Welcome to
Iowa Central Community College
Health Sciences Department
Associate Degree Nursing Program
Practical Nursing Program
Nursing Student Handbook
2014-2015

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GENERAL COLLEGE INFORMATION
COLLEGE MISSION STATEMENT

Iowa Central Community College provides quality educational opportunities.

COLLEGE VISION STATEMENT

Innovation, excellence, and continuous improvement define our college where the focus is on the learner.

COLLEGE PHILOSOPHY

It is the philosophy of Iowa Central Community College, as a comprehensive community college, to aid in developing our citizens’ capabilities to the maximum.

Iowa Central provides a flexible program to satisfy the needs of the individual and the needs of the community.

An educational environment is planned to provide experiences for those who desire pre-professional courses, improvement of educational or technical skills, or developmental programs for self-enrichment. This environment can be on campus or on-site.

In concert with this mission, Iowa Central offers:

- college transfer courses
- career and technical training
- general education
- recreation and personal enrichment programs
- economic development
- community service activities for people with diverse interests, needs, backgrounds and skills
- adult basic education
ETHICAL PRACTICE STATEMENT

The Administration and faculty support and implement the following statements concerning ethical practices in the relationship of Iowa Central Community College, the Health Sciences Division, the Nursing Department and the nursing student.

1. Iowa Central Community College is responsible for all of its personnel engaged in recruitment and/or admission procedures.

2. In recruitment activities, all information released is correct, authentic, and objective whether made concerning Iowa Central Community College's Nursing Program or any other School of Nursing.

3. The catalog of Iowa Central Community College provides basic information concerning admission requirements as well as a description of the Associate Degree and Practical Nursing Programs. The program costs are available upon request.

4. All candidates are notified promptly following decision of their eligibility status for admission.

5. The provisions of the Civil Rights Act are carefully followed.

6. The Nursing program provides that all students have equal opportunities in participation and/or sharing of similar experiences, whether classroom or clinical in nature.

7. The Nursing program is responsible for informing the nursing students concerning its written policies for dismissal, promotion and graduation, which it endorses.

8. Students will be advised of program changes sufficiently in advance of the effectuation of these changes.

9. All individuals having access to confidential information concerning students are ethically obligated to judiciously protect such information.

The policies directing your program of study are those published in the handbook in the semester you begin the program.
NURSING PROGRAM INFORMATION
ASSOCIATE DEGREE NURSING

Philosophy

Iowa Central Community College's Associate Degree Nursing Program operates within the framework of a comprehensive community college and is consistent with the philosophy and objectives of this area institution. Iowa Central Community College and the Nursing Program are committed to creating a climate for individual learning while aiding nursing students in developing their capabilities to the maximum in preparation for employment as registered nurses. The faculty emphasizes the fact that, regardless of sex, marital status, race, color or creed, students be given the opportunity to fully develop their potential.

Nursing education is a planned process wherein presentation of selected content enables students to gain the necessary cognitive, psychomotor and affective abilities for direct care of individuals across the life span. A broad base of supportive knowledge including communication, human development and the biological, social and behavioral sciences is necessary to prepare graduates for competent practice. The educational program encourages students to become productive members of society and of the discipline of nursing, by maintaining personal and professional growth through continuing education. The faculty believes in, and ascribes to, the "ladder concept" in nursing whereby flexibility is provided to facilitate student learning needs and career progression.

The process of learning for each student is unique. The faculty believes that learning is a change of behavior, attitude, or response which occurs best in a supportive and democratic climate where the student is motivated. A concentrated effort is directed toward assisting the student in meeting program outcomes. Learning progresses from simple to complex, from known to unknown through active participation in a variety of reality based situations. The role of the student is to utilize these planned activities and to seek further learning experiences as he/she acquires greater ability to see relationships, use critical thinking and expand his/her knowledge base. The role of the faculty is one of instructor, motivator, and facilitator of the learning activities. The learning principles of J. S. Bruner and concepts of Patricia Benner's novice-to-expert theory underlie these beliefs about the student learner and the education process. Utilizing these principles, the faculty assists the student to acquire knowledge by relating new information to a previously acquired frame of reference and by building learning on previous content. The student begins with basic principles and moves to viewing the care giving process as a whole.

The Associate Degree Nursing program provides education appropriate for practice within the profession's ethical and legal framework pertinent to the role of the Associate Degree nurse. The educational program provides the basis for the graduate to contribute to a data base, document changes in health status, establish nursing diagnoses, plan, implement and evaluate care for individuals and/or groups of individuals in a structured setting. The graduate is expected to have effective communication skills and to conduct him/her self in a professional manner. Changes in educational programming and clinical focus should reflect the ongoing trend in health care and societal dynamics. Most Associate Degree Nursing graduates practice in structured settings. The faculty believe that clinical experiences should be concentrated in acute care institutions with opportunities for students to experience nursing care in other community based settings.

The faculty believe that nursing education is based on common strands. Certain strands are fundamental and are integrated in all nursing courses. Other strands are common to all nursing courses, however they increase in complexity throughout the educational process. The faculty think that the nursing process, basic skills, critical thinking and professionalism are fundamental horizontal strands. Provider of
**care, health-illness** and **communication** are validated by the faculty as vertical strands. The faculty ascribe to development through the life span as an appropriate organizational approach to curriculum content.

The faculty's philosophy of nursing is concerned with the four conceptual tenets of the individual, the environment, health, and nursing. The following statements are the faculty's beliefs about these four conceptual tenets.

The individual is the focus for nursing. The faculty considers each individual as a holistic being with physiological, psychological, social cultural and spiritual components. Each individual has personalized needs which are requisite to optimum health and which are affected by the environment.

The environment of the individual includes both external and internal factors that impact health. The individual grows and develops throughout the life span within a unique external environment including a family situation. This external environment encompasses the self care, beliefs, behaviors, and health practices of the individual. These factors are affected by the cumulative experiences during the life span. The internal environment includes the world within the individual and reflects adjustments to physiological, perceptive, and cognitive factors.

Health is a state of optimum physiological, psychological, spiritual, and social functioning to which the individual strives. It is a dynamic state that is perceived differently by each individual. Health exists on a continuum with illness. Nursing focuses on the individual who is attempting to maintain or reestablish equilibrium along this health-illness continuum.

Nursing is an art and science. It integrates caring, communicating, critical thinking, and decision making using the knowledge and skills acquired through the natural and social sciences, the humanities and nursing's unique body of knowledge. Nursing care is directed toward assisting and supporting an individual to improve and/or maintain health. When this is not possible, nursing strives to provide comfort until the individual attains a peaceful death. Nursing is practiced through the ongoing, systematic, mutually interactive nursing process.

**Associate Degree Nursing Mission Statement**

The Associate Degree Nursing program is committed to providing quality nursing education to aid students to meet their diverse learning needs in preparing for a career as a Registered Nurse.

The Associate Degree Nursing program is approved by the Iowa Board of Nursing and the Department of Education.
PRACTICAL NURSING
PHILOSOPHY

Iowa Central Community College's Practical Nursing Program operates within the framework of a comprehensive community college and is consistent with the philosophy and objectives of this area institution. Iowa Central Community College and the Nursing Program are committed to creating a climate for individual learning while aiding nursing students in developing their capabilities to the maximum.

Iowa Central Community College's Nursing Program is concerned with the four conceptual tenets of individual, environment, health, and nursing. The following statements are the faculty's beliefs about the relationship among these four conceptual tenets.

The individual is the focus for nursing. The faculty considers each individual as a holistic being with physiological, psychological, social-cultural and spiritual components. Each individual has personalized needs which are requisite to optimum health and which are affected by the environment.

The environment of the individual includes both external and internal factors that impact health. The individual grows and develops throughout the life span within a unique external environment including a family situation. This external environment encompasses the self care, beliefs, behaviors, and practices of the individual. These factors are affected by the cumulative experiences during the life span. The internal environment includes the world within the individual and reflects adjustments to physiological, perceptive, and cognitive factors.

Health is a state of optimum physiological, psychological, spiritual, and social functioning to which the individual strives. It is a dynamic state that is perceived differently by each individual.

Nursing is an art and science. It integrates caring, communicating, critical thinking, and decision making using the knowledge and skills acquired through the natural and social sciences, the humanities and nursing's unique body of knowledge. Nursing actions are directed toward assisting and supporting an individual with actual or potential impaired function to improve and maintain health. When this is not possible, nursing strives to provide comfort until attaining a peaceful death. The nurse provides care and fulfills various roles through daily activities. Nursing is practiced through an ongoing, systematic, mutually interactive process.

The Practical Nursing program is a vital component of the total offerings at Iowa Central Community College and this program is correlated with the mission and goals of this area college. The faculty emphasizes the fact that, regardless of sex, marital status, race, color, or creed, students be given the opportunity to fully develop their potential. The faculty believes in, and ascribes to, the "ladder concept" in nursing whereby flexibility is provided to facilitate career mobility. The educational program is designed to encourage and assist students to acquire the knowledge and skills important to their personal and professional goals and responsibilities. The educational program also encourages students to become productive members of society and the discipline of nursing by maintaining personal and professional growth through continuing education.
The process of learning for each student is unique. The faculty believes that learning is a change of behavior, attitude, or response which occurs best in a supportive and democratic climate where the student is motivated. A concentrated effort is directed toward assisting the student in meeting goals. Learning progresses from simple to complex, from known to unknown, and through active participation and application by the student in a variety of reality-based situations. The role of the faculty is one of instructor, motivator, and facilitator of the learning activities. The role of the student is to utilize these planned activities and to seek further learning experiences as he/she acquires greater ability to see relationships, problem solve and expand knowledge base. The learning principles of J. S. Bruner and concepts of Patricia Benner's novice- to-expert theory underlie these beliefs about the student learner and the education process.

The Practical Nursing graduate functions within the ethical and legal framework pertinent to the role of Practical nurses. The graduate establishes and utilizes effective communication and maintains a professional manner. The Practical Nurse graduate contributes to the data base and assists qualified health professionals in establishing nursing diagnoses, planning, implementing, and evaluating care to meet the health needs of people in a variety of settings.

**Practical Nursing Mission Statement**

The Practical Nursing program is committed to providing quality nursing education to aid students to meet their diverse learning needs in preparing for a career as a Licensed Practical Nurse.

The Practical Nursing program is approved by the Iowa Board of Nursing and the Department of Education.
IOWA CENTRAL COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING

Conceptual Framework

The rationale for organization and selection of content in the nursing program of Iowa Central Community College proceeds from the philosophy and stated beliefs about the concepts of learning and nursing.

Curriculum content is focused on entry-level preparation for registered nursing care. The curriculum plan is flexible for all students. It also articulates students in from the secondary or practical nurse level, and provides a base for those planning to continue their education beyond the associate degree in nursing.

The developmental perspective provides the general focus for curriculum organization. These developmental concepts within the curriculum are based on Erikson's life span approach to psychosocial development. Erikson's critical stages and core conflicts are incorporated within Life Span Health Care, Maternal Child Health Care, Psychiatric and Mental Health Care, and Adult Health Care.

The general education course, Developmental Psychology, was selected as essential to provide a base for this approach and is offered first level, first semester.

Four horizontal strands are identified as basic to the program and are present in all nursing courses. These strands include: the nursing process, basic skills and human needs, critical thinking, and professionalism. These strands are the major components of Fundamentals of Nursing in Health Care.

There are three vertical strands in the curriculum: provider of care, communication, and health-illness. These strands increase in complexity from the first to the second level of the curriculum. The nurse's role as provider of care builds upon basic concepts of nursing and increases in complexity as the student progresses. Communication skills begin with basic interviewing techniques in Fundamentals of Nursing in Health Care and progress to more complex communication skills at the second level. Content of the health-illness continuum becomes more in-depth as the student progresses throughout the program.

The nursing program consists of nursing and general education hours taken over four semesters and two summer sessions. Each nursing course builds upon previous learning and incorporates salient principles from the supportive liberal arts and science courses.

The first level of the educational program provides a foundation for basic nursing practice. The students begin with Fundamentals of Nursing in Health Care and Medical Terminology, which introduces them to the horizontal strands of the program. Students are introduced to the nursing process, basic nursing skills and basic human needs. The values, attributes, behaviors, ethics and legal obligations appropriate to the practice of nursing are identified. The vertical strands of communication and provider of care are introduced. Students learn basic interviewing techniques and basic care-giving measures. The clinical component encourages students to apply basic theory concepts in a beginning role as provider of care. Their clinical role includes basic care and procedures.
General education classes prepare students for a broadened content in Life Span Health Care. Students take Nutrition, Human Anatomy and Physiology 1, and Developmental Psychology concurrently with the Fundamentals of Nursing in Health Care and Medical Terminology. These courses were selected to provide a base for the vertical strand of health-illness which will begin in Life Span Health Care.

Life Span Health Care is taken after completion of Fundamentals of Nursing in Health Care. This course sets the groundwork for understanding of the health-illness continuum. Students are introduced to beginning concepts in caring for individuals with an altered stages of health. Adaptations of care based on age and stages of growth and development are introduced. Their clinical role in providing care expands to include basic assessment, pharmacology, and adaptations of care to individuals of varying developmental stages. Students are considered to have completed first level after the completion of Life Span Health Care.

The students take general education courses which are essential for understanding the increased complexity of the health-illness continuum presented in the second level of the program. The general education courses, Human Anatomy and Physiology II with lab, Introduction to Psychology, Microbiology, Composition I, and Introduction to Sociology, add depth to the students' knowledge base. These courses enhance the student's ability to understand more complex patient situations and to communicate more effectively. The sequence of these courses varies with the student and center to provide individual flexibility.

Second level students are given more advance content in the vertical strands of health-illness, provider of care and communication. An emphasis is placed on critical thinking skills. Students take Adult Health Care, Maternal-Child Health Care, and Psychiatric and Mental Health Care. They enhance communication skills with individuals in more complex health-illness situations and expand their clinical roles by achieving more independent problem solving, incorporating health teaching, and having a greater ability to function in complex situations. The sequence of these courses varies with both the student and educational center in order to fully utilize the clinical resources of pediatrics, obstetrics, and psychiatry.

The concluding nursing course of the second level is Management in Health Care. This course emphasizes developing organizational and management skills in caring for a group of individuals. The student's role in providing care approximates that of a beginning practitioner with opportunities to more closely follow selected role models in the clinical setting. The second level of the program is concluded after successful completion of Maternal Child Health Care, Psychiatric and Mental Health Care, Adult Health Care and Management in Health Care. All general education must also be completed prior to graduation.
IOWA CENTRAL COMMUNITY COLLEGE

PRACTICAL NURSING

Conceptual Framework

The rationale for organization and selection of content in the nursing program of Iowa Central Community College is dependent upon the setting in which the college functions and the students which this college serves. The conceptual framework proceeds from the philosophy and stated beliefs about the concepts of individual, environment, health, nursing, and learning. Curriculum content is focused on entry level preparation for practical nursing care in acute and long term settings in cooperation with other members of the health team. The curriculum plan is flexible and articulates for the students who have had prior health courses and for those who plan to continue their educational endeavors.

The students served by this institution are of variable ages. Many have dependent children and family obligations. They frequently receive financial aid and/or work during their educational experience. They are more likely to be geographically bound. They find Iowa Central Community College's Nursing Program a cost effective manner in which to get a quality education.

The faculty philosophy is a determinant of teaching methodology and organization. The faculty ascribes to and utilizes the principles of the learning theorist, J.S. Bruner and the beginning concepts from Patricia Benner's novice to expert theory.

Bruner sees the individual as an information processor, thinker and creator. He perceives the individual as an active participant in the learning process. Acquisition of knowledge involves relating incoming information to a previously acquired frame of reference which gives meaning and organization to the experience. Bruner believes in a spiral curriculum in which learning builds on what is previously learned.

Patricia Benner perceives skill acquisition moving through five stages: from novice through advanced beginner, competent and proficient, to expert. The levels represent movement from reliance on abstract principles in the beginning to the utilization of past experience. There is change in the learner's perception of a situation from a compilation of relevant parts to a beginning perception of recurrent meaningful patterns. The learner moves from detached observer to involved partner. The student begins at the novice stage with no background understanding of the situation. At graduation the student functions on general guidelines in stable situations as an assisting member of the health team.

Utilizing these principles, the faculty assists the student to acquire knowledge by relating new information to a previously acquired frame of reference and by building learning on previous content. The student begins with basic principles and moves to performance in the practical nurse role.

The developmental concepts within the curriculum are based on Erikson's life span approach to psychosocial development. Erikson's critical stages and core conflicts are an important thread within Life Span Health Care.
Several horizontal strands are basic to the program and are inherent in all courses. These concepts include the nursing process, basic skills and human needs, critical thinking, and professionalism. These concepts provide the organizational framework for Fundamentals of Nursing in Health Care.

The vertical strands increase in complexity throughout the curriculum. The nurse's role as provider of care builds upon basic concepts. Communication skills begin with basic interviewing techniques and progress to utilizing general therapeutic communication techniques. Content of the health-illness continuum is introduced. The organizational framework for the health-illness continuum is conceptually based.

The nursing program consists of eight nursing courses taken over three semesters with an additional fourteen hours of general/related education to meet graduation requirements. Each nursing course builds upon previous learning and incorporates salient principles from the supportive liberal arts and science courses.

The first nursing courses, Fundamentals of Nursing in Health Care and Clinical Practicum 1 introduce the students to the basic framework of the program. Students learn the nursing process, basic nursing skills, and basic human needs based on Maslow's hierarchy. The concepts of professionalism are taught. These concepts include the values, attributes, behaviors, ethics and legal obligations appropriate to the practice of practical nursing. The vertical strand of communication is introduced. The clinical component encourages students to apply basic theory concepts in a beginning role as provider of care. The affective attributes of empathy, positive regard, valuing and trusting are supported.

The third course, Life Span Health Care, sets the groundwork for understanding the health-illness continuum. Students are introduced to beginning concepts in caring for individuals throughout the life span. Their clinical role in providing care expands to include basic assessment, pharmacology, and developmental adaptations of care.

The last level of the curriculum emphasizes developing organizational and management skills for the practical nurse in caring for a group of patients. The student's role in providing care approximates that of a beginning practitioner with opportunities to more closely follow selected role models in the clinical setting.
ASSOCIATE DEGREE NURSING

Graduate Outcomes

At the completion of the ADN program, the graduate will:

1. Utilize critical thinking through the nursing process to determine priorities and implement safe, effective patient care for groups or individuals.

2. Collaborate with other health team members within the health care setting to meet individuals’ needs along the health-illness continuum.

3. Utilize communication skills to maintain effective and/or therapeutic relationships with individuals, families, and members of the health team.

4. Practice within the profession’s ethical and legal framework pertinent to the role of the registered nurse.

5. Utilize technical skills (including working with health equipment) in providing safe, effective nursing care.

6. Demonstrate personal responsibility and accountability in the practice of nursing.
PRACTICAL DEGREE NURSING

Graduate Outcomes

At the completion of the PN program, the graduate will:

1. Develop beginning critical thinking skills using the nursing process to assist in planning priorities and implementing safe patient care.

2. Work in collaboration with other health team members within the work setting to meet the individuals’ needs.

3. Utilize basic communication skills to maintain working relationships with individuals, families, and members of the health team.

4. Practice within the profession’s ethical and legal framework pertinent to the role of the practical nurse.

5. Develop beginning skills in working with computers and other technical equipment for both personal and nursing/professional activities.

6. Demonstrate personal responsibility and accountability in the practice of nursing.
IOWA CENTRAL COMMUNITY COLLEGE

ASSOCIATE DEGREE NURSING

Program Outcomes

1. Provide effective education in nursing and related areas to produce graduates competent to practice at the beginning level of registered nursing and who participate in personal and professional development.

   Evaluation Criteria:
   - Passing rates on NCLEX exam above the National Percent
   - Employer and student surveys
   - Employment and placement data
   - Assessment Technologies Institute (ATI) test results

2. Provide flexible programming to meet individual needs in completing the associate degree in nursing including secondary health students, practical nursing graduates, and other transfer students.

   Evaluation Criteria:
   - Admission data
   - Enrollment patterns
   - Transfer data
   - Graduation rates

3. Provide transferable education to allow students to continue their education at the baccalaureate level.

   Evaluation Criteria:
   - Follow-up studies of graduates
   - Validation agreements
   - Transfer requirements of 4-year nursing programs

Revised 8/13
PRACTICAL NURSING

Program Outcomes

1. Provide effective education in nursing and related areas to produce graduates competent to practice at the beginning level of practical nursing and who participate in personal and professional development.

   Evaluation Criteria:
   - Passing rates on NCLEX exam above the National percent
   - Employer and student surveys
   - Employment and placement date
   - ATI test results

2. Provide flexible programming to meet individual needs in completing practical nursing including secondary health students and other transfer students.

   Evaluation Criteria:
   - Admission data
   - Enrollment patterns
   - Transfer data
   - Graduation rates

3. Provide transferable education to allow students to continue their education at the associate degree level.

   Evaluation Criteria:
   - Follow-up studies of graduates
   - Validation agreements
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<td><strong>1. Critical Thinking</strong></td>
<td>1. Utilize critical thinking through the nursing process to determine priorities and implement safe, effective patient care for groups or individuals. Utilize technical skills (including working with health equipment) in providing safe, effective nursing care.</td>
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<td><strong>2. Effective Communication</strong></td>
<td>2. Collaborate with other health team members within the health care setting to meet individuals’ needs along the health-illness continuum. Utilize communication skills to maintain effective and/or therapeutic relationships with individuals, families, and members of the health team.</td>
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<td><strong>3. Personal Responsibility</strong></td>
<td>3. Practice within the profession’s ethical and legal framework pertinent to the role of the registered nurse. Demonstrate personal responsibility and accountability in the practice of nursing.</td>
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<th><strong>Iowa Central Learning Outcomes</strong></th>
<th><strong>Practical Nursing</strong></th>
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<tbody>
<tr>
<td><strong>1. Critical Thinking</strong></td>
<td>1. Develop beginning critical thinking skills using the nursing process to assist in planning priorities and implementing safe patient care. Develop beginning skills in working with computers and other technical equipment for both personal and nursing/professional activities.</td>
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<tr>
<td><strong>2. Effective Communication</strong></td>
<td>2. Work in collaboration with other health team members within the work setting to meet the individuals’ needs. Utilize basic communication skills to maintain working relationships with individuals, families, and members of the health team.</td>
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<tr>
<td><strong>3. Personal Responsibility</strong></td>
<td>3. Practice within the profession’s ethical and legal framework pertinent to the role of the practical nurse. Demonstrate personal responsibility and accountability in the practice of nursing.</td>
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</table>
Curriculum Plan

ASSOCIATE DEGREE NURSING
Fort Dodge and Webster City Centers
(60 min. hour)

Pre-requisite

<table>
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<tr>
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<tbody>
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First Semester

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Summer Session

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Summer Session (6 wks)

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72 weeks Total Contact Hours: 1695 Weekly Average 23.54
(Does not include pre-requisites)

** At Fort Dodge Center, the third and fourth semester are interchangeable.
15 Lecture Hours = 1 semester hour; 30 Lab Hours = 1 semester hour; 45 Clinical Hours = 1 semester hour

Effective fall 2010
Curriculum Plan
ASSOCIATE DEGREE NURSING
Storm Lake Center
(60 min. hour)

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72 weeks Total Contact Hours: 1695 Weekly Avg. 23.54
(Does not include pre-requisites)

15 Lecture Hours = 1 semester hour, 30 Lab Hours = 1 semester hour, 45 Clinical Hours = 1 semester hour

Effective fall 2010


## Curriculum Plan (January start)

### ASSOCIATE DEGREE NURSING

**Fort Dodge**

(60 min. hour)

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<thead>
<tr>
<th>Pre-requisite</th>
<th>Course Name</th>
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<td>Lect.</td>
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<tr>
<td>HSC-172</td>
<td>Nurse Aide or equivalent Nurse Aide course (student must pass state certification exams)</td>
<td>45</td>
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<td>BIO-168</td>
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### First Semester

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**Term Total:**

|        | 225 | 90 | 67.5 | 19.5 |

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**Term Total:**

|        | 127.5 | 180 | 12.5 |

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**Term Total:**

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### Third Semester **

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**Term Total:**

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**Term Total:**

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### Summer Session (6 wks)

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**Term Total:**

|        | 15   | 112.5 | 3.5  |

### Program Total:

|        | 825  | 150  | 720  | 76   |

72 weeks Total Contact Hours: 1695 Weekly Average 23.54

(Does not include pre-requisites)

** At Fort Dodge Center, the third and fourth semester are interchangeable.

15 Lecture Hours = 1 semester hour, 30 Lab Hours = 1 semester hour, 45 Clinical Hours = 1 semester hour

Effective fall 2010
ASSOCIATE DEGREE NURSING COURSE DESCRIPTIONS

**PNN-127 Fundamentals of Nursing in Health Care 5 Semester Hours**

This course introduces the art and science of nursing practice. Professionalism, nursing roles, critical thinking, ethical and legal concepts are emphasized. The concepts of the nursing process, communication, safety, pharmacology, the health-illness continuum and cultural diversity are introduced. Skills and technology utilized in the routine care of adult clients in traditional health care settings are presented. Pre-requisites: Cardiopulmonary Resuscitation (CPR), Certified Nursing Assistant (CNA), on the state of Iowa Nurse Aide Registry, BIO-168 Human Anatomy & Physiology I with lab. Co-requisites: HSC-112 or HSC-113 Medical Terminology, PSY-121 Developmental Psychology, BIO-151 Nutrition, BIO-173 Human Anatomy & Physiology II with lab, PNN-121 Clinical Practicum I, PNN-206 Medication Administration for Nurses.

**PNN-206 Medication Administration for Nurses 1 Semester Hour**

This course provides a basic foundation of pharmacology concepts and math calculations for the adult and pediatric patient in the clinical setting. Syringe usage, injections and nonparenteral routes, reconstitution, and safe medication administration are emphasized. Drug classifications, nursing implications, and side effects of medications are introduced. Pre-requisites: Cardiopulmonary Resuscitation (CPR), Certified Nursing Assistant (CNA), on the state of Iowa Nurse Aide Registry, BIO-168 Human Anatomy & Physiology I with lab. Co-requisites: HSC-112 or HSC-113 Medical Terminology, PSY-121 Developmental Psychology, BIO-151 Nutrition, BIO-173 Human Anatomy & Physiology II with lab, PNN-121 Clinical Practicum I, PNN-127 Fundamentals of Nursing in Health Care.  

NOTE: This course does not meet the requirements for certified nurse aides (CNA) to administer medications. A CNA may only administer medications under their scope of practice, after completing a medication course designed for CNAs and under the delegated authority of a nurse.

**PNN-121 Clinical Practicum 1 1.5 Semester Hours**

This course provides an opportunity for students to apply Fundamentals of Nursing in Health Care in the clinical setting with adult clients through the use of assessment, nursing diagnosis, planning, interventions and evaluation. A pass/fail grade is earned for this clinical course. Pre-requisites: Cardiopulmonary Resuscitation (CPR), Certified Nursing Assistant (CNA), BIO-168 Human Anatomy & Physiology I w/lab. Co-requisites: HSC-112 or HSC-113 Medical Terminology, BIO-173 Human Anatomy & Physiology II w/lab, BIO-151 Nutrition, PSY-121 Developmental Psychology, PNN-127 Fundamentals of Nursing in Health Care, PNN-206 Medication Administration for Nurses.

**PNN-621 Life Span Health Care 8.5 Semester Hours**

This course is designed for the beginning nursing student and introduces the health care needs of individuals and families. It presents content on the nurse's role in health promotion, maintenance and disease prevention while looking at the effects of the environment on the health of children, pregnancy, adults and the elderly. The focus is on common health problems associated with each body system and an introduction of pharmacology in the therapeutic management of disease. Pre-requisites: PNN-127 Fundamentals of Nursing in Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses, HSC-112 or HSC-113 Medical Terminology, BIO-151 Nutrition, PSY-121 Developmental Psychology, BIO-173 Human Anatomy & Physiology II w/lab. Co-requisite: PNN-622 Clinical Practicum 2.
PNN-622  Clinical Practicum 2  4 Semester Hours

This course provides an opportunity for students to apply Life Span Health Care theory in the clinical setting with different age groups through the use of assessment, nursing diagnosis, planning, intervention and evaluation. Pre-requisites: PNN-127 Fundamentals of Nursing in Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses, HSC-112 or HSC-113 Medical Terminology, BIO-151 Nutrition, PSY-121 Developmental Psychology, BIO-173 Human Anatomy & Physiology II w/lab. Co-requisite: PNN-621 Life Span Health Care.

ADN-405  Maternal Child Health Care  6 Semester Hours

This course uses the nursing process and a developmental approach to build upon previous principles of Man, Health and the Environment as they affect Maternal Child Nursing. Emphasis is placed on health teaching, and providing care for complex problems of the obstetrical, newborn, and pediatric clients. Pre-requisites: PNN-127 Fundamentals of Nursing in Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses, PNN-621 Life Span Health Care, PNN-622 Clinical Practicum 2, PSY-121 Developmental Psychology, BIO-168 Human Anatomy & Physiology I w/lab, BIO-173 Human Anatomy & Physiology II w/lab, BIO-151 Nutrition, HSC-112 or HSC-113 Medical Terminology, BIO-186 Microbiology for Fort Dodge and Webster City/Goldfield students. Co-requisites: ADN-407 Clinical Practicum 3, BIO-186 Microbiology for Storm Lake.

ADN-407  Clinical Practicum 3  2 Semester Hours

Provides an opportunity for students to apply Maternal-Child Health Care theory in the clinical setting with obstetrical, neonatal, and pediatric clients. The nursing process is utilized to plan individualized care. Emphasis is placed on comprehensive nursing interventions and teaching. Pre-requisites: PNN-127 Fundamentals of Nursing in Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses, PNN-621 Life Span Health Care, PNN-622 Clinical Practicum 2, PSY-121 Developmental Psychology, BIO-168 Human Anatomy & Physiology I w/lab, BIO-173 Human Anatomy & Physiology II w/lab, BIO-151 Nutrition, HSC-112 or HSC-113 Medical Terminology, BIO-186 Microbiology for Fort Dodge and Webster City students. Co-requisite: ADN-405 Maternal Child Health Care, BIO-186 Microbiology (for Storm Lake).

ADN-465  Psychiatric and Mental Health Care  5 Semester Hours

This course focuses on the study and application of modern concepts of psychiatric and mental health care and effective interactions with others. The student will learn to respond therapeutically to a variety of clients including those with maladaptive behaviors through the utilization of the nursing process by applying the principles of psychiatric and mental health care. Self awareness and self knowledge are incorporated throughout the course. Pre-requisites: PNN-127 Fundamentals of Nursing in Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses, PNN-621 Life Span Health Care, PNN-622 Clinical Practicum 2, PSY-111 Introduction to Psychology, PSY-121 Developmental Psychology, BIO-168 Human Anatomy & Physiology I w/lab, BIO-173 Human Anatomy & Physiology II w/lab, BIO-151 Nutrition, HSC-112 or HSC-113 Medical Terminology. Co-requisite: ADN-466 Clinical Practicum 4.
ADN-466  Clinical Practicum 4  2 Semester Hours

This practicum provides an opportunity for students to utilize the nursing process in a variety of mental health care settings. A pass/fail grade is earned for this clinical course. Pre-requisites: PNN-127 Fundamentals of Nursing in Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses, PNN-621 Life Span Health Care, PNN-622 Clinical Practicum 2, PSY-111 Introduction to Psychology, PSY-121 Developmental Psychology, BIO-168 Human Anatomy & Physiology I w/lab, BIO-173 Human Anatomy & Physiology II w/lab, BIO-151 Nutrition, HSC-112 or HSC-113 Medical Terminology. Co-requisite: ADN-465 Psychiatric & Mental Health Care.

ADN-511  Adult Health Care  8.5 Semester Hours

This course utilizes the nursing process to care for acute and chronically ill adults. It expands on knowledge previously obtained regarding principles of Man, Health, and the Environment as it affects nursing care during the adult life span. Emphasis is placed on comprehensive nursing interventions needed for complex health deviations. Pre-requisites: PNN-127 Fundamentals of Nursing in Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses, PNN-621 Life Span Health Care, PNN-622 Clinical Practicum 2, BIO-186 Microbiology, PSY-121 Developmental Psychology, BIO-168 Human Anatomy & Physiology I w/lab, BIO-173 Human Anatomy & Physiology II w/lab, BIO-151 Nutrition, HSC-112 or HSC-113 Medical Terminology. Co-requisite: ADN-512 Clinical Practicum 5, SOC-110 Introduction to Sociology and ENG-105 Composition I.

ADN-512  Clinical Practicum 5  4 Semester Hours

This course provides an opportunity for students to apply Adult Health Care theory in the clinical setting with adult medical/surgical clients. The nursing process is utilized to plan individualized care. Pre-requisites: PNN-127 Fundamentals of Nursing in Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses, PNN-621 Life Span Health Care, PNN-622 Clinical Practicum 2, BIO-186 Microbiology, PSY-121 Developmental Psychology, BIO-168 Human Anatomy & Physiology I w/lab, BIO-173 Human Anatomy & Physiology II w/lab, BIO-151 Nutrition, HSC-112 or HSC-113 Medical Terminology. Co-requisite: ADN-511 Adult Health Care, SOC-110 Introduction to Sociology and ENG-105 Composition I.

ADN-805  Management in Health Care  1 Semester Hour

This course focuses on leadership and managerial skills related to caring for a group of patients. Content areas include: organization, prioritization, health care delivery systems, group dynamics, change, health issues, and legal and ethical dilemmas as they affect nursing. The concepts of Man, Health and Environment as they affect the health care setting is explored. The transition from the student role to the RN practitioner is emphasized. Pre-requisites: PNN-127 Fundamentals of Nursing in Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses, PNN-621 Life Span Health Care, PNN-622 Clinical Practicum 2, BIO-186 Microbiology, PSY-121 Developmental Psychology, BIO-168 Human Anatomy & Physiology I w/lab, BIO-173 Human Anatomy & Physiology II w/lab, BIO-151 Nutrition, HSC-112 or HSC-113 Medical Terminology, ADN-405 Maternal Child Health Care, ADN-407 Clinical Practicum 3, ADN-465 Psychiatric and Mental Health Care, ADN-466 Clinical Practicum 4, ADN-511 Adult Health Care, ADN-512 Clinical Practicum 5, SOC-110 Introduction to Sociology, ENG-105 Composition I. Co-requisite: ADN-806 Clinical Practicum 6.
ADN-806  Clinical Practicum 6  2.5 Semester Hours

This course provides an opportunity for students to apply management principles in organizing, prioritizing and delivering care to a group of clients in the clinical setting. An emphasis is placed on decision-making and managing care in a realistic work setting. A pass/fail is earned for this clinical course. Pre-requisites: PNN-127 Fundamentals of Nursing in Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses, PNN-621 Life Span Health Care, PNN-622 Clinical Practicum 2, BIO-186 Microbiology, PSY-121 Developmental Psychology, BIO-168 Human Anatomy & Physiology I w/lab, BIO-173 Human Anatomy & Physiology II w/lab, BIO-151 Nutrition, HSC-112 or HSC-113 Medical Terminology, ADN-405 Maternal Child Health Care, ADN-407 Clinical Practicum 3, ADN-465 Psychiatric and Mental Health Care, ADN-466 Clinical Practicum 4, ADN-511 Adult Health Care, ADN-512 Clinical Practicum 5. Co-requisite: ADN-805 Management in Health Care.
Curriculum Plan

PRACTICAL NURSING
Fort Dodge, Storm Lake, Webster City Centers
(60 minute hours)

Pre-requisite

<table>
<thead>
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First Semester

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Term total: 225  90  67.5  19.5

Second Semester

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Term total: 127.5  180  12.5

Summer Session (6 wks)

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<td>PNN-311</td>
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Term total: 30  112.5  4.5

Program total: 382.5  90  360  36.5

36 weeks Total Contact Hours 832.5.5 Weekly Average 23.13

Effective fall 2010
PRACTICAL NURSING COURSE DESCRIPTIONS

PNN-811 Selected Clinical Nursing 1 Semester Hour

This course is designed to assist the practical nursing student to understand common adult health problems with emphasis on the nursing process and pharmacology. Pre-requisites: PNN-127 Fundamentals of Nursing in Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses, PNN-621 Life Span Health Care, PNN-622 Clinical Practicum 2, PSY-121 Developmental Psychology, HSC-112 or HSC-113 Medical Terminology, BIO-151 Nutrition, BIO-168 Human Anatomy & Physiology I w/lab, BIO-173 Human Anatomy & Physiology II w/lab. Co-requisites: PNN-311 PN Issues and Trends, PNN-731 Clinical Practicum.

PNN-731 Clinical Practicum 2.5 Semester Hours

This course provides the practical nursing student with the clinical opportunity to demonstrate further proficiency in the care of adult medical/surgical patients and a limited experience with a leadership role. A pass/fail grade is earned for this clinical course. Pre-requisites: PNN-127 Fundamentals of Nursing in Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses, PNN-621 Life Span Health Care, PNN-622 Clinical Practicum 2, PSY-121 Developmental Psychology, HSC-112 or HSC-113 Medical Terminology, BIO-151 Nutrition, BIO-168 Human Anatomy & Physiology I w/lab, BIO-173 Human Anatomy & Physiology II w/lab. Co-requisites: PNN-811 Selected Clinical Nursing, PNN-311 PN Issues and Trends.

PNN-311 PN Issues and Trends 1 Semester Hour

This course is designed to help the practical nursing student develop an awareness and understanding of responsibilities to self and career. The course content includes historical perspectives, ethical and legal considerations, professional organizations, leadership skills, career opportunity review, health resources and career responsibilities. Pre-requisites: PNN-127 Fundamentals of Nursing in Health Care, PNN-121 Clinical Practicum 1, PNN-206 Medication Administration for Nurses, PNN-621 Life Span Health Care, PNN-622 Clinical Practicum 2, PSY-121 Developmental Psychology, HSC-112 or HSC-113 Medical Terminology, BIO-151 Nutrition, BIO-168 Human Anatomy & Physiology I w/lab, BIO-173 Human Anatomy & Physiology II w/lab. Co-requisites: PNN-811 Selected Clinical Nursing, PNN-731 Clinical Practicum.
NON-NURSING COURSE DESCRIPTIONS

HSC-112 Medical Terminology 1 Semester Hour
The course will provide an introduction and overview of medical language with emphasis on basic, essential terminology. Definitions, standard abbreviations, pronunciation, correct spelling, will be included.

PSY-121 Developmental Psychology 3 Semester Hours
This course traces the fundamental patterns of normal health development from conception to death. Each developmental period is examined in light of the characteristics of the period and the demands of the American culture. Recent research in the studies relating to different ages is reviewed.

BIO-151 Nutrition 3 Semester Hours
The principles of human nutrition are studied in this course. This involves the metabolism of carbohydrates, lipids, and proteins. A study of vitamins, minerals, and water is also included. Emphasis is placed on proper nutrition during adulthood and proper diet in reference to disease. It is strongly recommended that BIO-112 General Biology I, BIO-163 Essentials of Anatomy and Physiology or BIO-168 Human Anatomy and Physiology I w/Lab or equivalent precede this course. Three hours lecture.

BIO-173 Human Anatomy & Physiology II w/lab 4 Semester Hours
The second course in a two-semester sequence. The study continues with the endocrine system, blood and cardiovascular system, lymphatic system and immunity, respiratory, digestive and the reproductive systems. Three hours lecture, two hours lab. Prerequisite: BIO-168 Human Anatomy and Physiology I w/Lab

BIO-186 Microbiology 4 Semester Hours
This is a study of microorganisms with emphasis on bacteria and viruses. An overview of fungi, protozoan and metazoan parasites is also included. The course also covers morphology, physiology, genetics, immunity, distribution of microbes, culturing techniques, identification, control, disease and disease resistance. It is designed for biology majors and others that require a general microbiology course. It is strongly recommended that BIO-112 General Biology I, BIO-163 Essentials of Anatomy and Physiology or BIO-168 Human Anatomy and Physiology I w/Lab or equivalent precede this course. Three hours lecture, two hours lab.

PSY-111 Introduction to Psychology 3 Semester Hours
This course includes the tools for the study of psychology, basic psychological processes, personality and social behavior, contemporary knowledge of motives, intelligence, learning and emphasis on the language of modern psychology.

SOC-110 Introduction to Sociology 3 Semester Hours
This course is a concise study of human behavior from the perspective of Sociologists. It will examine the ways in which social interaction, social processes, and social institutions comprise our sociological imagination. The course will also explore the ways that personality, status, role, class, gender, age, race, and ethnicity affect human interaction and institutions.

ENG-105 Composition I 3 Semester Hours
This course focuses on the process of writing expressive and informative prose, incorporating oral, visual and electronic modes. It introduces research skills and critical thinking skills.
Iowa Core Performance Standards for Health Care Career Programs

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

<table>
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<tr>
<th>CAPABILITY</th>
<th>STANDARD</th>
<th>SOME EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)</th>
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| Cognitive-Perception| The ability to gather and interpret data and events, to think clearly and rationally, and to respond appropriately in routine and stressful situations. | • Identify changes in patient/client health status  
• Handle multiple priorities in stressful situations |
| Critical Thinking   | Utilize critical thinking to analyze the problem and devise effective plans to address the problem. | • Identify cause-effect relationships in clinical situations  
• Develop plans of care as required |
| Interpersonal       | Have interpersonal and collaborative abilities to interact appropriately with members of the healthcare team as well as individuals, families and groups. Demonstrate the ability to avoid barriers to positive interaction in relation to cultural and/or diversity differences. | • Establish rapport with patients/clients and members of the healthcare team  
• Demonstrate a high level of patience and respect  
• Respond to a variety of behaviors (anger, fear, hostility) in a calm manner  
• Nonjudgmental behavior |
| Communication       | Utilize communication strategies in English to communicate health information accurately and with legal and regulatory guidelines, upholding the strictest standards of confidentiality. | • Read, understand, write and speak English competently  
• Communicate thoughts, ideas and action plans with clarity, using written, verbal and/or visual methods  
• Explain treatment procedures  
• Initiate health teaching  
• Document patient/client responses  
• Validate responses/messages with others |
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<th>SOME EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)</th>
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</table>
| Technology Literacy | Demonstrate the ability to perform a variety of technological skills that are essential for providing safe patient care.                                                                                 | • Retrieve and document patient information using a variety of methods  
• Employ communication technologies to coordinate confidential patient care |
| 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.                                               | • 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                                                                                                                      | • 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                                                                                                                                            | • 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                                                                             | • 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                                                                                                     | • 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                                                                                                                                               | • Move quickly and/or continuously  
• Tolerate long periods of standing and/or sitting as required                                                                      |
| Environmental       | Ability to tolerate environmental stressors                                                                                                                                                                | • 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                                                                   |
GENERAL PROGRAM POLICIES
Admissions
Iowa Central Community College is a comprehensive college with an open admissions policy. Students who have not graduated from high school, or who are attending high school, may also enroll in programs for which they qualify. The academic skills of all students will be assessed. The specific program for which an applicant may be accepted will depend upon such factors as the quality of his/her high school work and test scores.

To complete admission procedures, the following requirements are necessary:

1. Complete an Iowa Central application form.
2. Provide a high school transcript or equivalent, plus official transcripts from any colleges previously attended.
3. Submit ACT, COMPASS, ASSET, or ALEK math test scores (scores need to be within the last 3 years to be accepted).
4. Submit a nursing application packet.
5. Submit the ATI TEAS-V test score.
6. A personal interview with the program coordinator may be requested.
7. Nursing application packets are reviewed and ranked by an Admissions Committee including Nursing faculty, Health Sciences Associate, and/or Dean of Health Sciences.

It is recommended the following courses be taken prior to entrance into the program: high school biology, chemistry, and algebra.

All nursing students are required to have a current American Heart or Advanced Red Cross Basic Cardiac Life Support Certificate (Healthcare Provider) and a current Child and Adult Mandatory Reporter Certificate prior to the start of classes. Students must submit proof of BCLS certification and proof of class completion of the written and skills portions of the Nurse Aide or equivalent course prior to the start of class.

Admission Criteria
Admission of students to either nursing program is based on the following program criteria:

1. High school GPA of 2.5 or higher and/or eight hours of college courses of 2.0 or above.
2. High school transcripts - courses should include science classes (biology, chemistry, physics, advanced biology), math (algebra I & II, geometry), and English classes.
3. ACT scores of 18 and above in all areas of reading and writing, and 20 in math.
4. ACT score of 18 or above in English, Reading, and 20 or above in Math; COMPASS scores (Writing 65, Reading 80, Pre-Algebra 64 or Algebra 51), or ASSET scores (Writing 40, Reading 40, Numeric 46) or ALEK math.
5. GED scores of 550 and above (if no high school diploma).
6. ATI TEAS score with obtaining the set benchmark. The student is allowed to take the TEAS-V up to 3 times with a 30 day remediation. If a student is unsuccessful on the third attempt, the student will be allowed to retake the TEAS-V one more time after waiting one year. It is strongly suggested to complete remediation during this year. If unsuccessful on last attempt, the student will be advised on other Iowa Central program options.

If a student does not meet criteria, it may be suggested that they take the EXTENDED program to help assure success in the program.

Advanced Standing
The ladder concept initiated in the nursing program at Iowa Central Community College enables Licensed Practical Nurses to enter the Associate Degree Nursing Program at an advanced level. Licensed Practical Nurses are required to have completed Anatomy and Physiology (6-8 semester hours), Nutrition (3 semester hours), Microbiology (4 semester hours), Intro to Psychology (3 semester hours) and Developmental Psychology (3 semester hours) prior to beginning the second year nursing courses. Licensed Practical Nurses must meet the necessary pre-requisites for the second year nursing courses.

To be considered for acceptance into the sophomore nursing classes, the LPN must have an active license (no probation) and will need to complete an Iowa Central Community College application and an Advanced Standing Application packet (effective January 2009). Both documents are located on the Iowa Central web page. The Iowa
Central application needs to be sent to the admissions office. The Advanced Standing Application packet needs to be submitted to the Nursing Program at the center for which the student wants to attend. The Advanced Standing Packet must include a current copy of the applicant’s LPN license. The student must also submit an ATI LPN Step test score with obtaining the set benchmark. The student is allowed to take the LPN Step up to 2 times with a 30 day remediation between each test. If unsuccessful on the 2nd attempt, the student will be advised on other Iowa Central program options.

For students who have completed the PN management courses (PNN 311, 731 and 811) and have remained an Iowa Central nursing student for consecutive semesters, they do not need to complete an Advanced Standing Application packet. Prior to starting any ADN courses, the student must submit a copy of their LPN license.

**Advising**

Students may be advised by their instructors, coordinator, and the professionally prepared guidance personnel or other resource persons who are available to discuss educational and/or personal problem areas.

**Articulation**

Students who have successfully completed the Associate Degree Nursing program may articulate into BSN programs that are participating in the Iowa Articulation Program.

**Assessment Technologies Institute (ATI)**

The Assessment Technologies Institute (ATI) program helps to prepare students for the National Council Licensure Examination (NCLEX) testing. ATI provides tools to help students prepare more efficiently, as well as increase confidence and familiarity with the content. The ATI program is set up for the student to identify their areas of strengths and weaknesses.

Students must earn an 80% or greater on the non-proctored assessment prior to completing the proctored assessment.

In the ADN 805 course, failure to obtain the 50 National Percentile on the retake ATI Proctored assessments for Pharmacology and/or the RN Comprehensive will result in an “Incomplete” grade and you will need to meet with the course instructor.

In the PNN 811, failure to obtain the 50 National Percentile on the retake ATI Proctored assessment for PN Comprehensive will result in an “Incomplete” grade and you will need to meet with the course instructor.

For the proctored assessments, a national percentile score of 50 or above is considered meeting the requirement. When a student earns a percentile score of 50 or above on the first ATI assessment then the student will earn 10 quiz points (5 points per ATI assessment is earned in Maternal Child). If a score of less than 50 is achieved, the student will be required to complete a second proctored assessment. If the student does not achieve a 50 or greater percentile rank on the second assessment then the student will meet with the nursing instructor. No points are earned when taking the second proctored assessment.

Failure to complete assigned non-proctored, proctored, or proctored retake tests will result in a “F” or an “Incomplete” grade.

**Attendance Policies**

It is the strong belief of the Nursing Faculty that classroom and clinical attendance is imperative to the nursing student. The attendance policies are as follows:

**Classroom Attendance Policy:**

Attendance will be taken in all nursing courses.

The student is to call the instructor of the class prior to the class starting when an absence is unavoidable.

It is the student's responsibility to contact the instructor the first day returning to class after an absence for makeup assignments.
**Administrative Withdrawal Process:**
An expectation of all nursing courses is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. After you miss 25% of the scheduled course (this includes hours and minutes), you will be administratively withdrawn from this course. If courses are a co-requisite, you will be withdrawn from both.

**Accommodations for Testing:**
If a student has received accommodations for testing, all nursing exams and proctored ATIs must be taken in the testing center at the respective center the student is attending.

**Examination Policies:**
If an exam or a proctored ATI assessment is not taken during the scheduled class time, 10% will be deducted from the exam score or the ATI points before it is corrected. Students missing exams due to an Iowa Central sponsored activity will not receive the 10% deduction.

During testing the following policy will be adhered to:
1. Students cannot leave the room while taking an exam. If a student leaves the room without the instructor’s permission, the exam will be considered completed.
2. No cell phones, Palm Pilots, or electronic devices will be allowed during testing.
3. If calculators are required, only simple calculators will be used.
4. Book bags, purses, hats, caps, coats, etc. will be placed at the front of the room prior to the start of testing.
5. No eating or drinking will be allowed during the testing time.

After an exam has been completed and graded, the exam answer sheet will be returned to the student. The student is expected to review their answer sheet at this time. If the student has any questions or concerns, they need to discuss them with the instructor when the test is being reviewed. After reviewing the exam, if there are no questions or clarifications, the grade will stand as recorded.

**Make Up Exam Policy:**
Tests are to be taken at scheduled times according to the theory calendar. Exams must be made up within one week of return from an absence. Failure to do so will result in a zero for that exam. The second exam may include short answer and/or essay, but will be of equal value as the original. Make up exams must be taken at the center at which you are enrolled.

**Clinical Attendance Policy:**
The student is to call the facility or instructor when an absence is unavoidable. One clinical make up day will be scheduled according to the following guidelines:

Students who are absent two clinical days in: (this includes any minutes or hours into the second missed day)
- PNN-121 Clinical Practicum 1 (Fundamentals of Nursing)
- ADN-407 Clinical Practicum 3 (Maternal Child)
- ADN-466 Clinical Practicum 4 (Mental Health)

Will need to complete the clinical make-up day.

**With anything exceeding over the two (2) clinical absences (e.g., minutes, hours), students will be withdrawn from the clinical courses listed above.**

Students who are absent three clinical days in: (this includes any minutes or hours into the second missed day)
- PNN-622 Clinical Practicum 2 (Life Span)
- ADN-512 Clinical Practicum 5 (Adult Health)

Will need to complete the clinical make-up day.

**With anything exceeding over the three (3) clinical absences (e.g., minutes, hours), students will be withdrawn from the clinical courses listed above.**
The makeup clinical day will be scheduled at the end of the semester (December, May, or June of the summer session). The clinical site will not necessarily be the site the student has been working at the time of the absence. The clinical hours may be a day or evening clinical. Student will attend one full makeup day session.

*NOTE:* During a clinical course where the student is unable to meet the “Iowa Core Performance Standards” and maintain patient safety, the clinical attendance policy will stand since the required clinical hours and outcomes cannot be met.

Students who fail to complete the clinical makeup day will receive an “F” as their final grade.

Clinical absences will be reflected on the Clinical Proficiency evaluation.

Additional assignments i.e.: (written, care plans, computer programs) may be given at the instructor's discretion.

**Fall Clinical Make-Up Day** – Tentatively scheduled for **Saturday, December 13, 2014.**

**Spring Clinical Make-Up Day** – Tentatively scheduled for **Saturday, May 2, 2015.**

**Audit Policy**

Students may be allowed to audit certain courses. Students who audit will not be held responsible for lesson assignments or tests and will not receive credit for the course. The audit fee is the regular course fee. A course may be audited before or after it is taken for credit. The decision to audit must precede registration.

**Cell Phones/Pagers**

Cell phones and/or pagers are **NOT** to be operational during classroom and during clinical hours. It is strongly recommended that you do NOT bring your cell phone into the clinical facility during clinical hours. An instructor may require students to place cell phone in a basket or can request the student’s cell phone be placed on the instructor’s desk or table.

**Class Cancellations**

Students are highly recommended to sign up for the Triton Alert, which is found in Triton Pass under Emergency Notification for class cancellations/delays. Class cancellations or delays may also be found by listening to the local radio stations. Students are advised to use their own discretion before venturing out when road conditions may be hazardous. Students must call their clinical instructor/site if they are going to be late to clinical due to inclement weather.

**Classroom and Clinical Behavior Guidelines**

Preparing for a career in nursing means meeting standards set by the profession. Any student enrolled at Iowa Central Community College in either the Practical Nursing or Associate Degree Nursing program will be entering a profession with a stated code of ethics. Students will fail a course or be subject to other disciplinary action when the academic, clinical or personal performance is determined to be inconsistent with the responsibility and accountability for guarding patient safety. As a professional program, it is the responsibility of the faculty to determine if action is indicated. Students who enroll accept the college’s policies, regulations, and operational procedures. Student behavior, which after due process is found to be disruptive to classes or to destroy the rights of others or property, may result in disciplinary probation, suspension and/or withdrawal from a nursing course.

All students are expected to display professional behavior with instructors, staff, other students, and individuals in the clinical and classroom settings. Students are also expected to communicate with others respectfully and in a non-threatening manner.

Examples of professional conduct and respect for others includes:

1. Active participation in class activities
2. Offering assistance to others without prompting
3. Speaking to others in a calm, courteous, polite manner
4. Cooperating in group projects
5. Encouraging others
6. Listening quietly and attentively in class or post conference
7. Being quiet during testing
Examples of unprofessional conduct and disrespect for others includes:

1. Arriving late to class/clinical or leaving class/clinical when class/clinical is still in session.
2. Making comments that are rude or sarcastic
3. Displaying hostility
4. Invading the personal space of others
5. Talking to classmates during lecture, AV presentations, and clinical conferences
6. Using cell phones during class - text messaging, receiving and/or making phone calls
7. Using profanity anywhere on campus or at clinical sites
8. Using confrontational words or body language
9. Following a student in their car, home, etc. uninvited
10. Appearing at another individual’s home, etc. uninvited
11. Threatening or stalking another individual
12. Lying
13. Persistent judgmental errors in performance of care
14. Use of patient’s medications for self or family
15. Illegal gain and distribution of drugs
16. Use of illegal drugs or alcohol before or during class or clinical learning activities
17. Failure to respect policies of health agencies used for clinical learning
18. Violation of HIPAA

See “Student Discipline Policy” in the Iowa Central Student Handbook Attendance Policies

**Clinical Guidelines**

1. Follow uniform policy (uniforms must be the required brand and type as set by Iowa Central Nursing Program).
2. Park in approved areas.
3. NO tobacco use of any form (ie: cigarettes, chewing tobacco) is allowed on clinical facility property: buildings, vehicles, parking lots, sidewalks, or streets.
4. Gum chewing is **NOT** allowed on clinical units.
5. Report to your clinical instructor at the assigned time. If unable to attend clinical you must call in to the site and arrange for any work to be completed.
6. Meet with instructor and listen to report at beginning of shift, meet with assigned nurse, check Kardex, care plan and chart. Follow guidelines of the assigned area.
7. Always report information promptly to your instructor and the primary nurse.
8. All charting must be approved by instructor before it goes on chart. Watch for new orders on chart.
9. Everyone helps with meal trays, have your patient ready.
10. You must have your instructor with you when you prepare all medications and when you give injections. Contact your instructor before your medication is due. Study your medication sheet, review your landmarks and follow the "five rights".
12. Review procedures. If altering a procedure, check with instructor. Arrange with instructor to do procedure. You must be observed unless given permission by instructor to proceed. Maintain privacy and dignity (use bath blanket to drape.) Do not take shortcuts.
13. Think of total needs of patients. Think safety. Have your judgments approved by instructor. You must be flexible.
14. At end of shift, be sure work is finished. Empty catheter bags, total I & O sheets...record....replace. Finish charting and have instructor check chart. Report off to appropriate people.
15. You must actively participate in clinical conferences.
16. Students are **NOT** allowed to leave the clinical facility during clinical hours.
17. It is desirable for students to carry their own health insurance policies.
18. Students handwriting must be legible at all times. This includes the student’s signature.
19. Students are not to make copies of the patient’s record.
20. It is recommended that the student work only limited hours prior to the scheduled clinical hours. No student may work within eight hours prior to a scheduled clinical shift.
22. Take appropriate action to ensure the safety of clients and others.
23. Provide care for the client in a timely, compassionate, and professional manner.
24. Communicate client care in a truthful, timely, and accurate manner.
25. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
26. Cooperate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
27. Do not perform any technique or procedure for which the student has not been adequately trained.
28. Refrain from any action or omission of care in the clinical setting that creates unnecessary risk of injury to the client, self or others.
29. Abstain from the use of alcoholic beverages or any substances in the clinical setting.
30. Strive to achieve and maintain an optimal level of personal health.
31. Maintain infection control and medical asepsis standards.
32. Actively demonstrate professional behavior (e.g., do not sit on floor, do not eat or drink on floor, do not use cell phone for personal use, etc.).

**Clinical Incident and Post Exposure Forms**
The clinical incident form is initiated if a nursing student would exhibit unsafe and/or unprofessional behavior during scheduled clinical hours. This form is initiated by the clinical instructor when deemed necessary.

The post exposure form is utilized if an incident or exposure would occur with a nursing student. Examples of this would be if a student obtained a needle stick or would fall while caring for a patient, even if no injury is apparent. If an incident would occur, the nursing student must inform their clinical instructor immediately. This form must be completed by the student and the student needs to contact the school nurse within 24 hours of the incident.

**Confidentiality**
In keeping with professional ethics, any information of a confidential nature may not be divulged or discussed with others outside the professional setting. Breeches of confidentiality violate the rights of clients in the affiliating institution, jeopardize the student’s status in the program (e.g. termination) and may result in legal action. A confidentiality contract will be signed upon entry into the program and renewed annually.
**Co-Requisite Policy**
Co-requisite means that two courses are taken concurrently (different courses in the same semester). If one of the course grades of the co-requisite is less than a “C” or “pass”, both courses will be repeated. The course with a grade of “C” or “pass” or better will be repeated for a grade or by an audit. When a previously graded course is repeated for a grade, rather than an audit, the most recent grade for the course will be calculated in the student’s grade point average. If taking a course by audit the college policy on auditing a course will be followed. If a student withdraws from a course, both courses will be withdrawn. Effective January 1, 1999.

**Criminal Record and Child/Adult Abuse Registry Information**
Students in Nursing Program will be attending clinical in a local affiliating health care facility (hospital, clinic, long-term care facility, or public health agency). Students must complete Criminal Record/Child and Adult Abuse Registry checks prior to participating in clinical. Students will need to complete and submit the Criminal Record/Child and Adult Abuse forms. These forms will be given to students when they enroll for the nursing classes.

If a student is re-entering the nursing program and has not been enrolled in the program for over a year, the student will need to complete and submit the Criminal Record/Child and Adult Abuse forms. (Effective fall 2005)

It is the responsibility of the student to report any criminal, child abuse, and dependent adult abuse charges that have occurred after the initial background check to the Health Sciences Associate and/or Center’s Program Coordinator.

**Evaluation of Instructors and Program**
Students will have the opportunity to evaluate each nursing course at its completion. Each instructor will be evaluated by the students annually through the Student Opinion of Instruction survey. Instructors do value student input and suggestions. We request input and suggestions to be constructive. The nursing program will be evaluated by students as they complete the program. Follow-up studies of both graduates and employers are conducted six months after graduation.

**Extended Program**
Students may extend either nursing program by taking partial semester class loads. This meets the needs of students with family and/or employment responsibilities or those having academic difficulties.

In the extended plan, students take required Arts & Sciences courses prior to acceptance into the nursing (PNN) courses. Cumulative grade point averages and prerequisites for Extended Nursing students are the same as for full-time students.

**Felony Convictions or Alcohol Related Criminal Offenses**
The Iowa Board of Nursing requires that all criminal convictions a nursing student applying for initial licensure has ever received be disclosed on their application for licensure. This includes deferred judgements and expunged cases. Once licensed, nurses are required by law to report all criminal convictions within 30 days of final disposition.

The Board has denied licensure based on alcohol and drug related offenses, or issues an initial license that required that the new licensee spend their first year on probation submitting to drug and alcohol screening.
**Grading Scale**

The grading scale for the nursing courses with a letter grade is as follows:

- 100-92 = A
- 91-84 = B
- 83-78 = C
- 77-70 = D
- 69-0 = F

The grading scale for nursing courses with Pass/Fail reporting is as follows:

- P – (Pass) Satisfactory Performance
- Q – (Fail) Unsatisfactory Performance

The grade point system for the college is as follows:

- A – Excellent 4 Grade points
- B – Above Average 3 Grade points
- C – Average 2 Grade points
- D – Below Average 1 Grade point
- F – Failure No Grade point
- W – Withdrawal No Grade point or credit
- I – Incomplete No Grade point or credit
- N – Audit
- P – Pass
- X – Repeat

Students are informed of grades via WebAdvisor. The student needs to take personal responsibility for meeting with the instructor if the course grade is a “D” or “F”.

To increase student success in the nursing classes, a minimum of 78% (nothing less, no rounding) average on all exams/quizzes is required before other assignments will be counted toward the final course grade. (effective 9/1/09)

**Grade Appeal**

A student who believes a course grade he/she has received is inaccurate may seek an appeal as follows:

1. Within 60 calendar days following the end of a course, the student will inform the instructor in writing of questions concerning course grade. The writing will address questions concerning the criteria and procedures the instructor used in determining the grade, the process by which it was assigned, and to request error correction if any, in the grade.

2. Within 14 calendar days after the instructor’s receipt of the student’s written questions, the instructor will offer to meet with the student to attempt to resolve the questions concerning a grade.

3. If after the discussion with the instructor, the student believes that the grade is still inaccurate, the student will meet with the Dean. This meeting must be scheduled within 10 calendar days after the instructor has offered to meet with the student. Before meeting with the Dean, the student will submit in writing to the Dean his/her questions regarding the grade. The Dean shall meet with the instructor and the student separately and/or together in an effort to resolve the questions regarding the grade.

4. If the steps above do not resolve the questions concerning the grade, the student may submit his/her written questions concerning course grade to the Vice-President of Instruction no later than 10 calendar days after meeting with the Dean. Within 14 calendar days after receipt of the written questions from the student, the Vice-President of Instruction will submit to the student, the instructor, and to the Dean a written decision concerning the appeal of the grade.
Graduation
Students who plan to receive a degree or diploma from the Practical Nursing Program or the Associate Degree Nursing Program, must complete their Graduation Declaration card online and pay a graduation fee prior to graduation.

Students must pay all fees/bills and complete the Financial Aid requirements prior to their transcript being sent to the Board of Nursing. If the payment of fees/bills and/or completing the Financial Aid requirements are completed after the graduation date, the student is responsible for notifying the Registrar and requesting their transcript be sent to the Board of Nursing.

Grievance/Appeal Policy
Whenever an individual desires information concerning the curriculum, or takes issue with some aspect of the curriculum, such individual shall discuss the problem with the party most immediately involved. If the matter is not satisfactorily resolved, the appeal process will follow this order:

1. Nursing Instructor
2. Nursing Center’s Coordinator (only for the Storm Lake or Webster City Centers)
3. Dean of Health Sciences
4. Vice President of Instruction
5. Executive Office of the Board (President)
6. The Board of Directors

Health Requirements
The objective of the health program is to promote positive health habits in addition to prophylaxis and the avocation of early treatment of disease. The nursing program requires all students to have a current and complete health record submitted prior to classes starting. A pre-entrance physical including specified immunizations must be completed. The physical examination forms will be provided at registration. The cost of the required physical examination is the student's responsibility.

All students are required to read and sign the Hepatitis B vaccine consent/waiver form to be placed in his/her file.

All students are strongly recommended to have their own health insurance policy. A health insurance plan is available to Iowa Central Community College students through the school nurse.

The clinical agencies do not provide insurance coverage for students injured while in their respective agencies. Students need to assume full responsibility for their own accidents or injuries which may occur in any of the clinical settings, classroom or lab setting.

Students will not be allowed to attend clinical if health records, immunizations (this does include the Flu Vaccination), CPR certification from the American Heart or American Red Cross (Healthcare Provider) and/or Mandatory Reporting for Adult and Child records are not current and submitted throughout the program. Failure to do so may result in failure of the clinical course.

Illnesses
It is the responsibility of the student to inform the appropriate instructor(s) of any condition that could interfere with the safety of the student and/or client while in the clinical area. When ill, the student needs to notify the instructor and the clinical area. If absent on a theory day, the student needs to notify the nursing instructor at the respective center.

Incomplete Grades
An incomplete (“I”) grade in a course does not have an immediate effect on a students’ semester GPA. A meeting arranged by the student with the instructor is held to discuss the reason for the incomplete grade. A contract between the student and instructor, stating the details and time schedule of work that is to be made up, must be agreed upon and signed. After all work is completed, the instructor will make the proper grade changes for the student’s permanent record. Incompletes are approved only for unusual circumstances with appropriate documentation
**Insurance: Liability and Malpractice**

All students are covered with a liability and malpractice insurance policy which is provided by the college.

**Iowa Board of Nursing Policy**

All nursing courses with a clinical component may not be taken by a person:

1. Who has been denied licensure by the board.
2. Whose license is currently suspended, surrendered or revoked in any U.S. jurisdiction.
3. Whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

(Iowa Board of Nursing, 655 Iowa Administrative Rules, Chapter 2)

If one of the above statements applies to a student, the student needs to contact the Iowa Board of Nursing, 515-281-3255.

**Latex Allergy**

Health Care providers are one group of people at risk for developing latex allergies. Allergic reactions to products made from latex are increasing in incidence and severity. If a student has a latex sensitivity, the student must inform their instructors and meet with the Coordinator of Special Needs. The student will learn about the symptoms of latex allergies and steps to take to protect themselves, co-workers, and patients in the first nursing class.

**Leave of Absence from Nursing Courses**

Loss of time due to illness, accidents, and/or surgery will be dealt with on an individual basis. The student must meet the objectives and required clinical time of the course in order to continue in the program. Clinical time is as per Attendance Policy.

**Nursing Program Policy Appeal**

A nursing student has the right to appeal against Iowa Central’s Nursing Program policies. The process to appeal is as follows:

1. The student must submit a letter of appeal (in writing) of the specific policy and concerns or reason why they are appealing. Supportive documentation may be required.

2. The student must submit the letter of appeal to the Dean of Health Sciences.

3. The Dean of Health Sciences will inform the Chairperson of the Nursing Students Affairs Committee of the appeal and request the student’s appeal to be placed on the agenda for the next scheduled meeting. The Student Affairs meetings are only scheduled two times during a school year (once in the later fall and once in later spring). Additional meetings may be scheduled if needed.

4. The Nursing Student Affairs Committee will review the appeal, past performance of the student and/or issues that may have occurred. The committee will make a decision regarding the student appeal.

5. After the committee has made their decision, the student will be notified.

**Orientation/Registration**

Once students are accepted into the nursing program they must attend an orientation/registration meeting. At this meeting students will be given information about CPR, Dependent Adult & Child Abuse certification, prerequisites, pre-entrance physical form, background check forms, and uniforms.

A pre-entrance physical form and certification in basic cardiac life support must be completed prior to starting the nursing courses. All nursing students must complete a Criminal Record/Child and Adult Abuse Check prior to attending clinical.
Preceptor Experience
An opportunity for students to precept with a selected staff RN/LPN may be available depending on the availability of clinical sites, during the final clinical course.

Depending on the student’s theory and clinical percent’s and availability of clinical sites and preceptors, some students may have the opportunity to precept with another R.N.

Practical Nursing
To take part in the preceptorship experience, the PN student must meet ALL of the following criteria:
1. The student must have completed and passed required first level courses excluding PN Issues & Trends, Selected Clinical Nursing and Clinical Practicum.
2. The student must have successfully completed a clinical course within the past nine (9) months to assure recent clinical experience.

Pregnancy
During pregnancy, a student may continue the program of study with the approval of her physician. The length of the maternity leave of absence will be based upon the physician's recommendation. The student must meet the objectives of the course in order to continue in the program.

Progression/Graduation/Recognition
The first who semesters are identical for both Practical Nursing and the Associate Degree Nursing programs, except at the Webster City and Storm Lake centers, where Introduction to Psychology is required in the second semester for students continuing into the second year of the ADN program.

Practical Nurse -
Students planning to graduate as a Practical Nurse must maintain a grade of "C" or better in all courses and meet the necessary prerequisites to progress in the program and graduate. Students receiving a "D" or "F" in a nursing course must meet with the program coordinator to determine their eligibility to continue in the program (see Repeat Policy, page 38). The Practical Nursing student must complete the approved program with a 2.0 cumulative grade point average. The cumulative grade point average is based on the courses within the Practical Nurse program. The student must be enrolled at Iowa Central Community College upon completion of the program with at least 12 hours taken in residence. A graduation fee must be paid. A Certification of Graduation is awarded to the student successfully completing the curriculum.

Associate Degree Nurse -
Students planning to graduate as an Associate Degree Nurse must maintain a grade of "C" or better in all courses and meet the necessary prerequisites to progress in the program and graduate. Students receiving a "D" or "F" in a nursing course must meet with the program coordinator to determine their eligibility to continue in the program (see Repeat Policy, page 38). The student must complete the approved program with a 2.0 cumulative grade point average and be enrolled at Iowa Central Community College with at least 12 hours taken from Iowa Central Community College. The cumulative grade point average is based on the courses within the Associate Degree Nursing program. An Associate in Applied Science Degree is awarded to the student successfully completing the two-year curriculum. A graduation fee must be paid.

The college graduation ceremony is held at the end of the spring semester in May. Both Practical and Associate Degree Nurse Graduates who have successfully completed courses through the academic school year are eligible to attend.

An annual Nursing Graduate Recognition for both Practical and Associate Degree Nurse graduates is held at the successful conclusion of the programs in June. At this time, the graduates will be recognized. The Recognition Ceremony for each center will be held on the final day of the summer class in the afternoon. Graduates will receive a letter in June with more details.
Re-entry

Students that leave the nursing program may apply to re-enter by the following guidelines:

1. Notify the Program Center’s Coordinator and/or Associate, in writing prior to the next semester of re-entry.

2. If a student has been out of the program for more than one semester, the student will need to have their transcripts evaluated and be accepted by the Program Coordinator and/or Admission’s Committee. Grade point average is evaluated and courses completed previously must be of comparable content and semester hours.

3. The length of time since the student completed the prior nursing course(s) must not exceed three years. The date that is considered as the end date will be the last day of the nursing course, not when the student leaves the class or the program. Any nursing courses completed prior to three years from re-entry must be repeated. (Effective Spring 2005) * Exception to this policy is with the preceptor experience for Practical Nursing. The student must have completed a clinical course within the past 9 months.

4. Students who have failed or withdrawn from Fundamentals of Nursing must complete a Plan for Success form before they will be considered for re-admittance into the program. The Plan for Success form may be obtained from the Health Sciences secretaries. (Effective fall 2006)

5. Once a student is admitted for re-entry the student must submit:
   a. The pre-entrance physical form including immunizations.
   b. A copy of their current CPR card and Dependent Adult & Child Abuse certification.
   c. Background check forms to Division of Criminal Investigation (DCI) and Department of Human Services (DHS).

Repeat Policy

Freshman level nursing students with two (2) failures or withdrawals in any PNN theory or clinical courses must terminate the nursing program. After 3 years the student can reapply to the nursing program to be considered for admission. The student will need to repeat all first year courses.

Sophomore level nursing students with one (1) failure or withdrawal from a PNN course and one (1) failure or withdrawal from an ADN course, must take the three (3) PN Management courses, PN NCLEX, work for one year as a LPN and reapply to the nursing program to be considered for admission. If accepted into the Associate Degree Nursing Program, any further failures or withdrawals, then the student must terminate from the Nursing Program.

If the student is a sophomore LPN and has had two failures or withdrawals either at the freshman (PNN) and/or sophomore (ADN) levels, then the student must work for 3 years as an LPN and reapply to the nursing program to be considered for admission.

Sophomore nursing students with two (2) failures or withdrawals in only the ADN theory or clinical courses must take the three (3) PN Management course, PN NCLEX, work for one year as a LPN and reapply to the nursing program to be considered for admission. If accepted into the Associate Degree Nursing Program, any further failures or withdrawals will result in termination of the nursing program.

*Note: The three (3) PN Management course are considered part of the Repeat Policy if the courses were taken either as required or optional. If a failure or withdraw would occur in one of the three (3) courses, this will count.

*Note: Please make note that if your second failure is in ADN-465 (Psychiatric Mental Health) or ADN-405 (Maternal Child Health Care), your financial aid may be affected. Please see the Financial Aid office for specific questions.

*Note: If a failure should occur in ADN-465 (Psychiatric Mental Health) or ADN-405 (Maternal Child Health Care), the student will not be allowed to repeat the failed course within the same semester unless this would be the only course needed to complete.
**RN to BSN Intent**
ADN nursing students need to be aware of the coalition of RN to BSN. ADN nursing students must also be aware that certain health care facilities may require the ADN nurse to obtain their BSN within a certain time frame upon employment. Iowa Central’s nursing program strongly encourages students to continue on with their education toward a BSN.

**Scantron**
Scantron or grade master sheets used to answer the test questions in the nursing courses will be purchased by the student at the Iowa Central Community College bookstore. An instructor may have students turn in their purchased Scantrons at the beginning of the semester.

**Scholastic Dishonesty**
Iowa Central Community College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, cheating and plagiarizing. Plagiarism is presenting someone else's words as one's own, whether in writing or in speaking. Cheating and plagiarism, whether intentional or accidental, are serious offenses.

Scholastic dishonesty will not be tolerated in any course. Plagiarism and other forms of cheating are examples of such dishonesty and will result in serious consequences.

**One is plagiarizing if one:**
- uses direct quotes without quotation marks and textual citation of the material
- paraphrases without crediting the source
- presents another’s ideas as your own without citing the source
- submits material written by someone else as your own (this includes purchasing or borrowing a paper)
- submits a paper or assignment for which one has received so much help that the writing is significantly different from one's own

**One is cheating if one:**
- copies someone else's exam or homework
- purposefully allows another student to copy your work or submit work you have written as his/her own
- refers to a text, notes or other materials during an exam without authorization to do so
- submits a paper or assignment for which you have received so much help that the writing is significantly different from your own
- passes test answers to another student during or before a test

**Disciplinary Action by the Instructor:**
An instructor who suspects a student of scholastic dishonesty will inform the student of the allegation as soon as possible. It is up to the instructor to determine the disciplinary action to be taken, which could include giving the student a zero for the assignment, reducing the student's grade for the course, assigning an "F" for the course, or other action. The instructor will send a written report of the incident to the student, the appropriate Dean and the Vice President of Instruction. If the instructor concludes that the incident merits additional disciplinary action (such as suspension or expulsion), he/she will send a written report of the case to the Vice President of Instruction for recommended additional disciplinary action.

**Student Appeal:**
If the student believes that the finding of scholastic dishonesty is in error or the penalty unjust, the student may appeal to the Vice President of Instruction. An informal hearing will be held and an administrative decision will be presented to the student.
Second Year Entry Criteria
Students will be required to complete PNN-621 Life Span Health Care and PNN-622 Clinical Practicum 2 with an 80% (no rounding; nothing less than 80%) in both courses in order to enroll in second year nursing classes.
Effective September 2002

When Life Span Health Care grades have been issued, those students who have not earned an 80% in Life Span Health Care and Clinical Practicum 2 will be withdrawn from second level nursing courses.

The student that has earned 78-79% in Life Span Health Care and/or Clinical Practicum 2 and desires to continue in the nursing program, must successfully complete the three (3) Practical Nursing courses: PNN-811 Selected Clinical Nursing, PNN-311 PN Issues and Trends, PNN-731 Clinical Practicum and obtain their LPN license. Prior to starting ADN courses, the student must submit a copy of their LPN license.

Students who have completed the PN management courses (PNN 311, 731 and 811) and have remained an Iowa Central nursing student for consecutive semesters do not need to complete an Advanced Standing Application packet or take the LPN Step Assessment. Prior to starting any ADN courses, the student must submit a copy of their LPN license.

Sexual Abuse and Sexual Harassment
See Iowa Central Community College Student Handbook and Planner.

Supplies
Course supplies are required to be purchased for the following courses.

PNN-127 and PNN-121 – Fundamentals of Nursing and Clinical Practicum 1
- Blood pressure cuff
- Stethoscope
- Catheter kit
- Gait belt
- Bandage scissors
- Pen light
- Watch with second hand

ADN-511 and ADN-512 – Adult Health Care and Clinical Practicum 5
- IV supplies
- Stethoscope
- Bandage scissors
- Pen light
- Watch with second hand

Suspension/Dismissal
The power to temporarily dismiss a student for three days is conferred upon the Vice President of Instruction. The official may also re-admit suspended students. Notice of suspension in writing shall be given by the Vice President of Instruction.

The Vice President of Instruction may propose expulsion of a student for cause. Such expulsion shall become final when approved by the Board of Directors. Board of Directors by the Executive Officer.

Transfers
Students that transfer into the nursing program must complete an admission application and meet the admission criteria on page 28. The length of time since the student completed the prior nursing course(s) must not exceed three years. Nursing courses taken within the past three years will be evaluated for comparable content and semester hours.

Spring 2005
Transfers Between Centers
A nursing student will be allowed one transfer to a different center during the nursing program, then the student will be required to complete the nursing program at that center. The only exception to this is if the course sequence is not offered at that center.

*Note:* The Mental Health nursing course in the summer at the Storm Lake center is only for Storm Lake center enrolled nursing students. The only exceptions would be for extenuating circumstances. Each circumstance will be dealt with on an individual basis.

Transportation
Students must provide their own transportation when enrolled in clinical nursing courses and will be required to drive outside of the immediate area. Students may be assigned to day, evening and/or night shifts. Possible clinical sites used by each of the centers include:

<table>
<thead>
<tr>
<th>Storm Lake Program</th>
<th>Fort Dodge Program</th>
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<tbody>
<tr>
<td>Buena Vista Regional Medical Center (Storm Lake)</td>
<td>Cherokee Mental Health Institute (Cherokee)</td>
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<tr>
<td>Cherokee Mental Health Institute (Cherokee)</td>
<td>Friendship Haven (Fort Dodge)</td>
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<td>Cherokee Regional Medical Center (Cherokee)</td>
<td>Greene County Medical Center (Jefferson)</td>
</tr>
<tr>
<td>Loring Hospital (Sac City)</td>
<td>Humboldt County Memorial Hospital (Humboldt)</td>
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<td>Methodist Manor Retirement Community (Storm Lake)</td>
<td>Humboldt North Care Center (Humboldt)</td>
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<tr>
<td>Newell Good Samaritan Center (Newell)</td>
<td>Marian Home (Fort Dodge)</td>
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<tr>
<td>Parkview Care Center (Sac City)</td>
<td>Mary Greeley Medical Center (Ames)</td>
</tr>
<tr>
<td>Webster City/Goldfield Program</td>
<td>Stewart Memorial Community Hospital (Lake City)</td>
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<td>Cherokee Mental Health Institute (Cherokee)</td>
<td>Unity Point-Trinity Regional Medical Center (Fort Dodge)</td>
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<td>Humboldt County Memorial Hospital (Humboldt)</td>
<td>YWCA (Fort Dodge)</td>
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<td>Mary Greeley Medical Center (Ames)</td>
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<td>Rotary Ann Home, Inc. (Eagle Grove)</td>
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<td>Southfield Wellness Community (Webster City)</td>
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<td>Van Diest (Webster City)</td>
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<tr>
<td>Iowa Specialty Hospitals-Clarion (Clarion)</td>
<td></td>
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<tr>
<td>YWCA (Fort Dodge)</td>
<td></td>
</tr>
</tbody>
</table>

Two-Step TB
Due to recent changes in immunization requirements for our Health Care facilities, Iowa Central Health Science Programs will be requiring all nursing students to complete the 2-Step TB starting Fall 2014. If students have questions on the 2-Step TB process, please contact the office.

Clinical Uniform Policy
The official uniform for the Practical and Associate Degree Nursing student (male and female) will be a navy blue short sleeved scrub top and navy uniform pants. Students have the option to wear with the official uniform either a navy under shirt or a navy long sleeved jacket. These items must be purchased at the Iowa Central Community College Bookstore. The name badge will identify each student by first name only. It is to be worn on the left chest, below the Iowa Central Community College emblem.

The following general policies will be enforced:
1. The Nursing emblem is securely attached to the left chest with thread or velcro.
2. Under garments should not be visible through clothing.
3. The student uniform may not be worn during employment.
4. A fresh, clean, wrinkle-free uniform should be worn daily.
5. Black nursing shoes are worn at clinical. (e.g., must be all black) All black nursing crocs, open heel or toe shoes are not allowed. Shoes and black shoelaces should be kept clean. Selection of shoes should be made with good arch support and foot comfort in mind. Canvas shoes are not allowed. Leather sport shoes allowed. The black shoes cannot have bright colored strips or soles.

6. Socks need to be solid black or navy blue. No-show, below ankle, other colors or striped are not allowed.

7. The length of the uniform pants cannot touch the floor.

8. Stethoscopes should not be carried around the neck in psychiatric-mental health nursing.

9. The name badge must be worn during clinical hours.

10. A watch with a second-hand is required and must be worn during clinical hours.

11. A lab coat and name badge are required to be worn when going to the hospital to obtain clinical assignments. Jeans may not be worn.

12. The scrub uniform for the obstetric or operating room experience is worn consistent with the policy of the hospital where this experience is taken.

Grooming:

1. Hair should be clean and dry with no bold scarves, ribbons, or bright/colored headbands or decorative barrettes. Hair should be neatly arranged and worn away from the face, and long hair must be pulled back. Hair may be required to be pinned up off the collar in some special areas. Headbands can only be 1” with either beige, black, or brown color-no other color will be accepted. No “crayon” colored hair will be allowed at clinical.

2. Males should have a conservative haircut with a clean shaven look. Mustaches or beards must be clean and trimmed.

3. Skin should be clean and odor free. Excessively strong perfumes/colognes or after-shave lotions should be avoided. Makeup should be used in moderation.

4. Fingernails should be clean and short. Nail polish and artificial nails are not allowed.

5. Regular oral hygiene is a must. Breath should not be offensive.

6. Wedding and/or engagement rings may be worn. A wristwatch and one pair of small post (no greater than ¼ inch) earrings for pierced ear lobes may be worn. No visible body piercing will be allowed including tongue, eyebrow and nose. No other jewelry is allowed. Special areas may ban the wearing of all jewelry.

7. Tattoo's need to be covered or as inconspicuous as possible.

Uniform Purchasing Information

The navy scrub top, pants, under tops and jacket must be purchased from the Iowa Central Community College Bookstore.

The Iowa Central Community College emblem can be purchased in Fort Dodge at the Bookstore or at Webster City or Storm Lake at the Iowa Central Community College offices. Students will receive information in class regarding the ordering of name badges.

It is a federal mandate that all health care workers wear name identification. All students must wear name badges while at clinical.
IOWA CENTRAL COMMUNITY COLLEGE HEALTH SCIENCES ASSOCIATE DEGREE NURSING CONCEPTUAL MODEL

NURSING PROCESS
BASIC SKILLS & HUMAN NEEDS
CRITICAL THINKING
PROFESSIONALISM

DEVELOPMENT THROUGH LIFE SPAN
(The Advising Form is utilized when an instructor is meeting with a student concerning an issue or concern related to the nursing program or a Nursing class.)

IOWA CENTRAL COMMUNITY COLLEGE
HEALTH SCIENCES DEPARTMENT

Practical and Associate Degree Nursing Programs
Advising Form

Student’s name: _______________________________

Summary of concern(s) and discussion with the student:

Academic Plan of Action (developed by the student with the instructor’s guidance/approval):

Student’s signature: _______________________________ Date: ________________

Instructor’s signature: _______________________________ Date: ________________
IOWA CENTRAL COMMUNITY COLLEGE
HEALTH SCIENCES
ASSOCIATE DEGREE NURSING/PRACTICAL NURSING

AUDIT CONTRACT

(effective for all students January 1, 1999)

Student Name ___________________________  Student ID ___________________________

Course Number and Title ________________________________________________________

Semester _________  Year ______  Instructor ________________________________

The above course will be taken by audit and 1-3 polices will be followed:

1. The student will adhere to the attendance policy of the nursing program.

2. The student will follow the nursing handbook policies.

3. The student will perform duties as assigned and function safely as a practitioner of patient care in clinical settings.

Failure to comply with these policies will result in failure to continue in the nursing program.

________________________________________  ______________________
Student Signature  Date

________________________________________  ______________________
Instructor Signature  Date

________________________________________  ______________________
Dean of Health Sciences  Date

Original to:  Student
Copies to:  Instructor & Dean of Health Sciences

8/11
DEGREE CHECKLIST

It is imperative and your responsibility to track the classes you have completed towards the PN or ADN degree. Update this form each semester. Incompletes and withdrawals do not count towards your degree. Remember, you must earn a “C” grade in each course to continue in the program.

<table>
<thead>
<tr>
<th>PRACTICAL NURSING DEGREE Required Courses</th>
<th>Final Grade</th>
<th>Date Completed</th>
<th>ASSOCIATE DEGREE NURSING Required Courses</th>
<th>Final Grade</th>
<th>Date Completed</th>
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<tbody>
<tr>
<td>PNN-127 Fundamentals of Nursing</td>
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<td>PNN-206 Medication Administration for Nurses</td>
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<td>PNN-206 Medication Administration for Nurses</td>
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<td>HSC-112 or HSC-113 Medical Terminology</td>
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<td>HSC-112 or HSC-113 Medical Terminology</td>
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<td>PNN-121 Clinical Practicum 1</td>
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<tr>
<td>PSY-121 Developmental Psychology</td>
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<td>BIO-151 Nutrition</td>
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<tr>
<td>BIO-173 Human. A &amp; P II w/lab</td>
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<td>BIO-173 Human. A &amp; P II w/lab</td>
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<td>PNN-621 Life Span Health Care</td>
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<tr>
<td>PNN-811 Selected Clinical Nursing</td>
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<td>PSY-111 Introduction to Psychology</td>
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<td>PNN-731 Clinical Practicum</td>
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<td></td>
<td>ADN-465 Psych/Mental H C</td>
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<td>PNN-311 PN Issues &amp; Trends</td>
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<td>ADN-466 Clinical Practicum 4</td>
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<td>BIO-186 Microbiology</td>
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<td>ADN-405 Mat. Child Health Care</td>
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<td>ADN-407 Clinical Practicum 3</td>
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<td></td>
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<td>ADN-512 Clinical Practicum 5</td>
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<td>ENG-105 Composition I</td>
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<td>SOC-110 Introduction to Sociology</td>
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<td>ADN-805 Mgmt. in Health Care</td>
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<td>ADN-806 Clinical Practicum 6</td>
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## IOWA CENTRAL COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM

### Additional Estimated Program Costs
Excluding College Tuition and Fees

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Summer</th>
<th>Total</th>
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<tr>
<td><strong>First Year</strong></td>
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<td></td>
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<tr>
<td>Supply Package</td>
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<tr>
<td>(Penlight, scissors, uniform emblem)</td>
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<tr>
<td>Books</td>
<td>Fundamentals</td>
<td>Life Span</td>
<td>LPN Mgmt</td>
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<tr>
<td></td>
<td>450.00</td>
<td>205.00</td>
<td>35.00</td>
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<tr>
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<td>General Ed.</td>
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<td>Books</td>
<td>Maternal-Child</td>
<td>Adult Healthcare</td>
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<td>145.00</td>
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<td>Graduation Fee</td>
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<td>NCLEX Exam Fees</td>
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<td>$393.50</td>
<td>$554.70</td>
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<td>$1,442.70</td>
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In Addition:  
Cost of uniforms and accessories (shoes, watch with second hand, etc.)
Pre-entrance physical and vaccinations.
Some courses have packets of handouts and lab supplies.
## IOWA CENTRAL COMMUNITY COLLEGE
## PRACTICAL NURSE PROGRAM

### Additional Estimated Program Costs
Excluding Tuition and Fees

#### First Year

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Summer</th>
<th>Total</th>
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<td>450.00</td>
<td>205.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Span</td>
<td>205.00</td>
<td>205.00</td>
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<tr>
<td>LPN Mgmt</td>
<td>35.00</td>
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<td>General Ed.</td>
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<td>ATI</td>
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<tr>
<td>NCLEX Exam Fees</td>
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<td></td>
<td>350.00</td>
<td></td>
</tr>
</tbody>
</table>

\[ \text{Total: } \$1,423.00 + \$318.00 + \$834.00 = \$2,575.00 \]

In Addition: Cost of uniforms and accessories (shoes, watch with second hand, etc.)
Pre-entrance physical and vaccinations.
Some courses have lab supplies.
CHECKLIST FOR POST-EXPOSURE/INJURY EVALUATION AND FOLLOW-UP OCCURRING AT JOB SITE

Date/Time: ________________________________

STUDENT

_______ Incident reported to instructor
_______ Completes Student Injury/Exposure Incident Report.
_______ Contacts Iowa Central School Nurse within 24 hours (by phone or in person)

INSTRUCTOR

_______ Request student to complete Student Injury/Exposure Incident Report Form
_______ Send copy of Injury/Exposure Incident Report to Dean within 24 hours.
_______ Completes Workman Compensation (WC) Supervisor’s Investigation Report (on-line form available under Health Service).
_______ Places copy of Student Injury/Exposure Incident Report in the student’s file.

STUDENT HEALTH NURSE

_______ Review Student Injury/Exposure Incident Report within 48 hours.
_______ Files a first Report of Injury to WC carrier within 48 hours.
_______ Counsels the student.
_______ Directs student to Corporate Health. Designated Health Care Professional (HCP) will do testing,

    follow-up, education, and counseling.
_______ HCP will keep records and test results.

Completion Date: ________________________________

Signature of Student: ________________________________

Signature of Instructor/Program Coordinator: ________________________________
IOWA CENTRAL COMMUNITY COLLEGE
HEALTH SCIENCE
STUDENT INJURY/EXPOSURE INCIDENT REPORT

THIS REPORT NEEDS TO BE COMPLETED AS SOON AS THERE IS A KNOWN INCIDENT, EVEN WITH NO INJURY, AND RETURNED TO THE INSTRUCTOR.

1. Name of Student ____________________________________________________________

2. Class _____________________________________________________________________

3. Date of injury, illness or exposure ________________  Time ________________

4. Date report filled out __________________________________________________________
    Date Instructor knew of incident _____________________________________________

5. Check appropriate category:
    _____ A. **INJURY** – Any incident which results in harm, wound or impairment.
    _____ B. **EXPOSURE** – Any undesirable exposure that causes injury or may cause harm or loss to you.

        1. Needlestick with contaminated needle to _______
        2. Piercing of skin with contaminated sharp to _______
        3. Splashing/spraying of blood or other potentially infectious material to ______________
        4. Other (describe) __________________________________________________________

    _____ C. **OTHER** ___________________________________________________________________

6. Description of the student’s duties relating to the exposure incident:

______________________________________________________________________________
______________________________________________________________________________

7. Describe circumstances of incident and be specific: (Name objects, substances, equipment, what were you doing when injured or exposed.)

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
8. Have you had the Hepatitis B vaccine? Yes ________ No ________

9. Names of Witnesses _________________________________

10. Student was advised to see:  
    _____ 1. College Nurse  
    _____ 2. Personal Physician  
    _____ 3. Public Health  
    _____ 4. Other ____________________

   If you have any complications or problems from this incident, notify your physician.

11. Immunizations recommended:  
    ISG (   ) HBIG (   ) Hepatitis (   ) Diphtheria/Tetanus (   ) PPD (   )

12. Follow-up:  
    Contact source known (   ) Contact source unknown (   )

13. The following remedial action may minimize the likelihood of future exposure.
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
SAFETY

14. If equipment was involved, was it removed from service and/or sent for repair?  
   Yes ______  No _______  Date ____________________________

15. Identify equipment: __________________________________________

16. Follow-up needed for:
   Training _____  Inservice _______  Equipment modification _______
   Policy change _____  Personal protection _______  Technique change ___

17. General comments: __________________________________________
   __________________________________________
   __________________________________________

18. Student’s signature: _________________________________________

19. Action was instituted (Date): _________________________________

20. Report completed by: _________________________________________

21. Reviewed with Instructor (Date): ______________________________

22. Instructor’s signature: ________________________________________
The Summative form is completed by the nursing instructor(s) during the terminal program course. The form is signed by the student and kept in the student’s nursing file and will be utilized as a reference.

IOWA CENTRAL COMMUNITY COLLEGE
HEALTH SCIENCES DEPARTMENT
Associate Degree Nursing Program
Summative Student Performance Evaluation

STUDENT’S NAME __________________________

In the chart below, assign the rating most applicable to performance.

<table>
<thead>
<tr>
<th></th>
<th>Superior</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Utilize critical thinking through the nursing process to determine priorities and implement safe, effective patient care for groups or individuals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Collaborate with other health team members within the health care setting to meet individuals’ needs along the health-illness continuum.</td>
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<tr>
<td>3. Utilize communication skills to maintain effective and/or therapeutic relationships with individuals, families and members of the health team.</td>
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<tr>
<td>4. Practice within the profession’s ethical and legal framework pertinent to the role of the registered nurse.</td>
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<tr>
<td>5. Utilize technical skills (including working with health equipment) in providing safe, effective nursing care.</td>
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<tr>
<td>6. Demonstrate personal responsibility and accountability in the practice of nursing.</td>
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<tr>
<td>7. Attendance.</td>
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<td></td>
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</tr>
<tr>
<td>8. Dependability</td>
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<td></td>
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</tr>
<tr>
<td>10. Acceptance of constructive criticism.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>11. Organizational skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS: (Outstanding traits, proficiencies, attendance, etc.) ____________________________

Instructor’s signature: ____________________________ Date: ____________________________
Student’s signature: ____________________________ Date: ____________________________

Revised 1/02 10/07

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(The Summative form is completed by the nursing instructor(s) during the terminal program course. The form is signed by the student and kept in the student’s nursing file.)

IOWA CENTRAL COMMUNITY COLLEGE
HEALTH SCIENCES DEPARTMENT
Practical Nursing Program
Summative Student Performance Evaluation

STUDENT’S NAME ____________________________

In the chart below, assign the rating most applicable to performance.

1. Develop beginning critical thinking skills using the nursing process to assist in planning priorities and implementing safe patient care.

2. Work in collaboration with other health team members within the work setting to meet the individuals’ needs.

3. Utilize basic communication skills to maintain working relationships with individuals, families and members of the health team.

4. Practice within the profession’s ethical and legal framework pertinent to the role of the practical nurse.

5. Develop beginning skills in working with computers and other technical equipment for both personal and nursing/professional activities.

6. Demonstrate personal responsibility and accountability in the practice of nursing.

7. Attendance.

8. Dependability


10. Acceptance of constructive criticism.

11. Organizational skills.

COMMENTS: (Outstanding traits, proficiencies, attendance, etc.) ________________________________

<table>
<thead>
<tr>
<th>Superior</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
</table>

Instructor’s signature: __________________________ Date: ________________

Student’s signature: __________________________ Date: ________________

Revised 1/02
10/07

55
## IOWA CENTRAL COMMUNITY COLLEGE

### 2014-2015

#### TUITION & FEES SHEET

**RESIDENT OF IOWA**

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Resident Tuition</th>
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## IOWA CENTRAL COMMUNITY COLLEGE

### 2014-2015

#### TUITION & FEES SHEET

##### NON-RESIDENT AND INTERNATIONAL

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<th>Non-Resident Tuition</th>
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IOWA CENTRAL COMMUNITY COLLEGE
NURSING PROGRAM

Issue/Grievance/Appeal
Process Form

Student’s name: _________________________________

1. Issue/Discussion with Instructor/Faculty:

Instructor’s Signature: ___________________________     Date: ______________________

2. Issue/Discussion with Center’s Coordinator (for Storm Lake and Webster City only):

Coordinator’s Signature: ___________________________   Date: ______________________

3. Issue/Discussion with Dean of Health Sciences:

Dean’s Signature: _________________________________   Date: ______________________

08/2013
Practical and Associate Degree Nursing
Student Policy Acknowledgement Form

My signature verifies that I have received, read, and been given the opportunity to ask questions and clarify program policies and procedures as printed in the 2014-2015 Nursing Student Handbook. I understand that I am responsible for the information contained in the handbook. I understand that failure to follow the policies documented in the handbook may result in my inability to complete the Nursing Program.

Iowa Central Community College Nursing Program policies include, but are not limited to, the following:

**Academic Progress**—progression policies which includes earning a “C” or above in all program courses, successful completion of all courses during, or prior to, the identified term, repeat policy and second year entry criteria. Charting grades on the Degree Checklist.

**Academic Standards**—Examination and make-up exam policies and scholastic requirements. Grading scale:

- 100-92 = A
- 91-84 = B
- 83-78 = C
- 77-70 = D
- 69-0 = F

**Student Rights and Responsibilities**—including class/lab/clinical preparation and attendance, standards and rules of professional conduct, safeguarding the client and self, academic integrity, uniform/dress code and clinical policies and procedures. I understand that class/lab/clinical sections may be scheduled during day, evening and or night hours/shifts.

**Health and Safety**—Providing accurate and current health status information, responding according to policy in the event of an injury/exposure incident, following Standard Precaution protocols and completing clinical orientation sessions. Annually review Bloodborne Pathogens protocol. **Students will not be allowed to attend clinical if health records, immunizations, CPR and Mandatory Reporting records are not current and submitted throughout the program. Failure to do so may result in failure of the clinical course.**

**Confidentiality**—Following established policies for the protection of confidential client information, including HIPPA guidelines.

**Accountability**—Sharing and resolving concerns in both a timely and professional manner and following the process for seeking exception to established policy. Keeping the College and Nursing Program informed of changes in contact information, checking e-mails daily.

**Background Checks—Criminal Convictions or Documented History of Abuse**

I understand that criminal convictions or documented history of child or dependent adult abuse may delay or prevent my participation in clinical education experience. If I am unable to participate in clinical education, I will be unable to complete the nursing program.

I understand that while a student in the Iowa Central Community College Nursing Program, it is my responsibility to report any criminal, child abuse, and dependent adult abuse charges pending against my record to the Dean of Health Sciences. I further authorize Iowa Central Community College to conduct background checks on my record at any time during my educational program, as needed.
Individuals with Criminal Convictions or Alcohol Related Offensives

According to Iowa Code 147.3 and 655 Iowa Administrative Code Chapter 3, the Iowa Board of Nursing has express authority to review the criminal conviction of an applicant and may deny licensure to any applicant who has been convicted of a felony, which relates to the practice of nursing. An applicant is a person who has filed an application for licensure with the Board and who possesses all of the statutory requirements for the granting of a license. Persons who have not yet completed the prerequisites for filing an application, such as completion of a course of study approved by the Board, are not applicants. The board has no statutory authority to review the felony conviction of a student of nursing who has neither completed the nursing program approved by the Board nor filed an application with the Board.

All individuals must report on their nursing licensure application all criminal convictions, including deferred judgments and expunged cases. All individuals must report on their nursing licensure application all criminal convictions, including deferred judgments and expunged cases.

Individuals Who May Not Take A Nursing Course With A Clinical Component

655 Iowa Administrative Code 2.5 (5) requires that the nursing program shall notify students that nursing courses with a clinical component may not be taken by a person:
   a. who has been denied licensure by the board
   b. whose license is currently suspended, surrendered or revoked in any U.S. jurisdiction
   c. whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

I understand that if I have had any disciplinary action related to nursing licensure, I must contact the Iowa Board of Nursing Enforcement Unit at 515-281-6472. I also understand that I cannot enroll in a clinical course within a nursing program until I have contacted the Iowa Board of Nursing and notified the Dean of Health Sciences.

I understand and agree that if I am not accepted by an affiliated agency for a clinical experience; due to my conduct as an Iowa Central Community College student (or any other reason as determined by the affiliated agency) I may be unable to complete my program of study and graduate from the nursing program. I hereby release Iowa Central Community College, its employees, and all affiliating agencies from any liability for decisions made concerning my eligibility to participate in a clinical experience.

Prior to graduating from the PN or ADN program, I authorize program officials of Iowa Central Community College Nursing program, to release to potential employers any information requested by them for the purpose of evaluating me for possible employment.

I understand that I am responsible for the information appearing in the College Catalog, the Iowa Central Community College Student Handbook, the Nursing Student Handbook, in each class syllabus, and each class schedule. I understand I must adhere to the Nursing Program policies and professional standards/rules as identified and will seek clarification when unsure. Failure to read the policies and guidelines and other information will not be considered an excuse for noncompliance of policies and procedures of the College or the Nursing Program.

__________________________________________  ____________________________
Date                  Student Signature                Student ID

__________________________________________
Printed Name

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