



**NORTH IOWA AREA
COMMUNITY COLLEGE**
N U R S I N G

STUDENT HANDBOOK



2025-2026

ASSOCIATE DEGREE NURSING PROGRAM

NORTH IOWA AREA COMMUNITY COLLEGE

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GENERAL INFORMATION

The Associate Degree Nursing program functions as part of the Health Division of North Iowa Area Community College. The ADN program is approved by the Iowa Board of Nursing and is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400

Atlanta, GA 30326

Phone: (404) 975-5000

www.acenursing.org

The program may be completed in two academic school years and one summer session, and it is designed to prepare practitioners for nursing positions which involve direct care of clients.

The graduate of the Associate Degree Nursing program is eligible to write the National Council Licensure Examination - Registered Nurse (NCLEX-RN) administered by the National Council of State Boards of Nursing. After passing this examination, the graduate receives registered nurse status. The graduate is then prepared to work in a beginning staff nurse position under the supervision of qualified personnel. In compliance with the U.S. Department of Education Regulation 34 CFR 668.43 (a) (5) (v) students are referred to <https://www.ncsbn.org/nursing-regulation/licensure/nurse-licensure-guidance.page> to find professional nursing licensure requirements (RN, PN and APRN programs) for states/jurisdictions. Licensure compact information is found at: <https://www.ncsbn.org/nurse-licensure-compact.htm> with a list of states with enactment, pending enactment, and no pending enactment of the Nurse Licensure Compact.

The program consists of courses in social sciences, natural sciences, communications, and nursing which includes theory with supervised and clinical laboratory experiences.

PHILOSOPHY

In agreement with the mission and vision of North Iowa Area Community College the nursing program supports the enrichment of student lives through comprehensive educational opportunities. The nursing curriculum emphasizes a commitment to learner success, community engagement, and leadership in all healthcare settings. The graduate of the ADN program is prepared to administer holistic client-centered care throughout the life span.

The faculty believes that the individual is considered a client in the professional nursing relationship. Each client is a holistic being with human needs, which impact psychosocial development throughout the life span. Health is a dynamic state continuously changing and each client is perceived as having the ability to move on the wellness - illness continuum. Each client, when able, has the right and responsibility to direct his/her own health related activities and to receive health care consistent with his/her culture and values.

The art and science of nursing is a profession that encompasses caring and humanitarianism and is a vital component of the health care team. The purpose of nursing is to promote optimal health, prevent illness, and provide care for clients with acute and chronic health care needs as well as to provide support for clients toward a peaceful, dignified death. Nursing collaborates with clients, families, and groups in regional, national, and global communities.

Nursing education is accomplished through utilization of educational theory while incorporating the nursing process as a framework for practice. The conceptual curriculum is designed to proceed from simple to more complex concepts to facilitate progressive learning. The student is perceived as an active learner in the teaching/learning process. Faculty function as role models, resource persons, co-participants in and facilitators of learning, and evaluators of student performance related to expected outcomes. Faculty incorporate evidence-based teaching and best/current clinical practices.

The graduate of the Associate Degree Nursing program is educated to practice as a beginning practitioner in acute, long-term, and community settings, caring for clients with diverse needs. The graduate is prepared to collaborate as a professional nurse incorporating the legal and ethical standards of nursing.

Nursing is a dynamic and continually changing practice. As a result, there is a need for perpetual education and lifelong learning with progression towards an advanced degree within the nursing profession. Each nurse is responsible for best practice standards based on research and evidence-based practice.

END OF PROGRAM STUDENT LEARNING OUTCOMES

The Associate Degree Nursing graduate will be prepared to practice as beginning practitioner in a variety of health care settings. Upon completion of the program, the student will:

1. Utilize the nursing process and critical thinking to meet the holistic needs of clients throughout the life span.
2. Exhibit a commitment to client-centered care responding to the culturally diverse needs of the clients.
3. Provide safe therapeutic nursing interventions to manage client-centered care according to best practice standards.
4. Demonstrate effective communication within the role of the professional nurse.
5. Perform as a professional nurse within the legal and ethical framework of nursing; working collaboratively in all health care settings.

At the completion of Nursing I (ADN-100), Nursing II (ADN-103), Nursing III (ADN-603), and Nursing IV (ADN-605), each student is evaluated according to clinical outcomes identified on the course syllabus. At the completion of the program, the student will receive an additional evaluation which reflects attainment of the end of program student learning outcomes. This evaluation tool will be utilized as reference for a potential employer requesting an evaluation of a graduate.

CONCEPTUAL FRAMEWORK

The conceptual framework has emerged from the philosophy and is built upon: the nursing process, Maslow's Hierarchy of Needs, Quality Safety Education for Nurses (QSEN), NCLEX-RN test plan, Erikson's Model of Human Development, and the American Nurses Association standards of practice. The program is built upon the meeting of human needs and promoting psychosocial development throughout the life span through the application of the nursing process in a caring environment. The curriculum incorporates best practice standards across the life span in contemporary health care environments.

Our nursing program's conceptual framework is grounded in the principles of the nursing process—assessment, diagnosis, planning, implementation, and evaluation—as a systematic method for delivering safe and effective care. Complementing this, we integrate the National Council of State Boards of Nursing (NCSBN) Clinical Judgment Measurement Model (NCJMM), which enhances the application of critical thinking in complex clinical settings. The NCJMM outlines a layered approach to decision-making that includes recognizing cues, analyzing cues, prioritizing hypotheses, generating solutions, taking action, and evaluating outcomes. This model aligns closely with the nursing process while offering a more dynamic representation of how nurses make real-time clinical decisions. By incorporating both models, our curriculum supports the development of sound clinical judgment, preparing students for entry-level practice and success on the NCLEX.

Caring is identified as a major concept within the curriculum. While the nursing process is recognized as the framework on which nursing is based, caring has been identified as “a universal phenomenon influencing the ways in which people think, feel, and behave in relation to one another (Potter & Perry, 2026). Client-centered care demonstrates knowledge of and sensitivity to the beliefs, values, and culture of the client.

Supporting concepts identified in the nursing program curriculum include nursing interventions to support: a safe and effective care environment; health promotion and maintenance; psychosocial integrity; and physiological integrity. These nursing interventions are introduced in Nursing I and are built upon throughout the program. Content is built on the concept of simple to complex learning, recognizing that the content increases in complexity and scope as students' progress through the program.

PRESCRIBED CURRICULUM

Term Zero

PSY-111	Introduction to Psychology *	3 s.h.
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First Term

BIO-186	Microbiology *	4 s.h.
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ENG-105	Composition I *	3 s.h.
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Second Term

BIO-206	Anatomy and Physiology I *	4 s.h.
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ADN-100	Nursing I	8 s.h.
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PSY-121	Developmental Psychology*	3 s.h.
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Third Term

BIO-151	Nutrition *	3 s.h.
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BIO-207	Anatomy and Physiology II *	4 s.h.
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ADN-103	Nursing II	10 s.h.
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Fourth Term

ADN-603	Nursing III	12 s.h.
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ENG-106	Composition II *	3 s.h.
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Fifth Term

ADN-605	Nursing IV	12.5 s.h.
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SCC-112	Public Speaking	3 s.h.
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*Courses may be taken prior to entering the nursing program. Students must maintain concurrent enrollment in any co-requisite classes. Withdrawing from a co-requisite will result in withdrawal from the Nursing program. Once in the nursing program, ADN courses must be completed in the identified sequence. Prerequisite and co-requisite courses must be completed in the specified term or earlier. Anatomy and Physiology I and II must be completed within five years of beginning the nursing component of the curriculum or students will be referred to the Enrollment & Academic Advisor for HESI Admission Assessment registration. Refer to student achievement section of this handbook for promotion/progression through the curriculum.

Upon acceptance, a physical examination providing evidence of current immunization and stable physical and mental health is required by clinical agencies. See [Clinical Component](#), page 8.

Basic Life Support (BLS) Certification by the American Heart Association Healthcare Professional or the American Red Cross BLS for Healthcare Providers is required. The initial certification/renewal needs to be completed prior to Nursing I or prior to any reentry into the nursing program and must be maintained throughout the curriculum.

STUDENT ACHIEVEMENT

Please refer to the current [NIACC General Catalog and NIACC Student Handbook](#) for general student achievement requirements. Student promotion will be based on achievements in theory and clinical practice. Consideration will also be made for attitude and professional conduct.

A. Theory Component

1. The student must maintain a satisfactory grade point average of 2.0 ("C") in the program.
2. The student must achieve a grade point average of 2.0 ("C") in each nursing course in order to progress through the curriculum. Grading scales will be defined in each individual course syllabus. The Readmission section of this handbook states the course re-entry policy.
3. All assignments must be completed by the assigned due date to receive full credit. Failure to complete any assignments by the assigned due date will result in zero points for that assignment.
4. The student must achieve an overall grade point average of 2.0 ("C") in the required curriculum courses. In order to progress through the curriculum, all students must receive at least a ("C") grade in all support courses.
5. No extra credit points will be offered in any nursing theory course.
6. Each nursing theory course stands independent of other nursing theory courses.
7. Community service will be required in each nursing course as outlined in each individual course syllabus. Community service is defined as non-compensated service to others.
8. The Nursing faculty may schedule conferences with individual students to keep them apprised of their progress. Students are encouraged to confer with the appropriate instructor regarding concerns they may have related to their progress in the program.
9. **Attendance** – Attendance is highly recommended and is monitored. Students who are absent from any session must notify the instructor prior to the start of the session by email. Do not leave a message at the NIACC switchboard. Students involved in extracurricular activities must communicate any required commitments/dates to the faculty at the beginning of the semester for the potential of accommodation.
10. **Students are responsible** for all classroom content, announcements, email correspondence and assignments. Choose a peer to pick up handouts and relay classroom announcements if absent. Instructors will not make extra copies of any handouts. Students should make their own copies from a peer. Students are responsible for all content presented and/or announcements given in class. Unannounced quizzes or graded classroom activities will only be available to those in attendance. No make-up quizzes activity points will be offered.
11. Only students currently enrolled in the course will be present in the classroom, lab, conferences, and clinical activities.

12. Students will utilize technology to submit assignments electronically by email and designated web-based sites. Students using their own computers and electronic devices are required to maintain current programs and web browsers as listed in the technology requirements in the individual course syllabi.
13. **Make-up Tests**
 - a) When an absence is anticipated, tests will be made up prior to the absence or at the discretion of the instructor. If this is not possible, you will be required to complete any missed test prior to the beginning of the next scheduled class. An alternate test may be given upon the discretion of the instructor.
 - b) Make-up tests will be given and monitored in the Student Learning Center (SLC). The student is responsible for scheduling the make-up test in the SLC by the deadline determined by the instructor. Students will be allowed to take a maximum of two make-up tests in the SLC per semester. Failure to notify the instructor prior to the start of class on test days may result in denial of the opportunity to take a test. A photo ID is required to take a test in the SLC.

B. Clinical Component

It is recognized that students are learners, transferring theory content to the clinical setting. Clinical experience provides the hands-on experience needed in this profession. This includes college lab, simulation and clinical settings. Repetition of skills brings confidence to the student.

Students must meet the specific attendance policies outlined in individual course syllabi. Theory, college lab, simulation and clinical hours are stated in the course syllabi. Scheduled mandatory make-up clinical days will be required when exceeding the allowed clinical absences. If unable to complete the mandatory make-up clinical days provided, the student will be unable to meet credit requirements and will be unsuccessful in the course.

Students should refer to orientation handouts for physical examination and immunization requirements. An initial two-step TB test **OR** QuantiFERON TB Gold Blood Test lab report within the last year is required. After this, a one-step TB test, without lapse, is required annually. Any lapse of greater than 12 months requires repeat two-step testing. A history of a positive finding will require a baseline chest x-ray and a TB Assessment Form. Students will not participate in the clinical component of the program until all of these completed documents are submitted to the Health Division through Viewpoint Screening (VPS). Students must maintain current Basic Life Support (BLS) Certification through the American Heart Association or American Red Cross BLS for Healthcare Providers. Students will not be allowed to participate in the clinical component of the course without evidence of the certification on file in the Health Division through VPS. (See Appendix D, Viewpoint Screening (VPS) Health Portal)

All students will have a national and state background check at the start of any NIACC Health Program. The costs are included as a student fee for the first course of each program. Students should be aware of their responsibility to report any changes regarding these checks throughout the program. Additional checks may be performed at the student's expense, if necessary.

If a student has progressed beyond the first course of a program and steps out of the program for any reason and wishes to resume their education at a later date, they must repeat the background check if their time out of the program has been greater than one year. If their time out of program has been less than one year, they will notify the college of any changes to their background check information on the *North Iowa Area Community College Release Form*. If a new background check is indicated, the associated student fee will be added to their bill by the Student Services and Business Office.

This policy is in place to ensure NIACC Health programs are compliant with accreditation policies and affiliation agreements with clinical partners.

Students seeking entrance into the Associate Degree Nursing program should be aware that nursing courses with a clinical component may not be taken by a person:

- 1) who has been denied licensure by the Iowa Board of Nursing.
- 2) whose license is currently suspended, surrendered, or revoked in any United States jurisdiction.
- 3) whose license/registration is currently suspended, surrendered, or revoked in another country due to disciplinary action.

Specific requirements pertaining to clinical and safe practice

1. Clinical evaluation is based upon performance according to behavioral objectives which are provided at the beginning of each course. Clinical expectations build throughout each semester. Progression and retention of clinical skills/assignments/documentation is expected in each consecutive clinical rotation. Final semester clinical evaluations will reflect clinical performance progression throughout the term.
2. Clinical performance is graded as satisfactory, satisfactory on a performance plan or unsatisfactory. The student must achieve a satisfactory rating in the clinical portion of the course to receive a passing grade. An unsatisfactory rating in the clinical area will result in an "F" for a nursing course. See [Withdrawal](#), page 13.
3. Progress worksheets related to clinical performance will be completed by each student on a daily/weekly basis. A summative evaluation will be provided by the student and the instructor at the conclusion of each clinical rotation and end of the semester.
4. In order to obtain a "Satisfactory" rating in the clinical portion of the course, a student must be consistent in meeting criteria stated in the Clinical Outcomes listed in the individual course syllabi. Competencies are explicitly described in the Clinical Skills resources, lab handouts, and agency provided resources. Students are expected to comply with designated competencies and follow policies and procedures. Faculty are not procedurally rigid and will allow for individual flexibility as long as principles of safety are not jeopardized.
5. Clinical assignments must be completed by assigned deadlines during each clinical rotation. Failure to comply with this requirement will result in zero points for the assignment and may result in a performance plan. If the work is not submitted by the end of the semester, an "Incomplete" will be issued. An "Incomplete" grade will be changed to an "F" according to faculty decision. This is consistent with overall College policy.
6. It is the student's responsibility to alert the Dean of Health Sciences and STEM and faculty of any health status changes. (See Appendix B., Change in Health Status Form) Written

permission from a provider to return to clinical will be required for prolonged and/or potentially contagious illnesses, surgery, injuries, mental health concerns, pregnancies, and/or deliveries. A student must maintain compliance with stipulations outlined in the current Iowa Core Performance Standards provided in the program application packet and in the original physical examination and immunization record form for eligibility in the clinical area. Any restrictions will prevent students from attending clinical until a medical release signed by a health care provider has been submitted to the Dean of Health Sciences and STEM. Refer to **physical and emotional requirements**, page 20, of this handbook.

7. **Attendance is required in the clinical setting.** Any student that is more than 59 minutes late will be recorded as absent and will not be allowed to participate in clinical for that day. Two or more tardy arrivals (less than 59 minutes late) will be recorded as a clinical absence although the student may be allowed to participate in clinical the day of the absence. It is the student's responsibility to notify the clinical site and clinical instructor of any tardy arrivals or inability to make it to clinicals. There are no provisions for planned absences in the clinical and lab setting.
8. **Provision of safe care**
The client has the right to expect safe, ethical care. The instructor is present in the clinical area to facilitate student learning; however, the client is of primary concern and client safety is of utmost importance. Safety includes psychosocial as well as physical aspects.

Unsafe or unethical practice is defined as an incident or combination of incidents which may result in harm to the client. Examples include, but are not limited to:

- a) Breach of confidentiality.
- b) Medication errors (refer to Medication Error Policy).
- c) Unsafe and/or inconsistent client care practices.
- d) Influence of drugs or alcohol (see Drug Testing Policy).
- e) Demonstrating emotional/mental instability.
- f) Physical or verbal abuse of client.
- g) Indications of client psychological discomfort.
- h) A criminal record may prohibit involvement in the clinical education component. Background checks completed through the Iowa Department of Health and Human Services will be completed and reviewed for every student.
- i) Violation of tobacco-free agency policies.
- j) Incivility towards clients, staff, peers or faculty.
- k) Failure to meet the Iowa Core Performance Standards.

Due to concerns for client safety and the importance of application of theoretical knowledge to clinical practice, students must achieve and maintain the following academic standing to be eligible to practice clinically.

- ADN-100: 73 percent in theory by NIACC's midterm date.
- ADN-103: 73 percent in Theory by NIACC's withdrawal date.
- ADN-603: 73 percent in Theory by NIACC's withdrawal date.
- ADN-605: 77 percent at the completion of the final exam of Nursing IV to enter the final rotation with an assigned preceptor.

An unsatisfactory clinical experience for a given term will result in an "F" for the currently enrolled nursing course. See [Withdrawal](#), page 13.

Faculty shall inform students whose clinical practice does not meet clinical outcomes. This may result in being placed on a performance plan, being asked to withdraw, or not being allowed to continue in the program. Additional information and examples of unacceptable/unsafe behaviors are found in the section related to a performance plan.

The faculty retains the authority to withdraw a student from the clinical area whose performance has been judged to have (or to potentially have) a detrimental effect on clients. A determination shall be made by the faculty member(s) involved and the Dean of Health Sciences and STEM on whether to allow continued attendance in the clinical area on a performance plan or to remove the student from the clinical area on a permanent basis. Permanent removal from the clinical area will result in the student receiving an unsatisfactory clinical rating and thus receiving an "F" for the course.

The faculty reserves the right to require a medical examination, drug screening, or counseling of any student whose behavior may compromise or does compromise client care and/or safety. Such an examination may provide data concerning the physical and/or mental ability to meet clinical outcomes, with or without accommodation. The cost of such an examination will be paid by the student. The College shall retain the right to prescribe the type and extent of the examination and to specify who shall perform it. Should the prescribed type and extent of the examination be performed by the student's own physician, the College may request a second opinion. This medical examination may be required to continue, progress, and/or re-enter the program.

The faculty reserves the right to request the withdrawal of any student whose health, grades, attitude, or behavior demonstrates inability to continue preparation for nursing. If a student desires to appeal the request for withdrawal, the process for student appeal can be found in the current [NIACC General Catalog and NIACC Student Handbook](#).

9. **Orientation Activities**

Agency orientation activities must be completed by designated dates. This includes all HealthStream courses for MercyOne North Iowa Medical Center. Students will not be permitted to attend clinical if orientation activities are incomplete. These absences may result in a performance plan and unsatisfactory clinical performance. Refer to the attendance requirements for each course level in the course syllabus.

Every clinical rotation is unique and different student objectives/ expectations are required to maintain client safety and an optimum student learning environment. Students will be oriented to each unit with specific objectives/expectations before client cares begin. Students will be held accountable to both verbal and written orientation guidelines for each individual unit. The instructor adapts rotation objectives/ orientations based on the identified needs of the specific clinical group and client needs. Clinical expectations will build throughout the semester with greater emphasis being placed on the final clinical rotation's evaluation. Final semester clinical evaluations will reflect clinical performance progression throughout the term.

10. **Simulation Activities:** Students visiting the Health Simulation Center (HSC) will review and sign the Learner Usage Contract and the Confidentiality Agreement each semester. Students will follow the ADN Student Handbook policies for all activities held in the Health Simulation Center as they would for off-site clinical experiences.

COUNSELING SERVICES

The Personal Wellness Coordinator (or other advisor) is available for free counseling services and to help students with personal issues that may be impacting decisions made or help the students find additional ways to cope with immediate situations or problems. This information is outlined in the NIACC Student Handbook as well as NIACC TrojanHome.

<https://trojanhome.niacc.edu/pages/student-counseling-services>

Mental health services are provided 24 hours a day, 7 days a week through a Student Assistance Program. The Program offers virtual counseling, local referrals, and works with the NIACC Advisor to assist students with mental health needs. Students may call the Student Development office at 641-422-4207 or make an appointment online with the Personal Wellness Coordinator.

STUDENT ACTION PLAN FOR SUCCESS

A Student Action Plan for Success (SAPS) is an early warning to students that their status in the program is at risk for not meeting clinical outcomes. The student will meet with the instructors to develop a plan to meet course objectives. A SAPS may be carried over from one semester to another and when re-entering the program. A student repeating a nursing course will continue with a SAPS if the reasons are related to safety or professional behaviors as defined by clinical outcomes. The length of the SAPS will be decided by faculty based on reason. A student receiving a second SAPS may be asked to withdraw from the issuance of that second SAPS.

The student will be notified of his/her performance plan by faculty. A student who has been placed on a plan for any reason will have an ongoing evaluation and follow the plan of action as stipulated in the terms of the SAPS. A SAPS will be completed and signed by the student with faculty collaboration.

It is the student's responsibility to review the plan with the clinical instructor prior to starting a clinical rotation.

The following is a list of reasons for SAPS. This list includes, but is not limited to:

1. Unprofessional behaviors
2. Lack of preparation for clinical experience
3. Inconsistent and/or unsafe clinical performance
4. Pattern of absences and/or tardiness
5. Inability to manage stress
6. Inability to accept and incorporate feedback in all student-related activities
7. Incomplete/missing clinical assignments

WITHDRAWAL

A student in good academic standing may voluntarily withdraw from the program and reapply at a later date.

A nursing student who receives a grade of less than a “C” in any nursing course or required support course is automatically withdrawn from the program. No “C-” will be accepted.

A student whose behavior(s) does not meet acceptable performance in the clinical outcomes may withdraw from the program following procedures outlined under Readmission. Withdrawal forms will not be signed by faculty until the return of the NIACC Nursing Health badge.

Prior to or at the official withdrawal date, the student may choose to withdraw and receive a “W” on the student transcript. Any student who withdraws may no longer attend class or clinical.

Following the official withdrawal date, if a student becomes clinically ineligible, the student may attend class, but is no longer able to participate in classroom assignments and testing.

GRIEVANCES/APPEALS

Students are expected to conduct themselves in a responsible manner. When situations occur that interfere with the learning process, the student is strongly encouraged to discuss the situation in a timely manner with the nursing faculty. Test taking policies, attendance policies, and grade requirements necessary for progression in the program and readmission policies have previously been addressed. If a student is concerned with the learning process and outcomes or program policies, the student is encouraged to discuss the concern with the involved faculty member or the assigned faculty advisor. If adequate resolution has not occurred, the student is encouraged to make an appointment with the Dean of Health Sciences and STEM. The dean will discuss options with the student and will refer the student, if satisfactory resolution has not been attained, to the College Appeal Process procedure, as outlined in the current [NIACC General Catalog and NIACC Student Handbook](#).

These appeal procedures also apply to grade appeals, instructor complaints, sexual harassment, and violations of the general Student Conduct Code.

READMISSION

A student who withdraws from the program and is not in good academic standing (i.e., Nursing course grade lower than C), may apply for readmission one time at the freshman level (defined as Nursing I, ADN-100; Nursing II, ADN-103) and one time at the sophomore level (defined as Nursing III, ADN-603, and Nursing IV, ADN-605).

Students who wish to apply for readmission must make their intent known in writing to NIACC Academic Advisor preceding the requested semester of re-entry. Readmission requirements will be reviewed with the Nursing Administrator to determine eligibility and program placement.

Students in which there has been a time lapse since their previous enrollment may be required to repeat a nursing course. A time lapse of greater than one year will be handled on an individual basis.

PERSONAL APPEARANCE AND CONDUCT

1. Uniform Code

- a) Clinical Attire will consist of:
 - 1) A navy scrub top and full-length scrub bottom.
 - 1 Scrubs must be adequately sized to provide full coverage at all times to include times when sitting, squatting and standing.
 - 2) An optional navy scrub jacket.
 - 1 Hoodies or non-scrub attire is not allowed.
 - 3) An optional tucked-in, solid colored t-shirt or the sleeves should be worn at a $\frac{3}{4}$ length under scrub top.
- b) The NIACC Health Badge will be provided to the student by the Student Services Office, AB104, during orientation.
 - 1) The student will:
 - 1 Purchase a NIACC retractable badge holder at the NIACC Book Zone.
 - 2 Add the facility identification badge with the NIACC Health Badge to be worn together when in the clinical area, if required. (NOTE: In the event of loss of the NIACC Health Badge, a \$25 replacement fee will be charged.)
 - 3 Return the NIACC Health Badge and, if applicable, facility identification badge to the NIACC Health Division upon leaving or completing the program.
- c) NIACC approved lab coats will be purchased prior to college lab.
 - 1) The lab coat should be worn in place of the student uniform when getting patient assignments during pre-clinical, college lab practice sessions, during simulation activities, and in designated observational experiences as directed.
 - 2) The lab coat must be buttoned.
 - 3) Professional attire is to be worn under the lab coat in the clinical setting.
 - 1 Blue jeans, cargo pants, leggings, yoga pants, or sweatpants are not acceptable as professional attire.
 - 4) Closed-toed, dress shoes will be worn with the lab coat.
- d) When appearing in clinical attire or lab coat, the student will:
 - 1) Be dressed in a clean, neat uniform.
 - 2) Wear the NIACC and/or facility name badge.
 - 3) Wear plain, clean, gray, white, or black shoes.

- 1 Shoes must be impermeable, waterproof shoes (without mesh).
- 2 Shoes must be closed-toed covering the front, sides, and at least half of the top of the foot.
- 4) Have clean well-trimmed fingernails.
 - 1 No nail polish may be worn.
 - 2 No artificial nails, gel polish, or overlays are allowed.
- 5) Wear conservative make-up.
- 6) Limit jewelry as follows:
 - 1 A wedding band and/or engagement ring
 - 2 A nurses' watch to monitor units of time in seconds.
 - 3 The student with pierced ears may wear one pair of posts that are 1/4" or smaller.
 - 4 All other visible piercings must be removed or maintained with a flesh colored or a clear plug.
 - a Industrial bars, barbells, and chain earrings are not permitted.
 - 5 Necklaces, bracelets, or other jewelry are not to be worn.
 - a Any permanent jewelry must be removed for the clinical, lab, and simulation setting.
- 7) Wear conservative hair styles and natural hair color only.
 - 1 Hair must be kept off the collar and secured away from face whenever in uniform or lab coat.
 - 2 Cloth headbands will be solid color [white, black, gray, or same color as scrubs (navy)] with no print.
 - 3 Any additional headcovers need to be approved by your instructor.
- 8) Be clean shaven or have a well-trimmed beard.
- 9) Tattoos in compliance with agency policy.
- e) Students will be expected to meet the uniform code at the beginning of every clinical, lab, or simulation day or the student will be given a tardy arrival.
 - 1 The student will be dismissed from clinical, lab, or simulation if the uniform situation is not immediately rectified.
- f) Students will bring a stethoscope, watch with a second hand, and bandage scissors to all clinical experiences. Students will also bring a hemostat to Nursing III and Nursing IV clinical experiences.
- g) The uniform or lab coat shall **not** be worn:
 - 1) to non-designated classes on the college campus
 - 2) when making personal visits to patients in the hospital or home
 - 3) out in public

2. **Personal Conduct**

The student in the Associate Degree Nursing Program shall wear professional dress to clinical facilities, simulation, and lab. Shorts, cut-offs, jogging suits, jeans, leggings without a long top, tops that expose chest area, or bare feet or legs are not permitted in any clinical setting. Classroom attire shall be the same as the general college, using good judgement. Ringers on cell phones will be turned off in the classroom and during all student-related activities. Communication on cell phones/electronic devices (including text messaging) will occur outside of class time. The student will not have a cell phone, smart watch, audio/video recording, internet connected device on his/her person in the clinical setting, laboratory,

Health Simulation Center, or during testing. Devices used for online testing will utilize Lockdown Browser or designated security programs.

Students are required to check Canvas announcements and NIACC emails **daily**. The preferred method of communication with instructors is directly through NIACC email.

Students are allowed to utilize technology in the classroom and clinical areas only for designated instructor-approved activities. Classroom and simulation activities may be video recorded by the instructor for educational purposes and may be available on learning management systems.

Students must have designated instructor's approval for any audio or video recording in **all student related activities**.

Students are prohibited from false, defamatory, discriminatory or harassing communication concerning events and situations associated with the college and clinical agencies. This pertains to all verbal or written communication including, but not limited to social media. Failure to follow the stated required personal conduct will result in dismissal from the program.

3. **Provision of Client Care**

Assignments are made in the clinical setting to enhance and/or reinforce student learning. It is the expectation that students will provide care for clients to whom they are assigned. In the event that a student refuses to care for a client, the following will occur:

- a) In consultation with the student, the faculty member will determine the reason for the refusal.
- b) If the reason is determined to be valid, the student will be reassigned.
- c) If the reason is not valid, the student will be counseled as to the Iowa Administrative Code, Nursing Board (655), 4.6(4) (i) which refers to discriminating against a client and may be subject to sanction by the Iowa Board of Nursing. If it is determined that the reason for refusal to care for specific clients is as noted above, the student will be counseled to consider his/her future in nursing in relation to the law.
- d) The nurse administrator shall be notified of any such occurrence and may meet with the student along with the faculty member to discuss options - one of which may be withdrawal from the program.

4. **Confidentiality**

All students are expected to maintain client confidentiality. Confidentiality agreements are signed by the student at the start of each semester through VPS. Confidentiality pertains to all verbal or written communication including, but not limited to, social media. Violation of any aspect of the confidentiality agreement is grounds for dismissal. Students will have access to computer charting in clinical agencies. However, under no circumstances can students print anything at a clinical site computer. All individual computer or website sign-ins and passwords are kept confidential.

PROFESSIONALISM

Because this program is preparing students to practice professionally, growth in this area will be required and evaluated on an ongoing basis. Failure to demonstrate professionalism in all student activities will be grounds for dismissal from the program.

The areas addressed will include, but are not limited to, the following:

- a) Inconsistent clinical performance.
- b) Lack of preparation for clinical experience - The instructor reserves the right to dismiss the student from the clinical unit for that day if a student is not prepared for clinical.
- c) Unsafe clinical performance - Unsafe clinical performance includes, but is not limited to, medication errors. (See Appendix C., Medication Administration Error Policy)
- d) Pattern of absences and/or tardiness.
- e) Use of mood-altering chemicals.
- f) Use of harassing, discriminatory, profane, and vulgar communication.
- g) Failure to comply with program policies including, but not limited to, testing security.
- h) Failure to demonstrate maturity, self-control, and courtesy.
- i) Failure to respond to constructive criticism with openness, personal consideration, and appropriate change(s).
- j) Failure to demonstrate professional behavior, dress, and attitude with clients, staff, peers, and faculty.
- k) Failure to verbally report or document accurate patient information on agency records and clinical assignments.
- l) Failure to follow Netiquette policy as stated on Canvas.

MEDICAL CARE

Students should be aware that they are responsible for their own medical care while enrolled in the college. If an injury occurs while in the clinical area, students will be referred to their own physician or the emergency room with the knowledge that they are liable for the payment of such service. All students are encouraged to enroll in a health coverage program to assure protection in the event of illness or injury. Health Services are available for College students. Contact the personal Wellness Coordinator in Student Services at 641-422-4178 for more information.

TRANSPORTATION/MEALS

All students are required to furnish their own transportation to and from classrooms and clinical agencies. Students may be required to park in specific areas. Students are responsible to provide their own lunches, but must remain on the clinical premises during breaks and mealtimes.

PROGRESSION

Students entering the Practical Nursing Program should refer to the criteria for the Associate Degree Nursing Option for Licensed Practical Nurses in the NIACC General Catalog and Student Handbook.

STATEMENT OF PRINCIPLES OF GOOD ETHICAL PRACTICE

The following was subscribed to by Student Services and the Health Division and prepares students to meet requirements of the Iowa Board of Nursing. For a detailed read of the NIACC Student Handbook or College Catalog, visit <https://www.niacc.edu/about/publications-2/>.

1. North Iowa Area Community College assumes responsibility for all professional recruitment and admissions staff while they are engaged in the recruiting and admission process. The staff will present accurate and objective information to prospective students using as resources the college catalog, financial fact sheet, and the program brochure. Additionally, the staff shall not knowingly present information about competing colleges that is ambiguous or inaccurate.
2. Cost of Attendance is the estimated amount it will cost a student to go to school for an academic year. NIACC's cost of attendance can be found at <https://www.niacc.edu/admissions/tuition-and-aid/tuition-and-expenses/>. It is based on a student attending NIACC for the Fall and Spring semesters and enrolled in 15 credit hours per term. For questions about Cost of Attendance, contact the NIACC Financial Aid Office at 641-422-4168.
3. The College maintains compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements. A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is provided before receiving financial aid. Students are informed of their ethical responsibilities regarding financial assistance when receiving financial aid and prior to graduation.
4. The candidates are notified regarding their eligibility for admission. The admission procedure is a part of the application form sent to each prospective student.
5. A member of Student Development and/or the dean of an occupational program will help the student select a curriculum that will meet the student's educational objectives.
6. Those college employees who have access to confidential information regarding a student, respect completely the confidential nature of such data. Additionally, the College abides by the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended.
7. The Enrollment & Academic Advisor and Nursing faculty acquaint the students with the written policies for promotion, graduation, and dismissal, and abide by the written policies of the College. These policies, which are reviewed annually, are found in the current NIACC General Catalog and NIACC Student Handbook and the ADN Student Handbook.
8. Changes in program objectives are carefully planned, including planning for students already enrolled in the program. The students are informed of the planned changes before the changes become effective.
9. The student, who has completed the prescribed curriculum and has earned an overall grade point average of 2.0 ("C"), will receive the appropriate college degree. Program completion will factor into eligibility to write the licensure examination (NCLEX-RN) to become a registered nurse. In addition, criminal background reviews are required for all candidates and eligibility for licensure related to criminal convictions is determined solely by the Iowa Board of Nursing.
10. Students who plan to receive a degree or diploma, after the completion of coursework for spring or summer, must file an Application for Graduation form with the Registrar by March 1.
11. North Iowa Area Community College strives to provide an accessible environment for students, faculty, and staff. A student needing accommodations should register with NIACC Disability

Services and speak to Dr. Lisa Vance, Director of Disability Services/ADA Coordinator, in the Student Access Office, AB106. For additional information, contact us at 1-888-466-4222, ext. 4413 and ask for a brochure regarding Disability Services or to request a meeting with the Director of Disability Services. You may also contact Dr. Lisa Vance directly at 641-422-4296 or via mail Lisa.Vance@niacc.edu or the disabilities website. (www.niacc.edu/student-life/disability-services/)

If you have concerns regarding equal access to NIACC's services, programs and activities you may contact NIACC Disability Services or learn more about filing a grievance at the grievance procedures website.

<http://www.niacc.edu/student-life/disability-services/policies-procedures/grievance-procedure/>

A Disability Services Student Handbook can be found on our website at or can be provided in hard copy (or an alternate format), upon request, and lists contact information for NIACC's ADA Coordinator and ADA Compliance Officer, along with other helpful information.

(<https://www.niacc.edu/student-life/disability-services/disability-services-student-handbook/>)

For questions regarding issues like grade appeals, grievance policies, academic probation, nondiscrimination policies, and NIACC ADA Disability statement, refer to the NIACC Student Handbook.

Students are responsible to review the process for requesting accommodations for NCLEX-RN®. The process for requesting accommodations is available from the state boards of nursing.

Inclement Weather:

<http://www.niacc.edu/about/campus-safety/inclement-weather/>

The process for inclement weather will follow college guidelines, as stated in the individual course syllabus.

NIACCAAlerts is a free service that alerts you immediately when a decision is made to close campus or delay classes due to weather conditions. This is your best and most accurate means of communication. Sign up here: <http://www.niacc.edu/about/campus-safety/niaccalerts/>.

EMERGENCY PROCEDURES

Students are encouraged to routinely review emergency procedures and safety awareness information contained in the current NIACC Student Handbook, COVID-19 information, and Campus Emergency Procedures Handbook available on the NIACC website.

EMPLOYMENT OPPORTUNITIES

The graduate of the Associate Degree Nursing program is prepared to begin work in a staff nurse position under the direction of qualified nursing personnel.

The North Iowa Area Community College Division of Student Services includes a placement service which is available to assist the graduate to obtain employment.

PHYSICAL AND EMOTIONAL REQUIREMENTS

The admission information includes the Iowa Core Performance Standards. (See Appendix A., Iowa Core Performance Standards) These standards list required abilities compatible with effective program outcomes. The medical examination is to be completed and signed by a physician or physician extender. Physical and emotional stipulations required in the medical examination are as follows:

This student has been tentatively accepted into one of the following health programs at North Iowa Area Community College: Associate Degree Nursing, Practical Nursing, Physical Therapist Assistant, and Medical Assistant. While enrolled, this student will be required to achieve in a rigorous academic program; involved in stressful situations on a one-to-one basis; called upon to work with groups of people in stressful situations; required to communicate effectively; auditory ability to monitor and assess, or document health needs; required to have visual acuity to distinguish anatomical structures and distinguish minor variations in color; required to use tactile sensations to palpate anatomical structures and distinguish variations in skin temperature; engaged in activities which require above average manual dexterity; expected to lift, pull/push up to 75 pounds, required to be on his/her feet for a maximum of twelve consecutive hours at one time. Please review the student's history and complete this form. Please comment on all positive answers. This information is strictly for the use of the Health Division and will not be released without the student's consent.

Inability to comply with these stipulations will prohibit student participation in the clinical area until a release is received from the physician or physician extender.

Appendix A.

IOWA CORE PERFORMANCE STANDARDS

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

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

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

Reviewed 2018

Appendix B.
Change in Health Status Form

To: Primary Care Physician/Physician Extender

From: Dr. Dalila Sajadian, dean for the NIACC Health Science and STEM programs, including the Practical and Associate Degree Nursing Programs, Physical Therapist Assistant Program, and the Medical Assistant Program.

RE:

Name of Student

Program Enrolled In

Your patient has recently informed us of a change in health status. Since this is a change from the physical exam that was required upon admission to the program, we request that the student receive a release from you allowing the student to continue with the activities required for program completion. These activities include lab and clinical activities. Please note that the original physical states the following:

"...While enrolled, this student will be required to achieve in a rigorous academic program; involved in stressful situations on a one-to-one basis; called upon to work with groups of people in stressful situations; required to communicate effectively; required to have visual acuity to distinguish anatomical structures and distinguish minor variations in color; required to demonstrate auditory ability sufficient to monitor and assess health needs; required to use tactile sensations to palpate anatomical structures and distinguish variations in skin temperature; engaged in activities which require above average manual dexterity; expected to lift, pull/push up to 75 pounds; required to be on his/her feet for a maximum of twelve conservative hours at one time...."

Please complete the following release form.

I have examined _____ and advise the following:

_____ No restrictions

_____ Restrictions as follows:

The student is aware that restrictions may prevent program completion if the restrictions prevent performance of designated course competencies required for satisfactory program completion.

Physician/Physician Extender Signature

Date

Physician Name (Please print): _____

Physician Address: _____

Phone Number: _____

Appendix C.
Medication Administration Error Policy
NIACC Nursing Program

Students are expected to demonstrate safe medication administration practice. The following events are considered medication errors:

1. Wrong Medication

- Wrong Medication
 - Failure to Scan
 - Documented allergy to medication

2. Wrong Dose

- Wrong Dose (Resulting in overdose, under dosage, extra dose, or dose omission)
- Wrong Strength/Concentration
- Drug-Drug Interaction (Resulting in increase or decrease in the concentration of the medication).
- Drug-Food Interaction (Resulting in increase or decrease in the concentration of the medication).
- Expired Medication (Resulting in increase or decrease in the concentration of the medication).
- Wrong Rate of Administration
- Wrong Form

3. Wrong Client

- Failure to obtain two verbal client identifiers
- Failure to scan client's wristband

4. Wrong Route

- Wrong Route

5. Wrong Time

- The failure to administer an ordered dose to a client within the agency time limits. This excludes clients who refuse to take a medication or a decision not to administer.

6. Wrong Documentation

- Missing pre-assessment data (Example: B/P, lab values, etc.)
- Failure to document administration of the medication
- Failure to document patient's response to medications (positive or negative response and side effects)
- Lack of medication knowledge (verbal discussion) and/or incomplete medication information and written evaluation (medication information cards).

RESULT OF MEDICATION ERROR

- Level I:** An error occurred but the medication did not reach the client and would not have caused the client harm or increased the need for client monitoring.
An error occurred that reached the client, but did not cause client harm or increased the need for client monitoring.
- Level II:** An error occurred (or could have occurred if allowed to), that resulted (or could have resulted) in the need for increased client monitoring, but no client harm.
- Level III:** An error occurred (or could have occurred if allowed to), that resulted (or could have resulted) in the need for treatment or intervention and caused temporary client harm.
- Level IV:** An error occurred that resulted in initial or prolonged hospitalization and caused temporary client harm.
An error occurred that resulted in permanent client harm.
An error occurred that resulted in a near-death event (e.g. anaphylaxis, cardiac arrest).

CONSEQUENCES OF MEDICATION ERRORS

- Level I:** “Needs Improvement” recorded on progress sheet.
Two Level I errors = Level II
Remediation- Proper medication technique and process reviewed with the student.
- Level II:** “Unsatisfactory” recorded on progress sheet.
Student placed on performance plan.
Remediation- Student will be required to demonstrate proficiency in medication administration in simulation or lab prior to performing in clinical.
Two Level II errors = Level III
- Level III:** “Unsatisfactory” recorded on progress sheet.
Student placed on performance plan.
Remediation- Student will be required to demonstrate proficiency in medication administration in simulation or lab prior to performing in clinical.
Two Level III errors = Level IV
- Level IV:** Dismissal from nursing program

Appendix D. VIEWPOINT SCREENING (VPS) HEALTH PORTAL GUIDE

Version 2 - 05.09.23

VIEWPOINT VP SCREENING



**NORTH IOWA AREA
COMMUNITY COLLEGE
HEALTH STUDENTS**



**How to Order your
Health Portal**

1 GO TO the School's Landing Page on Viewpoint Screening's Website:
<https://www.viewpointscreening.com/niacc>

2 Click on "Start Your Order"

3 Choose Your Program

It will expand to show you available packages. Click on the option "Health Portal."

Start Your Order

Emergency Medical Services

Medical Assistant

Nursing - Associate Degree Nursing

Nursing - Nurse Aide

Nursing - Practical Nursing

Phlebotomy

Physical Therapist Assistant



4 Review Package.

Once you click on the link, you will be taken to a package summary screen. After you review your package and the disclaimer/refund policy, click the button to acknowledge and hit NEXT.

Start Your Order

Emergency Medical Services

Medical Assistant

Nursing - Associate Degree Nursing

Nursing - Nurse Aide

Nursing - Practical Nursing

Phlebotomy

Physical Therapist Assistant



5 Complete the APPLICANT INFORMATION and address sections as prompted.

Do not place multiple orders

PLEASE do not place multiple orders. Your school is being charged for your order and will receive duplicate charges for multiple orders. If you are unsure if your order went through or not, please contact Student Support to confirm:
studentsupport@viewpointscreening.com

Or use Instant Chat
Mon-Fri EST 9 am - 5pm at
viewpointscreening.com

Applicant Information	
First Name*	<input type="text"/>
Last Name*	<input type="text"/>
Middle Name:	<input type="text"/>
Date of Birth:	<input type="text"/> / <input type="text"/> / <input type="text"/> (mm/dd/yyyy)
E-Mail Address*	<p>IMPORTANT! Your email address will be your user name to log in. <u>If you have placed a previous order, it is recommended to use the same email address to request separate logins.</u> Separate logins will contain separate results / medical documents, and <u>cannot be combined.</u></p> <input type="text"/> Type E-mail address. <input type="text"/> Re-type E-mail address. <p>Please make sure you are entering your correct email address. You will be unable to log in or receive communications from Viewpoint Screening if your email address is not valid.</p>
Current Residential Address:	
Address*	<input type="text"/>
City*	<input type="text"/>
State or U.S. Territory*	<input type="text"/> <p>For an international address, select "International" and select the foreign Country name below.</p>
Country*	<input type="text"/> United States
Zip Code*	<input type="text"/> ZIP Code Lookup Tool Please Note: If you have an international address that does not require a Zip Code, please fill in "00000".
<input type="button" value="Back"/> <input type="button" value="Next"/>	

6 Log In to Your Account

Once your order is complete, you will be taken to a screen like the one shown to the right.

Your username will be the email you used to set up your account. Change password here, and it will log you in to the Viewpoint System.

7 Next Steps

HEALTH PORTAL: Follow instructions on the following pages to view your Health Portal requirements (to upload documents).

NEXT ➡

TO LOGIN

Go to
www.viewpointscreening.com
Right Hand Corner: **LOG IN**

Click here if you forget your username or password to request to have it emailed to you.

View your HEALTH PORTAL REQUIREMENTS

Now you are logged into your Viewpoint Screening Account.
This is your Dashboard. Click "Health Portal" to VIEW requirements.

HOW TO SEE REQUIREMENTS & UPLOAD DOCUMENTS

Health Portal

Acceptable File

File Size: The maximum file size that can be uploaded is 20 MB. If your PDF file is larger than 10 MB, please [click here](#) to compress the file. If you have a large number of images, please compress them before uploading.

File Types: Image files (jpg, jpeg, gif and png) may be uploaded or a PDF file may be uploaded. Any other file types cannot be uploaded.

This section has FAQ's and helpful information - please READ IT - it will help!

What to Upload

Overnight/In-person Documents

What Does "Secure In Progress" Mean?

CHES Form Requirement Description

DSHA / Bloodborne Pathogens Training Requirement Description

CHES Form Requirement Description

Due Date: 08/01/2020

Submit a copy of the signed CHES Form

This is "Form C" from the Workforce Development Board website: <https://wdb.wa.gov/links>

[Click here for the CHES form](#)

To VIEW YOUR GUIDELINES (what to do) for a particular requirement, click on that item's "Requirement Description."

Due Date: 08/01/2020

Upload CHES Form Document

Due Date: 08/01/2020

Upload DSHA / Bloodborne Pathogens Training Document

Guideline Description Box

From here, you can:

- View the guidelines for what to upload
- See important instructions
- View & download school forms
- Upload a file to correspond with this requirement

TIPS

- READ the full guideline to make sure you provide the right documentation.
- Viewpoint Screening does not create your requirements. The school communicates requirements to us. Our role is to verify documentation.
- Make sure your name is visible on the document (before and AFTER upload).

HOW TO UPLOAD A DOCUMENT

When you have the correct document available, you are ready to upload it to your Health Portal.

CHES Form Requirement Description

Due Date: 09/01/2022

Upload CHES Form Document

Submit a copy of the signed CHES Form

This is "Form C" from the Workforce Development Board website: <https://wdbow.org/clinical>

[Click here for the CHES form](#)

Select File Close

CLICK either of these places to upload a document

Once the document has been successfully uploaded, a new button will appear in the Row of the item with the DATE UPLOADED.

			date upload column	document status column	action date column
Hepatitis B Requirement Description	Click to view the document(s) you have uploaded	Upload New Hepatitis B Document	Document Uploaded On 04/07/22	Document Not Approved 04/08/22	Next Action Date
MMI Requirement Description	Click to view the document(s) you have uploaded	Upload New MMI Document	Document Uploaded On 02/17/22	Document Approved 02/17/22	Next Action Date 04/01/2030

Is my document approved or not approved?

Documents are reviewed in 24 hours, or in 1 business day if submitted on weekends. Once reviewed, every document is either APPROVED (and marked green), or NOT APPROVED (and marked red), with a date stamp of review.

Upload New Hepatitis B Document	Document Uploaded On 04/07/22	Document Not Approved 04/08/22	Next Action Date
Upload New MMI Document	Document Uploaded On 02/17/22	Document Approved 02/17/22	Next Action Date 04/01/2030

How can I see what I uploaded?

Click to view the document(s) you have uploaded

Always CHECK what you uploaded.

- ✓ Is it the right doc?
- ✓ Is my name visible?

If a document is NOT APPROVED, you will receive an email notifying you with the reason for the rejection. This information can also be located at the bottom of your Health Portal listings under "HEALTH PORTAL MESSAGES."

Hepatitis B Titer Requirement Description	Click to view the document(s) you have uploaded	Upload New Hepatitis B Titer Document	Document Uploaded On 04/07/22	Document Not Approved 04/08/22
---	---	---------------------------------------	-------------------------------	--------------------------------

Health Portal Messages	
04/20/2022	blah blahblah
04/08/2022	Hepatitis B - Please make sure to include your name on your document.
07/22/2021	You did not provide the correct document.
12/01/2020	CPR Certification - you have provided a non-BLS (Basic Life Support) certificate. Please submit a BLS certificate in order to gain approval.



You will receive a general reminder email once weekly until you have reached full compliance for all of your documents.

Support



Email us at: studentsupport@viewpointscreening.com



Instant Chat - bottom right hand corner at ViewpointScreening.com
Monday - Friday 9 am - 5pm EST.

Appendix E.
ASSOCIATE DEGREE NURSING CURRICULUM GRID
NORTH IOWA AREA COMMUNITY COLLEGE
TERM 2, NURSING I, ADN-100

5/24

Term 0 consists of general education course, Introduction to Psychology – prerequisite to Term 1		
Term 1 consists of general education courses, Microbiology and Composition I - prerequisite to Term 2		
Term 2		
Nursing Course	Nursing I, ADN-100 (8) [5-2-1]	
Corequisite:	Anatomy and Physiology I (4) Developmental Psychology (3)	
Nursing Process	Introduction to Nursing Process First steps of Nursing Process * emphasis on <u>Assessment</u> and <u>Nursing Diagnosis (Analysis)</u> System Assessment and Nursing Diagnosis	
Need Framework Emphasized	<u>Comfort</u> <u>Safety</u>	
Units (Exemplars)	Orientation to the Career of Nursing Foundations of Nursing Practice Legal, Ethical, and Professional Standards Communication Teaching and Learning Assessment Wellness Concepts Hygienic Needs Elimination Needs Needs Related to Personal and Environmental Safety Nutritional Needs Needs of the Gerontological Client Oxygenation Needs Needs of the Pediatric Client Administration of Pharmacologic Agents Needs of the Surgical Client Skin Integrity and Wound Care Comfort Needs - Pain and Sleep Cultural and Psychosocial Needs	
Life Span and Psychosocial Development	Introduction to Erikson and Maslow within The Conceptual Framework Comfort and Safety Needs Across the Life Span	
Caring Diversity	Caring Concepts Values Clarification Caring for care giver Cultural, ethnicity, social and spiritual	
Psychosocial Concepts/ Communication	Principles of Communication and Basic Communication Skills Utilize principles of communication <u>Emphasis</u> - Listening - Open inquiry - Reflecting content - Reflecting feeling	
Health Promotion/ Health Maintenance	Health Promotion/Illness Prevention	
Physiological Pharmacological Concepts	Fundamental principles Disinfectants Antiseptics	Antiemetics Cathartics Laxatives Anti-diarrheals

	Analgesics (opioid and non-opioid) Antipyretics Hypnotic/sedatives Oxygen	Anticholinergics Anti-tussives Vaccines
Term 2		
Nursing Course	Nursing I, ADN-100 (8) [5-2-1]	
Professionalism Ethical/Legal	Introduction to Legal and Ethical Aspects Bill of Rights Informed Consent Boundary Issues Confidentiality HIPAA Code of Ethics Accountability Documentation Civility Professional Standards	
QSEN Best Practice Standards Evidence-Based Practice	EBP introduced into Nursing Process QSEN – Introduced with Safety Emphasis	
Informatics	Intradisciplinary Communication Introduction to documentation and nursing Informatics	
Health Care Settings	Overview of Health Care Delivery Systems College Lab Long-Term Care facility Community - Well Older Adult Project Acute Care/Subacute Care	
Weekly Clinical Experience	7.5 hours average College Lab practice plus clinical 1-2 clients 105 hours total	
Simulation	Older Adult Assessment Pediatric Assessment	
HESI Standardized Exams	Health Assessment Fundamentals Points earned from initial score on exam but not awarded until HESI remediation complete.	

**NORTH IOWA AREA COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING
CURRICULUM GRID Term III- Nursing II, ADN-103**

Term 3	
Nursing Course	Nursing II, ADN-103 (10) [7-3]
Corequisite:	Anatomy and Physiology II (4) Nutrition (3)
Nursing Process	Begin care planning * emphasis on <u>Planning</u> <u>SimChart</u> : System Assessment, Nursing Diagnosis, and Outcomes
Need Framework Emphasized	<u>Health Promotion and Maintenance</u> <u>Mobility</u>

Units (Exemplars)	Prenatal/Labor and Delivery/Postpartum Blood Cell Disturbance Newborn Birth Trauma Congenital Mobility Cerebral Palsy Cognitive Impairment Failure to Thrive Cleft Lip and Palate Therapeutic Communication Analysis Diabetes Arterial Blood Pressure Gestational Hypertension Hypertension Peripheral Vascular Disease Pulmonary Embolism Aneurysms (PVD, PAD) Amputation Contraception Sexually Transmitted Infections/HIV (Human Immunodeficiency Virus)/AIDS Trauma/Fractures Intervertebral Disc Disorders Joint Malfunction Osteoporosis/Hip Fracture Total Joint Replacement Anti-Infectives Lower Respiratory Tract Infections Pneumonia, Bronchitis Tuberculosis, Pertussis Mandatory Reporting/Abuse IV Therapy Pharmacology Pulmonary Hypertension/ Pulmonary Embolism Obstructive Pulmonary Diseases Cystic Fibrosis, Asthma, COPD	
Life Span and Psychosocial Development	Self-Esteem and Mobility Needs across the Life Span and needs discussed in past semester	
Caring Diversity	Maturation of previous concepts Caring for client, family, significant others Cultural concepts	
Psychosocial Concepts/ Communication	Utilize communication skills in developing therapeutic relationships with clients <u>Emphasis</u> - Listening - Reflecting content and feeling - Communicating feeling - Open inquiry	
Health Promotion/ Health Maintenance	Health Promotion/Illness Prevention Restoration of Health	
Term 3		
Physiological Pharmacological Concepts	Labor and Delivery Medications Preterm Labor drugs Antepartum drugs Anti-inflammatory and Anti-rheumatoid drugs Oral Bisphosphonates Skeletal Relaxants and Antagonists	Hematopoietics Hormones (contraceptives) Regional anesthetics Coagulation Modifiers Antihypertensives Diuretic Therapy Vaccines (Tdap, Influenza, MMR, Hep. B)

	Anti-infectives/ Antibacterials/ Antivirals/ Antiretrovirals Insulin Oral/injectable anti- diabetic drugs	Betamethasone Postpartum and Newborn drugs Antiasthmatics Bronchodilators
Professionalism Ethical/Legal	Mandatory Reporting Ethical/Legal Issues	
QSEN Best Practice Standards Evidence-Based Practice	EBP explored within the nursing process QSEN – Patient-Centered Care Emphasis	
Informatics	Electronic Medical Record (EMR) Literature databases	
Health Care Settings	Acute Medical/Surgical Units Birth Center/Pediatric Unit Ambulatory Surgery with pediatric focus School Nursing	
Weekly Clinical Experience	12 hours weekly average Clinical 1-2 clients 135 hours total	
Simulation	Hyperglycemia and Hypoglycemia Labor and Delivery/Postpartum	
HESI Standardized Exams	Maternity Nursing Points earned from initial score on exam but not awarded until HESI remediation complete.	

**NORTH IOWA AREA COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING
CURRICULUM GRID TERM 4, NURSING III, ADN-603**

Term 4	
Nursing Course	Nursing III, ADN-603 (12) [7-5]
Corequisite:	Composition II (3)
Nursing Process	Increased depth of Nursing Process * emphasis on <u>Implementation</u> <u>SimChart</u> : System Assessment, Nursing Diagnosis, Outcomes, and Interventions
Need Framework Emphasized	<u>Interpersonal Interaction</u> <u>Oxygenation</u> <u>Nutrition I</u>

Units (Exemplars)	IV Therapy Blood Transfusion Alterations in Personal Coping, Self-concept, Self-esteem Therapeutic Communication and Relationship Suicidal and Non-suicidal Ideation Fluid and Electrolyte Imbalances Acid Base Imbalances Depression Disorders Personality Disorders Bipolar Disorder Neurodevelopmental Disorders Disruptive and Impulse Control Disorders in Childhood Schizophrenia Eating Disorders Coronary Artery Disease Congenital Defects of the Heart Heart Failure Substance Use Disorders Trauma and Stress Related Disorders Sexual Assault and Abuse Dissociative and Somatic Symptoms Disorders Angry and Aggressive Client Anxiety and Obsessive-Compulsive Disorders Grief and Loss Neurocognitive Disorders, Delirium, Dementia Chronic Airway Obstruction Airway Obstruction and Management Respiratory Distress Syndrome Burns Shock, SIRS, MODS Dysrhythmias Closed Chest Drainage Inflammatory and Valvular Heart Disease	
Life Span and Psychosocial Development	Interpersonal, Oxygenation, and Nutrition Needs Across the Life Span and needs discussed in past two semesters	
Caring Diversity	Client self care Clients/families Cultural concepts Therapeutic Relationships	
Psychosocial Concepts/ Communication	Communicates effectively with clients <u>Emphasis</u> - Listening - Open inquiry & closed inquiry - Reflective feeling and content - Communicating feeling - Self Disclosure - Exploring - Summarizing - Confrontation - Information giving	
<u>Term 4</u>		
Nursing Course	Nursing III, ADN-603 (12) [7-5]	
Health Promotion/ Health Maintenance	Health Promotion/Illness Prevention Restoration of Health Coping with Impaired Functions	
Physiological Pharmacological Concepts	Mood stabilizers Psychotropic drugs	Histamine-antihistamine Diuretics

	Cardiovascular drugs Antilipemic Agents Coagulation Modifiers Antianginals Antidysrhythmics Positive Inotropic Agents Hypertensive Agents Biologic Modifiers	Antibiotics Topical burn agents Minerals, vitamins Electrolytes/Fluids
Professionalism Ethical/Legal	Commitment Process Ethical/Legal Issues Advanced Directives	
QSEN Best Practice Standards Evidence-Based Practice	EBP implemented within the nursing process QSEN – Quality Improvement Emphasis	
Informatics	Expanded use of EMR and literature databases	
Health Care Settings	Acute Medical/Surgical Units Community Cardiac Rehabilitation Procedural Units Emergency Department Acute Mental Health Community Mental Health/Public Health Community Addiction Treatment Facility Community Psychiatric Treatment Program	
Weekly Clinical Experience	18 hours weekly average Clinical 2-4 clients 225 hours total	
Simulation	Chemical Detoxification Heart Failure/Circulation/ Oxygenation	
HESI Standardized Exams	Pharmacology Psychiatric/Mental Health Points earned from initial score on exam but not awarded until HESI remediation complete.	

**NORTH IOWA AREA COMMUNITY COLLEGE
 ASSOCIATE DEGREE NURSING
 CURRICULUM GRID TERM 5, NURSING IV, ADN-605**

<u>Term 5</u>	
Nursing Course	Nursing IV, ADN-604 (12) [7-5]
Corequisite:	Public Speaking (3)
Nursing Process	Increased depth of Nursing Process * emphasis on <u>Evaluation</u> * emphasis on total process during Management <u>SimChart</u> : System Assessment, Nursing Diagnosis, Outcomes, Interventions, and Evaluation
Need Framework Emphasized	<u>Nutrition II</u> <u>Elimination</u> <u>Sensation</u> <u>Management</u>
Units (Exemplars)	Sight Loss Hearing Loss Sensory Alterations Chronic Illness Chronic Neurological Problems

	Spinal Cord Injury Disturbances in Perception and Coordination Endocrine Disorders Impaired Hepatic Failure Disturbances in Gastric Secretions Disturbances in Intestinal Secretions Acquired Alterations of the Digestive System Eating Disorders—Obesity Obstructive Disorders Ostomy Evidence Based Practice-Research Nursing Care of the Client with Elimination Disorders Structural Alterations Renal Failure Male Reproductive Disorders Female Reproductive Disorders Hematological Neoplasms Breast Disorders Lead, Supervise, Manage, Advocacy Leadership, Delegation and Prioritization Conflict Management Legal Aspects in Nursing Ethical Concerns and Ethical decision making Health Delivery System Political Process and Health Care Motivation, Power and Change Professional Practice Educational Preparedness for Nursing/Career Disaster Nursing Reality Shock	
Life Span and Psychosocial Development	Nutrition, Elimination, and Sensation Needs Across the Life Span and needs discussed in past three semesters	
Caring Diversity	Stages of caring Advocacy Caring for members of health care team Cultural concepts	
Term 5		
Nursing Course	Nursing IV, ADN-604 (12) [7-5]	
Psychosocial Concepts/ Communication	Analyzes conflict situation and utilizes effective communication for conflict resolution Emphasis - Listening - Open and closed inquiry - Reflecting feeling and content - Communicating feeling - Exploring - Self-Disclosure - Summarizing -Information giving	
Health Promotion/ Health Maintenance	Health Promotion/Illness Prevention Restoration of Health Coping with Impaired Function	
Physiological Pharmacological Concepts	Antacids/Acid Controllers Pancreatic enzymes Exchange resins Urinary tract drugs Antineoplastics	Autonomic drugs Osmotic diuretics Corticosteroids Thyroid and Antithyroid Pituitary Agents

	Ophthalmic/Otic agents Immunosuppressants Anticonvulsants Antiparkinsonian Agents	Selected Hormonal Agents Hormone Replacement Therapy Bariatric Medications
Professionalism Ethical/Legal	Tissue and Organ Procurement Ethical Concepts/Decision Making Professional Licensure/Certification Ethical/Legal Issues Leadership/ Management Delegation Civility	
QSEN Best Practice Standards Evidence-Based Practice	EBP evaluated within the nursing process QSEN – Teamwork and Collaboration Emphasis	
Informatics	Continued use of EMR Relationship with Quality Health Care	
Health Care Settings	Acute Medical/Surgical Units Critical Access Hospital Critical Care Unit Skilled Care Preceptorship	
Weekly Clinical Experience	First 10 Weeks 15 hours weekly average 3-4 patients <u>Last 5 Weeks</u> 24 hours clinical (120 hours) 4-6 patients 225 hours total	
Simulation	GI Bleed Status change	
HESI Standardized Exams	Medical-Surgical Management/Community Health Exit 1 Exit 2	

