

NORTH IOWA AREA COMMUNITY COLLEGE

PRACTICAL NURSING PROGRAM

2022-2023

STUDENT HANDBOOK



Revised 2022

H:\PN\General\PN2016Handbook.doc

PRACTICAL NURSING PROGRAM

INDEX

<u>ITEM</u>	<u>PAGE</u>
General Information	3
PN Philosophy	3-4
Outcomes	4
Conceptual Model	5-6
Curriculum Grid	7-15
Physical Facilities	16
Student Achievement	
Theory Component	16-18
Clinical/College Lab Component	18-21
Preceptorship	21-22
Performance Plan	22
Personal Appearance and Conduct	
Uniform Code	23
Personal Conduct	24
Cell Phones	24
Testing	24
Disruptive Behavior	25
Provision of Client Care	25
Confidentiality	25
Technology	25-26
Transportation	26
Meals	26
Employment	26
Medical Care	26
College Policies	
Nondiscrimination Policy	26-27
Disability Services	27
Inclement Weather	27
Disclaimer Statement	27
Withdrawal/Re-Entry	28
Grievance/Appeals	28
Re-Admission	28-29
Statement of Principles of Good Ethical Statement	29-30
Graduation Requirements	30
Counseling Services	30-31
Student Learning Center (SLC)	31
Employment Opportunities	31
Commencement	31
Pinning	31
Progression	32
Scheduling of College Lab Activities	32

GENERAL INFORMATION

The Practical Nursing curriculum functions as part of the Career Division of North Iowa Area Community College.

The program may be completed in eleven months and is designed to prepare men and women to work in nursing situations which are relatively stable and unchanging. They are also prepared to assist experienced registered nurses and physicians in nursing situations that are complex and changing.

The graduate of the Practical Nursing program is eligible to write the National Council Licensure Examination for the Practical Nurse (NCLEX-PN®) administered by the National Council of State Boards of Nursing. After passing this examination, the graduate is then prepared to work in a beginning staff position under the supervision of qualified personnel.

The program consists of courses in nursing, communication skills, body structure, general psychology, human growth and development, and practical experience in hospitals, community health agencies and long term care nursing facilities.

PHILOSOPHY OF THE PRACTICAL NURSING PROGRAM

Nursing

We believe that nursing practice includes the preservation of health, the prevention of disease, and the provision of the therapeutic and/or supportive care during the disease and rehabilitative phases of illness. Health is defined beyond the absence of disease to include physical, mental, and social well-being. Health teaching is inclusive in each of these areas of nursing practice. Nursing is a process consisting of data gathering, assessing, planning, implementing, and evaluating. Imperative to the success of this process is the ability to interact and communicate effectively and accurately in both written and verbal format. Inherent in nursing is respect of clients' values, cultures, age-specific needs, and life styles. In addition, the nurse must act within ethical and legal parameters and consistently demonstrate caring, professional behavior.

We believe that nursing is an integral part of the health care team, provides an essential service to society, and should be available to all individuals without exception.

Students and Learning

We believe that education is the search for knowledge and is a lifelong process whereby attitudes, knowledge, and skills are acquired. Individuals learn through maturation, formal education, and through experiences of practical application in the clinical setting. Learning experiences are planned to progress from simple to complex. Evidence of learning is demonstrated through behavioral changes.

We believe that the learner has the right and responsibility to be an active participant in the learning process. The instructor assumes the role of educator, facilitator, resource person, and role model. Students enter the learning environment with individual differences and knowledge, possessing individual dignity, rights, and goals, and we believe that this individuality should be respected.

Practical Nursing Education

The Practical Nursing program is a vital program of North Iowa Area Community College, subscribes to the overall mission and goals of the college. The Practical Nursing program exists to provide quality health care workers to meet the increasing health needs of a global society across the life span. Special emphasis is placed upon the needs of the elderly and their long-term care needs. The program also provides the student the opportunity to explore basic foundations in general education courses and nursing courses needed for personal growth, responsible citizenship, and occupational competency.

We believe that practical nursing education is the process by which the student acquires the selected scientific knowledge, manual skills, and desirable attitude to promote individual and community well-being. The educational program is designed to encourage and assist students in acquiring the knowledge and skills necessary for their personal and professional development to understand and enrich their environment and contribute to their communities in a positive way. The program supports education and learning as a life-long process and provides the foundation for those graduates who wish to pursue advanced education in nursing.

The philosophy of the Practical Nursing program influences curriculum development. The desired result of the curriculum is to graduate individuals who can competently perform the distinct skills and behaviors expected of a practical nurse within the legal scope of nursing practice.

Practical Nursing

We believe that the Practical Nursing program graduate, as an integral part of the health care team, can give competent care, assist in the nursing process, is capable of assuming responsibility (with direction from the professional registered nurse and/or physician) for providing nursing care in nursing situations which are relatively free from complexity. In addition, the practical nurse is capable of assisting the professional nurse in providing care for clients whose needs are complex.

PROGRAM OUTCOMES FOR THE PRACTICAL NURSING PROGRAM

1. Utilize the nursing process to identify and implement interventions related to physical, psychosocial, teaching needs, and support systems of the client.
2. Evaluate the client's response to nursing interventions and effects of medications administered.
3. Assist the registered nursing in monitoring, observing, reporting, and recording reactions to therapy using appropriate terminology.
4. Utilize problem-solving in prioritizing, individualizing, and assisting the registered nurse in the revision of the care plan to meet changing physical, social, and cultural needs to improve quality of care.
5. Demonstrate effective interpersonal communication with clients, families, and co-workers including the delegation of activities of the unlicensed assistive personnel.
6. Demonstrate characteristics of professionalism and accountability within the legal and ethical framework of the practical nurse.

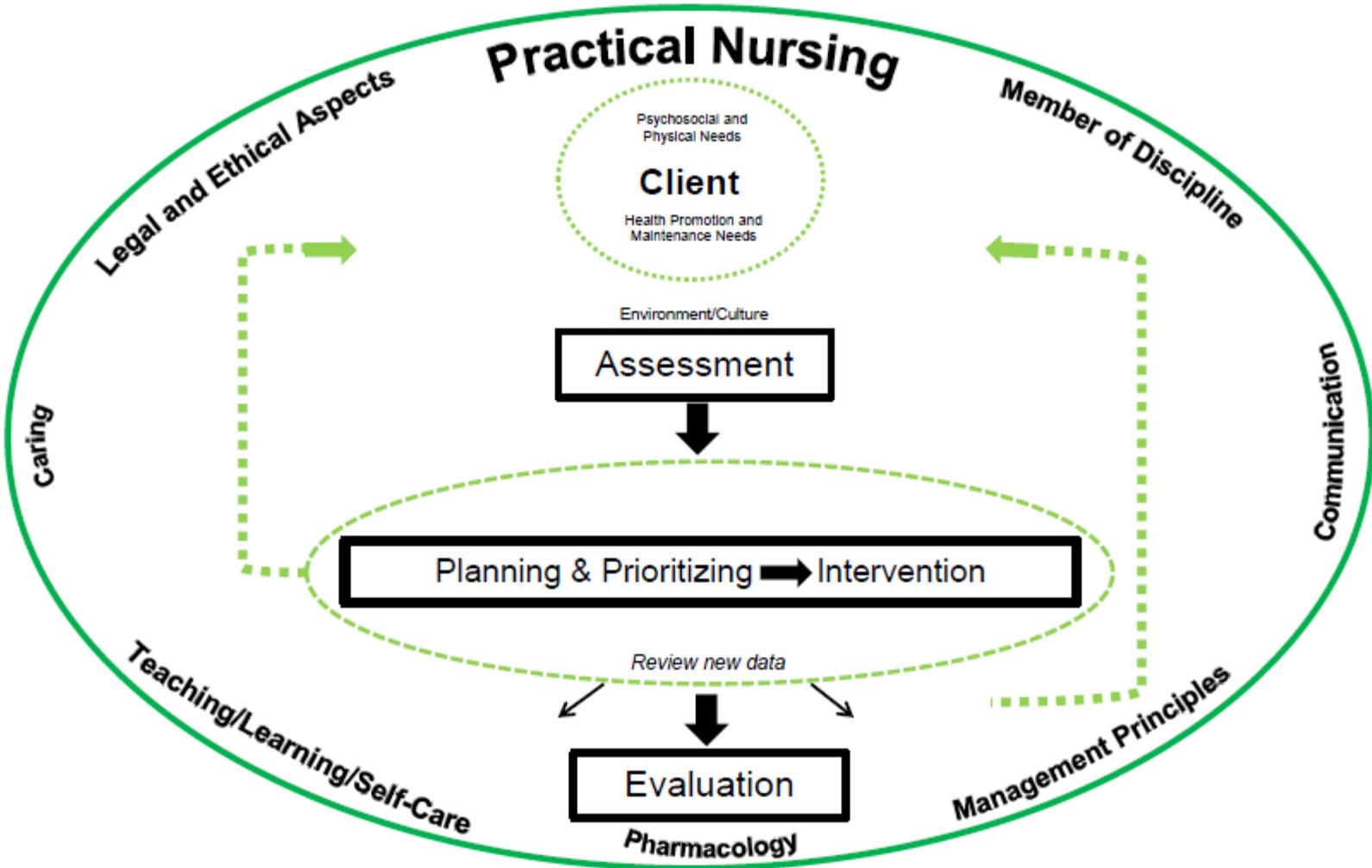
Conceptual Model and Curriculum Grid

The conceptual model illustrates the major concepts in the Practical Nursing curriculum. The client and the nursing process are at the center of the conceptual model. This nursing process is the framework for the program curriculum and objectives. The practical nurse participates in the nursing process by assisting the registered nurse with assessment, planning, intervention and evaluation of clients. The curriculum grid depicts the emphasis of each step of the nursing process throughout the program. The program begins with an emphasis on assessment of the client in Practical Nursing I. The student progresses into planning and intervention of client care in Practical Nursing II. In the final course, Practical Nursing III, the student adds participation in the evaluation phase of the nursing process.

Nursing practice centers around the clients and their individual needs. These needs include physiological, psychosocial, cultural, pharmacological, and health promotion/maintenance needs of the client. These concepts are introduced in the first nursing course and built upon throughout the program.

Additional concepts fundamental to the practice of nursing are also integrated in the curriculum. These concepts introduced in the first nursing course and examined at some depth at a designated point in the curriculum. These concepts include caring, communication, self-care, teaching/learning, legal, ethical, management principles, and concepts related to being a member of the discipline.

CONCEPTUAL MODEL



NORTH IOWA AREA COMMUNITY COLLEGE
 PRACTICAL NURSING
 CURRICULUM BLUEPRINT GRID

Semester	Term 1	Term 2	Term 3
Prerequisites:	CPR CNA	Body Structure and Function - HSC-150 (4) Composition I - ENG-105 (3) Practical Nursing I - PNN-603 (4)	Introduction to Psychology - PSY-111 (3) Practical Nursing II - PNN-604 (13) Corequisite: Developmental Psychology - PSY-121 (3)
Nursing Sequence	Practical Nursing I - PNN-603 (4)	Practical Nursing II - PNN-604 (13)	Practical Nursing III - PNN-607 (13)
Nursing Process	Introduction to Nursing Process	Beginning written care plans with emphasis on Assessment, Nursing Diagnosis, Planning	Increased depth of Nursing Process with emphasis on Implementation, evaluation, and the total nursing process during management
Safe, Effective Environment	Introduction to safety principles and infection control practices	Assesses Comfort and Safety Needs Assesses and plans cognitive, psychomotor, and affective skills to meet needs of client with Comfort, Safety, Self-Esteem, Mobility, Interpersonal, Oxygenation, and Nutritional needs	Assess, plan, implement, and evaluate clients with Nutrition, Elimination, Sensory Needs, and Physiological Balance
Caring	Introduction to care Values clarification	Continue development of caring concepts, caring for the client, family and significant others	Client self-care Client/families
Life Span and Psychosocial Development/ Cultural Awareness	Introduction to Erikson and Maslow Identify principles of cultural/spiritual nursing	Continue enhancement of Erikson and Maslow within the conceptual framework Comfort, Safety, Self-Esteem, and Mobility, Interpersonal, Oxygenation, and Nutrition Needs Across the Life Span	Nutrition, Elimination, and Sensation Needs across the life span
Health Promotion and Maintenance	Introduction to Health Promotion/ Illness Prevention Restoration of Health	Health Promotion/Illness Prevention, Restoration of Health, Coping with impaired functions.	Health Promotion/Illness Prevention Restoration of Health Coping with Impaired functions Self-care teaching

Semester	Term 1	Term 2	Term 3
Teaching/Learning Self-Care	Introduction to teaching and learning principles used in client education to promote self-care	Teaching needs of clients and families	Evaluation of the client response to teaching. Utilize principles of self-care and rehabilitation when providing care
Communication	Principles of Communication and Basic Communication Skills <u>Emphasis</u> : Therapeutic - Listening - Open inquiry - Reflecting feeling - Reflecting content	Utilize principles of communication and communicates effectively with clients <u>Emphasis</u> - Listening - Open and Closed inquiry - Reflecting content - Reflecting feeling - Information giving	Analyzes conflict situations and utilizes effective communication for conflict resolution <u>Emphasis</u> - Open and closed inquiry - Reflecting feeling and content - Confrontation Identify Defense Mechanism <u>Emphasis</u> - Displacement - Denial - Projection - Rationalization - Repression

Semester	Term 1	Term 2	Term 3
Pharmacological Concepts	Basic Principles Antipyretics Laxatives Anti-diarrheals Disinfectants Antiseptics	Basic principles Analgesics (opioid and non-opioid) Hypnotic/sedatives Oxygen Antiemetics Oxytocin Anti-tussives Minerals, Vitamins Skeletal relaxants and Antagonists Anti-infectives/ Antibiotics Hormones (contraceptives and replacement) Epidural/Intraspinal Coagulation Modifiers Antiasthmatics Bronchodialators Selected Hormonal Agents Autonomic drugs Anticonvulsants Ophthalmic/Otic Agents Antineoplastics Antacids/Acid Controllers Pancreatic enzymes	Anti-inflammatory and Anti-Rheumatoid Drugs Insulin Oral anti-diabetics Antihypertensives Anticholinergics Psychotropic drugs Cardiovascular drugs Antilipemic Agents Antianginals Antidysrhythmics Histamine-antihistamine Diuretics Topical burn agents Immunizing drugs Electrolytes/Fluids Thyroid and Antithyroid Pituitary Agents Corticosteroids Antiparkinsonian Agents Immunosuppressants Urinary tract drugs
Ethical and Legal Concerns	Introduction to Legal and Ethical Aspects Confidentiality HIPAA Code of Ethics Bill of Rights Informed Consent Boundary Issues Accountability Identify the nursing student role and scope of practice for the LPN in the Iowa Nurse Practice Act	Ethical/Legal Issues Advanced Directive Documentation Mandatory Reporting	Ethical Concepts/Decision Making Tissue and Organ Procurement Professional Licensure/Certification Delegation Ethical/Legal Issues
Member of the Discipline/Management Skills	Introduction of Roles Identify Professional Behavior Provider of Care Manager of Care Member of the Discipline	Provider of Care Manager of Care Member of the Discipline	Provider of Care Manager of Care Member of the Discipline Delegation

Health Care Settings	Overview of Health Care Delivery Systems College Lab Simulation – head to toe simulation	College Lab Long-Term Care Facility Rural Hospital (Med/Surg) Medical Clinic Obstetric Clinic Skilled Medical Unit Acute Medical Unit Simulation – obstetric	Acute Mental Health Acute Medical/Surgical Units Preceptorships Long-Term Care Facility Rural Hospital (Med/Surg) Simulation
Weekly Clinical Experience	5 hours College Lab	3 hours first 10 weeks College Lab practice Clinical 14 weeks - 12 hours 1 client	16 hours Clinical first 10 weeks 1-2 clients Final 4 weeks 120 hour Preceptorship in Long-Term Care Facility

Semester	Term 1	Term 1 Cont.	Term 2	Term 2 Cont.	Term 2 Cont.
Physical and Psychosocial needs across the life span	<u>Nursing Foundations</u> Evaluation of Nursing Theorists History of Nursing Objectives of Nursing Skills Professionalism <u>Nurse-Client Relationship</u> Cultural sensitivity Verbal and nonverbal communication Therapeutic and non-therapeutic communication Learning Styles Techniques of effective teaching <u>Health and Illness</u> Values of health Stress Adaptation Health Promotion	<u>Nutrition</u> Culture and Eating habits Nutritional needs Basic food groups Nutritional assessment Promoting weight gain or loss <u>Fluid and Electrolyte Balance</u> Assessing Fluid Balance Fluid retention Dehydration Intake and Output <u>Elimination Management</u> Bowel Management/Incontinence Care/Irrigation Alterations in bowel	<u>Total Client Care</u> Health Care Delivery system Medicare/Medicaid Holistic Care Clients rights <u>Nursing Process</u> Focus on Assessment Nursing Diagnosis Planning/Goals Interventions Evaluation <u>Documentation/Admission/Transferring/Discharge</u> Methods of charting Using Abbreviations Written forms of Communication AMA Trends in health care	<u>Past, Present, Future of Maternity & Pediatric Nursing</u> Karl Crede Soranus 19 th Century Discoveries Government & International Influences Morbidity Mortality Statistics Culture Genomics <u>Female & Male Reproductive System</u> Anatomy <u>Women's Health Care</u> Gynecological assessment Breast conditions	<u>Nursing Care of Mother & Infant during Labor & Birth</u> Cultural influences Settings Components of birth process Signs of labor Mechanisms of labor Admission procedures False labor Evaluation fetal heart rate Physiological changes in labor Stages and phases of labor Vaginal birth Cesarean section Care of newborn Pain management <u>Nursing Care of</u>

<p>Health Care Team</p> <p><u>Nursing Process</u> Introduction to Assessing, Diagnosing Planning, Implementing Evaluating</p> <p><u>Medical Surgical</u> <u>Asepsis and Infection</u> <u>Control</u> Terminology Natural body defenses Infectious process cycle Description of Asepsis Latex allergies</p> <p><u>Activity and Exercise</u> <u>Management</u> Body Mechanics Positioning Transferring/Ambulation Immobility management Exercise Promotion/ROM Antiembolism stockings Prevention of Complications</p> <p><u>Physical Comfort</u> <u>Promotion</u> Environmental Management: Comfort Heat/Cold Application Sleep Disorders/ Enhancement Safety: fall prevention Oxygen safety Fire Safety</p> <p><u>Self-Care Facilitation</u> Bathing and Dressing</p>	<p>elimination Urinary Elimination Management Catheterization/Incontinence Care/ Retention Care Self-Care Assistance: Toileting Ostomy care</p> <p><u>Legal/Ethical Aspects</u> Ethical principles Confidentiality Informed consent Code of Ethics Code for Nurses Ethical Issues Liability Insurance</p>	<p>delivery</p> <p><u>Infectious</u> <u>Disease/Infection</u> <u>Control</u> Course of disease Inflammation/Infection Immunity Chemotherapeutic agents Methods of disinfection and sterilization Principles of medical and surgical asepsis Nosocomial infections Prevention and control</p> <p><u>Tissue Healing</u> Types of wounds Pressure ulcer prevention Skin care: Dressings, topical treatments Bandages/Binders Use of heat and Cold</p> <p><u>Assessment</u> Physical assessment Purpose Techniques Signs and symptoms of disease</p> <p><u>Death/Dying</u> Living Will Advanced Directives Grief and bereavement Stages of dying process Care of the dying client Organ donation End of life concepts</p>	<p>Menstrual disorders Pelvic infections STI's Contraception Infertility Menopause</p> <p><u>Conception and Normal</u> <u>Fetal Development</u> Cell division Gametogenesis Fertilization Sex determination Cell differentiation Placenta Fetal circulation Multifetal pregnancy</p> <p><u>Prenatal Care and</u> <u>Adaptations to</u> <u>Pregnancy</u> Phases of pregnancy Prenatal visits Obstetric history/TPALM Prenatal laboratory tests Diagnosis of pregnancy, presumptive, probable, positive Physiological changes in pregnancy Nutrition requirements Adolescent pregnancy considerations Psychosocial adaptation to pregnancy Cultural considerations Prenatal education</p> <p><u>Complications During</u></p>	<p><u>Women with</u> <u>Complications During</u> <u>Birth & Labor</u> Obstetric procedures Induction Forceps Vacuum extraction Abnormal labor Problems with fetus Problems with pelvis Problems with psyche Emergencies</p> <p><u>Family After Birth</u> Cultural influences on postpartum care Postpartum physical changes Emotional care Physical care Care of the newborn Bonding and attachment Breastfeeding Formula feeding</p> <p><u>Nursing Care of</u> <u>Women with</u> <u>Complication After Birth</u> Shock Hemorrhage Anemia Uterine Atony Lacerations Hematoma Infection Mastitis Mood d/o</p> <p><u>Gavage</u> Nourishment Technique</p>
--	---	---	--	---

	<p>Ear and Eye Care Foot Care Hair and Nail Care Oral Health Perineal Care Self-Care Assistance</p> <p><u>Vital Signs</u> Normal ranges for vital signs Assessment Sites T-P-R-BP</p>		<p><u>Cardiopulmonary Functioning</u> Maintaining Airway warm and cool mist Suctioning Oxygen therapy COPD Blood gases Acid-Base Balance Hypoxia Hypoxemia Circulatory system transportation of oxygen, carbon dioxide, nutrients, waste</p>	<p><u>Pregnancy</u> Fetal health diagnostic tests Pregnancy-related complications Bleeding disorders of early pregnancy Bleeding disorders of late pregnancy Hypertension during pregnancy Gestational Diabetes Mellitus</p>	<p><u>IV Therapy/Blood Transfusions</u> Assess fluid balance Document intake and output Maintain IV infusion Detect complications Calculation of IV flow rates Shock Blood transfusion reactions Embolism Diagnostic lab values</p>
--	---	--	---	--	--

Semester	Term 2 Cont.	Term 2 Cont.	Term 2 Cont.	Term 2 Cont.	
Physical and Psychosocial needs across the life span	<p><u>Surgical/Tracheostomy Care</u> Preoperative Coordination Surgical Preparation Teaching</p> <p>Preoperative/Postoperative Post-Anesthesia care Tracheostomy care</p> <p><u>Elimination Management</u> Urinary Elimination Management Catheterization/Incontinence care/Retention care Self-care assistance: Self catheterization</p> <p><u>Pharmacology</u> Dosage calculations Systems of measurement Basic principles? Absorption, distribution, metabolism, excretion, half life Seven rights of medication administration Drugs classification</p> <p><u>Term Newborn</u> Assessment and care of newborn</p> <p><u>Preterm and Post term</u></p>	<p><u>Newborn with Perinatal Injury or Congenital Malformation</u> Hydrocephalus Spina Bifida Cleft lip Cleft palate Hip dysplasia Metabolic defects Chromosomal abnormalities Erythroblastosis fetalis Macrosomia</p> <p><u>Child with Communicable Disease</u> Rubella Chicken pox Mumps Immunizations Isolation techniques</p> <p><u>Infant</u> Physical, emotional, cognitive growth Illness prevention Safety</p> <p><u>Child with Gastrointestinal Condition</u> Pyloric Stenosis Gastroenteritis Celiac syndrome Megacolon Diarrhea</p> <p><u>Child with Genitourinary Condition</u> Glomerulonephritis Nephrotic syndrome</p>	<p><u>The Preschool Child</u> General characteristics/guidance Preschool Daily care Play in health and illness</p> <p><u>The School Aged Child</u> General characteristics/development Health maintenance</p> <p><u>The Child with Respiratory and Cardiovascular Disorders</u> Nasopharyngitis SIDS Respiratory systems Respiratory disorders Cardiac disorders</p> <p><u>The Child with Conditions of the Blood and Lymphatic System</u> Anemias Blood disorders Nursing Care and Cancer</p> <p><u>The Adolescent</u> General characteristics and development Health education and personal care Adolescent pregnancy and sexual responsibility Infectious disease and the hospitalized</p>	<p><u>Nutrition Support</u> Digestion and absorption Enteral tube feeding Food pyramid Gavage Swallowing therapy Vitamins and minerals Nutrition therapy/management/ Counseling/monitoring Nutrition across lifespan Cultural and therapeutic diets Government regulation Food toxins Food safety Fats Carbs Proteins Water balance</p>	

	<p><u>Newborn</u> Physical characteristics RDS Hypoglycemia NEC Jaundice</p> <p><u>Growing Child & Family</u> Growth & development Growth standards Developmental screening Family Cognitive development Cultural influences Developmental theorists Nutrition Health promotion Play</p> <p><u>Healthcare Adaptations for Child & Family</u> Delivery systems Separation anxiety Pain Cultural responses Parent's reaction Admission Care Plan Confidentiality Assessment Discharge planning</p>	<p>UTI Wilms tumor Enuresis Encopresis</p> <p><u>The Child with a Neurological Condition</u> Cerebral Palsy CNS/Nervous system disorders</p> <p><u>The Child with a Musculoskeletal Disorder</u> Musculoskeletal system Immobilization</p> <p><u>The Toddler</u> General characteristics/guidance Psychosocial needs Toileting Accident Prevention</p>	<p><u>The Child with a Skin Condition</u> Skin Disorders</p> <p><u>The Child with a Metabolic Condition</u> Endocrine system Educational needs</p> <p><u>The Child with an Emotional or Behavioral Condition</u> Emotional disorders Behavioral disorders Eating disorders</p>		
--	--	--	--	--	--

Semester	Term 3	Term 3 Cont.	Term 3 Cont.	Term 3 Cont.	
----------	--------	--------------	--------------	--------------	--

<p>Physical and Psychosocial needs across the life span</p>	<p><u>Endocrine System</u> Management of Thyroid Disorders Treatment of Hypoglycemia and Hyperglycemia Management of Diabetes Hormone therapy Pituitary disorders Adrenal disorders Parathyroid disorders</p> <p><u>Fluid/Electrolyte</u> Distribution of Water Fluid Imbalances Hyper/Hponatremia Hyper/Hypokalemia Hyper/Hypocalcemia</p> <p><u>Urinary System</u> Function of Kidney Diuretics Lab testing Inflammatory D/O Obstruction D/O Hydronephrosis Acute renal failure Chronic Renal failure Bladder Tumors Renal Dialysis Kidney Transplant</p> <p><u>Reproductive System</u> Diagnostic tests and procedures Reproductive disorder management Male & Female</p> <p><u>Nutrition/Bowel Elimination</u> Total Parental Nutrition Peripheral Parental Nutrition Ostomy care Eating Disorder Management Peptic ulcer Gastric Esophageal reflux disease Irritable Bowel Syndromes Crohn's</p>	<p><u>Cancer</u> Overview Causes Prevention Diagnostics Nursing care</p> <p><u>Pain</u> Nature of pain Assessment of pain Management of pain</p> <p><u>Mobility and Immobility</u> Positioning Body Mechanics Arthritis Fractures Amputation care Assessment of Pain Pharmacological intervention for pain</p> <p><u>Emergency Care</u> Types of trauma General principle Nursing assessment Specific emergencies</p> <p><u>Problems Affecting Respiration</u> Structure & function Nurses responsibility for therapy Diseases of the respiratory system</p> <p><u>Nose/Sinus/Throat</u> Disorders of Nose, sinus, throat Nursing care Diagnostic tests</p>	<p><u>Psychological Aspects</u> Maslow's Hierarchy Freud Erickson Anxiety Defense mechanisms Schizophrenia Organic Brain Syndrome Bipolar Depression Dementia/Alzheimer's Electroconvulsive Therapy Therapeutic Communication Behavioral Interventions Stress Management Personality disorder Psychopharmacology</p> <p><u>Cardiac System</u> Cardiac Care Management of Hypertension Treatment of Peripheral Vascular Disease Myocardial Infarction Congestive Heart Failure Angina Dysrhythmias Infections D/O Occlusive D/O Valvular disorder Inflammatory disorder</p> <p><u>Gerontological Nursing</u> <u>Life Span Care</u> Terminology Family Involvement Promotion Physiology of Aging Delirium Management Dementia Management Health Care options Terminal Illness Nursing the elderly</p> <p><u>Chronic and Terminal Illness</u> Death & Dying Nursing care of the dying Nursing interventions Organ needs Chronic illness</p>	<p><u>Rehabilitation</u> Nursing rehabilitation team Criteria for reimbursement Nursing approaches Tools and procedures</p> <p><u>Neurologic/Vision/Hearing</u> Disorders of the nervous system Head injuries Cerebrovascular accident Glaucoma Macular Degeneration Meniere's Ear instillation Neurological Monitoring Seizure management Sensory perceptual Alteration</p> <p><u>Skin/Wound Management</u> Incision Site Care Disorders of the skin Management of skin conditions Skin Care: Topical Treatments Skin Surveillance Wound Care/Irrigation/Closed Drainage Burn Care <u>Immune System</u> Types of Immunity Immune Response Management of AIDS Allergy</p> <p><u>Hematological</u> Blood disorders Transfusions Oxygen Anemia Leukemia Myeloma</p> <p><u>Management</u> Conflict Mediation Delegation Health Care Policy Monitoring Incident Reporting Multidisciplinary Care Leadership Quality Management Shift Report Staff Supervision Human Relations Ethical considerations Job seeking competencies</p>
---	---	--	---	---

PHYSICAL FACILITIES

The Practical Nursing program is located on the NIACC campus. There are a variety of cooperating agencies utilized for clinical experience. These include hospitals, community health care agencies and long-term care nursing facilities.

STUDENT ACHIEVEMENT

Student promotion will be based on achievement in theory and clinical practice. Consideration will also be made for attitude and professional conduct.

A. Theory Component

1. The student must achieve a grade point average of 2.0 ("C") in each nursing course in order to progress through the Practical Nursing program curriculum and maintain a minimum 2.0 NIACC GPA throughout the program to be eligible to graduate. At the time of the College midterm of fall and spring semesters, a grade of 74 percent is required to progress in the program and must be maintained throughout the remainder of the semester. Failure to maintain the 74 percent will result in the inability to continue to attend the clinical portion of the course and no test taken in the classroom. Students must have a 77 percent cumulative grade average to advance throughout the program and begin the preceptorship experience. Grading scales will be defined in each individual course syllabus. The student may re-enter the program one time only.
2. Licensed Practical Nurses who meet the specified requirements are eligible to enter the Associate Degree Nursing program on a space available basis. See the NIACC Catalog for requirements.
http://catalog.niacc.edu/preview_program.php?catoid=5&poid=645
3. If the student's academic or clinical performance is a concern, PN faculty will 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 regarding test results or clinical progress during the week in which the situation occurs.
4. Students must pass a dosage calculation test fall semester at 85 percent before administering medications in the clinical setting. The student will receive the points for the first dosage calculation test as the academic grade for this test. Students will be allowed an additional two attempts to achieve an 85 percent. However, no points will be awarded for retakes. Students must pass the dosage calculation test by the third attempt to perform administration of medications and meet the clinical objectives for Practical Nursing II, PNN-604. Failure to pass the dosage calculation test with an 85 percent on the third attempt will result in unsuccessful college lab performance and inability to continue in the program. Students must satisfactorily complete all college lab competencies to continue in Practical Nursing II and advanced to Practical Nursing III, PNN-607.

5. **Attendance**

- a. Attendance and timeliness are required for success and is monitored. If you arrive late or leave early you will be marked as tardy. Classroom attendance and tardiness will be recorded on students' final evaluation which is made available to future employers.
- b. You are expected to inform instructors of absences prior to class. Telephone instructors' offices to inform of absence or leave a message on voice mail. Do not call the NIACC switchboard.
- c. Obtaining assignments and lecture notes for the time of the absence is the responsibility of the student.
- d. Personal business (i.e., doctor or dental appointments, etc.) is to be taken care of during non-school hours. Inform the office when you are available.
- e. Only students currently enrolled in the course will be present in the classroom, conferences, and clinical activities. Children under 18 years of age are not permitted to attend class, conferences, or clinical.

6. **Assignments**

- a. Assignments are to be submitted by the announced due date and time.
- b. If an assignment is not submitted by assigned due date and time, full credit will not be given.
- c. If absent when an assignment is due, the assignment is to be submitted immediately upon return to class or clinical, whichever occurs first, without reminder by the instructor.
- d. If absent it is your responsibility to check with the instructor regarding assignments made during your absences and obtain classroom handouts from a classmate.
- e. An "Incomplete" grade for the semester will be assigned to students for any required assignments not turned in until they are submitted. An "Incomplete" will also be given to students who have not returned materials loaned to them during the course

7. **Communication**

- a. Faculty utilizes email and Canvas mail for communication with students outside of class. Students are expected to log in to Canvas daily for announcements and instructor emails.
- b. If you email an instructor during office hours, your email will be responded to on the same day. If you email your instructor after hours, your email will be responded to the next business day.

8. **Evaluation Procedure**

- a. The theory grade is based on the total points from unannounced quizzes, midterms, final examinations, unit tests, care plans and other scored assignments.
- b. Evaluation of the grade point is ongoing. Students will have access to a computerized gradebook (Canvas) to review their ongoing grade throughout the semester. Access instructions will be provided in class.
- c. You are encouraged to see your instructor at any time regarding your grades. Usage of the Student Learning Center is encouraged.

9. **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 instructor will take the test to the SLC and notify the student of the date and time to complete the test by. Students will be allowed to take a maximum of two make-up tests in the SLC in the fall semester and one make-up test for the spring 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. When exceeding the allowed number of tests in the SLC, no points will be given for the missed test. A photo ID is required to take a test in the SLC.
- c. No grades will be given over the phone.
- d. Unannounced quizzes may be given at the start of class and only those in attendance may take them. No make-up quizzes are offered.
- e. Once a test has been submitted to the instructor, a student will not be allowed to make additions or corrections to the test.
- f. No extra credit is given.
- g. Cheating on a paper, test, quiz, etc., will result in a "0" for that assignment and will be reported to the Dean of Student Development.
- h. Refer to the syllabi for the test review policy.

B. **Clinical/College Lab Component**

Policies to serve as a guide to you during your education process were developed to expedite your adjustment to your career as a practical nurse, to simulate as nearly as possible the policies imperative in the health field, and to establish desirable work habits, reliability, responsibility and maturity necessary for health field personnel. Clinical experience is the practical application of classroom theory and is applied at the cooperating agencies in this area. Clinical experience provides hands-on experience needed in this profession. Repetition of skills brings confidence to the student.

1. **College Lab**

- a. Passing a competency in college lab is a minimum requirement.
- b. The Fundamental Nursing Skills and Concepts textbook will identify the areas that will be evaluated and sufficient practice time will be provided prior to return demonstrations.
- c. During return demonstrations, if the student fails to meet the identified standards, the student will be given an opportunity to "retest" within a designated time frame by the instructor.
- d. To satisfactorily pass a competency, 100 percent accuracy is expected. Criteria for evaluation is defined in the Fundamental Nursing Skills and Concepts textbook and provided rubrics. The student will be allowed three attempts to test out. If unable to pass out of the skill after three attempts, the student may be dismissed from the program.
- e. A satisfactory grade must be obtained for each skill before college lab sessions are completed.

- f. The student is encouraged to make an appointment with the instructor for additional help if needed before “retesting”.
- g. Once a competency has been passed, the student will be held responsible for continued application and correct procedure throughout the program.
- h. If incorrect application and/or procedure is observed in the clinical area, the competency must be rechecked in the nursing laboratory. After further assistance, if the student continues to demonstrate inability to perform required competencies, dismissal from the program will be recommended.

2. **Clinical Component**

- a. Faculty-to-student clinical ratios will remain at 1:8 for direct patient care. If clinical groups exceed 8, students will be rotated off the unit to observational experiences involving supervision by agency staff.
- b. Criminal background and dependent abuse checks will be conducted during Practical Nursing I (PNN-603). Eligibility to clinical sites in Practical Nursing II (PNN-604) is based on outcomes from these checks. The student should be aware of his/her responsibility to report any changes regarding these checks throughout the program.
- c. A clinical instructor from the Practical Nursing program will be in each assigned area with the students. The only exception to this may be when a student is assigned a selected observational experience, preceptorship, and/or occasional maternity or surgical "follow through" observational experience.
- d. All student clinical experience will be selected by the instructor.
- e. The student shall report to the client’s designated nurse before initiating client cares and before leaving the clinical area.
- f. The student may not leave the assigned facility during any breaks or lunch.
- g. A student who is ill and unable to attend clinical practice shall notify the clinical area at least one-half hour prior to the scheduled start time.
- h. Prolonged and/or potentially contagious illnesses, injuries and/or pregnancies will require written permission from a physician to return to clinical without restrictions.
- i. The student must function at a satisfactory level in the clinical setting. Consistent unsatisfactory rating in the clinical area or at the time of completion of the clinical rotation will result in an “F” for a nursing course regardless of the theory grade earned.
- j. Clinical performance is graded on a Satisfactory/Unsatisfactory basis. In order to obtain a “Satisfactory” rating in the clinical portion of the course, the student must be consistent in meeting criteria stated in the Criteria for Evaluation of Student Clinical Performance (progress worksheet). Competencies are explicitly described in the Skills Textbook, and students are expected to perform the competencies as written in the skills textbook. Faculty are not procedurally rigid and will allow for individual flexibility as long as principles of safety are not jeopardized.
- k. Written evaluations on the progress worksheet are provided to the student on a weekly basis and a formal summative verbal and written evaluation is provided at the end of the semester during scheduled student-faculty conferences.
- l. Faculty will inform students whose clinical practice does not meet written objectives. This may result in the student being placed on a performance

- plan or unable to continue in the program.
- m. Additional information and examples of unacceptable/unsafe behaviors are found in the section related to performance plan.
 - n. **Observational Experiences** - Students may be able to attend observational experiences arranged by their clinical instructor to observe and/or assist in meeting client care needs in a variety of nursing settings. These experiences will vary depending upon agency policies and availability. **Every student may NOT be able to attend an observational experience. The opportunity to participate in an observational experience is at the discretion of the clinical instructor.** Students must be in good clinical standing to attend the observational experiences. These may include, but are not limited to: a performance plan for attendance concerns, safe practice concerns, and documentation concerns.
 - o. The faculty retains the authority to dismiss 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 involved and the Health Division Chairperson on whether to allow continued attendance in the clinical area on a performance plan or to dismiss the student from the clinical area on a permanent basis. Permanent dismissal from the clinical area may result in the student receiving an unsatisfactory clinical rating and thus receiving an "F" for the course.
 - p. Students should refer to the orientation handouts for physical examination, immunizations, CPR certification, and agency in-services (Healthstream) requirements. Students will not be allowed to participate in the clinical component of the program until all of these completed documents and assignments are submitted to the health division. The faculty reserves the right to require a medical examination or drug screen 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 perform satisfactorily. 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. If the health status of the student changes while enrolled in the PN program (ie, pregnancy, back injury) the student must submit a physician release form supplied by NIACC to be eligible to return to clinical. The student must be in compliance with the entrance requirements as stated on the NIACC physical and mental exam form.
 - q. The faculty reserves the right to dismiss any student whose health, grades, attitude, positive drug screen, or behavior demonstrates an inability to provide safe patient care.
 - r. Students should be aware they may need to travel a distance for clinical experience and that some clinical experiences will be scheduled during evening/night hours and weekends. Drug testing may be required by individual agencies. Criminal background checks and adult/dependent abuse checks will be required for all incoming students. Results of the background and abuse checks will be reviewed to determine eligibility for clinical enrollment in the program. Costs for requirements will be the responsibility of

the student.

s. **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:

- 1) Breach of confidentiality.
- 2) Providing care without instructor permission and beyond the scope of practice.
- 3) Leaving side rails down.
- 4) Failure to position the call light within client's reach.
- 5) Being under the influence of drugs or alcohol.
- 6) Demonstrating emotional instability.
- 7) Physical or verbal abuse of a client.
- 8) Indications of client psychological discomfort.
- 9) Unsafe medication administration. Consult the medication error guidelines according to the Practical Nursing policies.
- 10) Results of criminal background checks that are in violation of employment standards.

t. Due to concerns for client safety and the importance of application of theoretical knowledge to clinical practice, during the fall and spring semesters, the student with a theory grade below 74 percent at the official NIACC midterm date, or any time following midterm, will be unable to continue in the clinical portion of the course and unable to continue classroom testing. See Withdrawal/Re-Entry Section. During spring semester, a theory grade of 77 percent is required to enter into the preceptorship.

u. Students must maintain annual BLS Provider (CPR) certification of adult, child and infant from the American Heart Association throughout the program. 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.

3. Preceptorship

- a. Students select three nursing facilities of their choice for a preceptor management clinical experience from a list of nursing facilities willing to provide the experience. Students may not do this clinical rotation in a facility they are currently employed in or have been in the last year, and is on the DIA Nurse Aid denial list. Students may not choose a site where a direct relative is employed.
- b. The faculty will assign the preceptor site from the three choices provided by the student. Students may not set up their own preceptorships or change preceptor sites. Faculty will contact the Director of Nursing to determine the availability of a licensed practical nurse preceptor at their facility. The preceptor will have a minimum of two years' experience as an LPN. The

- preceptor will also have a satisfactory history of clinical competence in the facility.
- c. The student completes 120 hours, **full shifts**, with their preceptor present at all times.
 - d. Students should be aware they may need to travel a distance for clinical experience and that some clinical experiences will be scheduled during evening/night hours and weekends. Drug testing may be required by individual agencies. Criminal background checks and adult/dependent abuse checks will be required for all incoming students. Results of the background and abuse checks will be reviewed to determine eligibility for clinical enrollment in the program. Costs for requirements will be the responsibility of the student.

PERFORMANCE PLAN

1. Performance plans are a warning to students that their status in the program is in jeopardy. The student will be notified of the performance status by faculty.
2. Performance plans require that the student meet with faculty to identify and discuss the reason for the performance plan, formulate a written contract to correct the identified performance problems, and establish a timeframe in which improvement should be expected. These actions must be taken prior to the student being allowed back into the clinical area. Weekly meetings and/or progress worksheets will reflect student progress in correcting the identified problem. Failure to demonstrate implementation of a plan and correction of identified problem areas within the established time frame may be reason for an unsuccessful clinical rotation. Continuation of the performance plan after the initial time frame may occur if good effort has been demonstrated, but without resolution of the problem. The performance plan may carry over to successive semesters and upon re-entry into the program. Students may be evaluated as unsuccessful clinically if placed on a performance plan for a second time for any reason at any time during the program, resulting in dismissal from the program. Performance Plans must be resolved by the end of the academic year in order for the student to be successful in the program.
3. Professionalism will be required and evaluated on an ongoing basis. Failure to demonstrate professionalism will be grounds for dismissal from the program. The areas addressed will include 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. Refer to the medication error policy provided to the students in course handouts.
 - d. Pattern of absences and/or tardiness.
 - e. Use of mood-altering chemicals.
 - f. Use of profane and vulgar language.
 - g. Failure to comply with program policies.
 - 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.

4. Attendance violations that will result in a performance plan are:
 - a. Practical Nursing I
 - 1) More than one college lab absence or more than one tardy.
 - b. Practical Nursing II
 - 1) More than one absence from clinical, more than one absence from college lab or more than one tardy.
 - c. Practical Nursing III
 - 1) More than one clinical absence and more than one tardy. Pre-clinical absence is equivalent to one-half day clinical absence.

Scheduled mandatory make-up clinical days will be required when exceeding the allowed clinical absence. If unable to complete the mandatory make-up clinical days provided, the student will be responsible to pay agency staff to complete the clinical days or take a medical withdrawal from the program.

PERSONAL APPEARANCE AND CONDUCT

1. **Uniform Code**
 - a. The student uniform consists of program approved designated color scrub shirt and pants. Uniforms must be ordered from the NIACC Book Zone to ensure the student has the correct style and color. A white, black, or grey t-shirt in which the sleeves do not extend beyond the wrists are acceptable uniform choices. Be sure t-shirts are long enough to be tucked in.
 - b. Each student shall purchase at least one student uniform, one medium length white lab coat that can be buttoned, name pin, stethoscope, wrist watch with second hand.
 - c. The student shall wear the uniform in the clinical setting only. Work uniforms associated with health care are not acceptable on the NIACC campus.
 - d. The student shall wear a white lab coat in place of a uniform when getting client assignment, in college lab practice sessions, and designated observational experiences.
 - e. The student uniform or lab coat shall **not** be worn:
 - 1) to classes on the college campus.
 - 2) when making personal visits to clients in the hospital.
 - 3) when out in public.
 - f. When appearing in uniform, the student shall:
 - 1) be dressed in a clean, pressed, neat uniform.
 - 2) wear name pin, watch, and clean shoes (white, black, grey). No crocs or open toe shoes are allowed.
 - 3) have clean well-trimmed fingernails. No nail polish or artificial nails are to be worn.
 - 4) wear conservative make-up.
 - 5) wear only wedding band and/or engagement ring and nurses' watch. The student with pierced ears may wear one pair of posts that are 1/4" or smaller. No necklaces will be permitted. No other exposed pierced areas with jewelry are permitted; i.e., tongue, lip, eyebrow, nose.
 - 6) wear conservative hair styles and natural hair color only. Keep hair off collar and secured whenever in uniform or lab coat. If cloth headbands are

worn, they need to be solid color (white, black, gray, or purple) with no print. Any additional headcovers need to be approved by your instructor.

- 7) Men should be clean shaven or have a well-trimmed beard.
- g. The health care facilities may require their own name tags for the students. Students must return these identification tags at the completion of the program to the instructor upon withdrawing from the program. Failure to return the name tags will result in an "I" course grade.

2. **Personal Conduct**

Students in the Practical Nursing Program:

- a. shall be neat and clean in appearance.
- b. shall wear appropriate dress to nursing classes and clinical facilities. Shorts, cut-offs, jogging suits, jeans, leggings without a long top, tops that expose chest area, or bare feet are not permitted in the hospital setting, but classroom attire shall be the same as the general college, using good judgement.
- c. shall not smoke or use smokeless tobacco in the classroom, on campus, on the grounds and clinical per institutional policies.
- d. shall not chew gum during clinical or college lab hours.
- e. 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.
- f. are allowed to utilize technology in the classroom and clinical areas only for designated instructor-approved activities.

3. **Cell Phones/Smart Watches**

Cell phones must be turned on silent in class unless there is a medical emergency. If you need to have a phone on due to an emergency, please inform the instructor prior to the start of class. Students may not text on phone or watch during class or clinical. No cell phones are allowed on the patient care floor in the clinical setting or simulation.

4. **Testing**

Cell phone, bags, and smart watches must be placed in a locker prior to testing. No hats may be worn during testing. Exam, quiz, and assignments score will be posted in Canvas within 48 hours.

Online Testing

The student will adhere to ethical practice to take the graded tests without accessing additional resources. This includes but is not limited to using another browser window, electronic resources, written material, consulting another person, or any additional resources. The PN Program will consider using resources during testing as cheating. Refer to the current NIACC Student Handbook and NIACC Practical Nursing Student Handbook. Test will be administered in a designated time frame as previously done on site. All exams will have a time limit and will not be extended for technical issues.

The faculty will monitor students during the testing with various options including but not limited to video and web browser monitoring. These options may be assigned by the instructor prior to the start of the test at any time.

Students are reminded the test items may not be copied in any manner or shared with any other person. Test items are legal property of NIACC or educational organizations NIACC has received the permission to utilize. Online media is routinely monitored by educational organizations.

NIACC will consider sharing of test items as unprofessional behavior. The student will receive a zero rating for professional behavior for the semester if evidence is found that test items or answers are shared with another person. Students are reminded test security is essential to provide test items that will support preparation for NCLEX licensure.

5. **Disruptive Behavior**

Disruptive students in the academic and online setting hinder the educational process. "Disruption", as applied to the academic and online setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to: persistently speaking without being recognized, interrupting other speakers, behavior that distracts the class from the subject matter such as children, pets, or other people moving in and out of the online setting, sleeping in class or during zoom, cell phones ringing, student texting or failure to mute your zoom while not speaking to the class. Displaying any of these disruptive behaviors may result in the student being asked to leave class or faculty removing the student from the online session.

6. **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 has concerns to care for a client, the following will occur:

- a. In consultation with the student, the faculty member will determine the reason for the concern.
- 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) (j) which states that unethical conduct which may subject the nurse to sanction includes: "discriminating against a patient or client because of age, sex, race, creed, illness, or economic or social status." This means nurses refusing to care for clients because they have AIDS-like symptoms, are seropositive for HIV, or exhibit AIDS related complex, may be subject to sanction by the Iowa Board of Nursing.
- d. If it is determined that the reason for concern 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.
- e. The Health Division Chairperson 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.

7. **Confidentiality**

Students are expected to maintain client confidentiality at all times. Violation of this client right is grounds for dismissal. Confidentiality agreements are signed by the student at the start of the program and upon re-entry. Confidentiality pertains to all verbal or written communication including, but not limited to, social media. Students will have access to

computer charting with client information. Students may not review information on clients other than the assigned client. Students may not print client records at any clinical site computer unless authorized by the instructor.

8. **Technology**

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 for educational purposes and available 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.

9. **Transportation**

- a. All students are required to furnish their own transportation to and from classrooms and to the clinical experiences.
- b. Students are required to park in specific areas for the clinical rotations.

10. **Meals**

- a. Students may purchase meals in the hospital cafeteria if clinical is held during meal time or they may bring a sack lunch.
- b. Students should store food items in the proper location according to agency policy.

11. **Employment**

- a. It is strongly recommended that full-time students (those who are enrolled in the full course complement established for that term) not work during the program.
- b. Students should be aware that clinicals may be scheduled during evening hours during the fall and spring semesters. Weekend and evening hours may also be necessary during the preceptorship experience during spring semester.

12. **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, the injury must be reported immediately to the instructor and an incident report completed. Failure to report the incident immediately to the instructor may result in denial of coverage. Students will be referred to their own physicians or the emergency room with the knowledge that they are liable for the payment of such service over and beyond expenses covered by college insurance. All students are encouraged to enroll in a health insurance program to assure protection in the event of illness or injury. College vouchers are available from the Vice President for Student Services.

13. **College policies**

If you have questions regarding issues like grade appeals, grievance policies, and academic probation, refer to the NIACC Student Handbook, which can be accessed at <http://www.niacc.edu/student-life/>.

a. **Nondiscrimination Policy**

It is the policy of North Iowa Area Community College to not discriminate on the basis of race, color, national origin, sex (including pregnancy), disability, age, sexual orientation, gender identity, genetic information, creed, religion, actual or potential parental, family and marital status or veteran's status in its programs, activities or employment practices as required by the Iowa Code sections 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

Individuals having questions or complaints related to compliance with this policy should contact Shelly Schmidt, Title IX Coordinator/EEO/AA Officer, 500 College Drive, Mason City, IA 50401 or via telephone at 641-422-4211. Inquiries may also be directed to the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312/730-1560, fax 312/730-1576.

b. Disability Services

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 Lisa Vance, the Disability Services Counselor, 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 Disability Services Counselor. You may also contact Lisa Vance directly at 641-422-4296 or Lisa.Vance@niacc.edu. Our website is: <http://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: <http://www.niacc.edu/student-life/disability-services/policies-procedures/grievance-procedure/>.

A Disability Services Student Handbook can be found on our website at: <http://www.niacc.edu/student-life/disability-services/disability-services-student-handbook/>

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.

c. Inclement Weather:

<http://www.niacc.edu/about/campus-safety/inclement-weather/>
NIACCAlerts 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/>. Class and clinical will follow campus decision regarding closure or delay.

- d. **Disclaimer Statement** - The PN faculty reserve the right to alter this course's syllabus, policies, grading scale, texts, and calendar as needed at any time during the semester. Faculty will alert you to any changes.

WITHDRAWAL/RE-ENTRY

1. A student in good academic standing may voluntarily withdraw from the program and re-apply at a later date. See Readmission Guidelines.
2. Due to concerns for client safety and the importance of application of theoretical knowledge to clinical practice, the student with a theory grade below 74 percent at the official NIACC midterm date, or any time following midterm, will be unable to continue in the clinical portion of the course. 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.
3. 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 testing.
4. Readmission will be granted on a space-available basis.
5. A student whose behavior(s) does not meet acceptable standards may be required to withdraw from the program following procedures outlined below under Re-admission.

GRIEVANCES/APPEALS

Students and faculty 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 Health Division Chairperson. The Health Division Chairperson 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 Student Handbook](#). These appeal procedures also apply to grade appeals, instructor complaints, sexual harassment and violations of the general Student Conduct Code.

RE-ADMISSION

1. A student who withdraws from the program in good academic standing will be eligible to apply for readmission. Re-entry criteria is based on a space-available basis, date of application/letter seeking re-entry, time lapse since enrollment, academic status and clinical performance status. Students who do not fall within these guidelines will be considered on an individual basis.

2. A student who withdraws or is asked to withdraw from the program and is not in good academic standing (i.e., grade lower than "C") may apply for re-admission to the program only once. Assessment is on an individual basis. If there are conditions to be met, they must be completed prior to re-entry.
3. The student who wishes to re-apply should do so by formally dialoguing with the Practical Nursing instructors stating his/her intent and by emailing a letter to the Practical Nursing instructors. The student is encouraged to submit the letter as soon as possible, as re-entry is on a space available basis.
4. Students re-entering the program may do so only at the beginning of the term which corresponds to and follows the term in which they withdrew. Due to the rapid changes within the nursing profession and our concern for knowledge and skills, students who have been away from the program more than one year may be required to repeat courses already successfully completed. Any student asked to withdraw for reasons of client safety and desiring re-entry will be required to meet with the Health Division Chairperson and PN faculty to discuss opportunities for re-admission. If there are conditions to be met, they must be completed prior to re-entry.

STATEMENT OF PRINCIPLES OF GOOD ETHICAL PRACTICE

Subscribed to by Student Services and the Health Division and prepared to meet requirements of the Iowa Board of Nursing.

1. North Iowa Area Community College assumes responsibility for all professional recruitment and admissions staff while they are engaged in the recruiting and admitting 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. The college catalog, which is revised annually, provides accurate information about requirements for admission into the college and into a specific program. Estimated program costs are provided in the application packet.
3. The candidates are notified promptly regarding their eligibility for admission. The admission procedure is a part of the application form sent to each prospective student.
4. A member of Student Services and/or the chairman of an occupational program will help the student select a curriculum that will meet the student's educational objectives.
5. The College is committed to the policy that all persons shall have access to its programs, facilities, and employment without discrimination based upon race, religion, color, creed, gender, national origin, marital status, age, physical or mental disability. Any person having concerns with respect to rights under Section 504 of the Rehabilitation Act of 1973, and Title IX of the Education Amendments of 1972, should call the Vice President for Students Services (students) at (641) 422-4003 or the Director of Human Resources (employees) at (641) 422-4211.

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. (See current NIACC General Catalog and Student Handbook for complete policy.)
7. The Health Professions Counselor 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 Student Handbook and the PN 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. General college policies and procedures for probation and suspension are found in current NIACC General Catalog and Student Handbook. There is a warning system built into the procedures and the student is informed prior to the probation and/or suspension action and is informed by letter of the action taken.
10. 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-PN) to become a registered nurse. In addition, criminal background reviews will be required for all candidates and eligibility for licensure related to criminal convictions is determined solely by the Iowa Board of Nursing.

GRADUATION REQUIREMENTS

1. A summer session and two semesters are required to complete the program.
2. A cumulative grade point average of 2.0 (C) in the required curriculum must be attained.
3. Students must demonstrate satisfactory performance in the clinical experience.
4. A minimum overall cumulative grade point average of 2.0 (C) on all course work at NIACC.
5. A diploma is awarded to the student successfully meeting these graduation requirements. The student is then eligible to apply to write for the NCLEX-PN to become a licensed practical nurse.
6. 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/14730.htm> 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.

COUNSELING SERVICES

Students are assigned a counselor to aid them with educational, vocational, and personal problems. Students are encouraged to make an appointment with their counselor on their own initiative or may be referred to their counselor by the faculty. Your instructors are available to help you to succeed in the program. Seek help when necessary and don't be afraid to visit with us.

Professional counselors are available in the Student Services Office. Short-term counseling is available to assist students with stress management, developing coping mechanisms, building support systems, managing depression or assistance with substance abuse. These services are free and completely confidential. Students should direct questions or referrals to Student Services.

STUDENT LEARNING CENTER (SLC)

The SLC, located in Beem Center, offers opportunities to all college students who wish to:

1. Improve the following: study skills, math skills, writing skills, reading strategies, test-taking skills, note-taking skills, time management skills.
2. Schedule individual appointments for one-on-one tutoring.
3. Drop in for tutoring in NIACC class work or to study.
4. Study in a helping environment.
5. Receive accommodations for special learning needs.
6. Photo ID's are required to take a make-up test in the SLC.

EMPLOYMENT OPPORTUNITIES

1. The graduate of the Practical Nursing program is ready to begin work in a beginning practical nurse position under the direction of qualified nursing personnel when licensed by the State Board of Nursing.
2. The North Iowa Area Community College Division of Student Services includes a placement service which is available to assist the graduate to obtain employment.

COMMENCEMENT

The college graduation exercises are held at the end of the academic school year. Practical Nursing students should refer to the NIACC General Catalog and Student Handbook.

Graduation

End of the program graduation ceremony is an event for graduates of the NIACC Practical Nursing program. All students will need to purchased or borrowed NIACC LPN pin. This is the only accepted nursing pin that can be used for the event

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.

SCHEDULING OF HEALTH RELATED COLLEGE LAB ACTIVITIES

As a student enrolled in the health career programs, you are required to learn skills necessary to your chosen career. You must remember that these skills will be performed upon other people, your clients. All of these skills will need practice and much of the practice will take place in our college laboratory. Some skills will involve learning how to use special equipment. Other skills may be learned alone. Still other skills can only be mastered by working with a partner or partners.

The faculty have identified the skills you must be able to perform to be considered for employment in your occupational choice. The faculty are aware that the mastery of some of these skills, particularly those skills learned in partner groups, involve some invasion of your privacy. The faculty are also aware that some hospitals in similar situations obtain permission from their clients.

Because our philosophy of education includes statements about simulating the world of work and maintaining the dignity of the individual, these activities are those which the faculty feels are necessary to your occupation and do require practice with a partner.

Handwashing
Bedmaking
Removal of non-sterile gloves
Ostomy care
Lung sounds
Medication administration: oral, topical
ID, SQ, IM, Z track
Donning and removing sterile gloves
Peri-care

Enema administration
Specimen collection: UA, stool, HCT,
Blood glucose
Bowel sounds
Incentive spirometer
Peripheral pulses
Wound care
Insertion, care, and removal of urinary catheter