Welcome to Oakland University School of Nursing & Continuing Education Practical Nurse (PN) program. We are delighted to have you join us. The Oakland University LPN Program provides a challenging and supportive learning environment. The faculty and staff are well-qualified and committed to excellence in education. The PN Program consist of: clinical simulation lab, nursing skills lab, and our computer lab along with carefully chosen clinical sites that will all support your progress and success throughout the program.

Oakland University offers training programs that are designed to meet your needs now and into the future. The faculty and staff are committed to creating a positive learning environment that will prepare you for excellence in your healthcare careers. Clinical experiences are offered throughout the Metro Detroit area, to prepare you for practice in hospitals, community agencies, ambulatory care settings, hospice settings, industries, and schools. Healthcare careers are continuously expanding every day. Thank you for choosing the School of Nursing at Oakland University.

Sincerely,

Practical Nurse Program Faculty and Staff
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Oakland University

Oakland University is a Michigan public institution of higher education created and maintained pursuant to Sections 4 and 7 articles of the Michigan Constitution. The University is a comprehensive institution with a current student body of about 20,000 that offers a diverse set of academic programs, from baccalaureate to doctoral levels. In all activities, the University strives to exemplify educational leadership. Anchored by a strong liberal arts program, the University is organized into the College of Arts and Sciences, Schools of Business Administration, Education and Human Services, Engineering and Computer Science, Health Sciences, Nursing, and the Office of Graduate Study. All of the University’s academic programs are accredited by the North Central Association of Colleges and Schools.

The University’s full-time faculty, which now numbers more than 400, has a distinguished record of research and scholarship. The University is always seeking to enhance opportunities for its students, faculty, alumni and the residents of the State of Michigan.

The University will serve in the role of the primary provider of intensive services and career focused training programs supporting career ladder opportunities in the healthcare industry as a Practical Nurse. Certificates of completion and/or credentials of achievement for participants who successfully complete the state and national licensure requirements for the Practical Nursing Program will be awarded.
Oakland University School of Nursing & Continuing Education

Oakland University School of Nursing & Continuing Education prepares a new generation of Health Care Professionals within a creative educational culture while actively engaging with communities served through collaborative partnerships, research, practice, policy and advocacy.

Collaborative and community partnerships are the foundation for sustainable, next generation health care; seeing an opportunity for preparing health care professionals with a creative educational culture. Oakland University School of Nursing is pleased to announce its collaborative partnership with Focus: HOPE.

In addition to the community outreach facilities, Oakland University will meet the growing demand for health care professionals by offering certificate continuing education programs.

WOKFORCE DEVELOPMENT

- CNA Program
- LPN Program
Oakland University School of Nursing & Continuing Education

Career Options

Option 1

Certified Nursing Assistant
Duties: Under the direct supervision of a Registered Nurse, performs delegated patient care functions of an uncomplicated nature.
Requirements: Michigan Certified Nursing Assistant
Average Hourly Wage: $ 15.00

Option 2

Licensed Practical Nurse
Duties: Under the direct supervision of a Registered Nurse provides direct patient care for an assigned group of patients. Including, but not limited to the administration of medications.
Requirements: Graduate from a Michigan Board of Nursing Approved program and successful completion of the NCLEX-PN exam.
Average Hourly Wage: $ 26.12
Oakland University School of Nursing & Continuing Education
Practical Nurse Program
Course of Study
45 Credit Equivalents (PN course work)
3 Credit Equivalents (Pre-Requisite)

Pre-Requisite – Total 3 Credit Equivalents (168 Contact hours) (Must be taken prior to start of core classes)

- CEPN 10100 (PNS 101): Health Assessment Lecture – 7 Weeks (2 CE)
- CEPN 10200 (PNS 102): Health Assessment Lab – 7 Weeks (1 CE)

Semester I – Total 18 Credit Equivalents (416 Contact hours)

- CEPN 19000 (PNS 190): Math & Pharmacology – 7 Weeks (3CE) [2nd 7 weeks]
- CEPN 11100 (PNS 111): Fundamentals of Nursing – Lecture -7 Weeks (4 CE) [1st 7 weeks]
- CEPN 11200 (PNS 112): Fundamentals Skills Lab – 7 Weeks (1 CE) [1st 7 weeks]
- CEPN 11300 (PNS 113): Fundamentals of Nursing – Clinical – 7 Weeks (2 CE) [1st 7 weeks]
- CEPN 12100 (PNS 121): Beginning Medical/Surgical – Lecture – 7 Weeks (4 CE) [2nd 7 weeks]
- CEPN 12300 (PNS 123): Beginning Medical/Surgical – Clinical – 7 Week (2 CE) [2nd 7 weeks]

Semester II- Specialty Clinical Semester – Total 14 Credit Equivalents (332 Contact hours)

- CEPN 10700 (PNS 107): Multicultural Nursing Concepts – Lecture – 7 Weeks (2 CE) [1st 7 weeks]
- CEPN 13100 (PNS 131): Maternal/Infant Nursing – Lecture – 7 Weeks (4 CE) [2nd 7 weeks]
- CEPN 13000 (PNS 133): Maternal/Infant Nursing – Clinical 7 Weeks (2 CE) [2nd 7 weeks]
- CEPN 14100 (PNS 141): Pediatric Nursing Concepts – Lecture – 7 Weeks (4 CE) [1st 7 weeks]
- CEPN 14300 (PNS 143): Pediatric Nursing Concepts - Clinical – 7 Weeks (2CE) [1st 7 weeks]

Semester III – Total 13 Credit Equivalents (388 Contact hours)

- CEPN 15100 (PNS 151): Advanced Medical/Surgical – Lecture – 7 Weeks (4 CE) [1st 7 weeks]
- CEPN 15300 (PNS 153): Advanced Medical/Surgical – Clinical – 7 Weeks (2 CE) [1st 7 weeks]
- CEPN 19200 (PNS 192): Leadership & Role Transition in Practical Nursing – 7 Weeks (2 CE) [2nd 7 weeks]
- CEPN 19300 (PNS 193): Leadership Clinical – 7 Weeks (2 CE) [2nd 7 weeks]
- CEPN 10900 (PNS 109): NCLEX-PN Testing Review– 7 Weeks (1 CE)
- CEPN 16100 (PNS 161): Gerontology – Lecture – 7 Weeks (2 CE) [1st 7 weeks]
Oakland University Practical Nurse Program Course Descriptions

The Practical Nurse Program offers courses as determined by student needs and availability of faculty. Classes for each term may be found in the Course of Study outline.

Prerequisites:

Growth and Development Across the Lifespan
This course provides an overview of human development over the lifespan from conception to death. Major development stages including childhood, adolescent and adult with emphasis placed on the role of the health care provider.

Nutrition in Nursing
Presents knowledge and skills necessary to determine nutritional needs, status, and habits throughout the lifespan and health-illness continuum.

Anatomy & Physiology I/II (The Human in Health and Disease)
Covers human anatomy, physiology, and pathology.

CEPN 10100/10200 (PNS 101/102) Health Assessment Lecture/Lab (3CE)
Health Assessment Workshop is a 72 hour preparatory course designed to provide nursing students with a level of scientific knowledge and technologic skill required to provide client care with a responsible, caring nature. This course focuses on nursing knowledge and skills necessary to conduct an adult physical assessment and document assessment findings on a healthy adult. Deviations from normal adult physical assessment and geriatric assessment findings will also be identified.

CEPN 19000 (PNS 190) Math & Pharmacology (3CE)
Reviews drug calculation techniques. Presents pharmacological interventions in health and illness. Includes nursing implications for specific drugs and drug classes.

CEHC 10500 (PNS 105) Transitions to Health Careers (2CE)
This course offers a thorough introduction to Practical/Vocational Nursing as required of the 21st century nurse. Primary course objectives are to raise the students’ reading, writing, math, and study skills/habits to support the student in meeting the course requirements within the core nursing curriculum. Prerequisite: Acceptance into the program.
Co Requisites: PNS 111, PNS 112, PNS 113, PNS 121, PNS 123.

CEPN 11100 (PNS 111) Fundamentals of Nursing- Lecture (4CE)
Introduction to nursing and to the basic therapeutic intervention and skills of nursing practice. Emphasis is placed on communication skills and health education.
Co Requisites: PNS 105, PNS 112, PNS 113, PNS 121, PNS 123.

CEPN 11200 (PNS 112) Fundamentals of Nursing- Skills Lab (1CE)
Application in the laboratory setting of basic theoretical principles and therapeutic skills used in nursing practice such as: infection precautions, vital sign assessment, hygiene, body mechanics, and specimen collection. Pre Requisites: Co Requisites: PNS 105, PNS 111, PNS 113, PNS 121, PNS 123
CEPN 11300 (PNS 113) Fundamentals of Nursing-Clinical (2CE)
Introduces students to the long-term care clinical setting. Students work with CNAs under the supervision of a nurse
to provide basic nursing care to patients for eight, eight hour shifts.
Co Requisites: PNS 105, PNS 111, PNS 112, PNS 121, PNS 123.

CEPN 12100 (PNS 121) Beginning Medical-Surgical Nursing (4CE)
Integrates theory, rationale, and specific nursing interventions for acutely ill clients of all ages and their families.
Emphasizes on nurse’s role in medical & surgical settings.
Co Requisites: PNS 105, PNS 111, PNS 112, PNS 113, PNS 123.

CEPN 12300 (PNS 123) Beginning Medical-Surgical Nursing-Clinical (2CE)
Application of principles, concepts and client care skills in the clinical setting. Students work with nurses to provide
care to medical & surgical patients for eight, eight hour shifts.
Co Requisites: PNS 105, PNS 111, PNS 112, PNS 113, PNS 121.

CEPN 10700 (PNS 107) Multicultural Nursing Concepts (2CE)
Surveys ethnic health beliefs and explores eastern medicine and alternative treatments. Examines race, ethnicity,
religion, gender, socioeconomic environmental circumstances, and developmental status. Pre Requisites: PNS 190,
PNS 105, PNS 111, PNS 112, PNS 113, PNS 121, PNS 123. Co Requisites: PNS 131, PNS 133, PNS 151, PNS 153.

CEPN 13100 (PNS 131) Maternal-Infant Nursing-Lecture (4CE)
This course focuses on nursing competencies in assessment and management of childbearing families through
integration of theory, rational, and specific nursing interventions.
Pre Requisites: PNS 190, PNS 105, PNS 111, PNS 112, PNS 113, PNS 121, PNS 123. Co Requisite: PNS 107, PNS
133, PNS 151, PNS 153.

CEPN 13300 (PNS 133) Maternal-Infant Nursing-Clinical (2CE)
Hospital and outpatient settings will be utilized for clinical practice experiences with emphasis on sociocultural,
economic, political, and ethical factors that impact on health promotion, disease prevention and risk reduction for the
childbearing and female clients.
Pre Requisites: PNS 190, PNS 105, PNS 111, PNS 112, PNS 113, PNS 121, PNS 123. Co Requisite: PNS 107, PNS
131, PNS 151, PNS 153.

CEPN 14100 (PNS 141) Pediatric Nursing (4CE)
The course focuses on nursing competencies for assessment and management of children and their families through
integration of theory, rationale, and specific nursing interventions. Didactic content emphasizes health assessment,
health promotion, and disease prevention for pediatric clients.
Pre Requisites: PNS 190, PNS 105, PNS 111, PNS 112, PNS 113, PNS 121, PNS 123, PNS 107, PNS 131, PNS 133,
PNS 151, PNS 153.
Co Requisite: PNS 143, PNS 192, PNS 193, PNS 109.

CEPN 14300 (PNS 143) Pediatric Nursing-Clinical (2CE)
Hospital settings will be utilized for clinical practice experiences with emphasis on health
assessment, health promotion, and disease prevention for pediatric clients.
Pre Requisites: PNS 190, PNS 105, PNS 111, PNS 112, PNS 113, PNS 121, PNS 123, PNS 107, PNS 131, PNS 133,
CEPN 15100 (PNS 151) Advanced Medical-Surgical Nursing-Lecture (4CE)
Integrates theory, rationale, and specific nursing interventions for acutely ill clients of all ages and their families. Emphasizes on the nurse’s role in complex or intensive care settings.

CEPN 15300 (PNS 153) Advanced Medical-Surgical Nursing-Clinical (2CE)
Application of principles, concepts, and client care skills in the clinical setting. Students work with nurses to provide nursing care to clients in complex or intensive care settings.
Pre Requisites: PNS 190, PNS 105, PNS 111, PNS 112, PNS 113, PNS 121, PNS 123. Co Requisite: PNS 107, PNS 131, PNS 133, PNS 151, PNS 161.

CEPN 19200 (PNS 192) Leadership & Role Transition in Practical Nursing (2CE)
This course is designed to prepare the student for transition into nursing practice as a graduate practical nurse. Emphasis is placed on the knowledge and skills necessary to make the transition from student to LPN practitioner. Professional responsibilities, leadership skills and concepts, and professional accountability are covered. Pre Requisites: PNS 190, PNS 105, PNS 111, PNS 112, PNS 113, PNS 121, PNS 123, PNS 107, PNS 131, PNS 133, PNS 151, PNS 153. Co Requisites: PNS 141, PNS 143, PNS 193, PNS 109.

CEPN 19300 (PNS 193) Leadership-Clinical (2CE)
Preceptor clinical experiences apply knowledge gained from previous courses to provide nursing care to patients. Pre Requisites: PNS 190, PNS 105, PNS 111, PNS 112, PNS 113, PNS 121, PNS 123, PNS 107, PNS 131, PNS 133, PNS 151, PNS 153. Co Requisites: PNS 141, PNS 143, PNS 192, PNS 109

CEPN 10900 (PNS 109) NCLEX-PN Testing Review (1CE)
This course is designed to aid the student in preparation for the National Council Licensure Examination. Review of test taking skills required for successful completion of the exam.
Pre Requisites: PNS 190, PNS 105, PNS 111, PNS 112, PNS 113, PNS 121, PNS 123, PNS 107, PNS 131, PNS 133, PNS 151, PNS 153. Co Requisites: PNS 141, PNS 143, PNS 192, PNS 193.

CEPN 16100 (PNS 161) Gerontology
Focuses on the theories and concepts of aging, the physiologic and psychosocial changes and problems associated with the process, and appropriate nursing interventions. Emphasis will be focused on care of the elderly, cultural considerations, Alzheimer's disease, home health care, and the aging Baby Boomer Generation. Key features include complementary and alternative therapies as well as patient teaching within role constraints.

Evaluations
Each semester students will complete evaluation forms for the course, clinical facility, instructor, and preceptor as appropriate. These are anonymous (preceptor evaluations are an exception and must be signed), and are used to evaluate and improve or change areas in which students identify a need.
Program/Course Name and Number: ___________________________________________  

Dates of Program/Course: _____________________________________________________  

Instructor’s Name: ___________________________________________________________  

Instructor’s Name: ___________________________________________________________  

Course Evaluation:  

<table>
<thead>
<tr>
<th>Course Evaluation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course objectives were clear.</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>2. Course requirements were clear.</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>3. Course content corresponded to course objectives.</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>4. Organization of the course content promoted learning.</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>5. Assignments were helpful in my understanding of the subject.</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>6. Instructions for course assignments were clear.</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>7. The textbook was a valuable learning resource.</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>8. The study guide was a valuable learning resource.</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>9. Grading criteria for all assignments were clear.</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>10. A sufficient number of exams and/or graded assignments were given.</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>11. Exams and/or project grades accurately measured my learning.</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>12. Visual aids and/or demonstrations enhanced the quality of the course.</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>13. Which activities were the MOST useful to you in your learning process during the course?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Which activities were the LEAST useful to you in your learning process during the course?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Do you have any specific recommendations that may improve this course?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program/Course Name: ____________________________ Clinical Site: __________

Dates of Program/Course: ____________________________ Clinical Unit: ________

Instructor’s Name: ___________________________________________________________

Instructor’s Name: ______________________________________________________________________

Instructor Evaluation:

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Created an environment that fostered learning</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>2. Stimulated my interest in the clinical area</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>3. Demonstrated knowledge clinical area</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>4. Communicated the subject matter clearly</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>5. Clarified material for students when requested</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>6. Was organized for clinical</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>7. Communicated an interest in student achievement</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>9. Responded to inquiries outside of clinical via: email, phone, and/or office hours</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>10. Provided timely feedback on clinical assignments</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>11. Accurately evaluated my clinical performance</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
<tr>
<td>12. Overall, my instructor was an effective Clinician.</td>
<td>5 4 3</td>
<td>2 1</td>
</tr>
</tbody>
</table>

Comments:
GUIDELINES FOR CLINICAL COURSES

A student’s ability to start and/or remain in the pre-licensure (PN) nursing curricula is contingent upon successful completion of all of the clinical health requirements. Newly admitted pre-licensure students who do not provide the required clinical health documentation by the published due date will forfeit their seat, will not be allowed to start the nursing program, and will need to re-apply. Continuing students who do not provide the required clinical health documentation by the published due date will not be allowed to enroll in any clinical nursing courses and their corresponding didactic course(s) and their progression in the nursing curriculum may be delayed. Details of clinical health requirements are available on the School of Nursing (SON) website. In addition, a criminal background check and a urine drug screen are required by all of the SON’s clinical partners. Students whose criminal background check and/or drug screen are positive may not be admissible to the SON. Students are responsible for all costs associated with the clinical health requirements. Students are encouraged to maintain their own health insurance.

Clinical Assignment of Students

Nursing students are placed in a variety of settings throughout their academic program. The Practical Nurse Program will provide students with a range of experiences with diverse populations, organizations and agencies. Cooperating agencies are located in both urban and suburban settings throughout Metropolitan Detroit and Southeastern Michigan. The clinical settings provide real life and/or simulated situations where there are opportunities to apply classroom theory to practice, in working with individuals and families. Students are expected to be flexible, adapt to their assignments and demonstrate professionalism at all times.

Student Responsibilities

- Preparation prior to coming to the clinical unit is essential.

- Unprepared students will be sent home.

- Student clinical evaluations will reflect how well you have prepared. Students will be supervised in all procedures during their clinical experience.

- Students are responsible for reading clinical agency policy and procedure manuals and for knowing the facility policies on: (1) Fire; (2) Disaster; (3) Cardiac Arrest; (4) Incident Reports; (5) Procedures for Universal Precautions; and (6) Confidentiality.

Students will be responsible to their instructors as well as to the clinical nursing staff for:

- Care provided to their assigned clients.

- Reporting urgent needs of assigned clients promptly, including abnormal assessment findings, to their Clinical Instructor.

- Reporting on the condition of assigned clients before leaving the clinical area, and/or leaving the unit (for lunch, break, etc.) according to procedures identified by clinical faculty.

- Students must arrange for nursing supervision of their assigned clients when they are off the assigned
Pre- and post-clinical conferences may be scheduled to discuss the care of selected clients, to determine the adequacy of your planning, and to share experiences.

Evaluation tools developed for each course will be available to students at the beginning of the course. Your clinical performance will be evaluated and a grade assigned based upon the performance behaviors outlined in the evaluation tool. There will also be a space provided for student comments (please utilize). Please review your clinical evaluation tool carefully.

Clinical courses do not end until the last day of scheduled classes for each semester; this determination will be made by the LPN Program Director.

**You must successfully pass your clinical rotation, theory course, and lab skills evaluation course in order to progress to the next semester or rotation, of the Practical Nurse Program.**

**Clinical Tardiness:**

*Tardiness in unacceptable.* If you are tardy, your instructor will dismiss you from clinical and it will count as an absence. (Please refer to the above for clinical absences)

Classroom lectures start at the designated time as deemed by the instructor. Clinical starts at 7:00a.m for day rotation and 3:00p.m for afternoon rotation. You must be on time.

“PLEASE READ THE LPN PROGRAM OAKLAND UNIVERSITY CONTINUING EDUCATION ATTENDANCE POLICY GUIDELINES.”

**Use of Agency Resources**

Fulfillment of course requirements include: Compliance with clinical agency rules and regulations regarding the use of the agency resources and materials. Failure to return books or materials to an agency may result in a "hold" being placed on your receiving your grades for the semester of your being able to transition to the next semester/course.

**Transportation**

Cooperating agencies are located throughout the Metropolitan Detroit area. Students are responsible for providing their own transportation for all clinical experiences.
DRESS CODE

Clinical Setting

- A name badge is to be worn on the uniform and lab coats at all times.

- An Oakland University School of Nursing emblem must be sewn on the left sleeve of each shirt, each uniform and each lab coat. Emblems must be on the sleeve of all uniforms and lab coats. The emblem is centered on the crease, with the top of the emblem two inches below the shoulder seam.

- Uniforms should be worn with suitable undergarments, white hose or socks.

- Hair that is shoulder length should be tied back and off the shoulder and collar. Beards, if applicable, should be neatly trimmed.

- Nails must be kept clean and trimmed and no longer than one-half inch in length. Colored nail polish, artificial nails, acrylics, tips, wraps, etc., are not permissible during clinical experiences.

- Ornate jewelry, including hoop earrings, chains, etc. is not allowed during clinical rotations. Body piercing jewelry should be removed and “non visible” during clinical. Tattoos must be covered. All nose rings, tongue and lip rings must be removed during clinical hours.

- Earrings must be worn in forms of posts (only one per ear, no larger than the top of a pencil eraser).

- Shoes should be white tennis shoes without logos, leather tie or slip-on nurse’s shoes. No clogs, open toes, or open heel shoes are allowed.

- Cosmetics should be suitable for the job. Extreme make-up is not acceptable.

- Perfume is not allowed.

Classroom Setting

- Specified uniform with Oakland University badge must be worn during classroom lecture days. The following must be worn in all settings:
  - Specified khaki scrub top and bottom with Oakland University logo placed on the upper left shoulder.
  - Plain white lab jacket with patch on the upper left shoulder.
  - White socks
  - White solid tennis/nursing shoes with no vent holes, must have closed backs, no open toes (no clogs).
  - Only wedding bands and watches containing second hand are permitted.
  - Any religious head coverings must be solid black or white in color.
- Loose accessories such as necklaces, bracelets, rings, or pins are prohibited.
- Absolutely no head wraps or caps are permitted on campus.

**Special Notes:**

1. No access will be granted to the Focus: HOPE building or clinical site without proper uniform and identification (security sticker on picture ID).
2. Valuables and personal belongings are your responsibility.
3. Food or gum chewing are not allowed in computer or skills lab.
4. All forms of wireless communication (i.e. cell phones, blackberry, palm, MP3 players) must be on vibrate or turned off during class times.
5. Cell phone usage is not permitted during classroom or clinical other than lunch or break time.
SAFETY GUIDELINES FOR CLINICAL EXPERIENCES

These guidelines have been developed for the safety of clients and students:

1. Maintain car in good condition.
2. Carry and learn to use a map and/or street guide.
3. Know the location of gas stations within the agency’s neighborhood.
4. Highly recommend having a cellular phone if possible to call a fellow classmate or your instructor in case of any occurrences during your commute to the clinical site.
5. Review directions on map prior to leaving for first visits in new areas.
6. Carry change and phone numbers to call the agency and/or faculty member in case of difficulty or unusual encounters/occurrences.
7. Keep car doors locked at all times.
8. Purses should be left in a safe place or preferably not carried at all during clinical rotations.
9. All field visits or other learning activities are to be scheduled during designated days and hours unless approved by the clinical instructor or LPN Program Director in advance.
10. A visible Oakland University School of Nursing name badge is to be worn at all times by each student.
11. Any concerns that the student has about safety, security or client assignment should be discussed with the present clinical faculty member.
12. At no time shall a student transport clients and/or family members.
13. All absences and/or anticipated tardiness are to be reported to the clinical faculty personally in a timely manner. You must call and notify your clinical instructor if you are going to be late or if you are not going to attend clinical.
14. Clothing accessories (e.g., ties); jewelry (e.g., earrings) should not be of the type that can be utilized by clients to cause injury to the client or student.
15. When arriving or leaving a clinical site, be alert and aware of your surroundings.
16. Be familiar with agency safety policies.
Skills Practice Lab

- Clinical practice lab is a time to focus on learning and becoming familiar with clinical procedures.
- You will be expected to practice most of the skills you are being taught in a skills laboratory setting.
- You will practice some skills on each other.
- **You will not practice invasive skills.**
- You will be asked to perform return demonstrations of the skills you have learned. This will be under the direct supervision of a faculty member.
All students must satisfy attendance requirements in order to meet course objectives. Classroom attendance is mandatory. Excessive absences will result in the student not meeting course objectives, as outlined by the Michigan State Board of Nursing – “Hours of Classroom Lecture.”

A student is considered “tardy” when he or she is not in the classroom setting and ready to begin at the designated start time.

The following guidelines will be considered for Classroom Attendance:
Students must be in class and ready for lecture at the start of class, as determined by the instructor. Any student entering after the start of the lecturer will be marked tardy.

**Attendance Policy**
Attendance is mandatory in clinical in order to successfully complete this course.

- **Tardiness:** A student is considered “tardy” when he or she is not in the clinical setting ready to begin at 07:00 A.M or the clinical time stated by their clinical instructor. For each 15 minutes a student is tardy, 1 point will be deducted from the clinical evaluation tool score.
- **Absenteeism:** Clinical absenteeism will be weighted as a percentage of the total hours of the clinical rotation and those points will be deducted from the clinical evaluation tool score. A student missing over 20% of any clinical rotation will fail the clinical rotation except in the case of extenuating circumstances as determined by both the clinical faculty and the faculty of record for the clinical course. Clinical days missed cannot be made up. More than two (2) missed clinical days constitutes an automatic failure.
- Any student that is unable to attend clinical must contact the clinical instructor by phone prior to the start of the shift or whatever manner designated by the instructor. Any student who fails to contact the instructor prior to the start of the shift will automatically lose the percentage of total hours missed even in the presence of documentation of the reason for the absence unless extenuating circumstances exist as determined by the FOR.

**Classroom Tardiness**
- An accumulation of two (2) tardies equals one (1) absence. A tardy consists of entering the classroom after the start of the lecturer. Two (2) tardies per class will result in a Notice of Concern. This Notice of Concern will be placed in the student’s file and this will be documented as one (1) absence. The student must submit a “Plan of Action” addressing ways to avoid being tardy for class, and an outline of a plan that will facilitate the student meeting course objectives. This must be submitted before the student can attend further classes.
• If a third (3rd) tardy is incurred, you will meet with the Director of the program to determine continuation or dismissal from the program.

**Classroom Absences**

• An accumulation of three (3) absences will result in dismissal from the program.

• This is within a seven (7) week period of time. The guidelines reflect parameters for a seven (7) week.

____________________  _______________________
Student Name (Please Print)                             Date

______________________________
Student Signature
OAKLAND UNIVERSITY SCHOOL OF NURSING & CONTINUING EDUCATION
PRACTICAL NURSE PROGRAM

GENERAL CODE OF CONDUCT

Oakland University believes that appropriate participant conduct in the Focus: HOPE facility is imperative for providing an atmosphere favorable for learning. The primary objective of appropriate participant conduct is to create a training climate in which complete attention can be devoted to the instruction-learning process.

Oakland University at Focus: HOPE environment is a learning community requiring the establishment of rules and regulations for the protection of the rights of all its members. An important aspect of the growth process is to gain a respect and appreciation for the Rules and Regulations of participant conduct in the training community. Professional behaviors are to be exhibited in all settings including clinical and/or job sites.

Admission to any training program at Oakland University at Focus: HOPE is a privilege. It is expected that students will conduct themselves in a manner that reflects the ideals, values and employability skills aims for the center.

PARTICIPANT RIGHTS

- Participants have the right to be treated with respect and honesty
- Participants have the right to privacy.
- Participants have the right to a formal grievance process

RESPONSIBILITIES

- Participants have the responsibility to demonstrate the character education traits.
- Participants have the responsibility to treat others with respect and honesty.
- Participants have the responsibility to respect the rights of others.
- Participants have the right to a safe and orderly learning environment.

UNACCEPTABLE BEHAVIOR

- Disorderly or disruptive conduct that unreasonably interferes with facility’s activities or with the legitimate activities of any member of the training facility community. The use of illegal substances or alcohol while at the facility or at the clinical site.
- Participation in a disturbance with the purpose of committing or to incite any action that presents a clear and present danger to others, causes physical harm to others, or damages property.
- Harassment (verbal or physical) and/or intimidation of a staff or other participant.
• Theft or attempted theft or the unauthorized use of possession of the facility property or services, or the property of others.
• Dishonest conduct, including, but not limited to, knowingly reporting a false emergency; knowingly making false accusations of misconduct.
• Academic dishonesty, including, but not limited to talking during an exam, looking on another student’s paper during an exam, leaving the room during an exam, use of cell phones during an exam.

I understand my responsibilities and rights that are involved in a positive training environment. I also understand that no adhering to these responsibilities I may subject myself to disciplinary actions that may include dismissal from class and the program.

Student Name (Please Print) ___________________________ Date ___________________________

Student Signature ___________________________
Official Center Closings

In the event of the official closing of the college, (i.e. due to increment weather), clinical experiences will not be held. If the instructor is unable to reach the clinical facility, students may not care for clients and should not remain in the clinical area.

Students are reminded that an official closing of Oakland University would be announced at several radio stations, and also they will be contacted by their instructor.

Official closings of the Focus: HOPE will be announced by your Oakland University Practical Nurse Program Faculty. This communication will occur on the actual clinical day.

Up-To-Date contact information is crucial for students enrolled in the Practical Nurse program.

Students must have a working contact number on file at all times.
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Federal Family Educational Rights and Privacy Act of 1974 (FERPA) pertains to confidential student educational records. This legislation allows students the right to view upon request their own confidential educational records and defines the use of these records by others. Oakland University is subject to the provisions of the Federal Family Educational Rights and Privacy Act of 1974, which makes student records confidential. Accordingly, student grades may not be publicly posted in any form that uses social security numbers or violates the confidentiality of student records.

Ethical Code of Behavior

As healthcare students, you are expected to adhere to the same ethical code of behavior that governs the actions of nurses, regardless of time or circumstance. Among the attributes identified in this code, are honesty and accountability. OU believes that cheating, in any form, is a serious violation of our professional code of ethics and it will not be tolerated. Possible consequences include failure of the course enrolled or termination. Cheating can take many forms, including but not limited to plagiarism, obtaining or giving away either questions or answers from an exam and copying the work of another or allowing another to copy one’s written work. Drugs and/or alcohol will not be permitted and suspicious behavior will be investigated by an OU/Focus: HOPE staff member. Immediate expulsion from the training center will occur if a student is under the influence of drugs and/or alcohol while on premises.
Facility Usage

It is imperative that the premises remain clean and inviting for our current and future customers. Eating in the classrooms is not permitted. There is to be absolutely no eating or drinking in the computer lab, or nursing skills lab. There is a lounge in the area of the building that contains a microwave and has ample space to eat.

Refuse should be placed in an appropriate trash container. Please report any spills to an Oakland University staff member as soon as it is identified.

Use of skills lab, computers and reference center is allowable during designated times only.

Open skills lab hours will be posted.

Removal of any supplies or equipment from the lab or classroom is prohibited.
Oakland University School of Nursing
ATI Nursing Education Implementation Policy
Pre-Licensure Track (PN)

What is ATI Nursing Education?

- ATI stands for Assessment Technologies Institute, and ATI Nursing Education offers various programs/resources/tests/etc. that are instrumental in improving pre-licensure nursing students’ outcomes.

- The ATI website is: atitesting.com

- The OU School of Nursing (SON) uses ATI Nursing Education throughout the pre-licensure curriculums (LPN).

ATI Nursing Education Content Mastery Tests

ATI Nursing Education helps students increase their familiarity with important nursing concepts/content, as well as prepare them for the NCLEX-PN. All SON pre-licensure students (LPN) are required to use the ATI website’s materials; including taking ATI Nursing Education content mastery tests throughout the nursing curriculum in order to progress through the curriculum.

In the final semester of the nursing curriculum, all pre-licensure students (LPN) are required to take the ATI Comprehensive Predictor Exam and each student MUST achieve the SON benchmark of an 88% “predicted probability of success” (or higher) on the exam to satisfy the SON graduation requirements. The ATI Comprehensive Predictor Exam uses the most current NCLEX-PN blueprint, and achieving the SON benchmark is mandatory in order to graduate from the SON.

----------------------------------------

ATI Nursing Education Implementation Policy

I have been informed of the Oakland University School of Nursing ATI Nursing Education Implementation Policy.

_____________________________ G# ____________
Student Name (Please Print) Grizzly ID Number

_____________________________
Date

Student Signature:
Once a student has been admitted to the Practical Nurse Program, students must earn a grade of 2.5 or 70% or better in each core Practical Nursing course. Courses in the Practical Nurse program may be repeated once if it falls below the 2.5 / 70% grading scale. **If the Clinical grade does not meet the necessary requirements and the student has the opportunity to repeat, both the course lecture and the clinical course will need to be repeated.**

**Dismissal:** A student can be dismissed from the program if the student:

1. Receives a second Practical Nursing course grades below 2.5 or unsatisfactory in clinical for one module.
2. Unsuccessful in fulfilling the conditions of probation.
3. Violation of code of conduct policy.
4. Violation of attendance guidelines/policy.

**Appeal/Grievance Process:** A student may appeal dismissal from the program if he/she believes there are valid reasons to do so.

The student must provide the Program Director in writing, an overview of the situation, and information substantiating their statement. This must be done within 7 days of the occurrence.

Initially, the written document must be presented to the individual directly involved to attempt a resolution. (Faculty, Clinical Instructor, Staff).

If a resolution is not reached, then the student will present the documentation to the LPN Program Director for review.

An agreed upon decision will be made at that time and presented to the student.

The student is not satisfied with the decision, the student can then request an additional meeting for an explanation.

If there is not an agreeable resolution made at this time, the student can schedule an appointment with the Executive Director of the Oakland University Continuing Education.

I have read, understand and all of the information on this document.

_____________________________________________         __________________
Student Name (Please Print)                          Date
MEDIA / PHOTO RELEASE

I hereby grant Oakland University and any other reputable media sources permission to use my image in publications, promotional materials, or other related uses, and waive any rights to compensation or other related rights to images thereto.

_____________________________________________         __________________
Student Name (Please Print)                          Date

_____________________________________________
Student Signature

Please include a description to ensure proper identification of you in photos:
(i.e. hair color, hair length, shirt color, etc.)
### Oakland University - School of Nursing

#### GRADE CONVERSION

**Note:** 70% = 2.5

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Approved Faculty Assembly 2/20/03
Updated WI05
Important Telephone Numbers

Oakland University Focus: HOPE – Main Number 313-494-4653

Focus: HOPE Security 313-494-4911

Hours of Operation:

Monday – Friday 7:30 a.m – 6:00 p.m
Saturday  
Saturday hours will be determined by the Director of the LPN Program