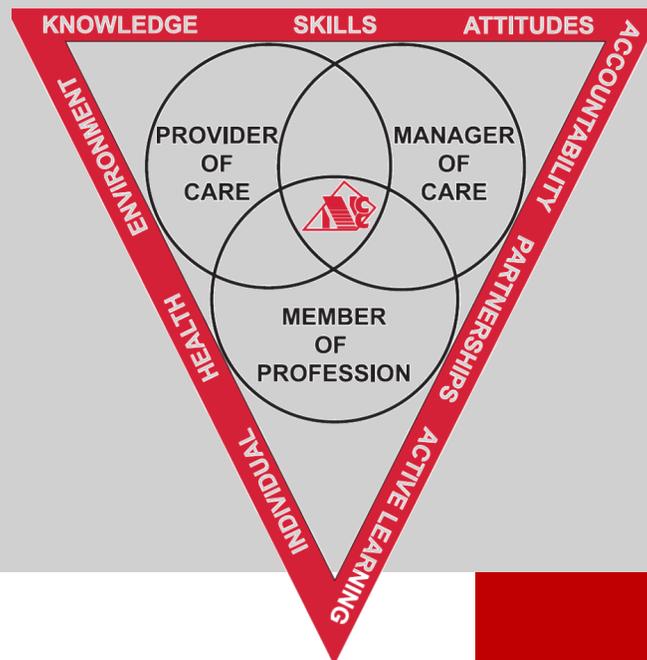


Northwest Iowa Community College



Nursing Student Handbook

FORWARD

This student handbook has been developed by the staff and administration of the Nursing Department of Northwest Iowa Community College. Its purpose is to serve as a guide for all students enrolled in the Nursing Program. It is a supplement to the Northwest Iowa Community College catalog, consequently, all policies and regulations from the college handbook and catalog, are to be observed in addition to those outlined in the following pages.

We welcome you and want you to know that we are here to assist you in every way possible.

Ruth Hobson, RN, MSN Director of Nursing Education	712-324-5061 or 800-352-4907	Ext. 216
Kemla Ewinger, RN MSN Nursing Faculty	712-324-5061 or 1-800-352-4907	Ext. 290
Sherri Kerr, RN, MSN Nursing Faculty	712-324-5061 or 800-352-4907	Ext. 225
Deb Kleinwolterink, RN, BSN Nursing Faculty	712-324-5061 or 800-352-4907	Ext. 269
Dawn Recher, RN, MSN Nursing Faculty	712-324-5061 or 800-352-4907	Ext. 291
Savannah Sauer, RN, BSN Nursing Faculty	712-324-5061 or 800-352-4907	Ext. 146
Melanie Wynja, RN, MSN Nursing Faculty	712-324-5061 or 800-352-4907	Ext. 221

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

Program Approval Statement:

Northwest Iowa Community College's nursing programs are approved by the Iowa Board of Nursing. Northwest Iowa Community College has participated in the Iowa Articulation Plan since 1991 and therefore graduates of NCC's associate degree nursing program are able to articulate into BSN programs easily in Iowa.

Handbook Disclosure:

This handbook, which is reviewed yearly and revised as needed, supersedes, replaces, and renders null and void all prior handbooks. Nursing Education at Northwest Iowa Community College reserves the right to change policies or procedures or the terms of this handbook at any time and without notice to students or others.

Nursing Program Trends:

Northwest Iowa Community College nursing faculty encourages PN and ADN nursing graduates to pursue advanced nursing education. Associate Degree RN's may be required to pursue a BSN to maintain their RN license sometime in the future. There are some employers that are now requiring their new hires to obtain a BSN within 5 years of hire. There is currently an RN-BSN Task Force evaluating the issue of RN-BSN requirements in the state of Iowa.

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

NURSING PHILOSOPHY

The nursing program at Northwest Iowa Community College (NCC) derives its philosophy and purpose from the guiding principles set by the community college. The faculty believes in maintaining high standards through innovation and continuous improvement, to prepare graduates with knowledge, skills, and attitudes for licensure in a rapidly changing profession. The mission for the nursing programs at NCC is to pursue excellence by preparing students to become competent, compassionate, and caring professional nurses.

The individual, client or student, is unique with inherent qualities including dignity, worth, and the capacity for growth. Individuals are holistic beings, comprised of physiological, psychological, socio-cultural, spiritual, and intellectual needs. These needs constantly interact with the environment to create diverse persons. Individuals have the responsibility and capacity to make decisions regarding their health and quality of life. The nurse, with the client, creates a plan for a health promoting and healing environment.

Health is a continuum of wellness across the lifespan. Optimal health is on one end of the continuum while illness is on the other end. The movement on this continuum is caused by internal and external stressors and the ability of the individual to adapt to each stressor. Each individual determines their self-definition of health as he or she progresses toward their optimum potential throughout the life cycle (growth, development, and maturation) from conception, through aging and death.

Nursing is a professional discipline which is both an art and a science. As a practice profession, nursing serves society through the delivery of direct and indirect health services to individuals, families and communities. The art of nursing involves intuition, creativity, and application of nursing therapeutics, communication skills, and holistic caring. The science of nursing involves knowledge from both the natural and behavioral sciences. Nursing encompasses a unique body of knowledge based upon theory, practice, and evidence-based research. From this body of knowledge, utilizing critical thinking to guide competent practice, nurses provide care through three primary roles: provider of care, manager of care, and member within the discipline of nursing. Professional nursing integrates technological competence with caring responses to health and illness.

Nursing education is an active learning process that progresses from knowledge and comprehension to application, analysis, and synthesis of theoretical concepts. The learning process is a partnership between teacher and student. The responsibility of the teacher is to structure and facilitate optimal learning conditions through clearly defined educational outcomes. The responsibility of the student is to bring willingness, self-motivation, and accountability for his or her educational outcomes. This learning process is a life-long, goal directed process which allows both members of the partnership the opportunity to develop personally, socially, intellectually, and professionally.

We believe the nursing programs at Northwest Iowa Community College will prepare graduates to provide safe, competent, quality care to all clients regardless of diversity or disparity. Graduates will be empowered to become leaders in the nursing profession and be prepared for the ever changing healthcare environment.

September 2008
Rev. May 2012

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

CONCEPTUAL FRAMEWORK

The philosophy of the nursing program reflects faculty beliefs about nursing practice and education. It provides the purpose and basis of the organizing framework for the nursing program. The organizing concepts are the nursing process, the roles of the nurse as provider of care, manager of care, and member of the discipline of nursing and a systematic approach using the required knowledge, skills, and attitudes (KSA's) appropriate for pre-licensure education. Integrating knowledge of liberal arts and sciences with nursing knowledge, the curriculum is designed to assist students to acquire knowledge, skills, and attitudes necessary to guide the promotion, maintenance and restoration of optimal health for clients. The curriculum includes theoretical and experiential learning with increasing complexity, as reflected in nursing practice. The curriculum content is guided by the National Council of Licensure Examination (NCLEX) test plan, evidenced based practice, and emerging healthcare trends.

Nursing Process

The nursing process is comprised of the five steps of assessment, nursing diagnosis, planning, implementation, and evaluation. The practical nursing curriculum focuses on utilizing the nursing process for clients with predictable needs. The associate degree curriculum focuses on utilizing the nursing process for clients with both predictable and variable needs. While all nursing students are introduced to all steps of the nursing process, the emphasis and comprehensiveness of scope differs as the students advance in their nursing education.

Nursing Roles

Provider of Care

1. Utilize critical thinking and the nursing process in decision making to provide safe, quality and comprehensive nursing care for multiple clients and their families.
2. Communicates therapeutically with multiple clients and their families in the provision of nursing care.
3. Integrates the teaching-learning process in the delivery of care to multiple clients and their families to meet their needs for health maintenance, promotion, and/or restoration.

Manager of Care

1. Collaborates with members of the health care team to develop client-focused, quality care for clients and their families.
2. Manages material and human resources in an organized manner when providing care for multiple clients and their families.
3. Communicates in an effective, professional manner with members of the healthcare team to resolve problems affecting clients and their families.

Member within the Discipline of Nursing:

1. Assumes responsibility and accountability for the practice of professional nursing.
2. Practices within the ethical/legal framework established by the nursing profession. Maintenance of standards of professional ethics and accountability in the nurse-client relationship serves as the foundation for morally responsible action.

Roles are defined by the NLN Educational Outcomes of Associate Degree Nursing Programs: *Roles and Competencies*. These definitions help guide the development of NCC Nursing Program outcomes.

Knowledge, Skills, Attitudes (KSA's)

“Quality and Safety Education for Nurses (QSEN) addresses the challenges of preparing nurses with the competencies necessary to continuously improve the quality and safety of the health care systems in which they work.” (Cronenwett, L. et al, 2007) The competencies for nursing, which were adapted from the Institute of Medicine, address patient centered care, teamwork and collaboration, evidence based practice, quality improvement, safety, and informatics. QSEN faculty members propose statements of the knowledge, skills, and attitudes (KSA's) for each competency that should be developed during pre-licensure nursing education. The nursing faculty of Northwest Iowa Community College adopts these competencies into the curriculum as a means of providing the essential features of what it means to be a safe, respected, competent nurse.

Cronenwett, L., Sherwood, G., Barnsteiner, J., Disch, J., Johnson, J., Mitchell, P., Taylor-Sullivan, D., & Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55(3), 122-131.

June, 2008

Rev. September, 2008

Rev. October, 2008

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NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

PRACTICAL NURSING PROGRAM OUTCOMES

1. Assist in the implementation of the nursing process in providing individualized, holistic care for clients across the life span with common health needs for promotion, maintenance, and restoration of optimal health.
2. Utilize critical thinking and the nursing process to support decision making and provide safe, high quality nursing care for clients and their families.
3. Implement nursing care according to an established plan, which includes applying principles of safety, health teaching, and current technology.
4. Apply basic scientific and psychological principles and evidence based practice in the classroom and clinical setting.
5. Utilize principles of communication to provide a therapeutic environment for the client, family, and members of the health care system, regardless of the gender, socioeconomic environment and subculture.
6. Understand the role of the practical nurse in the delegation process to ensure optimal safe and competent care for the client.
7. Function effectively within the nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.
8. Implement nursing practice incorporating professional and legal standards, ethical principles and sensitivity to cultural differences of clients.
9. Demonstrate commitment to ongoing personal and professional development through involvement in the nursing profession and lifelong learning.

June, 2008

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NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

ASSOCIATE DEGREE NURSING PROGRAM OUTCOMES

1. Apply the nursing process in providing individualized, holistic nursing care for clients across the life span with variable health needs for the promotion, maintenance, and restoration of optimal health.
2. Integrate concepts of critical thinking, collaboration, and evidence based practice to foster independent judgment and decision making in one's nursing practice.
3. Provide safe, high quality, comprehensive nursing care for clients and families by applying principles of safety, health teaching, and current technology.
4. Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
5. Utilize principles of communication to provide a therapeutic environment for the client, family, and members of the health care system, regardless of gender, socioeconomic environment and subculture.
6. Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.
7. Manage the delegation of nursing care through safe, effective and efficient use of human and material resources.
8. Integrate nursing practice with professional and legal standards, ethical principles, and sensitivity to the cultural differences of clients.
9. Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.
10. Demonstrate commitment to ongoing personal and professional development through involvement in the nursing profession and lifelong learning.

June, 2008

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Rev. October, 2008

Rev. May 2012

Practical Nursing Program Progression and Course Descriptions

First Semester

PNN 659-C Fundamentals of Nursing-8 credits

Theory-6 hours (6 credits) Lab-4 hours (2 credits)

This course is a combination of theory and lab. Concepts of health, illness, human needs and environment are examined in relationship to communication, nursing process, and nursing roles. Emphasis is placed on the knowledge, skills and attitudes necessary to care for clients with predictable needs in a laboratory setting. Essential information on drug calculations and safe administration of medication and care of the normal newborn and obstetric patient are special topics addressed.

Pre-requisite: Acceptance into practical nursing program, 75 hour certified nurse aide course, Anatomy & Physiology I with lab, Math elective, Medical Terminology

PNN 648-C Nursing Concepts I-2 credits

This course introduces the student to nursing concepts that form the foundation for nursing practice. Nursing history, healthcare systems, legal and ethical principles, cultural awareness, roles of the nurse and healthcare team, nursing process, nutrition concepts, and introduction to standards for quality and safety in healthcare are included in this theory based course.

Pre-requisites: Acceptance into practical nursing program, 75 hour certified nurse aide course, Anatomy and Physiology I, Math elective, Medical Terminology.

Second Semester

PNN 660-C Practical Nursing IA-6 credits-(first half)

Theory-6 hours (3 credits) Lab-4 hours (1 credit) Clinical-12 hours (2 credits)

The emphasis in this course is in the development of higher level concepts and skills within the nursing process. The roles of nurse as provider of care and manager of care are explored within the health-illness continuum.

Pharmacological and diet therapy principles are integrated through the lifespan. Emphasis is placed on the client having surgery, cardiovascular disorders, respiratory disorders, and endocrine disorders. A systematic approach using the knowledge, skills, and attitudes of caring for the predictable pediatric and adult client are explored through didactic and clinical experiences.

Pre-requisites: Fundamentals of Nursing, Nursing Concepts I

PNN 661-C Practical Nursing IB-5 credits (second half)

Theory-6 hours (3 credits) Lab-4 hours (1 credit) Preceptor-108 hours (1 credit)

This course is a continuation of Practical Nursing IA with an emphasis in the development of higher level concepts and skills within the nursing process. The roles of nurse as provider and manager of care as well as becoming a member in the discipline of nursing are explored within the health-illness continuum. Pharmacological and diet therapy principles are integrated through the lifespan. Emphasis is placed on the client with infections, immune disorders, digestive disorders, urologic disorders, neurologic disorders, and musculoskeletal disorders. A systematic approach using the knowledge, skills, and attitudes of caring for the predictable pediatric and adult client are explored through didactic and preceptor experiences.

Pre-requisites: Fundamentals of Nursing, Nursing Concepts I

PNN650-C Nursing Concepts IIA-1 credit

This course includes special topics not covered in Practical Nursing IA that the practical nurse may encounter during practice. The topics covered are cancer, burns, and eye and ear disorders. The pathophysiology of these topics as well as nursing care, pharmacological and diet therapy principles are integrated throughout life span of the predictable pediatric and adult client.

Pre-requisites: Nursing Concepts I, Fundamentals of Nursing; Corequisite: Practical Nursing IA

PNN654-C Nursing Concepts IIB-1 credit

This course prepares the student for the role of the practical nurse. Concepts of management of care, delegation, and prioritization are discussed. Preparation for the NCLEX-PN exam is the basis of the course.

Prerequisite: Nursing Concepts IIA

Nutrition, Developmental Psychology, and Composition I are also required courses for the Practical Nursing program.

Extended Practical Program Progression and Course Descriptions

First Year/First Semester

75 hour nurse aide, Medical Terminology, Anatomy & Physiology I/lab, Math Elective

First Year/Second Semester

PNN 648-C Nursing Concepts I-2 credits

This course introduces the student to nursing concepts that form the foundation for nursing practice. Nursing history, healthcare systems, legal and ethical principles, cultural awareness, roles of the nurse and healthcare team, nursing process, nutrition concepts, and introduction to standards for quality and safety in healthcare are included in this theory based course.

Pre-requisite: 75 hour nurse aide, Medical Terminology, Anatomy & Physiology I/lab, Math Elective

PNN 659-C Fundamentals of Nursing -8 credits

Theory-6 hours (6 credits) Lab-4 hours (2 credits)

This course is a combination of theory and lab. Concepts of health, illness, human needs and environment are examined in relationship to communication, nursing process, and nursing roles. Emphasis is placed on the knowledge, skills and attitudes necessary to care for clients with predictable needs in a laboratory setting. Essential information on drug calculations and safe administration of medication and care of the normal newborn and obstetric patient are special topics addressed.

Pre-requisite: 75 hour nurse aide, Medical Terminology, Anatomy & Physiology I/lab, Math Elective

Second Year/First Semester

PNN 660-C Practical Nursing IA-6 credits

Theory-3 hours (3 credits) Lab-2 hours (1 credit) Clinical-12 hours (2 credits)

The emphasis in this course is in the development of higher level concepts and skills within the nursing process. The roles of nurse as provider of care and manager of care are explored within the health-illness continuum. Pharmacological and diet therapy principles are integrated through the lifespan. . Emphasis is placed on the client having surgery, cardiovascular disorders, respiratory disorders, and endocrine disorders. A systematic approach using the knowledge, skills, and attitudes of caring for the predictable pediatric and adult client are explored through didactic and clinical experiences.

Pre-requisites: Fundamentals of Nursing, Nursing Concepts I

PNN650-C Nursing Concepts IIA-1 credit

This course includes special topics not covered in Practical Nursing IA that the practical nurse may encounter during practice. The topics covered are cancer, burns, and eye and ear disorders. The pathophysiology of these topics as well as nursing care, pharmacological and diet therapy principles are integrated throughout life span of the predictable pediatric and adult client.

Pre-requisites: Nursing Concepts I, Fundamentals of Nursing; Corequisite: Practical Nursing IA

Second Year/Second Semester

PNN 661-C Practical Nursing IB-5 credits

Theory-3 hours (3 credits) Lab-2 hours (1 credit) Preceptor-108 hours (1 credit)

This course is a continuation of Practical Nursing IA with an emphasis in the development of higher level concepts and skills within the nursing process. The roles of nurse as provider and manager of care as well as becoming a member in the discipline of nursing are explored within the health-illness continuum. Pharmacological and diet therapy principles are integrated through the lifespan. . Emphasis is placed on the client with infections, immune disorders, digestive disorders, urologic disorders, neurologic disorders, and musculoskeletal disorders. A systematic approach using the knowledge, skills, and attitudes of caring for the predictable pediatric and adult client are explored through didactic and preceptor experiences.

Pre-requisites: Practical Nursing IA

PNN654-C Nursing Concepts IIB-1 credit

This course prepares the student for the role of the practical nurse. Concepts of management of care, delegation, and prioritization are discussed. Preparation for the NCLEX-PN exam is the basis of the course.

Prerequisite: Nursing Concepts IIA

Nutrition, Developmental Psychology, and Composition I are also required courses for the Extended Practical Nursing Program.

Associate Degree Program Progression and Course Descriptions

Summer Term

ADN650-C Transition to ADN-3 credits

Theory-4 hours (2 credits) Lab-4 hours (1 credit)

This course is a combination of theory and lab. The course provides an overview of the NCC nursing program and the transitional role of LPN to RN. The concepts of delegation, prioritization and ethical and legal issues in nursing will be an essential part of this course. The course will focus on assessment of the medical/surgical patient and care of lines, drains, and tubes. A focus on intravenous therapy including peripheral, central lines, TPN, lipids, and blood administration will be included. An orientation to clinical facilities will be provided. Computer documentation training for these facilities will be offered.

Pre-requisite: Completion of NCC's PN/EPN program or accepted as advanced standing student (graduate of approved practical nursing program and/or working as an LPN)

First Semester

ADN655-C ADN Nursing IA-6 credits (first half)

Theory-8 hours (4 credits) Lab-4 hours (1 credit) Clinical-9 hours (1 credit)

This course is a combination of theory, lab, and clinical. Health, illness, and healthcare environment are examined as they relate to the care of patients with variable needs. The focus is on application of theories, concepts, research, issues and trends in caring for selected patients throughout the lifespan. Emphasis is on the role of the RN and the development of skills to think critically and implement sound reasoning skills. Special topics of this course will include fluid and electrolytes and acid/base balances. Utilizing the knowledge, skills, and attitudes necessary to care for pediatric and adult patients with urinary/renal and immune/infectious disorders will be addressed. Students will care for patients with variable needs in an acute care setting.

Pre-requisites: Transition to ADN, Microbiology

ADN656-C ADN Nursing IB-6 credits (second half)

Theory-8 hours (4 credits) Lab-4 hours (1 credit) Clinical-9 hours (1 credit)

This course is a combination of theory, lab, and clinical. Health, illness, and healthcare environment are examined as they relate to the care of patients with variable needs. The focus is on application of theories, concepts, research, evidence based practice and issues and trends in caring for selected patients throughout the lifespan. Emphasis is on the role of the professional nurse and on the development of knowledge, skills, and attitudes necessary to think critically and implement sound reasoning skills when caring for patients. The topics of this course will include care of the pediatric and adult client with cardiovascular disorders and respiratory disorders. There will also be an emphasis on the complex obstetric and newborn patient. The student will care for clients with variable needs in an acute care setting.

Pre-requisites: Transition to ADN, ADN Nursing IA

ADN648-C Advanced Nursing Concepts I-2 credits

This course is designed to assist students in establishing a knowledge base in the basic science of drugs and to demonstrate how that knowledge can be directly applied in providing patient care and patient education.

Pharmacological principles will include reviewing physiology and pathophysiology, discussing basic properties of drug families, focusing on the essentials of drug administration such as indications, contraindications, adverse effects, and drug interactions and demonstrating the application of pharmacology into nursing practice. QSEN (Quality Safety Education for Nurses) will be introduced to the student. The knowledge, skills, and attitudes (KSA's) addressing the concepts of patient centered care, teamwork and collaboration, evidence based practice, quality improvement, safety, and informatics will be a focus of the course.

Pre-requisites: Transition to ADN

Second Semester

ADN657-C ADN Nursing IIA-6 credits (first half)

Theory-8 hours (4 credits) Lab-4 hours (1 credit) Clinical-9 hours (1 credit)

This course is a combination of lecture, lab, and clinical. The course provides an opportunity for synthesis and evaluation of professional nursing role behaviors essential to care of patients experiencing complex needs in a variety of settings. Emphasis is placed on refinement of critical thinking and communication skills and the integration of a range of therapeutic interventions into nursing practice. Utilizing the knowledge, skills, and attitudes necessary to care for the normal and complicated obstetric and newborn patient (continuation), the adult and pediatric patient with psychological disorders and endocrine disorders will be addressed. Special topics in this course will be burns, shock and trauma. The student will care for clients in the psychiatric and obstetric clinical setting.

Pre-requisites: ADN Nursing IA & IB, Advanced Nursing Concepts I

ADN658-C ADN Nursing IIB-6 credits (second half)

Theory-8 hours (4 credits) Lab-4 hours (1 credit)

This course is a combination of lecture and preceptor. This course provides an opportunity for synthesis and evaluation of professional nursing role behaviors essential to care for patients experiencing complex care needs in a variety of settings. Emphasis is placed on refinement of critical thinking skills and communication skills and the integration of a range of therapeutic interventions into nursing practice. Utilizing the knowledge, skills, and attitudes to safely care for the pediatric and adult patient with gastrointestinal disorders, neurological disorders, musculoskeletal disorders, and cancer will be addressed.

Pre-requisites: ADN Nursing IIA

ADN649-C Advanced Nursing Concepts II-2 credits

Theory-2 hours (1 credit) Preceptor-108 hours (1 credit)

This course provides an opportunity for synthesis and evaluation of professional nursing role behaviors essential to care for patients experiencing complex care needs in a variety of settings. Emphasis is placed on refinement of critical thinking skills and communication skills and the integration of a range of therapeutic interventions into nursing practice. This course is designed to assist students in becoming leaders and managers in the nursing profession. Students will focus on the professional roles of the nurse as manager of care and member of the discipline of nursing. The focus will be on leading and managing care across the health care continuum realizing that leadership and management reflects the dynamic state of nursing practice and health care. The student will care for clients in a preceptor experience during this course.

A continuation of the QSEN concepts and KSA's will be addressed in this course.

Pre-requisites: ADN Nursing IA & IB, Advanced Nursing Concepts I

Abnormal Psychology and Sociology are also required courses for the Associate Degree Program

Associate Degree Program—Hybrid Progression and Course Descriptions

Fall Semester

ADN650-C Transition to ADN-3 credits

Theory-4 hours (2 credits) Lab-4 hours (1 credit)

This course is a combination of theory and lab. The course provides an overview of the NCC nursing program and the transitional role of LPN to RN. The concepts of delegation, prioritization and ethical and legal issues in nursing will be an essential part of this course. The course will focus on assessment of the medical/surgical patient and care of lines, drains, and tubes. A focus on intravenous therapy including peripheral, central lines, TPN, lipids, and blood administration will be included. An orientation to clinical facilities will be provided. Computer documentation training for these facilities will be offered.

Pre-requisite: Completion of NCC's PN/EPN program or accepted as advanced standing student (graduate of approved practical nursing program and/or working as an LPN)

ADN648-C Advanced Nursing Concepts I-2 credits

This course is designed to assist students in establishing a knowledge base in the basic science of drugs and to demonstrate how that knowledge can be directly applied in providing patient care and patient education.

Pharmacological principles will include reviewing physiology and pathophysiology, discussing basic properties of drug families, focusing on the essentials of drug administration such as indications, contraindications, adverse effects, and drug interactions and demonstrating the application of pharmacology into nursing practice. QSEN (Quality Safety Education for Nurses) will be introduced to the student. The knowledge, skills, and attitudes (KSA's) addressing the concepts of patient centered care, teamwork and collaboration, evidence based practice, quality improvement, safety, and informatics will be a focus of the course.

Spring Semester

ADN655-C ADN Nursing IA-6 credits (first half)

Theory-8 hours (4 credits) Lab-4 hours (1 credit) Clinical-9 hours (1 credit)

This course is a combination of theory, lab, and clinical. Health, illness, and healthcare environment are examined as they relate to the care of patients with variable needs. The focus is on application of theories, concepts, research, issues and trends in caring for selected patients throughout the lifespan. Emphasis is on the role of the RN and the development of skills to think critically and implement sound reasoning skills. Special topics of this course will include fluid and electrolytes and acid/base balances. Utilizing the knowledge, skills, and attitudes necessary to care for pediatric and adult patients with urinary/renal and immune/infectious disorders will be addressed. Students will care for patients with variable needs in an acute care setting.

Pre-requisites: Transition to ADN, Advanced Nursing Concepts I, Microbiology

ADN656-C ADN Nursing IB-6 credits (second half)

Theory-8 hours (4 credits) Lab-4 hours (1 credit) Clinical-9 hours (1 credit)

This course is a combination of theory, lab, and clinical. Health, illness, and healthcare environment are examined as they relate to the care of patients with variable needs. The focus is on application of theories, concepts, research, evidence based practice and issues and trends in caring for selected patients throughout the lifespan. Emphasis is on the role of the professional nurse and on the development of knowledge, skills, and attitudes necessary to think critically and implement sound reasoning skills when caring for patients. The topics of this course will include care of the pediatric and adult client with cardiovascular disorders and respiratory disorders. There will also be an emphasis on the complex obstetric and newborn patient. The student will care for clients with variable needs in an acute care setting.

Pre-requisites: ADN Nursing IA

Summer Term

ADN649-C Advanced Nursing Concepts II-2 credits

Theory-2 hours (1 credit) Preceptor-108 hours (1 credit)

This course provides an opportunity for synthesis and evaluation of professional nursing role behaviors essential to care for patients experiencing complex care needs in a variety of settings. Emphasis is placed on refinement of critical thinking skills and communication skills and the integration of a range of therapeutic interventions into nursing practice. This course is designed to assist students in becoming leaders and managers in the nursing profession. Students will focus on the professional roles of the nurse as manager of care and member of the discipline of nursing. The focus will be on leading and managing care across the health care continuum realizing that leadership and management reflects the dynamic state of nursing practice and health care. A continuation of the QSEN concepts and KSA's will be addressed in this course. The student will care for clients in a preceptor experience during this course.

Pre-requisites: ADN Nursing IA & IB, Advanced Nursing Concepts I

Fall Semester

ADN657-C ADN Nursing IIA-6 credits (first half)

Theory-8 hours (4 credits) Lab-4 hours (1 credit) Clinical-9 hours (1 credit)

This course is a combination of lecture, lab, and clinical. The course provides an opportunity for synthesis and evaluation of professional nursing role behaviors essential to care of patients experiencing complex needs in a variety of settings. Emphasis is placed on refinement of critical thinking and communication skills and the integration of a range of therapeutic interventions into nursing practice. Utilizing the knowledge, skills, and attitudes necessary to care for the normal and complicated obstetric and newborn patient (continuation), the adult and pediatric patient with psychological disorders and endocrine disorders will be addressed. Special topics in this course will be burns, shock and trauma. The student will care for clients in the psychiatric and obstetric clinical setting.

Pre-requisites: ADN Nursing IA & IB, Advanced Nursing Concepts I and II

ADN658-C ADN Nursing IIB-6 credits (second half)

Theory-9 hours (4 credits) Lab-4 hours (2 credits)

This course is a combination of lecture and preceptor. This course provides an opportunity for synthesis and evaluation of professional nursing role behaviors essential to care for patients experiencing complex care needs in a variety of settings. Emphasis is placed on refinement of critical thinking skills and communication skills and the integration of a range of therapeutic interventions into nursing practice. Utilizing the knowledge, skills, and attitudes to safely care for the pediatric and adult patient with gastrointestinal disorders, neurological disorders, musculoskeletal disorders, and cancer will be addressed.

Pre-requisites: ADN Nursing IIA

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

PROGRAM REQUIREMENTS

1. CPR Certification

Documentation of certification in CPR for Healthcare Providers must be kept in the students file in the NCC Nursing Department. Certification must be maintained throughout all clinical components of the program. Failure to comply with this requirement will stop a student from participating in the clinical component of the program. No online CPR courses will be accepted.

2. Child and Dependent Adult Abuse

Documentation of the three hour Child and Dependent Adult Abuse Training must in the students file before the beginning of the first clinical rotation. This course must have been taken within the last five years.

3. 75-hour Certified Nurse Aide

Documentation of completion of the 75 hour certified nurse aide course shall be in the student's file located in Student Services at the beginning of the first semester of the practical nursing year.

4. Practical Nursing Licensure

All May LPN graduates

Documentation of current licensure as a Licensed Practical Nurse and eligibility to practice in Iowa are required prior to the fall semester of the Associate Degree Nursing Program.

All other students must have an LPN license upon admission to the Associate Degree Nursing Program.

5. Courses with a Clinical Component

Students that have had the following situations occur with their license may not take part in the clinical experience.

- Denied licensure by the Board of Nursing
- License has been revoked, suspended, surrendered in any U.S. Jurisdiction
- License or registration is currently suspended, surrendered, or revoked in another country due to disciplinary action.

6. Criminal & Abuse Record Check

Students will complete a criminal and abuse background check. This background check includes state and national criminal records, nationwide healthcare fraud and abuse records and dependent adult and child abuse records. Fees for the record checks will be the responsibility of the student.

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

NCLEX LICENSURE EXAM

Entry into the practice of nursing in the United States is regulated by the licensing authority within each state. To ensure public protection, each state requires a candidate for licensure to pass an examination (NCLEX) that measures the competencies needed to perform safely and effectively as a beginning licensed entry-level nurse. There are two entry into practice levels, NCLEX-PN and NCLEX-RN. Each exam is based upon job analysis studies. This helps to guarantee that the examination is reflective of entry-level demands expected of new nursing graduates.

The exams are computerized (CAT-Computerized Adaptive Testing). Nursing program graduates may not practice nursing under any conditions until they have passed NCLEX and have been issued a license by the state where practicing. ADN graduates who are currently licensed in Iowa as an LPN may work as an LPN while awaiting NCLEX-RN results. Other states may have different requirements. Students will receive NCLEX application materials toward the end of their programs.

Completion of the Nursing Program at Northwest Iowa Community College does not guarantee that you will be allowed to sit for the NCLEX exam, that you will pass the exam, or that you will be granted a license to practice nursing.

Passing Rates:

The passing standard for the NCLEX exam has continually risen to reflect the higher level of required performance for entry level practice. With the increased passing standard, failure rates on the NCLEX exam have risen. It is important for graduates to pass NCLEX the first time as the success rate when retaking the exam is much lower than that of first time test takers.

Preparation:

The best preparation for success on the NCLEX exam is to maximize learning opportunities and test taking skills throughout the program. The nursing program has designed many opportunities for this learning, but cannot learn for students. Coming prepared to class and getting involved in collaborative learning and other projects will promote the development of a knowledge base and critical thinking skills. Students should strive to learn the maximum, rather than just skimming by with minimum knowledge and preparation for class and clinical activities. The nursing program will be providing tests and evaluation situations that encourage application and analysis of knowledge. These are similar to the knowledge tested on the NCLEX exams. Students need to attend all course test review sessions to improve understanding of testing and the development of test taking skills. Study groups also offer support and assist in the development of test taking skills. Taking a review course and planning study review sessions prior to the exam are also crucial for building confidence and preparation. Statistics show that graduates who sit for the NLCEX exam within 2-3 months of graduation experience greater success.

Processing:

There will be at least a 7-10 day delay between graduation and release of official NCC transcripts to the Board of Nursing which is needed to apply for and schedule the NCLEX exam. For most graduates, this means an average of 30-45 days from graduation to licensure and possible employment. Graduates are encouraged to review their individual NCLEX exam schedule with potential employers. This assists employers to project a feasible date of hire. You will be provided with information on NCLEX application and testing procedures prior to graduation.

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

STUDENT HEALTH ASSESSMENT POLICY

Students enrolled in a Northwest Iowa Community College (NCC) Nursing Program must meet established health requirements. Health requirements are mandated by cooperating clinical agencies in order to protect patients. The health requirements are also recommended for the safety and health of the student. Only the approved Northwest Iowa Community College Health Assessment form will be used for health assessment requirements. All assessments will be completed annually by Occupational Health at Sanford Sheldon, Orange City Area Health System or Sioux Center Community Hospital. Upon completion of the assessment, NCC will receive a report of completion of the health assessment. This report will be kept in the student's nursing program file. A copy of the entire assessment will remain on file at the occupational health agency for a period of five years. All records will remain confidential.

If verification of completion of the health assessment is not submitted at the required time, the student will not be permitted to attend clinical learning experiences. All sections of the form must be completed.

IMMUNIZATIONS

All students must show evidence of current immunization status for the following:

- Diphtheria, tetanus within last **10** years-One t-dap as an adult
- Measles, mumps, rubella (if born before 1957, natural immunity not assured. Need titer or two dates. If born after 1957, one childhood dose is assumed)
- Two step Mantoux test (PPD) Must be able to show proof of a two step within the last year. If can show proof of one test-can have one completed at health assessment. If a student has a history of a positive PPD, the student will be required to show documentation of a chest x-ray and complete the Signs & Symptoms survey.
- Poliomyelitis – at physician discretion
- Hepatitis B series– strongly recommended-Hep B titer (not required)
- Varicella (chicken pox) 2 vaccines or history of chicken pox
- Meningitis vaccine (strongly recommended if living on campus)
- Flu vaccine

ALL Immunization records must be taken to the health assessment at the time of your appointment. Only one health assessment is required upon admission to a nursing program at NCC. The health assessment will be considered adequate for a period of 2 years. The PPD will be required yearly.

REASONABLE ACCOMMODATIONS

Students who believe that they will require reasonable accommodations must notify Student Services immediately. In the event that concerns are detected at the time of the health assessment, established protocols will be followed. Student circumstances will be reviewed on an individual basis according to Northwest Iowa Community College guidelines.

MISCELLANEOUS

All costs associated with health assessment requirements are the responsibility of the student

If a student is exposed to a contagious disease while in the clinical setting, the policy of the agency where the exposure occurred will be followed.

Iowa Core Performance Standards
for
Health Care Career Programs

Iowa Community colleges have developed the following Core Performance Standards for all applicants to Health Care Career Programs. These standards are based upon required abilities that are compatible with effective performance in health care careers. Applicants unable to meet the Core Performance Standards are responsible for discussing the possibility of reasonable accommodations with the designated institutional office. Before final admission into a health career program, applicants are responsible for providing medical and other documentation related to any disability and the appropriate accommodations needed to meet the Core Performance Standards. These materials must be submitted in accordance with the institution's ADA Policy.

CAPABILITY	STANDARD	SOME EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)
Cognitive-Perception	The ability to gather and interpret data and events, to think clearly and rationally, and to respond appropriately in routine and stressful situations.	<ul style="list-style-type: none"> • Identify changes in patient/client health status • Handle multiple priorities in stressful situations
Critical Thinking	Utilize critical thinking to analyze the problem and devise effective plans to address the problem.	<ul style="list-style-type: none"> • Identify cause-effect relationships in clinical situations • Develop plans of care as required
Interpersonal	Have interpersonal and collaborative abilities to interact appropriately with members of the healthcare team as well as individuals, families and groups. Demonstrate the ability to avoid barriers to positive interaction in relation to cultural and/or diversity differences.	<ul style="list-style-type: none"> • Establish rapport with patients/clients and members of the healthcare team • Demonstrate a high level of patience and respect • Respond to a variety of behaviors (anger, fear, hostility) in a calm manner • Nonjudgmental behavior
Communication	Utilize communication strategies in English to communicate health information accurately and with legal and regulatory guidelines, upholding the strictest standards of confidentiality.	<ul style="list-style-type: none"> • Read, understand, write and speak English competently • Communicate thoughts, ideas and action plans with clarity, using written, verbal and/or visual methods • Explain treatment procedures • Initiate health teaching • Document patient/client responses • Validate responses/messages with others
Technology Literacy	Demonstrate the ability to perform a variety of technological skills that are essential for providing safe patient care.	<ul style="list-style-type: none"> • Retrieve and document patient information using a variety of methods • Employ communication technologies to coordinate confidential patient care

CAPABILITY	STANDARD	SOME EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)
Mobility	Ambulatory capability to sufficiently maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a patient/client.	<ul style="list-style-type: none"> • The ability to propel wheelchairs, stretchers, etc. alone or with assistance as available
Motor Skills	Gross and fine motor abilities to provide safe and effective care and documentation	<ul style="list-style-type: none"> • Position patients/clients • Reach, manipulate, and operate equipment, instruments and supplies • Electronic documentation/ keyboarding • Lift, carry, push and pull • Perform CPR
Hearing	Auditory ability to monitor and assess, or document health needs	<ul style="list-style-type: none"> • Hears monitor alarms, emergency signals, auscultatory sounds, cries for help
Visual	Visual ability sufficient for observations and assessment necessary in patient/client care, accurate color discrimination	<ul style="list-style-type: none"> • Observes patient/client responses • Discriminates color changes • Accurately reads measurement on patient client related equipment
Tactile	Tactile ability sufficient for physical assessment, inclusive of size, shape, temperature and texture	<ul style="list-style-type: none"> • Performs palpation • Performs functions of physical examination and/or those related to therapeutic intervention
Activity Tolerance	The ability to tolerate lengthy periods of physical activity	<ul style="list-style-type: none"> • Move quickly and/or continuously • Tolerate long periods of standing and/or sitting as required
Environmental	Ability to tolerate environmental stressors	<ul style="list-style-type: none"> • Adapt to rotating shifts • Work with chemicals and detergents • Tolerate exposure to fumes and odors • Work in areas that are close and crowded • Work in areas of potential physical violence • Work with patients with communicable diseases or conditions

Reviewed April 2008
Reviewed May 2012
Updated September 2013

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

PREGNANCY POLICY

Pregnancy is considered a healthy state. It is a common expectation and practice that women continue work and career activities during pregnancy. The Nursing Faculty encourages students who are pregnant to continue their program of studies in the nursing area, if their physician/provider concurs that it is safe for them to do this. If the healthcare provider deems accommodations are necessary, the student must provide the Director of Nursing Education a letter indicating that special accommodations are needed.

Under all circumstances, it is necessary that the student meet the course objectives. If at any time the student must be limited in activities, as determined jointly by the healthcare provider and student, this limitation must be documented for the program director. In such event, the nursing faculty will decide if the limitation permits satisfactory achievement of course objectives. Any conditions, including those of pregnancy, that prevent the student from meeting course objectives will necessitate the student's withdrawal from the course.

A student in good academic standing, who must withdraw from the course due to conditions of pregnancy, may register for the course when it is offered again.

Northwest Iowa Community College is not liable for any complications that may arise.

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

REASONABLE ACCOMMODATIONS

I have received a copy of the Iowa Core Performance Standards for Health Care Career Programs. I understand that it is my responsibility to discuss the possibility of reasonable accommodations with counselors in Student Services as soon as possible.

I understand that I must provide evidence of satisfactory completion of the Occupational Health Assessment by the specified nursing program deadline. The NCC Health Assessment Report must be on file in the Nursing Department.

I understand that the failure to complete any portion of the health assessment requirements will prevent my progression in the Nursing Program.

I understand the information regarding reasonable accommodations.

Name _____ Date _____

Signature _____

**NORTHWEST IOWA COMMUNITY COLLEGE
SHELDON, IOWA**

P E R S O N A L I N J U R Y A C C I D E N T R E P O R T F O R M

All injuries, no matter how slight, must be reported to the instructor and/or supervisor. Give copy of report to Safety Committee Chairperson.

Name of injured: _____ Date: _____

Program: _____ S.S. #: _____

Location where injury occurred: (i.e. lab, classroom) _____

Description of injury: _____

How did injury occur: _____

Was injury caused by failure of the injured to use or observe safety appliance or regulation?
____ Yes ____ No

If yes, explain: _____

Was instructor/supervisor in the general area when the accident occurred? ____ Yes ____ No

Upon evaluation of the injury, what was recommended to the injured person:

- ____ 1. Injured person was transported to the hospital by ambulance.
- ____ 2. Injured person was transported to the doctor/hospital by instructor, student, etc.
- ____ 3. Recommended to the injured to obtain advanced medical care and transportation would be provided.
- ____ 4. Other _____
- ____ 5. Emergency Team notified: ____ Yes ____ No
(Signature of Emergency Team member: _____)

Reported by: _____ Date: _____

Witnessed by: (signature of witness of injury) _____

Signature of Injured: _____

* * * * *

If you recommended the injured person obtain advanced medical attention and the injured refused, please complete below:

Witnessed by: _____ Date: _____

Witnessed by: _____
Signature of Witness of the Refusal for Medical Attention

Signature of Injured Person refusing recommendations: _____

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

STANDARD PRECAUTIONS GUIDELINES

Centers for Disease Control: Standard Precautions Guidelines

The term Standard Precautions includes features of universal blood and body fluid precautions and body substance isolation precautions.

The purpose of Standard Precautions is to reduce the transmission of pathogens from both recognized and unrecognized sources, for the protection of the student caregiver and others.

Standard precautions apply to:

All human blood

All body fluids, secretions and excretions, except sweat, regardless of whether they contain visible blood

Non-intact skin

Mucous membranes

All patients

Procedures:

The student will abide by the following procedures at all times while enrolled in the Nursing Program. Infection control procedures in addition to standard precautions will be followed according to individual clinical agency protocol.

Handwashing: Wash hands using accepted technique after touching blood, body fluids, secretions, excretions, and contaminated items, whether or not gloves are worn. Wash hands immediately after gloves are removed between patient contacts, and when otherwise indicated, to avoid transfer of microorganisms to other patients or environments. It may be necessary to wash hands between tasks and procedures on the same patient in order to prevent cross-contamination of different body sites. Handwashing procedure will reflect current clinical practice guidelines.

Gloves: Wear gloves (clean, non-sterile gloves are adequate) when touching blood, body fluids, secretions, excretions, and contaminated items. Put on clean gloves just before touching mucous membranes and non-intact skin. Change gloves between tasks and procedures on the same patient after contact with material that may contain a high concentration of microorganisms. Remove gloves promptly after use, before touching non-contaminated items and environmental surfaces, and before going to another patient. Wash hands immediately to avoid transfer of microorganisms to other patients or environments.

Mask, Eye Protection, Face Shield: Wear a mask and eye protection or a face shield to protect mucous membranes of the eyes, nose, and mouth during procedures and patient care activities that are likely to generate splashes or sprays of blood, body fluids, secretions, and excretions.

Gown: Wear a fluid-resistant gown (clean, non-sterile gown is adequate) to protect skin and to prevent soiling of clothing during procedures and patient care activities that are likely to generate splashes or sprays of blood, body fluids, secretions, or excretions. Select a gown that is appropriate for the activity and amount of fluid likely to be encountered. Remove a soiled gown as promptly as possible and wash hands to avoid transfer of microorganisms to other patients or environments.

Patient Care Equipment: Handle used patient care equipment soiled with blood, body fluids, secretions, and excretions in a manner that prevents skin and mucous membrane exposures, contamination of clothing, and transfer of microorganisms to other patients and environments. Ensure that reusable equipment is not used for the care of another patient until it has been cleaned and reprocessed appropriately. Ensure that single-use items are discarded properly.

Linen: Handle, transport, and process used linen soiled with blood, body fluids, secretions, and excretions in a manner that prevents skin and mucous membrane exposures and contamination of clothing, and that avoids transfer of microorganisms to other patients and environments. Use an appropriate linen bag that is clearly marked or color-coded for use with contaminated linen.

Sharps Injuries: Take care to prevent injuries when using needles, scalpels, and other sharp instruments or devices, when handling sharp instruments after procedures, when cleaning used instruments, and when disposing of used needles. Place all sharps in puncture-resistant container for appropriate disposal.

Resuscitation: Use mouthpieces, resuscitation bags, or other ventilation devices as an alternative to mouth-to-mouth resuscitation methods in areas where the need for resuscitation is predictable.

Responsibility: It is the responsibility of all nursing students to use Standard Precautions and to read and abide by all policies and procedures of any agency to which they are assigned for clinical related experiences.

Significant Exposure Event: In the event of direct contact with blood or body fluids including skin puncture with a contaminated sharp object, contact of mucous membranes, or skin (especially if chapped, abraded, or open areas), the student must follow the procedure of the clinical agency. The student must request an evaluation from a physician of choice as soon as possible. All expense related to testing that occurs as a result of a significant exposure will be the responsibility of the student.

I have read and understand the CDC Standard Precautions adopted by the Northwest Iowa Community College Nursing Program. It is my responsibility to adhere to all standard precautions and policies contained in this document.

Printed Name _____

Signature _____ Date _____

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

LAB POLICY

Lab is an important part of Nursing. This lab involves learning nursing skills that are within the practice of a Licensed Practical Nurse (LPN) & Associate Degree Nurse (RN). This component of Nursing will involve lecture, video, demonstration, and lab testing for skills that are expected of an entry-level nurse along with math and medication calculation. These skills will be a very important part of all clinical nursing experiences. Your entire nursing career will build upon the skills that are learned in this lab. As with anything, you must be willing to practice these nursing skills in order to become skilled in the nursing competencies.

All skills that are covered in Fundamentals of Nursing will have competency testing in the form of a video review, worksheet, individual or group testing in the nursing lab, a written quiz, or a written test. The textbook that relates to the lab skills component of Practical Nursing is Fundamentals of Nursing by Potter and Perry. The skills procedures in this book will guide you through lab. The textbook that relates to the math and medication component of lab is Dosage Calculations: A Ratio-Proportion Approach by Pickar. The Associate Degree program will include lab reviews on assessment, IV therapy, calculations, and higher level skills.

In order for things to run smoothly in the lab, there are some rules that must be observed.

1. Attendance is expected. . Students will be allowed one lab absence during Fundamentals of Nursing. Missing any portion of a lab is considered one absence. Once a student has exceeded the one absence, no further missed days will be allowed. If applicable, a student may attend the same lab if it is offered on another day with prior instructor approval. A student who misses more than one lab may be withdrawn from the class.
2. The following procedure will be followed to ensure continuity in the method of assigning make-up requirements for missed labs:
 - a. All videos will be placed on reserve in the library and the responsibility of the student to view and complete either a video outline or accompanying worksheet if applicable. All paperwork used during the lab must be completed and handed in within one week of the absence. Demonstrations will not be redone. Students are responsible to meet with a fellow classmate or schedule a time with the instructor to answer any questions or practice skills.
 - b. For each NCC nursing program, any extenuating circumstances that would cause the student to miss more than the allowed number of excused absences will need to be brought before the Nursing Program faculty for evaluation.
3. Be considerate of others
 - a. Sharing equipment
 - b. Avoid interruptions, especially during testing situations
4. Be courteous and quiet
5. Keep the lab area neat
6. No food or drink in the lab area
7. Find time to practice prior to lab testing

The instructor will post sign up sheets for competencies that require individual testing. You must sign up to test on the day the sheet is posted, or no later than the following day. If you do not sign up, you will automatically be assigned a time by the instructor. Remember there are a limited number of time slots available.

It is your responsibility to trade if you are unable to keep your original appointment for testing. Any changes must be approved by the instructors.

Try to be a few minutes early rather than late. The instructor may deduct points for tardiness. Also, be aware that one student may take longer than another, so you may not be testing at the exact time you signed up for, but you need to be ready!!

Lab testing hours will vary throughout the week. Lab will be open for practice throughout the day when testing is not being done. Some lab equipment may be checked out to practice with, if approved by the instructor.

Points will be deducted if you are late or fail to call if you are absent. A minimum of 5 points will be deducted if you are absent, and the tardiness points will be at the discretion of the instructor.

You must view all videos, complete paperwork, and practice before you test!!

Lab testing will be conducted throughout the day. Students are expected to sign up for testing during the posted testing hours. **Students cannot sign up during other class times.**

Scoring for Skills Tests:

Competency percentages will be calculated in the following manner:

$$\frac{\text{Points you receive}}{\text{Points possible}} \times 100 = \text{your \%}$$

Example: If you receive 22 points on a competency with 25 points possible

$$\frac{22}{25} \times 100 = 88\%$$

You must achieve an individual competency of 85% or higher. There will be one retest opportunity. Retests must be scheduled at a time that is convenient for both the student and the instructor. If an 85% is not achieved by the second retest, the student will not be able to advance in the Nursing program.

The math and medication component of lab will include worksheets, quizzes, and a final exam. Weekly assignments must be completed and ready to be handed in at the scheduled lab time. Students must achieve an 85% or higher on all quizzes and the exam. If this is not achieved on the quizzes the first time, students will remediate with practice assignments and then be allowed to retake the quiz to achieve the required 85%. The final math and medication exam will be 100 points. Students will be allowed one retake of the exam if they receive below 85%. If an 85% is not achieved, the student will not be able to advance in the Nursing program.

When all labs, tested skills competencies, math quizzes, and the exam have been achieved at an 85% minimum, and all homework assignments have been completed, the student will receive a PASS grade in nursing lab.

I have read and understand the NCC Nursing Lab Policy

Name _____ Date _____

Revised 5/2013

07/29/2015

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Nursing Student Handbook

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

RE-ENTRY POLICY

1. Re-entry procedures are the responsibility of the student. The Director of Nursing Education, Nursing Faculty, and Admissions Staff and Advisors will assist the student as needed in the process.
2. A student will be considered for enrollment into each level of nursing education a maximum of two times. A level of nursing education is defined as:
 - a. Level 1: Practical Nursing/Extended Practical Nursing
 - b. Level 2: Associate Degree Nursing and Hybrid Associate Degree NursingAn enrollment is defined as an entry admission or a re-entry admission. A re-entry will include student withdrawals from the program. If a student has been accepted into either level TWICE and does not meet the program requirements, the student will be assisted with other options made available through their advisors and the Career Center.
3. After entering either level twice, a student may request an additional re-entry into the nursing program after successfully working for one year. A practical nursing/extended practical nursing student must work for one year as a Certified Nurse Aid (CNA) and an associate degree/hybrid associate degree student must work for one year as a Licensed Practical Nurse (LPN).
4. Upon successful completion of one year of work, the student must provide two letters of recommendation from their employer to the Director of Nursing Education. The employer will address attendance, attitude, and work ethics in the letter of recommendation.
5. Approval to re-enter the program is based on the date the re-entry request is received and space availability as there is an enrollment cap in each program. There is no guarantee when a student is able to re-enter the program.
6. If a student has been dismissed from the nursing program for any reason, the student must wait five years before re-entry into the program will be considered.

Revised-6-24-14

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

PROFESSIONALISM CONDUCT POLICY

As consistent with expectations of the practice environment, professional behavior and attitudes are expected for all students enrolled in nursing courses. Professionalism and appropriate classroom conduct are demonstrated by a student who:

- uses appropriate verbal and non-verbal communication.
- is punctual – Arriving late or leaving early are discourteous and can be extremely disruptive. Tardiness or leaving early will be deemed an absence at the discrepancy of the instructor. Habitual absences are deemed a violation of this policy
- is reliable, dependable, and accountable for one’s actions
- behaves in an ethical manner and produces quality work.
- completes 100% of assigned work and meets all deadlines – homework and other graded work are due at the assigned time.
- accepts constructive criticism and modifies behavior if necessary.
- is cooperative – i.e. non-argumentative; willing and helpful.
- is non-judgmental – student demonstrates an attitude of open-mindedness towards others and situations; does not “stereotype” others.
- communicates assertively – actively and appropriately engages in dialogue or discussion.
- is self-directed in undertaking tasks, self-motivated.
- is respectful – demonstrates regard for self, patients, peers, faculty, and staff. Talking to other classmates while the instructor and/or another student are talking is discourteous, disruptive and not acceptable.
- is empathetic – demonstrates appreciation of others’ positions; attempts to identify with others’ perspectives; demonstrates consideration towards others.
- remains calm, levelheaded, and composed in critical, stressful, or difficult situations.
- is an active learner – seeks knowledge; asks questions, searches for information, takes responsibility for own learning.
- follows through with responsibilities – if task is left incomplete or problem is not resolved, student seeks aid.
- is diplomatic – is fair and tactful in all dealings with patients, peers, faculty, and staff.
- is appropriately attired for classroom environment; follows clinical dress code.
- utilizes time efficiently – allocates and utilizes appropriate amounts of time to fulfill responsibilities; utilizes others’ time wisely; *plan for at least 2-3 hours of out of class preparation for each hour in class.*
- adheres to **confidentiality** of experiences shared in classroom or clinical settings for learning purposes.
- No children in the classroom
- No cell phone use in the classroom or clinical/preceptor sites
- Does not disclose classroom, clinical, or preceptor information on any public forum (Facebook, Twitter, etc)

Lack of respect for other students, professors, or staff as demonstrated by comments, tone of voice, or disruptive behavior will **not be tolerated**. Everyone has a right to be heard and should be able to express their constructive comments without ridicule. Students who violate this policy will be dismissed from class. Continuation in the class can only occur after the student writes a plan of action addressing the specific unprofessional behaviors. The plan of action must be deemed acceptable by the nursing faculty team. If the plan of action is not adhered to, it may result in further discipline up to and including dismissal from the program.

Signed: _____

Date: _____

NCC NURSING PROGRAMS SOCIAL NETWORKING/SOCIAL MEDIA POLICY

Social Media is a way for people to use technology for social interaction through the use of words, images, audio, and video. Examples of social media sites include, but are not limited to, websites such as Facebook, MySpace, LinkedIn, Twitter, YouTube, and more. The Northwest Iowa Community College Nursing Programs view Social Media sites positively and respect the rights of students and employees to use them as a medium of self expression.

However, posts made to social media sites may become viral or may be publicly available for a long time, potentially permanently, even if they are deleted from the website to which they were originally posted. Postings on social media sites have the potential to reflect negatively, as well as positively on the College and the Nursing Programs. This is the case regardless of whether a student specifically identifies him/herself as a Northwest Iowa Community College student. The College and its employees and students have ethical and legal obligations with respect to these communications. In order to ensure that ethical and legal obligations are adhered to, students are required to comply with the social media policy. The intent of this policy is not to restrict the flow of useful and appropriate information, but to maintain NCC and the Nursing Programs reputations and legal standings, and to minimize risk to NCC's interest and their employees and students.

All NCC Nursing Students are prohibited from the following conduct when using any Social Media:

- Postings or discussing confidential patient information or any information or photographs concerning patients/and or their families. **Maintaining the confidentiality of our patients and families is of the utmost importance to the NCC Nursing Programs.** Any inappropriate disclosure of patient information, whether direct or indirect disclosure, is subject to disciplinary action, up to and including termination.
- Posting or discussing information about the College and/or nursing program employees that is disparaging in nature or contains false or defamatory information.
- Discriminatory or harassing postings or discussions concerning anyone associated with the College. Students are prohibited from using social media to harass, bully, or intimidate other students or anyone associated with the College. Behaviors that constitute harassment or bullying include comments that are derogatory with respect to age, disability, sexual orientation, marital status, veteran status, political beliefs, or any other protected class or status recognized by federal, state, or local law; sexually suggestive, humiliating or demeaning comments; and threats to intimidate or physically injure another employee or student associated with the College. The Colleges' harassment policy applies to online as well as offline conduct.
- Speaking or posting on behalf of the College, without explicit permission from the President of the College.
- Posting work-related pictures of College employees, students, and anyone associated with the College, without the person's permission.
- Students are not permitted to access social media during classroom or clinical hours. Students found to be accessing these sites for non-school related purposes will be subject to progressive discipline.
- Laptops used during class time are only to be used for approved class purposes.

Students who suspect or have knowledge of violations of this policy should contact the Director of Nursing Education. Failure to comply with this Social Media policy may result in disciplinary action, up to and including dismissal from the program/college.

Developed 5/2011

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

ATTENDANCE, PARTICIPATION, AND GRADING
POLICY / PROCEDURE / CONTRACT

- GRADING POLICY: Grading for all NCC nursing courses will be consistent with the following policy and procedure:
1. The grades earned in the Theory component are weighted at 100% for the final course grade. Clinical/Lab/Preceptor components are Pass/Fail. A student will receive a failing grade for the course if they do not pass the Clinical/Lab/Preceptor competencies required of that course.
 2. All Lab competencies must be achieved at an 85% to receive a "Pass" grade in the Lab components of nursing courses.
 3. If the student receives a 79.5% or higher in the Theory component of the nursing course, one percentage point (1%) will be added to their course grade for receiving a "Pass" in the Lab/Clinical/Preceptor components of the course. If the student receives less than 79.5% in the Theory component of the course, this additional percentage point will not be applied.

GRADING PROCEDURE:

1. Theory grades are assigned based on the NCC Nursing Program Grading Scale (see page 31).
2. Exam attendance and make-up requirements for all NCC nursing courses will follow the "Make-Up Text Policy".
3. Course syllabi will outline tentative assignments and exams for that course. Grading of assignments will be clearly outlined by each classroom instructor during review of the syllabi and during the course.
4. Any additional assignments not listed in each course syllabus will be assigned at the discretion of the classroom instructor. If additional assignments are graded, the classroom instructor will notify students of the grading criteria when assignments are made.
5. **Homework is due on the date/time assigned. Late homework will receive a 10% deduction in points per day. A zero will be given if the assignment is more than two days late.**

ATTENDANCE & PARTICIPATION POLICY:

- Consistent classroom attendance and participation is expected for successful completion of the NCC Nursing Program. Attendance is considered a full theory day. Tardiness or leaving for any portion of the day is unacceptable.
- In-class quizzes and assignments will not be allowed to be made up if absent.

Signature: _____

Date: _____

ACADEMIC HONESTY NCC NURSING PROGRAMS

All students are expected to practice academic honesty. Academic dishonesty can take many forms including copying answers from another's test or homework, using an unauthorized crib or note sheet during a test, plagiarizing material, etc. Plagiarism can occur when you copy another person's disk, file, or anything else that you did not create yourself. It is also considered cheating if you allow others to use your work as their own; all assignments in this class are to be individual work, following guidelines, unless specifically described by the instructor as group work. Cheating, in any form, will not be tolerated in this class. If academic dishonesty is suspected on any quiz or test, the following procedure will be used:

1. The person or persons suspected will be confronted.
2. The person or persons suspected will be allowed to state their case.
3. If it is determined that cheating has taken place, a zero will be given on the quiz or test involved. The instructor will make the final determination as to whether academic dishonesty has occurred.

If it is determined that academic dishonesty has occurred on any other type of assignment, the instructor will consider that in the grading of the assignment and will make a point deduction for the dishonest behavior. In addition, with any type of academic dishonesty, the student will be given a written warning that will become a part of their permanent nursing file. If any student has two instances of documented and actionable academic dishonesty at any time in their progression through the nursing program, the instructor will recommend that the student be removed from the nursing program. Refer to the NCC Student Handbook for more information regarding student discipline.

Reviewed 5/2011
8/2010
Reviewed 5/2012

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

GRADES

1. Tests will be given throughout each course. Time and content will be determined by the instructor. If faculty or staff has determined someone was cheating on an exam, they will receive a zero. The student may file a grievance according to the NCC Student Handbook.
2. Final exams are scheduled for each course at the end of each semester at the discretion of the instructor.
3. Students must satisfactorily complete all hours required in the program of study.
4. Any student who receives less than a C (79.5%) in a nursing core class will not be able to continue in the program. If a student has a grade point average of less than 2.0 he/she will not graduate from the program.
5. Conferences may be scheduled at instructor discretion to discuss grades, progress, and difficulties. Students may schedule conference with the instructor or program director at any time. Students are expected to take the initiative in scheduling conferences when grades are below average.
6. Northwest Iowa Community College accepts credits from other approved post secondary institutions and will apply these credits as appropriate toward requirements of the program in which the student is enrolled.
7. Students who wish to terminate or withdraw from a program are required to obtain termination papers from Student Services.

GRADING SYSTEM

93.5-100	A
86.5-93.4	B
79.5-86.4	C
72.5-79.4	D
72.4 & below	Failing

NORTHWEST IOWA COMMUNITY COLLEGE
ENHANCING STUDENT SUCCESS FORM

Student:

Date:

Areas for Discussion:

- _____ Mid-term grade below 80%
- _____ Grade below 80%
- _____ Pattern of assigned work not completed or not completed on time
- _____ Class Attendance
- _____ Unprofessionalism (specify as per professionalism policy)
- _____ Academic Dishonesty
- _____ Unethical behavior (class or clinical)

Summary: (specifics of above situation)

Recommendation:

- _____ Attend all nursing lectures and review material covered in class each day
- _____ Complete unit objectives and review/study after objective discussed in class
- _____ Skim/read material prior to coming to class
- _____ With another student(s) of your choice, review notes and assignments. Ask instructor any specific questions that arise from your review
- _____ Complete pertinent chapters in the textbook study guide and use any other student resources available (Evolve, student CD's)
- _____ Meet with theory instructor and student services/TRIO advisor
- _____ Other as agreed upon by student and instructor (withdrawal)

Student _____ Instructor _____

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

MAKE-UP TEST
POLICY & CONTRACT

All students are expected to be in attendance for exams. The student is required to notify the instructor prior to the exam if they will be absent the day the exam is given. Failure to notify the instructor on a scheduled exam day of an absence will result in a drop of 7% which will be one letter grade on the exam.

In the event of an absence the following policy will be followed:

If you miss an exam, that exam must be made up if time allows before the student attends the next scheduled class or following the (next) scheduled class time.

Example: Missed exam on Tuesday, next scheduled class day is Wednesday at 11:15 a.m. The exam must be taken before the student comes to class at 11:15 a.m. (on Wednesday).

Example: Missed exam on Wednesday, next scheduled class day is Thursday at 8 a.m. until 12:00 p.m. Exam will be taken when class is over at 12:00 p.m., or if the student has another class (to follow), when that class has ended they will take the exam.

For extenuating circumstances, prior approval needs to be made with the nursing faculty. If a student has extenuating circumstances that will not allow them to make up the exam per policy guidelines, these circumstances must be discussed with the nursing faculty and prior approval granted for a specific exam time.

If the exam is not made up in the allotted time frame the student will receive an additional seven percent (7%) deduction on that exam.

If any extra credit points, questions omitted, or open book was given during the exam and you missed taking it at that time you may not be given these points.

All make-up tests will be taken in the Learning Center. If the staff has determined someone was cheating on an exam they will receive a zero. The student may file a grievance according to the NCC Student Handbook

A different test or format of testing may be substituted as a make-up exam per instructors' discretion.

All make-up tests must have the date and time recorded on the answer sheet.

I have read and understand the above information relative to NCC Nursing make-up testing policy.

Signature: _____ Date: _____

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

PARAMETERS OF SAFE AND ETHICAL PRACTICE

A student may be dismissed from the nursing program if the student fails to demonstrate safe and ethical nursing practice in the classroom, laboratory or clinical setting. A student will be notified by the nursing supervisor and/or division dean of pending dismissal for any reason. A fair hearing will be conducted prior to dismissal.

To function within the parameters of safe and ethical practice the student must:

- 1. Comply with the Patients Bill of Rights**
- 2. Comply with ANA Code of Ethics**
- 3. Provide completion of planned care including documentation**
- 4. Provide safe environment for client**
- 5. Maintain confidentiality of all information / HIPAA**
- 6. Function within parameters of student role as defined by the NCC catalog and nursing student handbook**

The following are examples and sources of explanation of the above parameters of safe and ethical practice:

A Patient's Bill of Rights

These rights can be exercised on the patient's behalf by a designated surrogate or proxy decision maker if the patient lacks decision-making capacity, is legally incompetent, or is a minor.

1. The patient has the right to considerate and respectful care.
2. The patient has the right to and is encouraged to obtain from physicians and other direct caregivers relevant, current, and understandable information concerning diagnosis, treatment, and prognosis.

Except in emergencies when the patient lacks decision-making capacity and the need for treatment is urgent, the patient is entitled to the opportunity to discuss and request information related to the specific procedures and/or treatments, the risks involved, the possible length of recuperation, and the medically reasonable alternatives and their accompanying risks and benefits.

Patients have the right to know the identity of physicians, nurses, and others involved in their care, as well as when those involved are students, residents, or other trainees. The patient also has the right to know the immediate and long-term financial implications of treatment choices, insofar as they are known.

3. The patient has the right to make decisions about the plan of care prior to and during the course of treatment and to refuse a recommended treatment or plan of care to the extent permitted by law and hospital policy and to be informed of the medical consequences of this action. In case of such refusal, the patient is entitled to other appropriate care and services that the hospital provides or transfer to another hospital. The hospital should notify patients of any policy that might affect patient choice within the institution.
4. The patient has the right to have an advance directive (such as a living will, health care proxy, or durable power of attorney for health care) concerning treatment or designating a surrogate decision maker with the expectation that the hospital will honor the intent of that directive to the extent permitted by law and hospital policy.

Health care institutions must advise patients of their rights under state law and hospital policy to make informed medical choices, ask if the patient has an advance directive, and include that information in patient records. The patient has the right to timely information about hospital policy that may limit its ability to implement fully a legally valid advance directive.

5. The patient has the right to every consideration of privacy. Case discussion, consultation, examination, and treatment should be conducted so as to protect each patient's privacy.
6. The patient has the right to expect that all communications and records pertaining to his/her care will be treated as confidential by the hospital, except in cases such as suspected abuse and public health hazards when reporting is permitted or required by law. The patient has the right to expect that the hospital will emphasize the confidentiality of this information when it releases it to any other parties entitled to review information in these records.
7. The patient has the right to review the records pertaining to his/her medical care and to have the information explained or interpreted as necessary, except when restricted by law.
8. The patient has the right to expect that, within its capacity and policies, a hospital will make reasonable response to the request of a patient for appropriate and medically indicated care and services. The hospital must provide evaluation, service, and/or referral as indicated by the urgency of the case. When medically appropriate and legally permissible, or when a patient has so requested, a patient may be transferred to another facility. The institution to which the patient is to be transferred must first have accepted the patient for transfer. The patient must also have the benefit of complete information and explanation concerning the need for, risks, benefits, and alternatives to such a transfer.
9. The patient has the right to ask and be informed of the existence of business relationships among the hospital, educational institutions, other health care providers, or payers that may influence the patient's treatment and care.
10. The patient has the right to consent to or decline to participate in proposed research studies or human experimentation affecting care and treatment or requiring direct patient involvement, and to have those studies fully explained prior to consent. A patient who declines to participate in research or experimentation is entitled to the most effective care that the hospital can otherwise provide.
11. The patient has the right to expect reasonable continuity of care when appropriate and to be informed by physicians and other caregivers of available and realistic patient care options when hospital care is no longer appropriate.
12. The patient has the right to be informed of hospital policies and practices that relate to patient care, treatment, and responsibilities. The patient has the right to be informed of available resources for resolving disputes, grievances, and conflicts, such as ethics committees, patient representatives, or other mechanisms available in the institution. The patient has the right to be informed of the hospital's charges for services and available payment methods.

American Hospital Association-Patient Bill of Rights

ANA Code of Ethics for Nurses

The ANA House of Delegates approved these nine provisions of the new *Code of Ethics for Nurses* at its June 30, 2001 meeting in Washington, DC. In July, 2001, the Congress of Nursing Practice and Economics voted to accept the new language of the interpretive statements resulting in a fully approved revised *Code of Ethics for Nurses With Interpretive Statements*.

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

American Nurses Association, *Code of Ethics for Nurses with Interpretive Statements*, © 2001 By American Nurses Association. Reprinted with Permission. All rights reserved.

A VARIANCE OF ANY OF THE ABOVE PARAMETERS WILL RESULT IN A CRITICAL INCIDENT. THE PROGRAM SUPERVISOR WILL BE INFORMED IMMEDIATELY. THE STUDENT MAY BE REMOVED FROM THE PROGRAM PENDING A FAIR HEARING. THE STUDENT MAY BE PERMANENTLY DISMISSED FROM THE NURSING PROGRAM IF DEEMED APPROPRIATE AT THE HEARING. UPON DISMISSAL OF THE PROGRAM, THE STUDENT WILL RECEIVE AN “F” IN THE NURSING COURSE IN WHICH THE STUDENT IS ENROLLED.

Revised 5/2013

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

STATEMENT OF ETHICAL PRACTICE

I. Faculty

The nursing faculty adheres to the Civil Rights Act.

The nursing faculty abides by written policies of the college.

Confidentiality of student records is maintained by the faculty, unless obligated to disclose under proper authorization or legal compulsion.

II. Nursing Students

The Nursing Student Handbook together with the Northwest Iowa Community College Catalog provides accurate information regarding admission, academic achievement and graduation requirements, costs of the Nursing Program and curriculum sequence.

Nursing students are informed by the Director of Nursing Education and/or faculty of any change(s) in policy prior to the effective date.

Nursing students are provided comparable clinical experiences throughout the program.

Nursing students will be notified by nursing faculty of pending dismissal for any reason. A fair hearing will be conducted prior to said dismissal.

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAMS

INFORMATION FOR HIPAA
(HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT)

HIPAA established standards and safeguards for documentation and transmission of health records to assure privacy and security of this data. Implementation of the HIPAA regulation will protect security and improve efficiency and exchange of information throughout health care, thus improving the portability of health insurance.

All patient information that students have access to is personal and private; therefore, confidentiality is crucial. In accordance with HIPAA, confidentiality and privacy of information is of utmost importance for nursing students. Confidential information includes but is not limited to any client, physician, employee, and business information obtained during the course of your educational experiences associated with NCC. All students will adhere to the HIPAA regulation of the facility they are attending. Please read and sign the following HIPAA and confidentiality statement.

I will treat all confidential information as strictly confidential, and will not reveal or discuss confidential information with anyone who does not have a legitimate medical and/or business reason to know the information. I understand that I am only permitted to access confidential information to the extent necessary for client care and to perform my duties. In preparing papers, presentations, and other course work I will de-identify protected health information. I will not remove any individually identifiable health information from the facilities in which I am completing my clinical experience.

I agree to use all confidential information and the information systems of the facilities I am assigned in accordance with facility policy and procedure. I also understand that I may use my access security codes or passwords only to perform my duties and will not breach the security of the information systems or disclose or misuse security access codes or passwords. I will also make no attempt to misuse or alter the information systems of the facilities in any way.

I understand that I will be held accountable for any and all work performed or changes made to the information systems or databases under my security codes, and that I am responsible for the accuracy of the information I input in to the system. I understand that violation of such policies and procedures may subject me to immediate termination of association with any facility, as well as civil sanctions and/or criminal penalties.

Any student who fails to maintain confidentiality and/or violates HIPAA will be dismissed from the program in which they are enrolled. Upon dismissal of the program, the student will receive an 'F' in the nursing course.

I have received HIPAA training and understand the regulations and laws involved with privacy of my residents/patients. I have read and understand NCC's policy and agree to abide by the policy as written above.

Name _____

Date _____

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAMS

PORTFOLIO PROJECT

Goal Statement:

Throughout the nursing curriculum, a portfolio will be utilized to show evidence of student's personal and professional growth. Students will utilize self-directed learning as they document their efforts, progress, and achievement of identified objectives throughout their education. Students will be required to critically analyze their decision making and leadership ability, along with their expanding role as a health care professional through self-evaluation of classroom, laboratory, clinical, and preceptor experiences.

The nursing portfolio will be used as a measurement of the program outcomes of the Practical Nursing and Associate Degree Nursing Programs.

Portfolio Criteria:

The portfolio must evidence growth toward the fulfillment of the terminal objectives in which the student is enrolled. An understanding of the following roles of the nurse should be evident:

1. Provider of Care
2. Manager of Care
3. Member within the Discipline of Nursing

Required items for portfolio:

1. Resume
2. CPR Certification
3. CNA Certificate (PN student) or LPN licensure (ADN student)
4. Student's Mission Statement
5. Philosophy of nursing and long range professional goals
6. Table of Contents
7. Statement of Confidentiality (expresses the trust that the contents of the portfolio will not be reproduced without the author's permission)
8. Closing Remarks thanking the reader for taking the time to review the portfolio
9. Patient Teaching Tool (Former NCC PN Students-ADN Year)

PN student will assume responsibility for single or multiple clients with predictable needs.

ADN student will assume responsibility for single or multiple clients with predictable and variable needs.

1. Provider of Care (4 artifacts)
 - a. Utilize critical thinking and the nursing process in decision making to provide safe, quality and comprehensive nursing care for multiple clients and their families.
 - b. Communicates therapeutically with multiple clients and their families in the provision of nursing care.
 - c. Integrates the teaching-learning process in the delivery of care to multiple clients and their families to meet their needs for health maintenance, promotion, and/or restoration.

Activities/Artifacts

Care plans (complete care plan for one patient)

Concept Maps

Sim Chart Documentation

Mental health clinical tool (ADN)

Maternal health clinical tool
Teaching plan (ie. surgical, maternity, medication, discharge)
Community Teaching Project (ie. hand washing, infection control, smoking cessation)
Pediatric Heart Disorder Class Presentation (PN)
Diagnostics Class Presentation (PN)
Skin Disorders Class Presentation (PN)
Cultural Diversity Assignment (PN)

2. Manager of Care (2 artifacts)

- a. Collaborates with members of the health care team to develop client-focused, quality care for clients and their families.
- b. Manages material and human resources in an organized manner when providing care for multiple clients and their families.
- c. Communicates in an effective, professional manner with members of the healthcare team to resolve problems affecting clients and their families.

Activities/Artifacts

Delegation and prioritization assignments
SBAR Assignments (PN)
SimChart Assignment (PN)
Community Service Project Paper
Leadership Activities-Committee Involvement
Preceptor Daily Log (*Entire* log)

3. Member within the Discipline of Nursing (2 artifacts)

- a. Assumes responsibility and accountability for the practice of professional nursing.
- b. Practices within the ethical/legal framework established by the nursing profession. Maintenance of standards of professional ethics and accountability in the nurse-client relationship serves as the foundation for morally responsible action.

Activities/Artifacts

Nursing Theorist Paper (PN)
Professionalism paper
Child/Dependent Adult Abuse Certificate
CEU certificates
Ethical and Legal Responsibility in Nursing—Case Studies
Clinical Observation/Reflection Papers for OB/Mental Health
Capstone project (ADN)
Recommended Reading Article Review (Medpage article review – ADN)
IHI Certificate of Course Completion (ADN)

4. Miscellaneous Artifacts (2 artifacts)

Awards, recognitions, scholarships
Attendance/participation rubric (ADN)
Inspirational ideas or quotations
Military service awards or recognitions
Pictures of family and friends
Involvement with organizations (ie. Phi Theta Kappa, SGA)

Getting Started:

1. Begin with a three ring binder. This is a place for you to collect the items/artifacts that you will include in the portfolio.
2. Divide the binder into the three suggested areas depicting the roles of the nurse and a Misc. section.
3. Collect data throughout the year. Remember this is YOUR portfolio, by keeping items through out the year you will be able to see your accomplishments and growth.
4. Arrange the material in an orderly manner. You can be creative or as simple as you want with your portfolio, but use color and some pictures to make it interesting.
5. Review the information and keep it current. Your portfolio can become a professional portfolio for you to use in the future as you add sections related to employment, skills, further educations, etc.
6. The artifacts listed above are suggestions; you may add any other items that you feel would be appropriate for the portfolio.
7. All artifacts placed in the portfolio shall be **clean, unmarked, or slightly marked** copies and should be placed in plastic page protectors.
8. As you add artifacts to your portfolio during your ADN year, you must clarify your new ADN artifacts by writing “ADN” on the artifact. (Former NCC PN students)

Northwest Iowa Community College
Nursing Program
Service Learning Project

All nursing students at Northwest Iowa Community College will be required to complete an 8 hour service learning project during their PN/EPN academic year and their ADN/EADN academic year.

“Service learning evolves from a philosophy of education that emphasizes active learning directed toward a goal of social responsibility and civic engagement. Service learning is not merely volunteerism, nor is it a substitute for a field experience or practicum that is a normal part of a course. In nursing education, service learning is not the same as a clinical experience because the focus of the learning is on meeting the needs of the host community rather than those of the academic or career program. Service learning offers a way in which students can develop their own sense of civic responsibility and help create a better world by contributing to national renewal. Both the recipient and the student benefit from the experience.” (Billings & Halstead, 2009)

Dedicating ourselves to service rather than selfishness or our own comfort can be scary. We risk the opportunity of not getting to know others who are different, or who may have specific needs and live day after day with a disability, pain, abuse, hatred, or violence. Your commitment to service will only enhance your overall commitment to the profession of nursing and becoming a safe, caring, competent nurse.

Upon participation and completion of the service learning project, the student shall be able to:

1. Engage in activities that address human and community needs via structured opportunities for student learning and development.
2. Develop a sense of caring, social responsibility, global awareness, and civic engagement.
3. Address problems/needs that are identified by the community, and require problem solving.
4. Promote collaborative learning and teamwork.
5. Embrace the concept of reciprocity between the learner and the person/organization being served.
6. Provide a service to an organization that would be a new experience for you. This service should be something you do not typically provide.

Reflection is an important aspect of service learning and is considered an active, thoughtful, and intentional means of evaluating the service activity. Reflection includes the student’s understanding of the experience including critical examination of their actions, feelings, and thoughts. Reflection can provide the student the opportunity to improve their self assessment skills and insights.

After completing the 8 hours of the service learning project, the student will write a reflection paper that addresses the following:

1. Differentiate between service and volunteering.
2. Describe the community or group needs/issues and how you were able to contribute to them by participating in the service learning project.
3. Discuss what you learned from this experience; include your feelings, ideas, and analysis of the service learning experience and how it impacted you personally.
4. Describe a person you met while doing your project. What were their attitudes about your service to them?
5. Describe any fears or inner worries you may have that may keep you from being the person of service you hope to become. Describe something in your life that brings you courage and hope.

6. Summarize how this service learning experience has enhanced or not enhanced your commitment to service.

Process for choosing your service learning project.

1. You will be responsible for choosing your service learning project and making the initial contact with the agency or group to schedule your 8 hours of service. **The hours required is the actual 8 hours of service and does not include travel time.**
2. The attached form shall be completed and turned in to your **nursing instructor PRIOR** to completing the service learning project.
3. The form will be returned to you and once the project is completed it must be signed by a supervisor or appropriate person from the agency or group.
4. Write your reflection paper and hand in the completed paper and signed form to your nursing instructor. This grade will be part of your Nursing Concepts II (PN/EPN) or Advanced Nursing Concepts II (ADN/EADN) grade. The paper will be worth 25 points. (Grading Sheet Attached)

Suggestions for agencies/groups to contact:

1. Long term care facilities-Activity Department
2. Day Care Centers/Head Starts
3. Northwest Iowa Family Crisis Center
4. Mid Sioux Opportunity
5. Upper Des Moines
6. Justice for All (Rock Valley)
7. Village Northwest Unlimited (Sheldon)
8. The Banquet (Sioux Falls)
9. The Gospel Mission (Sioux City)
10. The Union Gospel Mission (Sioux Falls)
11. Vi Bella (Sioux Center)
12. Special Olympics
13. Mission Trips
14. Child Development Fair/WIC clinics
15. St. Francis House-Shelter for Homeless (Sioux Falls) need 6 month advanced notification
16. Local Food Banks or Community Programs (Meals on Wheels)

References:

Billings, D., & Halstead, J. (2009) *Teaching in Nursing*, 3rd edition, Saunders/Elsevier.

Service Learning Project Contract

Name: _____

Date: _____

Description of Service Learning Project:

Project Approved: Yes _____ No _____

Signature of Nursing Instructor: _____ **Date:** _____

Signature of Project Supervisor: _____ **Date:** _____

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

EVALUATION POLICY

Students in the Nursing Programs at Northwest Iowa Community College will be evaluated during the clinical experience and preceptor experience. Students will also have a graduate/reference evaluation completed at the end of the academic year. Students will also be given the opportunity to evaluate the various components of the nursing program as well as complete a “Self Graduate Evaluation”.

Clinical Evaluations:

Students will have a weekly clinical evaluation of clinical performance completed by the clinical instructor as well as an end of rotation clinical evaluation. These evaluations will be shared with the student on a weekly basis and at the end of the rotation. (Forms in Clinical Handbook)

Preceptor Evaluation:

The NCC Preceptor experience will be evaluated using the NCC Summative Preceptor Evaluation Form and NCC Preceptor Evaluation which will be completed by the Preceptor. (Forms in Preceptor Handbook).

The preceptor will evaluate the student three times throughout the preceptor experience and will share this information with the student to enhance student performance in the preceptor experience. (Form in Preceptor Handbook).

Graduate Evaluation:

Upon completion of the Practical Nursing, Extended Practical Nursing or Associate Degree Nursing Program, students will have a graduate evaluation/reference completed by the Nursing Faculty. This final evaluation will assess the students’ success in the desired program outcomes. The evaluation can be used as an employee reference if the student should choose to do so. (Form included).

Student Self Evaluation:

All nursing students will complete a graduate self evaluation during the last week of class. The “Summative Graduate Self Evaluation” utilizes the students’ thoughts on their success in completing the required program outcomes. (Form included)

COMPONENTS OF NURSING PROGRAM

Course Evaluations:

Students will have the opportunity to evaluate the nursing courses at the end of each semester. The evaluations will be shared with appropriate nursing faculty. Student confidentiality will be maintained. Information gathered will be used to provide consistent, quality nursing courses.

Clinical Experience Evaluation

Students will be given the opportunity to complete a “Student Evaluation of Clinical Experience” form at the end of each clinical rotation. Forms will be distributed at NCC by the Nursing instructors. Student confidentiality will be maintained. Evaluations will be shared with appropriate clinical instructor. Evaluations will be shared with clinical instructors after the student’s clinical evaluation has been completed. Information gathered will be used to provide consistent, quality clinical nursing experiences.
(Form in Clinical Handbook)

May 2009

NORTHWEST IOWA COMMUNITY COLLEGE
PRACTICAL NURSING PROGRAM

GRADUATE EVALUATION/REFERENCE

At the completion of the practical nursing program at Northwest Iowa Community College, the student will successfully meet the program outcomes as identified.

- | | |
|-----------------|-----------------|
| 4-Very well | (Excellent) |
| 3-Well | (Above Average) |
| 2-Satisfactory | (Average) |
| 1-Not very well | (Below Average) |

_____ Assist in the implementation of the nursing process in providing individualized, holistic care for clients across the life span with common health needs for promotion, maintenance, and restoration of optimal health.

Comments:

_____ Utilize critical thinking and the nursing process to support decision making and provide safe, high quality nursing care for clients and their families.

Comments:

_____ Implement nursing care according to an established plan, which includes applying principles of safety, health teaching, and current technology.

Comments:

_____ Apply basic scientific and psychological principles and evidence based practice in the classroom and clinical setting.

Comments:

_____ Utilize principle of communication to provide a therapeutic environment for the client, family and members of the health care system, regardless of gender, socioeconomic environment and subculture.

Comments:

_____ Understand the role of the practical nurse in the delegation process to ensure optimal safe and competent care for the client.

Comments

_____ Function effectively within the nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.

Comments:

_____ Implement nursing practice incorporating professional and legal standards, ethical principles, and sensitivity to cultural differences in clients.

Comments:

_____ Demonstrate commitment to ongoing personal and professional development through involvement in the nursing profession and lifelong learning.

Comments:

Other areas:

_____ Attendance and punctuality in class

_____ Leadership ability

_____ Professional standards in appearance, language, and attitude

I, _____, understand that the nursing faculty has evaluated my performance and discussed this evaluation with me upon completion of the practical nursing program. I authorize the use of this information as an employment reference when requested by potential employers.

Signature _____

Date _____

I, _____, **do not** authorize the release of the above information.

Signature _____

Completed by: _____

Completed by: _____

September, 2008

Rev. November, 2008

NORTHWEST IOWA COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING

GRADUATE EVALUATION/REFERENCE

At the completion of the associate degree nursing program at Northwest Iowa Community college, the student will successfully meet the program outcomes as identified.

- | | |
|-----------------|-----------------|
| 4-Very well | (Excellent) |
| 3-Well | (Above Average) |
| 2-Satisfactory | (Average) |
| 1-Not very well | (Below Average) |

_____ Apply the nursing process in providing individualized, holistic nursing care for clients across the life span with variable health needs for the promotion, maintenance, and restoration of optimal health.
Comments:

_____ Integrate concepts of critical thinking, collaboration, and evidence based practice to foster independent judgment and decision making in one's nursing practice.
Comments:

_____ Provide safe, high quality, comprehensive nursing care for client's and families by applying principles of safety, health teaching, and current technology.
Comments:

_____ Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
Comments:

_____ Utilize principles of communication to provide a therapeutic environment for the client, family, and members of the health care system, regardless of gender, socioeconomic environment and subculture.
Comments:

_____ Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.
Comments:

_____ Manage the delegation of nursing care through safe, effective and efficient use of human and material resources.
Comments:

_____ Integrate nursing practice with professional and legal standards, ethical principles and sensitivity to the cultural differences of clients.
Comments:

_____ Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.
Comments:

_____ Demonstrate commitment to ongoing personal and professional development through involvement in the nursing profession and lifelong learning.
Comments:

Other Areas:

_____ Attendance and punctuality in class

_____ Leadership ability

_____ Professional standards in appearance, language, and attitude

I, _____, understand that the nursing faculty has evaluated my performance and discussed this evaluation with me upon completion of the associate degree nursing program. I authorize the use of this information as an employment reference when requested by potential employers.

Signature _____ Date _____

I, _____, **do not** authorize the release of the above information.

Signature _____

Completed by: _____

Completed by: _____

September, 2008
Rev. November, 2008
Rev. May 2012

NCC Practical Nursing Program Summative Graduate Self-Evaluation

Student's Name: _____

To adequately evaluate the NCC Nursing Program, your evaluation of the above student is of great importance. **This form must be completed in pencil!**

1. Assist in the implementation of the nursing process in providing individualized, holistic care for clients across the life span with common health needs for promotion, maintenance, and restoration of optimal health.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

2. Utilize critical thinking and the nursing process to support decision making and provide safe, high quality nursing care for clients and their families.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

3. Implement nursing care according to an established plan, which includes applying principles of safety, health teaching, and current technology.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

4. Apply basic scientific and psychological principles and evidence based practice in the classroom and clinical setting.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

5. Utilize principle of communication to provide a therapeutic environment for the client, family and members of the health care system, regardless of gender, socioeconomic environment and subculture.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

6. Understand the role of the practical nurse in the delegation process to ensure optimal safe and competent care for the client.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

7. Function effectively within the nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

8. Implement nursing practice incorporating professional and legal standards, ethical principles, and sensitivity to cultural differences in clients.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

9. Demonstrate commitment to ongoing personal and professional development through involvement in the nursing profession and lifelong learning.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

NCC Associate Degree Nursing Program Summative Graduate Self-Evaluation

Student's Name: _____

To adequately evaluate the NCC Nursing Program, your evaluation of the above student is of great importance. **This form must be completed in pencil!**

1. Apply the nursing process in providing individualized, holistic nursing care for clients across the life span with variable health needs for the promotion, maintenance, and restoration of optimal health.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

2. Integrate concepts of critical thinking, collaboration, and evidence based practice to foster independent judgment and decision making in one's nursing practice.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

3. Provide safe, high quality, comprehensive nursing care for client's and families by applying principles of safety, health teaching, and current technology.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

4. Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

5. Utilize principles of communication to provide a therapeutic environment for the client, family, and members of the health care system, regardless of gender, socioeconomic environment and subculture.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

6. Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

7. Manage the delegation of nursing care through safe, effective and efficient use of human and material resources.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

8. Integrate nursing practice with professional and legal standards, ethical principles and sensitivity to the cultural differences of clients.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

9. Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

10. Demonstrate commitment to ongoing personal and professional development through involvement in the nursing profession and lifelong learning.
 - a. above average
 - b. average
 - c. below average
 - d. unsatisfactory
 - e. failing

NORTHWEST IOWA COMMUNITY COLLEGE
NURSING PROGRAM

STUDENT CONTRACT FORM

I have received the nursing student handbook and have read and understand the following contracts included in the handbook. It is my responsibility to adhere to all policies contained in these documents.

- _____ Reasonable Accommodations
- _____ Standard Precautions Guidelines
- _____ Lab Orientation Policy
- _____ Make-up Test Policy
- _____ Attendance, Participation and Grading Contract
- _____ HESI Assessment and Remediation Policy
- _____ Parameters of Safe and Ethical Practice
- _____ Professionalism and Classroom Conduct Policy
- _____ HIPAA/Confidentiality Policy
- _____ Criminal & Abuse Records Check (need actual copy)

Date: _____ Student: _____

Date: _____ Program Supervisor: _____