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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.

Deb Kleinwolterink, MSN, RN,  712-324-5061  or 800-352-4907  Ext. 269
Director of Nursing Education

Kim Karhoff, M.Ed., RN  712-324-5061  or 800-352-4907  Ext. 146
Nursing Faculty

Laura Lappenga, BSN, RN  712-324-5061  or 800-352-4907  Ext. 291
Nursing Faculty

Nancy Popkes, MSN, RN  712-324-5061  or 800-352-4907  Ext. 225
Nursing Faculty

Angie Shilling, MAM, RN  712-324-5061  or 1-800-352-4907  Ext. 290
Nursing Faculty

Rebecca Stofferan, BSN, RN  712-324-5061  or 800-352-4907  Ext. 396
Nursing Faculty

Kelsie Rieck, BSN, RN  712-324-5061  Or 1-800-352-4907  Ext. 221
Simulation Coordinator
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. The syllabi for each specific course supersedes the handbook.

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. The statewide RN-BSN Task Force continues to evaluate the issue of RN-BSN requirements in the state of Iowa.
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, 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.
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.


June, 2008
Rev. September, 2008
Rev. October, 2008
Rev. May 2012
Rev. May 2016
Academic Integrity Contract

Academic dishonesty or cheating: Each student assumes an obligation to conduct his/her academic affairs in a manner compatible with the standards of academic honesty established by the College and its faculty. If this obligation is not met by the student, disciplinary action will be taken under this Code and/or any applicable procedures of the course, discipline or program of study.

The following activities would constitute academic dishonesty or cheating:

1. Turning in written essays, assignments, and computer programs produced by someone else when the expectation was to do one’s own work.

2. Collaborating on a written assignment without the specific approval of the instructor.

3. Plagiarism, including borrowing materials from any source—professional or amateur—and turning it in as original, and/or failing to acknowledge through appropriate citations any words, ideas, research, graphics, etc., produced by someone other than the person claiming authorship.

4. Copying from another person’s tests or assignments.

5. Using unauthorized test aids such as notes, drawings, books, etc., during an examination.

6. Aiding another student in dishonesty such as producing written work or sharing information during a test period.

7. Fabricating research or source materials.

8. Stealing, buying or somehow obtaining a test from an instructor’s work area or computer files.

The following definitions are given to clarify this policy, not to define all possible situations:

- Cheating is using or attempting to use unauthorized materials, electronic devices, information or study aids in any academic exercise.
  - Examples: copying homework, copying someone else’s exam/quiz, using unauthorized information such as a cheat sheet or materials obtained from a student who has previously taken the course, using a cell phone or smart watch during an exam/quiz.

- Collaborating is to work jointly with others or together especially in an intellectual endeavor.
  - Examples: working with another student on an assignment, dividing an assignment between students

- Plagiarism is to pass off ideas or words of another as your own.

- Fabricating is the falsification or invention of any information or citation in any academic exercise.
  - Examples: making up a source, giving an incorrect citation, misquoting a source
As a Nursing Student, I agree that I will:

- Use another person's/organization's writing, words, images, or other intellectual property only when referenced with proper APA citation
- Collaborate with another student on any project or assessment worth points only with the express permission of the instructor
- Refrain from sharing information about exams, quizzes or other graded assessments with other current or future students who have not already taken them; this includes allowing anyone to see an assessment in progress or relaying this information to another person by any method
- Refrain from copying, photographing, printing or storing any exam, quiz or other intellectual property from this course in any form unless given explicit permission by the instructor

I understand that this is not an all-inclusive list. I understand that the discipline of nursing is a living art and therefore its practice is subject to change based on current research. Therefore, I agree to use only materials provided by current faculty to my own cohort for study and learning purposes, and will refrain from adopting materials used by previous cohorts. As a candidate nurse, I will incorporate the elements of the nursing code of ethics into my academic practice and agree to immediately report any breach of academic integrity by myself or any other student.

_______________________________________________  _______________
Student signature       Date

_______________________________________________
Student printed name
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.

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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
Rev. September, 2008
Rev. October, 2008
Rev. May 2012
Rev. May 2016
Practical Nursing Program Progression and Course Descriptions

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

First Semester

PNN 659 Fundamentals of Nursing-8 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.

PNN 647 (formerly PNN648) Nursing Concepts I-1 credit
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, and introduction to standards for quality and safety in healthcare are included in this theory based course.

Second Semester

PNN 670 (formerly PNN660) PN IA- 4 credits
The emphasis of this course is in the development of higher level concepts and skills within the nursing process and scope of the practical nurse. The roles of the practical 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.

PNN671 PN IA Clinical- 2 credits
This course provides the student with the opportunity to provide care for a variety of patients throughout the lifespan in both the long term care and acute care settings. A systematic approach using the knowledge, skills, and attitudes of caring for the predictable pediatric and adult client are explored through clinical and simulation experiences.

PNN 672 (formerly PNN661) PN IB- 4 credits
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 and scope of the practical nurse. The roles of the nurse as provider of care 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, musculoskeletal disorders, neurological disorders, and psychological disorders.

PNN 673 PN IB Preceptor-2 credits
This course provides the student with the opportunity to provide care for a variety of patients throughout the lifespan in the long term care and acute care settings. A systematic approach using the knowledge, skills, and attitudes of caring for the predictable pediatric and adult client are explored through preceptor experiences.

PNN650 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, integumentary disorders including burns, eye and ear disorders, hematological disorders, and emergency care and first aid. 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.

PNN654 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.

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

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

First Year/First Semester

PNN 647 (formerly PNN648) Nursing Concepts I-1 credit
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, and introduction to standards for quality and safety in healthcare are included in this theory based course.

PNN 659 Fundamentals of Nursing -8 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.

Second Year/First Semester

PNN 670 (formerly PNN660) PN IA- 4 credits
The emphasis of this course is in the development of higher level concepts and skills within the nursing process and scope of the practical nurse. The roles of the practical 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.

PNN671 PN IA Clinical- 2 credits
This course provides the student with the opportunity to provide care for a variety of patients throughout the lifespan in both the long term care and acute care settings. A systematic approach using the knowledge, skills, and attitudes of caring for the predictable pediatric and adult client are explored through clinical and simulation experiences.

PNN650 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, integumentary disorders including burns, eye and ear disorders, hematological disorders, and emergency care and first aid. 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.

Second Year/Second Semester

PNN 672 (formerly PNN661) PN IB- 4 credits
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 and scope of the practical nurse. The roles of the nurse as provider of care 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, musculoskeletal disorders, neurological disorders, and psychological disorders.

PNN 673 PN IB Preceptor-2 credits
This course provides the student with the opportunity to provide care for a variety of patients throughout the lifespan in the long term care and acute care settings. A systematic approach using the knowledge, skills, and attitudes of caring for the predictable pediatric and adult client are explored through preceptor experiences.

PNN654 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.

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

**ADN650-C Transition to ADN-3 credits**
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.

First Semester

**ADN700 (formerly ADN655) ADN IA- 5 credits**
This course is a combination of theory and lab. 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, 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 imbalances. Utilizing the knowledge, skills, and attitudes necessary to care for pediatric and adult patients with urinary/renal and immune/infectious disorders will be addressed.

**ADN701 ADN IA: Clinical-1 credit**
This course provides the Associate Degree nursing student with the clinical opportunity to practice in the role of a Registered Nurse and demonstrate further proficiency in the care of the pediatric and adult patients with variable needs in acute care and simulation settings.

**ADN702 (formerly ADN656) ADN IB- 5 credits**
This course is a combination of theory and lab. 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, 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.

**ADN703 ADN IB: Clinical- 1 credit**
This course provides the Associate Degree nursing student with the clinical opportunity to practice in the role of a Registered Nurse and demonstrate further proficiency in the care of the pediatric and adult patients with variable needs in acute care and simulation settings.

**ADN648 Advanced Nursing Concepts I-2 credits**
The 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.
Second Semester

ADN704 (formerly ADN657) ADN IIA-5 credits
This course is a combination of lecture and lab. 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, the adult and pediatric patient with endocrine and acute and chronic neurologic disorders will be addressed. A special topic in this course will be shock and trauma.

ADN705 ADN IIA: Clinical- 1 credit
This course provides the student with the opportunity to care for patients throughout the lifespan. These experiences allow the student to gain knowledge of community resources and to enhance the student’s understanding of the role of the professional nurse in the psychiatric and obstetric settings. A systematic approach using the knowledge, skills, and attitudes will be utilized to safely care for clients in the psychiatric and obstetric clinical and simulation settings.

ADN706 (formerly 658) ADN IIB- 5 credits
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, psychiatric disorders, musculoskeletal disorders, and cancer will be addressed.

ADN707 ADN IIB: Preceptor-2 credits
This course provides the student with the opportunity to care for patients throughout the lifespan. These experiences allow the student to gain knowledge of community resources and to enhance the student’s understanding of the role of the professional nurse with limited experience with a leadership role. A systematic approach using the knowledge, skills, and attitudes of caring for the pediatric and adult client are explored through a preceptor and capstone simulation experience.

ADN708 Advanced Nursing Concepts II-1 credit
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.

Abnormal Psychology, Sociology, and Microbiology are also required courses for the Associate Degree Program
Associate Degree Program—Hybrid Progression and Course Descriptions
Prerequisites: LPN license, College Transfer Math, Composition I

Fall Semester

ADN650 Transition to ADN-3 credits
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.

ADN648 Advanced Nursing Concepts I-2 credits
The 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

ADN700 (formerly ADN655) ADN IA- 5 credits
This course is a combination of theory and lab. 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, 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 imbalances. Utilizing the knowledge, skills, and attitudes necessary to care for pediatric and adult patients with urinary/renal and immune/infectious disorders will be addressed.

ADN701 ADN IA: Clinical-1 credit
This course provides the Associate Degree nursing student with the clinical opportunity to practice in the role of a Registered Nurse and demonstrate further proficiency in the care of the pediatric and adult patients with variable needs in acute care and simulation settings.

ADN702 (formerly ADN656) ADN IB- 5 credits
This course is a combination of theory and lab. 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, 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.

ADN703 ADN IB: Clinical- 1 credit
This course provides the Associate Degree nursing student with the clinical opportunity to practice in the role of a Registered Nurse and demonstrate further proficiency in the care of the pediatric and adult patients with variable needs in acute care and simulation settings.

Fall Semester

ADN708 Advanced Nursing Concepts II-1 credit
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.
Fall Semester cont.

**ADN704 (formerly ADN657) ADN IIA-5 credits**
This 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, the adult and pediatric patient with endocrine and acute and chronic neurologic disorders will be addressed. A special topic in this course will be shock and trauma.

**ADN705 ADN IIA: Clinical- 1 credit**
This course provides the student with the opportunity to care for patients throughout the lifespan. These experiences allow the student to gain knowledge of community resources and to enhance the student’s understanding of the role of the professional nurse in the psychiatric and obstetric settings. A systematic approach using the knowledge, skills, and attitudes will be utilized to safely care for clients in the psychiatric and obstetric clinical and simulation settings.

**ADN706 (formerly ADN658) ADN IIB- 5 credits**
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, psychiatric disorders, musculoskeletal disorders, and cancer will be addressed.

**ADN707 ADN IIB: Preceptor-2 credits**
This course provides the student with the opportunity to care for patients throughout the lifespan. These experiences allow the student to gain knowledge of community resources and to enhance the student’s understanding of the role of the professional nurse with limited experience with a leadership role. A systematic approach using the knowledge, skills, and attitudes of caring for the pediatric and adult client are explored through a preceptor and capstone simulation experience.

*Abnormal Psychology, Sociology, and Microbiology are also required courses for the Associate Degree Program*
PROGRAM REQUIREMENTS

1. CPR Certification

Documentation of certification in BLS (Basic Life Support) Provider must be kept in the student’s 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 two hour Child and Dependent Adult Abuse Training must in the student’s 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.
Enter 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 NCLEX exam within 2-3 months of graduation experience greater success.

Processing:
Official transcripts are required to apply for and schedule the NCLEX exam and these will be sent to the Board of Nursing, within the first week after graduation. 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 by Occupational Health at Sanford Sheldon (712-324-6401), Orange City Area Health System (712-737-5273) or Sioux Center Health (712-722-8159). 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 Td as an adult
- Measles, mumps, rubella-without serologic evidence of immunity by means of a titer or prior vaccination, need 2 vaccines, given 4 weeks apart
- Quantiferon Gold blood assay or a two-step Mantoux test (PPD). Student must be able to show proof of a two-step having been performed within the last year. If can show proof of one test, student can have the other 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 within last 5 years and complete the Signs & Symptoms survey annually thereafter.
- Poliomyelitis – at physician discretion
- Hepatitis B series– strongly recommended-Hep B titer (not required)
- Varicella (chicken pox) – proof of 2 vaccines or titer, or 2 vaccines should be given 4 weeks apart
- Meningitis vaccine (strongly recommended if living on campus)
- Flu vaccine –REQUIRED. Refusal of the flu shot requires a documented medical reason from a medical provider or religious exemption from clergy. All refusals will be reviewed by the nursing faculty. If flu shot is refused, clinical sites may not be available.

ALL Immunization records must be taken to the health assessment at the time of your appointment. One health assessment is required upon admission to a nursing program at NCC and will be considered adequate for a period of 5 years. Student is responsible to inform director of any changes in their ability to perform their duties as a nursing student. The PPD and the flu shot 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.
PREGNANCY/ BREAST FEEDING 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.

Breast Feeding

While on campus, NWICC provides a designated room for pumping, please speak with your advisor about this accommodation if needed.

During clinical/preceptorship experience, students must follow that facility’s breast-feeding/pumping policy.

Time spent pumping/breast-feeding does not count towards clinical preceptorship hours.

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

<table>
<thead>
<tr>
<th>CAPABILITY</th>
<th>STANDARD</th>
<th>SOME EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)</th>
</tr>
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</table>
| 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. | • 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. | • 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. | • 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. | • 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. | • Retrieve and document patient information using a variety of methods  
• Employ communication technologies to coordinate confidential patient care |
<table>
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<tbody>
<tr>
<td>Mobility</td>
<td>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.</td>
<td>• The ability to propel wheelchairs, stretchers, etc. alone or with assistance as available</td>
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<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities to provide safe and effective care and documentation</td>
<td>• Position patients/clients</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reach, manipulate, and operate equipment, instruments and supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Electronic documentation/ keyboarding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lift, carry, push and pull</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Perform CPR</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability to monitor and assess, or document health needs</td>
<td>• Hears monitor alarms, emergency signals, ausculatory sounds, cries for help</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability sufficient for observations and assessment necessary in patient/client care, accurate color discrimination</td>
<td>• Observes patient/client responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discriminates color changes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Accurately reads measurement on patient client related equipment</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical assessment, inclusive of size, shape, temperature and texture</td>
<td>• Performs palpation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Performs functions of physical examination and/or those related to therapeutic intervention</td>
</tr>
<tr>
<td>Activity Tolerance</td>
<td>The ability to tolerate lengthy periods of physical activity</td>
<td>• Move quickly and/or continuously</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tolerate long periods of standing and/or sitting as required</td>
</tr>
<tr>
<td>Environmental</td>
<td>Ability to tolerate environmental stressors</td>
<td>• Adapt to rotating shifts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work with chemicals and detergents</td>
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<tr>
<td></td>
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<td>• Tolerate exposure to fumes and odors</td>
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<tr>
<td></td>
<td></td>
<td>• Work in areas that are close and crowded</td>
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<tr>
<td></td>
<td></td>
<td>• Work in areas of potential physical violence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work with patients with communicable diseases or conditions</td>
</tr>
</tbody>
</table>
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.
PERSONAL INJURY ACCIDENT REPORT FORM

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: ___________________________________________ Date: _________________

Signature of Witness of the Refusal for Medical Attention

Signature of Injured Person refusing recommendations: _____________________________
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. 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.
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. If you miss your test out time, it is considered an absence.
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:

\[
\text{Points you receive} \quad \frac{\text{Points possible}}{x 100} = \text{your %}
\]

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 receive a failing grade and won’t be able to advance in the Nursing program.

The math and medication component of lab will include worksheets, quizzes, and/or exams. Assignments must be completed and ready to be handed in at the scheduled time. Students must achieve an 85% or higher on all quizzes and exams. If this is not achieved on the first time, students will remediate with practice assignments and then be allowed to retake the quiz/exam up to two times to achieve the required 85%. If an 85% is not achieved on all quizzes & exams, the student will receive a failing grade for the course and 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.

Revised 5/2018
Revised 8/2019
NCC Nursing Simulation Lab Policy

Familiarity with the full-body patient simulators, manikins, task trainers, and equipment prepares the student for his/her learning experience in the lab. Simulation affords the students an environment that provides higher levels of competence in clinical and critical thinking skills and replicates actual patient care procedures. The goal in simulation is to build confidence and competence in traditional clinical rotations and to improve quality and safety in patient care. The lab provides full-body patient simulators and task trainers that are portable and have realistic anatomy and clinical functionality. The patient simulators provide simulation-based challenges and test students’ clinical and decision-making skills during realistic patient care scenarios. To provide a distraction-free environment please be mindful of your neighbors and maintain civility.

1. Students, Faculty, and Staff are expected to abide by the lab policy.
2. Simulation Center hours vary by term. Students must be accompanied by assigned faculty while in the lab.
3. Simulation Personnel, Faculty, and staff are expected to jointly prepare/set-up the simulation environment, and when completed with the exercise/simulation/skill practice and check-off to return the room/space back to its original condition.
4. Students are expected to leave the bedside in order with bed neatly made and side rails up demonstrating proper bedside procedure.
5. Pictures or audio/video-taping by students are not permitted in the simulation labs. HIPAA and FERPA rules apply.
6. Students will keep in mind during assigned simulation training video-taping will be used for debriefing purposes. Students will be provided a confidentiality agreement and release form to sign.
7. Students will be required to be in proper clinical attire following NCC’s Clinical Dress code while in the simulation labs.
8. All students are required to participate in an orientation to the lab prior to their first simulation learning experience (SLE).
9. All patient simulators are operated by trained faculty or staff. Students cannot operate the patient simulators. Do not disconnect or move the patient simulators.
10. The labs are simulating a hospital or long term care environment; therefore, always perform hand hygiene before and after working with the manikins.
11. Respect the equipment and manikins at all times. Treat manikins as you would a patient. Do not use markers, ink pens, pencils, acetone, iodine, or other staining medications or material on the manikins.
12. Do not re-use or re-cap contaminated needles. Properly place all sharps and syringes in designated sharps containers. Use Standard Precautions and personal protective equipment (PPE) as in the clinical setting.
13. Students are expected to:
   A) Use a reasonable voice level. Disruptive behavior will not be tolerated and disruptive students may be asked to leave at the discretion of the lab personnel, faculty or staff.
   B) Professionalism is expected and the Professionalism, Clinical, and Classroom Conduct policy will be adhered to.
   C) Be on time. Notify the simulation coordinator of absence at least 60 minutes prior to the start time. The clinical absence policy will be adhered to.
14. The lab audio/visual system is active at all times and may be monitored continuously.
15. No food or drink (this includes containers) are allowed in the simulation lab.
16. Wireless communication devices, personal computers, and cellular phones are not permitted.
17. Pre-simulation assignments are required to be fully completed prior to the SLE. If the student arrives unprepared, they will not be allowed to participate in the SLE. It will be counted as a clinical absence per the Clinical Absence Policy.

Developed 6/2016
Revised 5/2018
NURSING PROGRAM

RE-ENTRY POLICY

1. Completion of 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 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 Nursing

An 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 (which do not include enrollment in to either level in the nursing program at NCC) made available through their advisors and the Learning Center.

3. Any withdrawal from a cohort course will count as a course attempt in that level of Nursing (PN or ADN) EXCEPT in the following circumstances:
   a. Voluntary Semester Off
      • A student who successfully completes a course, but chooses to step out of the nursing program for extenuating circumstances, will complete a Program Change Form rather than a readmission Form. Students not returning after the requested semester off will need to apply for readmission.
   b. Medical Withdrawals
      • Medical Withdrawals by students made at any point in the semester supported by documentation from a medical provider and accepted by Dean of Arts, Science, Business and Health, the Director of Nursing Education, and the nursing faculty will NOT count as a course attempt.
      • Documentation must be provided prior to withdrawal.
      • Students must work with their instructor, the Director of Nursing Education, and their advisor to facilitate the Medical Withdrawal process.
      • Medical Withdrawal students will need to apply for readmission for administrative purposes only and should have documentation of the physician’s release for return to school.
   c. Military Duty Withdrawal
   d. Any other withdrawal due to an extenuating circumstance will be handled on an individual case by case basis. The student should schedule a meeting with the Director of Nursing Education to review.

4. Readmission is contingent upon space availability. First year students will have priority. 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. If the number of applicants exceeds available space, the decision will be based on student cumulative GPA, Academic Plan of Readiness, performance in past nursing courses, and Student Success form history. Priority in the readmission process is given to students who successfully completed the other courses within a semester. Therefore, it is important for students not performing well in one nursing course to ensure that they pass the other nursing course(s) in which they are enrolled. Applicants may be
deferred to a subsequent semester. There is no guarantee when a student is able to re-enter the program.

5. The student applying for readmission must meet all current admission criteria, and will be required to meet the program requirements in effect at the time of admission.

6. A student who repeats any course with a clinical or preceptor co-requisite must repeat both courses. All students will need to take the appropriate board review course (PNN654 Nursing Concepts IIB in the PN level or ADN708 Advanced Nursing Concepts II in the ADN level), immediately prior to graduation regardless if they have previously passed the course.

7. If a student failed a course due to a single critical incident, he/she may or may not be considered for readmission to the Nursing Program, depending on the severity of the incident. (Review Nursing Student Handbook, Clinical Handbook: Critical Behaviors of Safe and Professional Practice in the Clinical Setting, and NCC Student Code of Conduct Policy).

8. If a student has been dismissed from the nursing program for any reason, the student must wait five years before re-entry. Re-entry into the program will be subject to approval in part by the nursing faculty.

9. Any student seeking readmission will be readmitted at the discretion of the Dean of Arts, Science, Business and Health; Director of Nursing Education; Nursing Faculty members; and the Nursing Advisor. A student may be denied readmission into the Northwest Iowa Community College Nursing Program.

10. A request must be made in writing to the Department of Nursing, to be considered by the nursing department according to the following procedure:
    a. Develop a Detailed Plan of Academic Readiness.
       i. Description of the reason(s) you were not successful in the class(es).
       ii. Analysis of factors that lead to this outcome.
       iii. Goals to be accomplished during your remaining time at Northwest Iowa Community College Nursing Program.
       iv. Specific plan of action to meet your goal(s).
          1. Type in WORD format, and print a copy to submit.
          2. This plan must be signed and will become a contract that the student will follow throughout the remainder of the nursing program.
    b. Maintain physical assessment knowledge and skills, as applicable – Students who are out of clinical for a full or partial semester are required to complete a Head to Toe Health Assessment prior to their next clinical/preceptor course.
    c. Maintain pharmacology knowledge, as applicable - Students will need to complete the appropriate pharmacology assignment
    d. Maintain math skills, as applicable - Student will need to pass an appropriate level math test with an 85% to be readmitted. A maximum of three attempts will be allowed.
    e. Meet all program compliance requirements in order to attend clinical prior to readmission. Student should review their profile at www.mycb.castlebranch.com to review compliance status and verify that all items are complete and nothing will expire during the current term.

11. Repeat a criminal background check and a health assessment if the student has been out of any program for more than one-half semester. Criminal background checks cannot be done prior to 30 days of readmission start date. Refer to the Re-entry Process Checklist.

12. Re-admission approval applies only to the semester for which the readmission paperwork was submitted.
    a. If a student declines an offer of readmission, the student must once again, refer to the re-entry process prior to the semester they wish to re-enter the program by re-submitting the appropriate paperwork.
b. A subsequent offer of readmission is not guaranteed.

c. Students who remain out of the program for more than 15 months will have to re-start the program to which they are requesting readmission (PN or ADN program).

13. **If re-admitted**, the student will work with department staff to create (prior to beginning of semester) and follow a **Student Success Plan**. The Student Success Plan requires the student to:
   a. **Meet with the Nursing Advisor** – Students will be required to meet and discuss progress throughout the length of their Student Success Plan.
   b. **Meet with an assigned faculty mentor** - Students must meet twice with their assigned faculty mentor within the first 4 weeks of the Fall or Spring semester in which they are re-admitted or once during the first 2 weeks of the Summer semester.
   c. **Attend two Nurse Survival sessions** – The Nurse Survival series is offered each semester. Sessions are designed to help students develop skills to achieve success in nursing school. Students readmitted to the Summer Semester will only be required to attend one Nurse Survival session.
   d. **Complete Remediation expectations, as applicable** – Students must meet with nursing advisor if they achieve a less than satisfactory score (79.5%) on any course exam.

14. Failure to set-up an appointment and/or meet with the assigned mentor OR failure to complete any assigned requirement will result in a meeting with the Director of Nursing and Nursing Advisor. Students who fail any nursing course while under a Student Success Plan may be excluded for re-entry into the nursing program.

15. **If the student’s 2nd attempt in that classroom or clinical course** at the PN or ADN level results in withdrawal, or an inability to achieve a passing grade, the student will be dismissed from the nursing program. After dismissal, reapplication to the Northwest Iowa Community College Nursing Program is not allowed except for extenuating circumstances.

16. After entering either level twice, a student may request an additional re-entry due to **extenuating circumstances** into the nursing program. Entering either level a third time for extenuating circumstances is rare and is based on criteria established by the Dean of Arts, Science, Business and Health; Director of Nursing Education; Nursing faculty; and Nursing Advisor.
   a. To be considered for the additional re-entry, the student must successfully complete 624 hours of work in the appropriate field. A practical nursing/extended practical nursing student must work as a Certified Nurse Aid (CNA) and an associate degree/hybrid associate degree student must work as a Licensed Practical Nurse (LPN) subsequent to last day of attendance.
   b. Upon successful completion of 624 hours 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 ethic in the letter. The student must provide documentation of hours worked.
   c. **If requesting an attempt of a second readmission due to extenuating circumstances**, the student must complete the work requirement and provide documentation of completion of hours, two letters of recommendation, and the Detailed Plan of Academic Readiness for success to support a second readmission. The student may also include other information that demonstrates his or her ability to succeed academically.

17. After entering either level 3 times, if a student wants to return they must wait three years after the last day of attendance and may reapply to restart the program after that time interval.
18. Students who do not meet readmission requirements and do not submit a detailed plan of academic readiness will not be considered at the time of application.

19. The student who is approved for readmission will be contacted prior to the start of the following semester and will receive mentor, registration and orientation (if required) information.

20. The Dean of Arts, Science, Business, Health; Director of Nursing Education, Nursing faculty, and Nursing Advisors must approve any exceptions to the above policies.

Revised 6-24-14
Revised 5-25-16
Revised 5-30-18
Revised 5-23-19
Revised 8-15-19
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 in all settings 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 discretion 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. Contacting instructors by cell phone should be used for emergencies only.
- Does not disclose classroom, clinical, or preceptor information on any public forum (Facebook, Twitter, etc).
- Does not share information regarding class material/test items with other students.

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.
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
Updated May, 2016
Classroom Guidelines: Cell Phones

1. All cell phones should be set to silence or turned off while in class or simulation.

2. If you have a special circumstance that may require use of your cell phone during class or simulation, let the instructor know the details before the start of class and you may mutually agree upon a solution for that set of circumstances only.

3. If you use your cell phone as a recording device during lecture, the cell phone will be left in the front of the class near the instructor for the duration of the class period. Recording lectures is at the instructor’s discretion and their approval should be confirmed at the beginning of each semester.

4. For unauthorized use of your cell phone during class time, these will be the consequences:
   a. 1st offense: The instructor will complete a “student success form” (p. 40 in the student handbook). The student will sign this form and it will be placed in the student’s file.
   b. 2nd offense: The instructor will complete a “student success form” and the student will sign it. In addition, the student will be required to write a two page paper on the topic of professionalism. This paper will be written in APA format and will have at least two references. The student will have one week to complete this paper. These documents will be placed in the student’s file.
   c. 3rd offense: The student will be referred to the Director of the student’s program.

5. No pictures or recordings may be taken without specific approval from the instructor. Unauthorized photos or recordings will result in dismissal from the nursing program.
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.
   i. Lab components are Pass/Fail. A student will receive a failing grade for the course if they do not pass the Lab 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 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 32).

2. Exam attendance and make-up requirements for all NCC nursing courses will follow the “Make-Up Test 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. Points are awarded according to the course syllabus.**

6. All work must be completed during current enrollment. Previous work cannot be resubmitted.

7. All course work must be completed as assigned by the start of the final face to face class of term.

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. Refer to syllabus for specific attendance/tardiness policy.

- In-class quizzes and assignments will not be allowed to be made up if absent. For extenuating circumstances, prior approval needs to be made with the nursing faculty.
NORTHWEST IOWA COMMUNITY COLLEGE  
NURSING PROGRAM  

GRADES and TEST TAKING POLICY

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. Students must satisfactorily complete all hours required in the program of study.

3. 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.

4. Conferences may be scheduled at instructor discretion to discuss grades, progress, and difficulties. Students may schedule a 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.

5. Students who wish to withdraw from a program are required to obtain withdrawal papers from Student Services.

6. For any exam taken in the Learning Center (LC) or in the classroom, nursing instructors will follow guidelines based on the NCLEX testing guidelines.

   - Students must remove hats, jackets, shirts with pockets, scarves, smart watches, cell phones, and the like and leave outside of the testing room or in the front of the classroom. ** Special accommodations will be made for religious headwear.
   - The student will need to empty pockets before testing. The only items allowed on the desk in the classroom or in the testing room in the LC are pencils, erasers, and a calculator that is provided.
   - Any scratch paper must be provided by the instructor and turned in upon completion of the exam.
   - The student cannot leave the testing environment once the exam has started. In an emergency situation that you must leave the room, the instructor or Learning Center Staff will remove the pages of the exam that have been completed. The portion of the exam that has been completed will not be returned to the student upon re-entering the classroom or testing room. The student will be asked to empty pockets again before reentering the testing room.
   - All breaks count against testing time.
   - No food or drinks are allowed on your desk/table.
   - If you are late, you will not be allowed to enter the classroom. You must report to the nursing faculty offices and you will be escorted to the Learning Center/Testing Center and be allowed to take your exam following all the criteria as listed above.

Review of previous exams will be done at the discretion of the instructor. Exams may only be reviewed in a controlled setting within the nursing department. Exams will NOT be placed in the Learning Center for review for any reason.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95.5-100</td>
</tr>
<tr>
<td>A-</td>
<td>92.5-95.4</td>
</tr>
<tr>
<td>B+</td>
<td>89.5-92.4</td>
</tr>
<tr>
<td>B</td>
<td>86.5-89.4</td>
</tr>
<tr>
<td>B-</td>
<td>83.5-86.4</td>
</tr>
<tr>
<td>C+</td>
<td>81.5-83.4</td>
</tr>
<tr>
<td>C</td>
<td>79.5-81.4</td>
</tr>
<tr>
<td>D</td>
<td>72.5-79.4</td>
</tr>
<tr>
<td>F</td>
<td>72.4 &amp; below</td>
</tr>
</tbody>
</table>
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% on that exam. Communication is key!

Attendance/promptness is expected for all exams. You will be allowed 2 late/absence occurrences per semester. After 2 late/absences on exam/quiz days, any subsequent tardiness/absences for exams/quizzes will result in a 7% reduction on that exam/quiz.

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, open book, or alternate format 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, and the guidelines of the test taking policy must be followed. 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.
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

Student ___________________________      Instructor__________________________
Student Grievance Procedure

If you have a grievance because of a grade received, academic related problem, or other situation which you deem appropriate for grievance, you may follow a step-by-step process that could include the instructor, Program Director, Academic Dean, Vice President and the President. The President shall serve as the final arbiter.

Definition—working day: any day when the Administrative Offices are open.

LEVEL I—Instructor
A student with a grievance should first respectfully discuss it with his/her instructor in an effort to resolve the problem.

LEVEL II—Program Director
If the grievance is not resolved at Level I, the student should respectfully discuss it with the Program Director (where applicable) with the objective of resolving the grievance informally.

LEVEL III—Academic Dean
If the grievance is not resolved at Level II, the student should respectfully discuss it with his/her Academic Dean with the objective of resolving the grievance informally.

LEVEL IV—Vice President
If the grievance is not resolved at Level III and the student wishes to pursue the grievance, the student shall file a formal complaint in writing and submit the written grievance to the appropriate Vice President. Grievances concerning grades, or other academic-related issues, shall be submitted to the Vice President of Student & Academic Services. Grievances concerning billing or other financial arrangements shall be submitted to the Vice President of College Operations and Finance. The filing of the formal, written complaint at Level IV must be within fifteen (15) working days from date of the event giving rise to the grievance or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Vice President. A minor student may be accompanied at the meeting by a parent or guardian. The Vice President shall investigate the grievance and attempt to resolve it. A written report from the Vice President regarding action taken will be sent within fifteen (15) working days after receiving the formal complaint.

LEVEL V—President
If the grievance is not resolved at Level IV, the grievant may process it to Level V by presenting a written appeal to the President of the College within ten (10) working days from the date the grievant receives the report from the Vice President. Within fifteen (15) working days after receiving the written grievance, the President will render a written decision. The decision of the President is final. This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, other agencies available for mediation or recertification of affirmative action grievances, or to seek private counsel for complaints alleging discrimination.
HESI Testing and Remediation Policy

All students enrolled in the Northwest Iowa Community College nursing program will take assigned nationally normed HESI specialty exams in most courses and an Exit PN or RN Exam in a course in the final semester of the program. Students should aim to achieve a score of 850 or higher on each exam. Research demonstrates that scores in this range on the HESI Exit Exam are highly predictive of NCLEX success. Supporting student success on these exams involves preparation assignments that will be completed by each student prior to the exam administration date. To prepare for the comprehensive Exit Exam, students are required to remediate after each specialty exam according to the prescribed plan of study that accompanies the HESI feedback. Students must provide documentation of remediation after each specialty exam, prior to sitting for the respective course final examinations.

Purpose: The purpose of remediation is to improve student’s critical thinking, reasoning skills, and test taking strategies to achieve NCLEX success.

Following HESI Specialty and Exit Exams, students are required to remediate based on the individual student’s HESI score for each exam. HESI Exam Scores can be indicative of the student’s level of risk for success in the program and on NCLEX. Students with lower HESI scores require more intense remediation.

Procedure: Students, faculty and appropriate staff will use the following guidelines for all testing remediation. Students receive their HESI Exam reports and correlating online remediation within 48 hours of the exam being closed. Based on their HESI Exam student report, students will be assigned specific required remediation activities.

**Specialty examinations** – Exams are administered in various nursing courses. Prior to taking a proctored specialty exam, students will complete a practice exam in the specialty area and review provided rationale to assist in preparing for the proctored exam. Additional assignments may also be required to assist the student in preparing for the proctored exam. The practice exam is required prior to taking the proctored exam; the assignment exam may or may not be assigned. Following proctored test administration, students receive a score and an online remediation plan for each question missed. Remediation for each question has multiple content items and may include practice questions. The following remediation is required for each specialty exam. Students must spend the amount of time listed below on-line in the content areas they scored below 850 in. Students may also add the content area reviews to their individual study plans for future remediation. However, evidence of remediation must be tracked. Students should aim for a 900 or higher benchmark score on the HESI Comprehensive exam before sitting for the NCLEX examination.

- You must complete all HESI preparation and proctored exams with remediation as assigned.
- You must have preparation assignment(s) completed per guidelines prior to taking the Version one (V1) Proctored Exam. If you have not prepared for the exam as assigned by the due date and time, you will receive a zero on this exam but must still take the exam. This will be assigned in advance of the proctored exam and the homework policy will be followed per each course syllabus.
- The proctored HESI exam must be passed at the level specified on the first attempt (V1) to receive full points for this testing.
- You must remediate this content and then re-take the Version 2 (V2) exam if you do not receive the recommended 850 score. Methods to complete this remediation requirement are individualized to the student’s areas of weakness(es) based on proctored exam scores/data; this is assigned by the instructor. Please refer to the HESI Remediation Plan based on HESI score. See each course syllabus for specific information regarding version 2 exams.
- You must have remediation assignment(s) completed per guidelines prior to taking the V2 Proctored Exam. If you have not prepared for the exam as assigned by the due date and time, you will receive a zero on this exam but must still take the exam. This will be assigned in advance of the proctored exam and the homework policy will be followed per each course syllabus.
- If you remediate as assigned, and pass on the second attempt, you will receive 85% of the available points.
- If you remediate as assigned, and fail this exam on the second attempt, you will receive 75% of the available points. If requested, you will also be required to meet with the HESI Instructor for assignment of further remediation. The HESI proctored specialty and exit exams will be used to evaluate each student’s readiness for the NCLEX Board exam. If only one version of a specialty or exit exam is available, students receiving below 850 will receive 85% of the assigned points.
**Student Remediation Plans based on HESI scores are as follows:**

<table>
<thead>
<tr>
<th>HESI Score</th>
<th>1- Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of one hours of study is required.**</th>
</tr>
</thead>
<tbody>
<tr>
<td>800 - 849</td>
<td>2- PN: A minimum of 1 hour of additional remediation will be assigned by the instructor. This may include EAQ questions or On-line HESI cases.</td>
</tr>
<tr>
<td></td>
<td>3- ADN: A minimum of 2 hours of additional remediation will be assigned by the instructor. This may include Saunders/Silvestri or EAQ questions, On-line HESI cases, or NCLEX RN On-line Board Review Modules and exams.</td>
</tr>
<tr>
<td></td>
<td>4- In both programs, there will be individualization of these assignments based on areas of class and student weaknesses.</td>
</tr>
<tr>
<td>700 – 799</td>
<td>1- Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of two hours of study is required.**</td>
</tr>
<tr>
<td></td>
<td>2- PN: A minimum of 2 hours of additional remediation will be assigned by the instructor. This may include EAQ questions or On-line HESI cases.</td>
</tr>
<tr>
<td></td>
<td>3- ADN: A minimum of 3 (799-750)- 4 (less than 750-700) hours of additional remediation will be assigned by the instructor. This may include Saunders/Silvestri or EAQ questions, On-line HESI cases, or NCLEX RN On-line Board Review Modules and Exams.</td>
</tr>
<tr>
<td></td>
<td>4- In both programs, there will be individualization of these assignments based on areas of class and student weaknesses.</td>
</tr>
<tr>
<td>600 - 699</td>
<td>1- Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of three hours is required.**</td>
</tr>
<tr>
<td></td>
<td>2- PN: A minimum of 3 hours of additional remediation will be assigned by the instructor. This may include EAQ questions or On-line HESI cases.</td>
</tr>
<tr>
<td></td>
<td>3- ADN: A minimum of 4 (699-650)- 5 (less than 650-600) hours of additional remediation will be assigned by the instructor. This may include Saunders/Silvestri or EAQ questions, On-line HESI cases, or NCLEX-RN On-line Board Review Modules and Exams.</td>
</tr>
<tr>
<td></td>
<td>4- In both programs, there will be individualization of these assignments based on areas of class and student weaknesses.</td>
</tr>
<tr>
<td>599 or below</td>
<td>1- Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of four hours is required.**</td>
</tr>
<tr>
<td></td>
<td>2- PN: A minimum of 4 hours of additional remediation will be assigned by the instructor. This may include EAQ questions or On-line HESI cases.</td>
</tr>
<tr>
<td></td>
<td>3- ADN: A minimum of 5-6 hours of additional remediation will be assigned by the instructor. This may include Saunders/Silvestri or EAQ questions, On-line HESI cases, or NCLEX-RN On-line Board Review Modules and Exams.</td>
</tr>
<tr>
<td></td>
<td>4- In both programs, there will be individualization of these assignments based on student weaknesses.</td>
</tr>
</tbody>
</table>

**Student must be logged into their HESI Student Access account and the online test specific remediation content for the number of hours specified. Do not print and log out of HESI remediation to study. Time spent in remediation content is monitored and students can break up the required remediation hours into multiple sessions.**

Developed 5/2016
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 Patient’s 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

_Code of Ethics for Nurses with Interpretive Statements’ (2016): Practical Clinical Application_

1. The nurse, practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.

2. The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conductive to safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain integrity of the profession, and integrate principles of social justice into nursing and health policy.

American Nurses Association, _Code of Ethics for Nurses with Interpretive Statements_, © 2016 by American Nurses Association. Reprinted with Permission. All rights reserved.


Revised 5/2016
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 PROGRAM

PARAMETERS OF SAFE AND ETHICAL PRACTICE

CONTRACT

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 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 Patient’s 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

I have read and understand the importance of complying with the above parameters. I fully understand my obligations and responsibility for compliance.
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 PROGRAM

CRIMINAL & ABUSE RECORD CHECKS

APPLICANT IDENTIFICATION AND RELEASE REGARDING INVESTIGATION OF FOUNDED CHILD OR DEPENDENT ADULT ABUSE, CRIMINAL HISTORY AND DRIVING RECORD

IDENTIFICATION: (Please Print)

Name: Last   First   Middle

______________________________________________________________________________

Alias, Maiden, Previous Married Name (Please list every previous name)

______________________________________________________________________________

Address      Street    City    State    Zip

______________________________________________________________________________

Date of Birth    Social Security Number

______________________________________________________________________________

Race  Sex (M/F)  Driver’s License Number    State Issuing License

Do you have a record of founded child or dependent adult abuse or have you ever been convicted of a crime in this state or any other state?  _____No   _____ Yes

If yes, please explain the nature of the incident and date of occurrence. _____________________

______________________________________________________________________________

AUTHORIZATION AND RELEASE

The undersigned acknowledges:

1. I have executed this document in conjunction with admission into the nursing program at Northwest Iowa Community College. (Hereinafter referred to as “NCC”)
2. I hereby authorize NCC access to any criminal history record produced by federal, state, or local law agencies pertaining to me.
3. I agree to release NCC and any other person, company or other entity from any and all causes of action that otherwise might arise from supplying clinical agencies with information they may request pursuant to this release.
4. I understand that any false answers or statements, or misrepresentations by omission made by me on this form or any related document, will be sufficient cause for rejection of my application or for my immediate discharge should such falsifications or misrepresentation be discovered after my nursing program begins.
5. I understand and agree that if I am rejected for participation in a clinical experience by an affiliating agency or if I refuse to submit to the registry checks that are required by an affiliating agency, I will be unable to complete my program of study in the nursing program.
6. I understand that during my education program with NCC, it is my responsibility to report any criminal, child abuse, and adult abuse charges pending against my record. I further authorize NCC to conduct background checks on my record at any time during my educational program, as needed.
7. The Iowa Board of Nursing has the authority to review all criminal records of an applicant for nursing licensure in the state of Iowa. The Board may deny licensure to any applicant who has been convicted of a criminal offense, which relates to the practice of nursing.
8. The Board will no longer review the criminal history PRIOR to the person becoming an applicant for licensure. The individual must have completed the requirements for licensure including completion of their nursing program and filing an application with the Board.

Applicant Signature: ___________________________ Date: ___________

10/22/2019  52Nursing Student Handbook
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. (The final evaluation will assess the students’ success in the desired program outcomes.)

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. 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 prior to graduation. 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 2016
Student Name: ___________________

NCC NURSING
PRACTICAL NURSING FINAL GRADUATE EVALUATION/REFERENCE

Proficient/Not Proficient

1. Provider of Care

2. Manager of Care

3. Member within the Discipline of Nursing

4. Attendance and Punctuality in Class

5. Leadership Ability


7. Demonstrate commitment to ongoing personal and Professional development through involvement in the Nursing profession and lifelong learning.

8. Apply basic scientific and psychological principles And evidence based practice in the classroom setting.

Comments:

I, ________________________, understand 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.

I, ________________________, DO NOT authorize the release of the above information.

Signature: ______________________________________ Date: _____________________

Completed by: ________________________________

Student Name: ___________________
Student Name: ___________________

NCC NURSING
ASSOCIATE DEGREE FINAL GRADUATE EVALUATION/REFERENCE

Proficient/Not Proficient

1. Provider of Care

2. Manager of Care

3. Member within the Discipline of Nursing

4. Attendance and Punctuality in Class

5. Leadership Ability


7. Demonstrate commitment to ongoing personal and Professional development through involvement in the Nursing profession and lifelong learning.

8. Apply basic scientific and psychological principles And evidence based practice in the classroom setting.

Comments:

I, ________________________, understand 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.

I, ________________________, DO NOT authorize the release of the above information.

Signature: ________________________________ Date: _____________________

Completed by: ________________________________
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   d. unsatisfactory
   b. average         e. failing
   c. below average

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   d. unsatisfactory
   b. average         e. failing
   c. below average

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

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

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   d. unsatisfactory
   b. average         e. failing
   c. below average

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   d. unsatisfactory
   b. average         e. failing
   c. below average

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   d. unsatisfactory
   b. average         e. failing
   c. below average

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

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

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   d. unsatisfactory
   b. average   e. failing
   c. below average

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   d. unsatisfactory
   b. average   e. failing
   c. below average

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

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   d. unsatisfactory
   b. average   e. failing
   c. below average

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

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

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

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   d. unsatisfactory
   b. average   e. failing
   c. below average
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 all the contracts and policies included in the handbook. It is my responsibility to adhere to all contracts and policies contained in this handbook.

Date: ________________________  Student Signature: ________________________________

Print Name: ________________________________