, age, or disability. In accordance with Title IX, section 504, section 104.7 (a), the School Director will be available to any person who has a complaint about the school that falls under Title IX Section 504. Discrimination, harassment, sexual harassment or sexual violence by others against members of the school community should be reported immediately for suitable action. The School Director and the Director of School operations can be contacted at 19100 Fort St, Riverview, MI 48193, 734-479-0660 and are available during regular office hours. Any student experiencing discrimination or harassment should follow the Student Grievance Policy outlined in the Student Grievance Policy of this handbook.

Changes to Policy and/or Curriculum Requirements

The school, due to the nature and demands of an educational program and the nursing profession, reserves the right to change specific policies and/or curricular requirements to enhance and update the curriculum design for the program of nursing. These changes will be made known to the students as they occur.

In the event of any failure or delay in the School's performance resulting from causes beyond the School's reasonable control and occurring without its fault or negligence, including without limitation, acts of God, fire, pandemic, epidemic, government restrictions, wars, threats or acts of terrorism and insurrections, the tuition obligations under this Agreement shall continue and the School shall not be liable for any such failure or delay in its performance.

The School may extend schedules for the time equal to the time lost due to any delay so caused and/or to conduct classes via distance-learning and/or schedule classes on weekends, at the School's discretion.

Student - Faculty Communication

Students are encouraged to take clinical or classroom related concerns to the appropriate faculty member. If a concern is not resolved the student should follow the organizational chain of command.

Clinical and course evaluations as well as the exit interview and the program satisfaction survey provide additional mechanisms for students to provide feedback to faculty and Detroit Business Institute -Downriver.

Student input is valued in the governance of Detroit Business Institute-Downriver. Thus, students may be nominated, asked to volunteer, or be appointed to serve on various committees at Detroit Business Institute-Downriver.

Student Nurses' Association

DBI- PN students can visit the Michigan.gov/LARA website for student nurse associations.

Criminal Background Investigation

Changes in 2006 to the Michigan Public Health Code have necessitated the implementation of criminal background investigations of all students in nursing programs during the course of their clinical assignments. This background check is performed to verify no felony (within the past 15 years) or misdemeanor (within the past five years) offenses punishable by imprisonment for a maximum of two years. (Processed through the Internet Criminal History Access Tool.) (ICHAT)

Students entering the program must pass to a criminal background investigation. Students will also be subjected to two to three additional background checks throughout the program. Students may inquire in the nursing office for specifics on this process.

Drug Testing

All students must pass a drug screening before admission to the nursing program and throughout the program prior to a new term. Students may inquire in the nursing office for specifics on the process.

Drug testing shall be conducted at the discretion of Detroit Business Institute -Downriver, and the term “drug testing” shall include any screening of the student’s blood, breath, or urine for any illegal drug, controlled substance, prohibited substance, and/or alcohol. All drug testing, aside from reasonable suspicion tests as discussed in subparagraph 3(a)(iii) DBI Drug Testing Policy, shall be conducted at the student’s expense.

Drug testing shall be conducted for the following reasons:

- 1) Entrance into the program. Each student must complete a drug test prior to being admitted to the nursing program. A student with a positive drug screen shall be denied admission to the program, and given referral information for drug services. A student denied admission due to a positive drug screen shall not be permitted to re-apply until said student submits a clean drug test on re-testing in the following cohort or thereafter.
- 2) Clinical placements. Drug testing may be required of any nursing student as part of the clinical placement requirements stipulated by the School’s clinical partners. A drug screening thus

requested will be borne by the student. A student with a positive drug test shall, in addition to other sanctions for violation of the Drug Policy, be denied participation in the clinical placement.

- 3) Reasonable suspicion of violation. Any Detroit Business Institute -Downriver student may be subjected to random drug testing if, in the sole discretion of Detroit Business Institute personnel, there is reasonable cause to believe that the student may be violating the Detroit Business Institute -Downriver Drug Policy. The suspicion of drug or marijuana usage can be raised by faculty, staff to the program director and school director at DBID. Circumstances which may give rise to reasonable cause include but are not limited to:
 - a) Current or past involvement with the criminal justice system for drug related activities.
 - b) Observation of drugs and/or drug paraphernalia.
 - c) Admission of a current drug problem.
 - d) Prior positive drug tests.
 - e) Observation of physiological signs of possible impairment from drugs.
 - f) A pattern of behavior suggesting impairment by or use of drugs.
 - g) Reports from faculty, peers, and employees of clinical partners.
 - h) Reports of an accident, medication error, or adverse patient outcome.
- 4) Drug screening as a sanction or condition of sanctions. In addition to any other sanctions imposed, any student testing positive for an illegal substance in violation of this Drug Policy may be subject to repeated follow-up testing. Follow-up testing may also be imposed as a condition of release from sanctions or re-admission to Detroit Business Institute-Downriver.

Federal regulations require institutions participating in federal financial student aid programs to provide information to its students and employees relative to drug and alcohol abuse. Detroit Business Institute-Downriver provides this information to its students during student orientation and on an annual basis to current students. In addition, you may contact the school director for names and phone numbers of appropriate agencies.

Process for Licensure Application

The Nursing Program Director will send a Certificate of Completion/Official Transcripts to the Michigan State Board of Nursing upon successful completion of the program. This certificate informs the state board that the student has met all the requirements and is eligible to write the boards for licensure. Graduating, eligible students will submit applications to the registering and testing entities: The Michigan State Board of Nursing (fee \$212.90) and Pearson Vue NCLEX-PN examination (\$200). Fingerprinting is now required by the Michigan

Board of Nursing prior to licensure and the student will schedule this process after paying a Fee for fingerprinting of \$66.25. DBI offers a Savers plan whereby almost half of the cost is paid by the school for participating students.

****** Please note that these prices are subject to change.**

Financial Obligations

Training and educational services are suspended when financial obligations are not satisfied, including but not limited to: Tuition payments, financial aid documents, returned check charges, and other fees. Schedules, grade reports, transcripts, diplomas, employment services, clinical or externship placements, and additional documents and services may be withheld until students are in good financial standing. Good financial standing is defined as all debts to the school have been satisfied and for out-of-school students with payment arrangements, all payments for the past six months have been timely. Diplomas will be released to graduates who have an outstanding balance, provided there have been no late payments for the most recent six months after graduation.

The student should be regular in her out of pocket deferred payments spread over the course of the program. If the student is late on 3 or more monthly payments or missed payments in the first term, the student will be placed in financial default resulting in withholding of the issuance of books and enrollment to the second term. The school director may provide one time waiver depending on the circumstances and case presented by the student with a payment plan. Further at the time of the enrollment of the 3rd term if the student is in default of monthly deferred payments, then the enrollment and book issuance may be withheld till a time the dues are cleared and the student comes current on the payments or the student submits an approved payment plan for all dues on deferred payment plan to be cleared 2 weeks prior to the comprehensive predictor or any other date agreed between the student and the school director under compelling circumstances. If the student defaults in this voluntary agreement, then all academic services will be withdrawn resulting in the repetition of the 3rd term at later time after the student comes in good financial standing.

Graduation

Students, who satisfactorily complete all course requirements, including financial obligations to Detroit Business Institute-Downriver, will be awarded a certificate of completion from Detroit Business Institute-Downriver.

Additional Program Completion Requirements

A student needs to complete the benchmark set forth in course NUR 125 for Comprehensive Predictor assessment and/or another NCLEX readiness indicating solution like Virtual ATI(VATI) ‘green light’ Status. Once the student has achieved the Comprehensive Predictor benchmark score, has completed all other classes with at least a passing score, has completed all attendance requirements, has no financial outstandings on her/her account and if applicable, has received a “green light” status will be considered as having completed the program and will be sent to the Michigan Board of Nursing with a Certificate of Completion. DBI reserves the right to utilize additional NCLEX-PN® readiness resources, to include, but not limited to ATI or other varied indicators to help our students in NCLEX-PN® preparation as a mandatory requirement for program completion.

This certificate does not entitle the graduate to practice as a licensed practical nurse (LPN); the graduate must pass the NCLEX-PN examination. There will be one graduation ceremony for all graduates. A formal graduation ceremony for the conferring of diplomas is normally scheduled annually. Graduates are notified by mail. There is a \$60.00 graduation fee for those graduates participating in the graduation ceremony.

Tuition and Fees

Tuition charges

Practical Nurse program\$30,816

Additional Fees

Application Fee	\$125.00
Transcript fee.....	\$ 10.00
Late Fee* (Monthly Deferred Payment Plan).....	\$ 25.00
Re-entry fee**	\$100.00
Replacement Cost for lost ID badge.....	\$ 10.00
Replacement Cost for lost Access Card.....	\$15.00
Document Review Service fee + ACEMAPP Subscription Fee	\$98.00
Clinical/lab make up.....	\$20.00/hour
Michigan Board of Nursing application fee***	\$212.90
Michigan Board of Nursing PN-NCLEX exam fee***	\$200.00
Criminal Background check (Fingerprinting) for PN-NCLEX exam***	\$66.25
Student requested Re Appeal for drug screen test.....	\$100.00
Drug Screening Retest	\$43.00
Background Screening Retest	\$ 26.00
Extra Pinning Ceremony ticket (if available)	\$ 10.00

* Late fee is incurred upon late payment or non payment of the agreed deferred monthly tuition payment in a particular month. Late fee is incurred each month till the payment is overdue. A maximum of 2 late fines can be waived in the entire duration of course if a good reason / situation beyond their control for being late is presented to the Finance department to their satisfaction.

** A student who has withdrawn from school and has not completed a leave of absence form, or reschedule form, must pay a re-entry fee

*** These fees are not set by the school and are subject to change.

Code of Ethics

For the Licensed Practical/Vocational Nurse

The Licensed Practical/Vocational Nurse shall:

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

From: National Association for Practical Nurse Education and Service, Inc. NAPNES.org

Licensed Practical Nurse * Scope Of Practice

Michigan

In 1978, Michigan incorporated its Nurse Practice Act into the Michigan Public Health Code (MPHC).

Formerly called “Nurse Practice Act”, it is now called “Practice of Nursing” under Michigan Public Health Code.

Each state has its individual definitions for the Practice of Nursing. This ‘scope’ of practice helps define what range of practice a nurse can or cannot *legally* perform. Scope is not the same as Standards. In 1978, Michigan legislature combined all laws regulating health personnel into one statute consolidating the legal framework for nursing in the Michigan Public Health Code, rather than a separate Nurse Practice Act. Rules governing nursing found in the Occupational Codes and in the Administrative Rules of Nursing are used by the Michigan Board of Nursing as the guidelines to issue licenses and promote the health, safety and welfare of the public.

MLPNA 4 POINT SUMMARY OF THE LPN SCOPE OF PRACTICE

- The LPN must be trained to perform the nursing tasks he or she does.
- The LPN must hold a current license.
- The LPN must work under the supervision of a physician, dentist or RN.
- The LPN may not delegate LPN tasks or functions to unlicensed personnel.

Michigan Board Of Nursing

In 1909, the Michigan Nurse Practice Act, Public Act 319 was passed, and imposed the legal obligation upon the Michigan Board of Nursing as the Regulator of nursing practice. In 1952, provision was made for licensure of practical nurses. Functions of the Board of Nursing include:

- ◆ Grant licenses to RNs and LPNs
- ◆ Impose disciplinary action on licensees, which includes levying fines for violations
- ◆ Establish standards for education & approve education programs
- ◆ Grant certification of specialties
- ◆ Generate/update administrative rules concurrent with the Michigan Public Health Code and Amendments
- ◆ Review test items for NCLEX exams
- ◆ Determine distribution of Nurse Scholarships

Licensing & Regulation Guidelines

Nurses are licensed to ensure that the public receives a high level of care consistent with the law and the standards set by the state. Legal regulation(s) of nursing practice are based on the definition of nursing in the Nursing Section (Part 172) of the Michigan Public Health Code. Legal boundaries are derived from this Section and are used as the basis for interpreting the safe practice of nursing. Occupational

Regulation Sections help define licensure, delegation, and supervision. The Bureau of Health Professions provides administrative support services for licensure and regulation licensed under MPHC. Such services include mailing licenses & renewal notices, collecting license fees, investigating activities related to the practice of nursing, holding hearings and ordering relevant testimony to be taken, and then reporting the findings to the Board of Nursing.

Prevailing Standards Of Care

Standards are derived from many sources: legal regulation, professional regulation, professional literature, educational program curricula, research and other areas. Standards determine qualifications for persons to perform delegated functions. While an individual may claim she/he is capable of performing a certain task, the acceptable and prevailing standards of care determines the appropriateness of delegating that task.

Licensed Practical Nurse Standards Of Practice

The following standards represent the foundation for delivery of safe, competent and cost-effective nursing practice, to safeguard the physical, mental, emotional and spiritual health of the patient and his family. Competency implies skills, talents, knowledge and understanding guided by a commitment to ethical principals. Cost effective means providing nursing care in a way that is available and affordable to all.

THE LPN WHO PROVIDED INDIVIDUAL AND FAMILY-CENTERED NURSING CARE WILL:

- A. Utilize principles of the nursing process in meeting specific needs of patients of all ages in the areas of:
 - 1. Growth and development
 - 2. Safety and comfort
 - 3. Nutrition
 - 4. Interpersonal relationships
 - 5. Pharmacology
 - 6. Health teaching
 - 7. Culture
 - 8. Legal aspects
 - 9. Professional ethics

- B. Utilize appropriate knowledge, skills and abilities in providing safe, competent care.
- C. Utilize principles of crisis intervention in maintaining safety and making appropriate referrals when necessary.
- D. Utilize effective communication skills.
 - 1. Communicate effectively with patients, family, significant others and members of the health team.
 - 2. Maintain appropriate written documentation.
- E. Provide appropriate health teaching to patients and significant others in the areas of:
 - 1. Maintenance of wellness
 - 2. Rehabilitation
 - 3. Utilization of community resources.
- F. Serve as a patient advocate:
 - 1. Protect patient rights
 - 2. Consult with appropriate others when necessary

Formulated: May 1993 by MLPNA Standards of Practice Committee