The Nursing Student Policy Manual is also available on the DMACC Nursing Program website. 
https://www.dmacc.edu/programs/nursing/Documents/studentpolicymanualStandAlone.pdf

**DMACC Nondiscrimination Statement**

DMACC offers career and technical programs in the following areas of study:

- Agriculture, National & Environmental Services
- Architecture, Engineering, and Construction
- Arts, Design, and Visual communications
- Business, Management, and Marketing
- Education, Public, and Human Services
- Health Science
- Hospitality and Culinary
- Information Technology
- Manufacturing
- Transportation & Logistics

Des Moines Area Community College shall not engage in nor allow discrimination covered by law against any person, group or organization. This includes in its programs, activities, employment practices, hiring practices or the provision of services, and harassment or discrimination based on race, color, national origin, creed, religion, sex (including pregnancy), sexual orientation, gender identity, age (in employment), disability, genetic information (in employment) and actual or potential parental, family or marital status of a person. Veteran status in educational programs, activities, employment practices, or admission procedures is also included to the extent covered by law.

Individuals who believe they have been discriminated against may file a complaint through the College Discrimination Complaint Procedure. Complaint forms may be obtained from the Campus Provost's office, the Academic Deans’ office, the Judicial Officer, or the EEO/AA Officer, Human Resources. ADA questions and concerns may be directed to the Section 504/ADA Coordinator at 2006 S. Ankeny Blvd, Bldg 6, Ankeny, IA 50023, phone 515/964-6857, sgbittner@dmacc.edu. Title IX questions and concerns may be directed to the Title IX Coordinator at 2006 S. Ankeny Blvd, Bldg 6, Ankeny, IA 50023, phone 515/964-6850, jdargo@dmacc.edu. Question or complaints about this policy may be directed to the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone 312/730-1560, fax 312/730-1576.

Welcome

On behalf of the nursing faculty and staff at Des Moines Area Community College, I want to extend a warm welcome. We are pleased that you have selected DMACC for your nursing education. Our program has a long tradition of providing quality nursing education for both Practical Nursing (PN) and Associate Degree Nursing (ADN) students. Upon successful completion of the five terms of the ADN Program you will be awarded an Associate in Applied Science (AAS) degree and will be eligible to take the National Council Licensure Exam (NCLEX) for Registered Nurse Licensure.

Additional career mobility options for the Associate Degree Nurse graduates are provided by the following mode:

Baccalaureate Degree in Nursing – Associate Degree Nursing to Bachelor of Science in Nursing (BSN).

Des Moines Area Community College Nursing Program has approval from the Iowa Board of Nursing to participate in the Statewide Articulation Plan for Nursing Education. This plan facilitates mobility of graduates from RN to BSN education. Generally the Associate Degree Nursing graduate enters the junior year of the Bachelor of Science in Nursing Program and can obtain a degree in an additional two years. Information for these programs can be obtained from academic advisors or counselors.

The Associate Degree Nursing program is approved by the Iowa Board of Nursing, River Point Business Park, 400 S.W. 8th Street, Suite B, Des Moines, Iowa 50309-4685, 515-281-3255, https://nursing.iowa.gov/

The Associate Degree Nursing Program is also accredited by the Accreditation Commission for Education in Nursing, 3343 Peachtree Road, NE, Suite 850, Atlanta, Georgia, 30326, 404-975-5000, www.acenursing.org/

Our graduates are well prepared to take the NCLEX exam and to enter the workforce. They are recognized as competent practitioners by the community and employers. Graduates express appreciation for a quality education and a rewarding career with diverse employment opportunities.

This “Nursing Student Policy Manual” is intended to provide you information and guidance regarding the program curriculum and policies. Please familiarize yourself with it and keep it available as a reference throughout the year. Download a copy of the Nursing Student Policy Manual. Students are advised to keep the manual, and course competencies or syllabi in a permanent file location for future reference when continuing their education or moving to another licensure jurisdiction. https://www.dmacc.edu/programs/nursing/Documents/studentpolicymanualStandAlone.pdf

This manual is designed to answer most of your questions. However, if you have additional questions or need clarification on any topic pertaining to your role as a nursing student at DMACC, please contact a Program Chair/Campus Coordinator or program counselor for assistance. In addition, please remember that this manual builds upon College policies and procedures found in the DMACC Student Handbook. Download a copy of the handbook using this link: http://catalog.dmacc.edu/index.php?catoid=10

I hope that you find your path in nursing to be as exciting and fulfilling as I do in my career! We welcome you to our programs. Thank you for choosing Des Moines Area Community College for your nursing education!

Kendra Ericson, RN, MSN
Director, Nursing Education
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<td>2006 South Ankeny Blvd., Bldg. 24, Room 212 Ankeny, IA 50023-8995 (515) 964-6324 or 1-800-362-2127, ext. 6324 FAX: (515) 965-6008</td>
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Program Design & Outcomes
Des Moines Area Community College  
Nursing Program Philosophy

In alignment with the mission and vision of Des Moines Area Community College, the nursing program provides students with a quality, student-centered nursing education designed to build a foundation in cultural understanding, social enrichment, and life-long learning. Students are prepared to provide professional, safe, and culturally attentive nursing care for individuals and families across the lifespan.

The nursing faculty believes that all persons have the right to be recognized and respected as unique, holistic beings with inherent dignity and worth. Each individual person has both universal and specific needs and is distinguishable from the family, group and/or community to which they belong. Individuals, families and groups become clients when nursing is engaged to provide care that is desired or needed.

Health is a dynamic state of physical, emotional, intellectual, social, cultural, and spiritual well-being. Illness occurs when actual or perceived needs cause significant distress to the client or interfere with the ability to perform desired activities or needs of daily life.

Nursing is an art and a science. The art of nursing is the innovative and compassionate delivery of nursing care to all clients. The nurse works autonomously and in collaboration with others to create an environment that empowers the client to strive for their highest level of well-being. The science of nursing and other disciplines is the foundation for therapeutic nursing interventions provided to clients to meet their needs for health promotion, health maintenance, illness prevention, illness care, rehabilitative care and support until death.

Learning is an active process that is facilitated through the use of a conceptual approach to nursing education and focused on thoughtful application of the nursing process. A conceptual curriculum benefits students by; managing information, providing active engagement, fostering the development of critical thinking skills, and preparing students to function in a highly complex health care system (Gidden, Caputi, & Rodgers, 2015). Nursing student learning is facilitated using Knowles Theory of Adult Learning as a guide. Students are the primary focus of the DMACC Associate Degree Nursing curriculum and the four principles addressed are; student participation, problem relevance, past, present, and current experiences lead to learning, and activities are problem centered.

The goal of nursing education is to develop an individual who works within professional and ethical guidelines utilizing the nursing process to make sound clinical decisions and use effective communication to collaborate with the client and health care team. The graduate of the associate degree program is prepared to provide nursing care to clients across the lifespan in a variety of settings. The graduate is also prepared to continue his or her professional education.

8/16/16
Curriculum Definitions

**Active Learning:** Process by which students actively participate in educational activities that promote analysis, synthesis and evaluation of nursing concepts.

Consists of three key elements:

1. The context of the activity is explained.
2. Students are engaged in the activity.
3. There was closure to the activity via reflection.

Students must complete preparation activities, including, but not limited to, viewing videos, pre-tests, assigned readings, literature search, etc. as assigned prior to clinical, lab and theory.

**Assessment:** Assessment is a subset of evaluation processes focused on student achievement (Lattuca, 2009). In the DMACC nursing program, the purpose of assessment is to demonstrate congruency between achievement and student/program objectives/outcomes.

**ATI:** ATI stands for Assessment Technologies Institute (ATI). ATI offers programs designed to increase student pass rates on the nursing licensing exam and lower program attrition. ATI is utilized during the duration of the Associate Degree Nursing program as a component of the nursing curriculum. Students will be notified of ATI requirements and grading criteria in each course.

**Clinical/Practicum:** Hands-on learning situations in which students care for patients/clients within an actual or simulated setting, under the supervision of a qualified faculty member to meet program outcomes. (Iowa Board of Nursing, 2013).

**Clinical/Practicum Facilities:** Locations where students care for actual patients/clients under the supervision of a qualified faculty member so that program outcomes are met (Iowa Board of Nursing, 2013).

**Conceptual Approach:** An educational design that includes the following interrelated elements; concepts, exemplars, concept-based curriculum, concept-based instruction, and conceptual learning (Giddens, Caputi, & Rodgers, 2015).

**Concept-Based Curriculum:** A curriculum organized by concept and that promotes a student centered, active learning environment, and is clinically driven, will designated as one that uses a conceptual approach or labeled as concept-based curriculum (Giddens, Brady, Brown, Wright, Smith, & Arris, 2008).

**Fidelity:** Believability, or the degree to which a simulated experience approaches reality; as fidelity increases, realism increases. The level of fidelity is determined by the environment, the tools and resources used, and many factors associated with the participants. Fidelity can involve a variety of dimensions, including (a) physical factors such as environment, equipment, and related tools; (b) psychological factors such as emotions, beliefs, and self-awareness of participants; (c) social factors such as participant and instructor motivation and goals; (d) culture of the group; and (e) degree of openness and trust, as well as participants’ modes of thinking (Meakim, Boese, Decker, Franklin, Gloe, Lioce, Sando, & Borum, 2013).

**High Fidelity:** Experiences using full scale computerized patient simulators, virtual reality or standardized patients that are extremely realistic and provide a high level of interactivity and realism for the learner (Meakim, Boese, Decker, Franklin, Gloe, Lioce, Sando, & Borum, 2013).

**Moderate/Midlevel Fidelity:** Experiences that are more technologically sophisticated such as computer-based self-directed learning systems simulations in which the participant relies on a two dimensional focused experience to problem solve, perform a skill and make decisions or the use of mannequins more
realistic than static low fidelity ones having breath sounds, heart sounds and/or pulses (Meakim, Boese, Decker, Franklin, Gloe, Lioce, Sando, & Borum, 2013)

**Low Fidelity:** Experiences such as case studies, role-playing, using partial task trainers or static mannequins to immerse students or professionals in a clinical situation or practice of a specific skill (Meakim, Boese, Decker, Franklin, Gloe, Lioce, Sando, & Borum, 2013)

**Guided Practice:** Student-centered peer learning strategy utilized in laboratory in the Associate Degree Nursing program. Students assist one another by providing feedback to peers in order to develop proficiency in technical nursing skills utilizing established criteria. The objectives of guided practice are to increase the student’s preparedness, proficiency, and knowledge of technical skills and to enhance self-evaluation and constructive peer group interactions. During guided practice, students will assume the role of demonstrator, peer guide, or peer evaluator.

**Electronic Portfolio:** All nursing students in the ADN program will complete an Electronic Portfolio. The portfolio will be started in the first term and course of the program, ADN110, and students will add to their portfolio during all subsequent terms. The Electronic Portfolio will provide students an opportunity to document their professional and personal growth as well as demonstrate achievement of student learning outcomes and exploration of the global concepts. Included in the portfolio may be written reflections, examples of course and clinical work, nursing club and service learning experiences; all demonstrating evidence of accountability for learning.

**Interprofessional Education (IPE):** Interprofessional practice is integral to providing safe, quality, patient-centered care. Associate Degree Nursing students will participate in IPE opportunities each term throughout the curriculum. The goal of this IPE is to prepare DMACC Associate Degree nursing students for interprofessional practice. IPE occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.

DMACC Associate Degree nursing students will participate in IPE with (but not limited to) students from the following healthcare programs:
- Physicians
- Physician Assistants
- Nurse Practitioners
- Pharmacy
- Respiratory Care
- Paramedic
- Dietitian
- Social Services
- Healthcare Administration
- Radiology Technicians
- Sonography Technicians

**Laboratory:** Activities that provide opportunities for demonstration and practice, and evaluation of nursing interventions, decision making, and critical thinking through the use of low and/or medium fidelity simulation to meet program outcomes (Iowa Board of Nursing, 2013).

**Observation:** Learning experiences in a relevant clinical setting, where the student does not directly care for patients/clients that meet program outcomes but do not require on-site faculty supervision (Iowa Board of Nursing, 2013).

**Nursing Club:**
All DMACC Nursing ADN students are encouraged to become members of the Nursing Club. Activities may include service activities, social functions, and educational activities.

**Simulation:** An attempt to mimic essential aspects of a clinical situation with the goal of understanding and managing the situation better when it occurs in actual clinical practice. A technique that uses a situation or
environment created to allow persons to experience a representation of a real event for the purpose of practice, learning, evaluation, testing, or to gain understanding of systems or human actions (NLN SIRC, 2016).

**Simulated Clinical Experiences**: A structured high fidelity simulation activity that represents actual or potential situations in practice.

**Simulation Scenario**: The plan of an expected and potential course of events for a simulated clinical experience. The clinical scenario provides the context for the simulation and can vary in length and complexity, depending on the objectives (Meakim, Boese, Decker, Franklin, Gloe, Lioce, Sando, and Borum, 2013). The scenario design includes:

- **Pre-briefing (Briefing)**: An information or orientation session held prior to the start of a simulation-based learning experience in which instructions or preparatory information is given to the participants. The purpose of the pre-briefing or briefing is to set the stage for a scenario and assist participants in achieving scenario objectives (Meakim, Boese, Decker, Franklin, Gloe, Lioce, Sando, and Borum, 2013).

- **Clinical Scenario**: The plan of an expected and potential course of events for a simulated clinical experience. The clinical scenario provides the context for the simulation and can vary in length and complexity, depending on the objectives (Meakim, Boese, Decker, Franklin, Gloe, Lioce, Sando, and Borum, 2013).

- **Debriefing**: An activity that follows a simulation experience and is led by a facilitator. Participants’ reflective thinking is encouraged, and feedback is provided regarding the participants’ performance while various aspects of the completed simulation are discussed. Participants are encouraged to explore emotions and question, reflect, and provide feedback to one another. The purpose of debriefing is to move toward assimilation and accommodation to transfer learning to future situations (Meakim, Boese, Decker, Franklin, Gloe, Lioce, Sando, and Borum, 2013).

**Theory**: Application of various and evidence based active learning strategies in the classroom setting.
Global Concepts

DMACC Nursing has identified seven global concepts which provide foundation and structure, and are interwoven throughout the curriculum. The global concepts are identified and defined below.

<table>
<thead>
<tr>
<th>Global Concept</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>A specialized skill set essential to a performance of a unique and professional role. Main concepts that indicate professional behavior in the nursing profession include accountability, teamwork, and autonomy (Nursing Management, 2010). Other characteristics of professional behavior include dedication to the profession, maintaining boundaries, compassion and caring, and compliance with legal, ethical, and practice standards. Participation in the therapeutic nurse-patient relationship, and the ability to self-reflect.  (Includes: Scope of Practice, Teamwork, Collaboration)</td>
</tr>
<tr>
<td>Safe Practice</td>
<td>Health care practices that reduce the risk of harm to patients and providers resulting from the processes, systems, or environments of care through both system effectiveness and individual performance. (QSEN &amp; National Council for Biotechnology Information). A competency is an expected level of performance that integrates knowledge, skills, abilities, and judgment. (Includes: Pharmacology, Quality Improvement)</td>
</tr>
<tr>
<td>Communication</td>
<td>The act or process of using words, sounds, signs, or behaviors to express or exchange information or to express ideas, thoughts, feelings to other individuals. Includes both basic and advanced therapeutic techniques. Therapeutic Communication- An interactive process between the nurse and the client that helps the client to overcome temporary stress, to get along with other people, to adjust to situations that cannot be altered, and to overcome any psychological blocks that may stand in the way of self-realizations. Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making. Use of a standardized nursing language for documentation of nursing care is vital both to the nursing profession and to the bedside/direct care nurse (Rutherford, 2008).</td>
</tr>
<tr>
<td>Culture</td>
<td>Culture: &quot;the accumulated store of shared values, ideas (attitudes, beliefs, values, and norms), understandings, symbols, material products, and practices of a group of people&quot; (IOM, 2003, p.522). Diversity encompasses acceptance and respect. Understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. (Includes Spirituality).</td>
</tr>
<tr>
<td>Care Across the Life Span</td>
<td>Development is the process of change during a client’s life. The sequence includes physical, psychosocial, and cognitive development. The nurse must be aware of the client’s developmental stage to provide age appropriate care and education. (Lippincott)</td>
</tr>
<tr>
<td>Health Promotion</td>
<td>The process of enabling people to increase control over, and to improve, their health. (WHO, 2015) Includes characteristics of recovery.</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Nursing Process</td>
<td>The essential core of practice for the registered nurse to deliver holistic, patient-focused care. “The nursing process is often conceptualized as the integration of singular actions of assessment, diagnosis, and identification of outcomes, planning, implementation, and finally, evaluation. The nursing process in practice is not linear as often conceptualized, with a feedback loop from evaluation to assessment. Rather, it relies heavily on the bi-directional feedback loops from each component” (ANA, 2010, p.9). Patient teaching and education are essential components of the nursing process (Jones, 2002). EBP- Evidence-based practice is “A scholarly and systematic problem-solving paradigm that results in the delivery of high-quality health care.” (ANA, 2010, p.73). “A critical thinking model used by nurses that is comprised by the integration of the singular, concurrent actions of these six components: assessment, diagnosis, identification of outcomes, planning, implementation, and evaluation.” (ANA, 2010, p.74)</td>
</tr>
</tbody>
</table>
Associate Degree Nursing Outcomes

Graduation Outcomes

1. Performance on the license exam: our three year mean for the NCLEX-RN will be at or above the national mean for the same three-year period.

2. Program completion: Expected level of achievement for program completion.
   a. Associate Degree Nursing Program Graduation Rate Target equal to or greater than 57%.
   b. Associate Degree Nursing Program Attrition Rate Target less than 30%.

3. Graduate Program Satisfaction: Qualitative and quantitative measures address graduates six to twelve months post-graduation.
   a. At least 90% will report “Strongly Agree” or “Agree” in response to the statement “Overall, I was satisfied with Associate Degree Nursing preparation at DMACC.”
   b. Program graduates will integrate leadership principles and processes to ensure safe, quality outcomes for patient care across the continuum.

4. Employer Program Satisfaction: Qualitative and quantitative measures address employer satisfaction with graduate preparation for entry-level positions six to twelve months post-graduation.
   a. At least 80% will report “Strongly Agree” or “Agree” in response to the statement, “Overall, I was satisfied with Associate Degree Nursing preparation at DMACC.”
   b. Program graduates portray professional values when providing holistic, patient-centered nursing care to diverse patient populations.
      1) Support and utilize evidence based practice.

   a. Associate Degree Nursing Program Job Placement Rate Target at least 60%.
   b. Graduates will utilize the nursing process to provide individualized, holistic care to enhance the health of the clients in a variety of health care and community-based settings.

Program Outcomes (As reported on ACEN Annual Report: Academic Year July 1, 2015 – June 30, 2016)

<table>
<thead>
<tr>
<th>National Council Licensure Examination for Registered Nurses (NCLEX-RN®)</th>
<th>91.43 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Time Pass Rate</td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>66 %</td>
</tr>
<tr>
<td>Graduate Rate of Employment in Nursing (as reported by graduate survey responses)</td>
<td>100 %</td>
</tr>
</tbody>
</table>

End of Program Student Learning Outcomes

Upon successful completion of this program, the student will be able to:

Professionalism:
1. Display consistent use of professional nursing standards, behaviors, and attitudes.
Safe Practice:
2. Deliver care to clients to keep them free from harm while remaining vigilant to threats in the environment which may precipitate an unsafe situation.

Communication:
3. Demonstrate the use of professional and therapeutic communication in a variety of health care settings.

Culture:
4. Integrate the uniqueness of an individual’s cultural influence in the design and implementation of care.

Care across the Life Span:
5. Incorporate client’s developmental stage in the design and implementation of care.

Health Promotion:
6. Enhance positive outcomes for clients and self through health promotion, illness prevention, and management of care.

Nursing Process:
7. Utilize the nursing process to provide individualized, holistic care to enhance the health of the clients in a variety of health care settings using evidence-based practice.
# Des Moines Area Community College
## Associate Degree Nursing
### Program of Study

<table>
<thead>
<tr>
<th>Term / Course</th>
<th>Total Credits</th>
<th>Credit Breakout</th>
<th>*Hours per week based on 15 week term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Theory* 1hr/credit</td>
<td>Lab* 2hr/credit</td>
</tr>
<tr>
<td><strong>Term 0</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 168 Anatomy &amp; Physiology I</td>
<td>4</td>
<td>3 1 0</td>
<td></td>
</tr>
<tr>
<td>BIO 104 Introductory Biology w/Lab</td>
<td>3</td>
<td>2 1 0</td>
<td></td>
</tr>
<tr>
<td>CHM 122 Intro to General Chemistry</td>
<td>4</td>
<td>3 1 0</td>
<td></td>
</tr>
<tr>
<td>MAT 121 College Algebra OR</td>
<td>4</td>
<td>4 0 0</td>
<td></td>
</tr>
<tr>
<td>MAT 157 Statistics</td>
<td>4</td>
<td>4 0 0</td>
<td></td>
</tr>
<tr>
<td>PSY 111 Introduction to Psychology</td>
<td>3</td>
<td>3 0 0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADN 110 Introduction to Professional Nursing</td>
<td>2</td>
<td>2 0 0</td>
<td></td>
</tr>
<tr>
<td>ADN 140 Nursing Fundamentals</td>
<td>6</td>
<td>2 2 2</td>
<td></td>
</tr>
<tr>
<td>BIO 173 Anatomy &amp; Physiology II</td>
<td>4</td>
<td>3 1 0</td>
<td></td>
</tr>
<tr>
<td>ENG 105 Composition I</td>
<td>3</td>
<td>3 0 0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADN 210 Advanced Nursing Practice</td>
<td>5</td>
<td>3 2 0</td>
<td></td>
</tr>
<tr>
<td>ADN 240 Health &amp; Illness Concepts</td>
<td>6</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>PSY 121 Developmental Psychology</td>
<td>3</td>
<td>3 0 0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term 3 (Summer)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 186 Microbiology w/ lab OR</td>
<td>4</td>
<td>3 1 0</td>
<td></td>
</tr>
<tr>
<td>BIO 732 Health Science Microbiology</td>
<td>4</td>
<td>3 1 0</td>
<td></td>
</tr>
<tr>
<td>SPC 101 Fundamentals of Oral Communication</td>
<td>3</td>
<td>3 0 0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADN 420 Health &amp; Illness Concepts IIA</td>
<td>6</td>
<td>4 0 2</td>
<td></td>
</tr>
<tr>
<td>ADN 450 Health &amp; Illness Concepts IIb</td>
<td>6</td>
<td>4 0 2</td>
<td></td>
</tr>
<tr>
<td>BIO151 Nutrition</td>
<td>3</td>
<td>3 0 0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term 5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADN 520 Complex Health Concepts</td>
<td>7</td>
<td>4 0 3</td>
<td></td>
</tr>
<tr>
<td>ADN 550 Professional Nursing Preceptor</td>
<td>5</td>
<td>2 0 3</td>
<td></td>
</tr>
<tr>
<td>ENG 106 Composition II</td>
<td>3</td>
<td>3 0 0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>84</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 5/17/17
Course descriptions may be found in the DMACC College Catalog [http://catalog.dmacc.edu/](http://catalog.dmacc.edu/)
Academics
Academic Standards Specific to Nursing (ADN) Courses:

Accommodations
Any nursing student with a documented disability who requires accommodations should follow the application process as outlined by the Disability Services Office. https://www.dmacc.edu/student_services/disabilities/Pages/welcome.aspx

Course Completion
To successfully complete a nursing course, the student must:
   a) achieve 78% or greater in overall course grade
   b) successfully complete all course requirements and performance criteria
   c) complete requirements related to standardized benchmark exams (if applicable)

Students who fail to meet (1a) but are successful in meeting the other requirements (1b-1c) will have the overall course grade recorded on transcript. Students who meet requirement (1a) but are unsuccessful in meeting other requirements (1b-1c) will have a C- recorded on their transcript. For Example:

Sally met the clinical performance criteria in ADN 140, but earned a 77% overall course grade and will earn a C- at the end of the course.

John earned an 80% overall course grade in ADN 140, but failed to meet the clinical performance criteria. John will receive a C- at the end of course.

Grading Policies
1. DMACC Grading Policies and designations used by the Office of Student Records and Services in recording academic work on the official transcript are identified in the College Catalog (ES 4556).

2. Nursing course grades are based on the following range of percentages:
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 and above</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92.99</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>88 - 89.99</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>85 - 87.99</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>83 - 84.99</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>80 - 82.99</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>78 - 79.99</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>75 - 77.99</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>73 - 74.99</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>70 - 72.99</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>69 - 69.99</td>
<td>.67 Grade Point Average</td>
</tr>
<tr>
<td>F</td>
<td>68.99 and below</td>
<td>.00 Grade Point Average</td>
</tr>
</tbody>
</table>

3. Each quiz/exam/project grade will be calculated to two decimal points. At the end of the course, actual percentages will be used to determine letter grades.
   
   78.00% C passing/progressing grade
   77.99% C- /non-passing/non-progressing grade

4. Late Policy for “Course Projects” (“Late Paper Policy”):
   • Each student is expected to submit graded “Course Projects” by the date and time designated by the instructor. “Course projects” refer to assignments identified in the course syllabus as part of the course theory grade.
   • The student will have either five (5) school days after the due date of the project, or until the last regular day of the course, (whichever comes first), to turn in the completed Project. 10% of the total possible points will be deducted from Projects received in this five day period. Projects received after this five day period will receive no credit, and recorded as a “0”.
5. There are no options for extra-credit work or repeating exams or paperwork to raise course grades, either during or at the end of the course.

6. At the end of the term, if a student is unable to complete some portion of the assigned coursework or testing, a grade of "I" (Incomplete) may be requested. A written request must be completed with the course instructor. College policy will be followed for removal of the Incomplete.

Exceptions to Course Policies
Exceptions to policies as presented in the Nursing Student Policy Manual or DMACC Student Handbook may be considered in special situations. Requests must be submitted by E-mail to the campus Program Chair/Campus Coordinator for consideration by the District Nursing Chairs and/or Director. An example of an exception request is extending competency validation or a test deadline because of extended illness or hospitalization.

**Progression**
Progression within the ADN program requires that the student:
1. Earn a grade of C (not a C-) or above in all nursing courses and support courses.
2. Successfully complete all nursing course work identified within a specific nursing program term.
3. Successfully complete support courses prior to or by the end of the designated term in the nursing curriculum.
4. Obtain approval from the Credentials office for any transfer credits and make certain that they are recorded on the student’s transcript prior to the term in which the course is designated.
5. Successfully complete required support courses prior to the designated term, or enroll in the required course during the designated term.
6. Complete all program and clinical orientation, and annual requirements by stated deadlines.

**Student Action Report (SAR)**
Student Action Reports (SAR) are given to alert students to possible situations or behaviors that, if continued, may cause the student to be in jeopardy in a course or in the program. SARs will be initiated for unsatisfactory class, lab, and/or clinical performance, or if the instructor is unable to evaluate the student's performance due to absenteeism. When an SAR is given, the initiating instructor will collaborate with the student in the development of remediation measures in order to promote student success. Students are expected to complete remediation requirements and communicate progress as directed. Documentation will be placed in the student file and shared with Program Chair/Campus Coordinator. A sample SAR can be found in the Appendices to this document.

**Testing/Examinations**
Nursing exams follow the NCLEX-RN blueprint and questions are selected to reflect the use of higher order thinking. As students’ progress throughout the curriculum, the expectation is that the difficulty of exams will reflect the student’s progression in program. Standardized exams will be used throughout the nursing curriculum to assess student’s competency level, NCLEX predictors, and provide remediation on identified content areas.

**Student Rights and Responsibilities for Testing/Examinations**
1. All students must adhere to DMACC’s Academic Integrity Policy and the College’s position regarding cheating. (See DMACC Student Handbook at [http://www.dmacc.edu/handbook/](http://www.dmacc.edu/handbook/)).
2. Only items necessary for testing are permitted on the student’s desk/table.
3. No personal dictionaries (including translators), calculators, or other electronic or print references are allowed during exams. Calculators will be provided for dosage calculation exams given paper/pencil. Desktop English dictionaries will be provided for conceptual examinations only. No additional aids are allowed outside of those provided through the testing platform. Headphones may not be worn. Ear plugs are allowed.
4. Exam time will be equivalent to 1 minute 30 seconds (1.5 minutes) per each question on the exam.
   Example: a 50 question exam will be timed at 75 minutes.
   In this example if you spend 5 minutes on the first question you will have 70 minutes to complete 49 more questions.
5. Because a quiet, undisturbed environment for testing is optimal, the following behaviors will be required:
• Turn off and put away cell phones
• Be in class before the start of the exam.
• Avoid activities that may be considered disruptive to classmates.
• Refrain from talking to fellow students while the exam is in progress
• Follow faculty directions in case of a question during the exam
• Promptly and quietly leave the room upon completion of the exam. Do not re-enter the classroom until all students have completed testing

6. It is the responsibility of all students to maintain test security. Do not discuss test content in the presence of students who have not tested. Students who have not tested are expected to remove themselves from the area if such conversations occur.

7. Students seeking testing accommodations should see the “Accommodations” section of this manual for guidance.

Missed Tests/Examinations
Students are expected to take exams as scheduled on the Course Syllabus. When an exam is missed, the student must provide notification to the course instructor. Alternative versions and/or alternative formats of exams may be given when a scheduled exam is missed.

1. Students will be restricted to no more than one make-up concept exam in each nursing course.
2. Missed exams are made up in a formal proctored setting.
3. Exams must be completed within 4 school days. For example, if the exam was missed on Tuesday, it must be completed by the end of the following Monday.
4. Students are required to check with instructors for instructions if an exam is missed.
5. Any exam not completed according to Nursing Program guidelines will be computed as "0."
Enrollment Status of Nursing Students

Once a student is admitted to a campus they must complete their nursing education on the campus where they started. Exceptions may be made for students applying for program re-entry.

Program Exit

A student is considered to exit the program when (s)he:

- Changes to audit status, withdraws from, or is unsuccessful in any nursing course which is a pre-requisite for the next course in the program of study; OR
- Voluntarily delays progression in the program while in good academic standing

Course Withdrawal

Students wishing to withdraw from a course should follow the DMACC procedures outlined at https://www.dmacc.edu/registration/Pages/welcome.aspx

Change to Audit Status

Students wishing to change from credit to audit status are subject to DMACC policy (ES 4531). The policy can be found at https://www.dmacc.edu/student_services/int/Procedures/ES4531%20Final.pdf

A student auditing a nursing course may have the option to participate in simulated clinical experiences as outlined in the course, however they will not be permitted to participate in any clinical component of the course or to take any standardized assessments. A change from credit to audit status will be treated as a program exit, and students will need to follow program re-entry procedures.

Voluntary Delay in Progression:

Students needing to voluntarily delay their progression in the nursing program should complete a Program Change Form with the Admissions Office. This form can be found at https://www.dmacc.edu/Documents/programchange.pdf

Once a student has exited the nursing program for any reason, (s)he may not promote themselves as a current DMACC nursing student, which includes wearing the DMACC nursing uniform or name pin. The student must immediately return all agency name badges, keys and facility parking permits to a DMACC nursing faculty/staff member.

Program Re-entry

Students are permitted to re-enter the nursing program a maximum of two times. Readmission is never guaranteed and re-entry is dependent upon space availability. Students who exited the program in good academic standing will receive priority for re-entry over students who were academically unsuccessful.

Students wishing to apply for re-entry must contact the Program Chair/Campus Coordinator of their home campus. A “Vocational Technical Special Admission” (VTSA) form must be completed by the student and Program Chair/Campus Coordinator. The VTSA form stipulates the conditions that must be met for re-entry. Students failing to meet the conditions outlined on the VTSA form by the specified deadline will not be permitted to re-enter the program.
Graduation and Licensure

Graduation Requirements
To earn an Associate in Applied Science (AAS) degree in Nursing, a student must complete all coursework as prescribed in Semesters 1-5, meet progression requirements and have a grade of “C” (not C-) or above in all ADN and pre-requisite/co-requisite courses in the curriculum. Students must successfully complete the required standardized exit exam taken during Semester 5 of the curriculum.

A graduation application must be completed and filed with the Office of Students Records by established deadlines before any degree or diploma may be awarded. Graduation information and an online application (no charge) are available on the DMACC website under Student Services at: http://go.dmacc.edu/handbook/graduation/pages/application.aspx

ADN Nursing – AAS Associate in Applied Science

Licensure Eligibility
The Iowa Board of Nursing has identified the following criteria for an applicant to be eligible to write the National Council Licensure Exam (NCLEX - RN):

a. Graduate of an accredited high school or a GED certificate.
b. Graduate of a nursing program approved by the Board of Nursing.
c. Approval by the Board of an applicant for licensure with past criminal convictions or having been previously licensed as a L.P.N. or R.N.

When applying through the Iowa Board of Nursing for an RN license both a criminal record check through the Iowa Department of Public Safety, Division of Criminal Investigation (DCI) is required and a national record check (including fingerprinting) through the Federal Bureau of Investigation (FBI) is required.

Licensure by Exam
Prior to graduation, students will be provided guidance regarding the Iowa Board of Nursing licensure process. For more information, please refer to the Iowa Board of Nursing Website https://nursing.iowa.gov/. Current NCLEX-RN test plans can be downloaded from www.ncsbn.org.

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

Program Evaluation
The DMACC Nursing Program has a comprehensive evaluation plan to assist in monitoring and improving program standards and educational outcomes. Students are expected to participate in the evaluation process through written responses on course evaluations, final program evaluations, faculty evaluations, and special surveys. Evaluations are also requested six to nine months following graduation and employment as a licensed nurse. Student input is valued and treated with strict confidentiality and is used solely for course/program improvement activities.

References for Employment
Faculty will complete a Final Student Performance Evaluation for each ADN program graduate. The evaluation
will be the official program reference and available only through the Nursing program office on the Ankeny campus. The evaluations will reflect student performance throughout the duration of their enrollment in the program. An example of the evaluation form can be found in the Appendices.

To obtain a copy of this completed reference, graduates must first sign a reference release form at the employer's office. The signed release should be faxed to the Nursing office at (515) 965-6008.
Nursing Student Rights & Responsibilities
Nursing Student Rights and Responsibilities

The DMACC Student Handbook outlines general policies on student rights, responsibilities, conduct, discipline and the appeal process for all college students. While in harmony with these policies, enrollment in the nursing program requires further clarification and expansion of these general expectations to reflect the unique requirements of the health care environment as well as professional nursing standards, particularly in the clinical setting.

Clinical Assignments

Whenever possible, students should not have clinical assignments in the same unit(s) in which they are employed and should alert the Program Chairpersons, Campus Coordinator or Program Coordinator of possible conflicts. Students should be aware that a variety of time periods are in use, which may include late afternoon, evening or weekend rotations. Requests for clinical placements will be considered by the lead faculty and/or Program Chair/Campus Coordinator. There is no guarantee of approval of any clinical placement requests.

Clinical Attendance

To evaluate attainment of course competencies, students are expected to attend and participate in all scheduled clinical experiences. Failure to meet course competencies due to lack of attendance will result in an unsatisfactory evaluation and in course failure. In the event of a clinical absence/tardiness, the following policies apply:

1. Calculation/make-up of clinical absences.
   • Absences, tardiness, and/or leaving early will be recorded and made-up in one-hour increments. Supportive documentation (i.e. medical note or release) may be required to validate the clinical absence, tardy, or leaving early.
   • Absences/tardiness less than 10% of assigned clinical hours will not be required to be made up but will be documented on student performance evaluations.
   • Absences/tardiness greater than 10% and less than or equal to 15% of assigned clinical hours will be made-up through learning activities which meet course objectives as directed by the clinical instructor. Unsatisfactory completion of make-up activities by will be reflected on the clinical evaluation tool and may impact success in the course.
   • Clinical absence greater than 15% or more of clinical hours will result in clinical failure and therefore failure of the course.
   • Final course and clinical evaluations and/or grades cannot be recorded until all clinical requirements are met.

2. The student will verbally notify responsible clinical instructor and/or clinical area at least one hour prior to the time scheduled to begin or as directed. Specific instruction of whom to notify will be given at the beginning of a clinical experience. When clinical experience is scheduled at an alternative site, the student will notify the clinical instructor if problems arise with the experience or if unable to attend any part of the scheduled time for experience.

3. The student will notify the instructor each day not attending clinical and will contact the clinical instructor the first day back to class to determine any required clinical assignments for time missed.

4. In the event of inclement weather, students must make their own decisions regarding clinical attendance. Students must promptly notify their clinical instructor if unable to get to clinical or if delayed. Not going to clinical due to weather is still counted as an absence.
5. "No-call, no-show" behavior exists when students do not report for clinical at the designated time and fail to contact the instructor within 30 minutes. No call-no show constitutes patient abandonment and is a very serious situation. After one incident in any scheduled clinical, the student will be placed on probation. A second no call-no show incident will be grounds for suspension from the Nursing program. Definitions of probation and suspension can be found in the DMACC Academic Misconduct Policy (ES4670).

6. Students are expected to be present in the clinical agency during all assigned clinical times, including lunch. Students who must leave an agency for an emergency must have instructor permission, sign-off on their client care, and report off to their co-assigned nurse. Arrangements for returning to clinical that day must be made with the instructor.

Clinical Cancellations
1. When DMACC cancels classes or closes after the beginning of the clinical day, faculty and students decide the best plan to provide safe travel and safe patient care. If the college delays classes, students are to follow the directions from their clinical instructor.

2. In the event of instructor illness/absence, clinical will be cancelled. Students may not remain in the clinical area without instructor supervision. The instructor is responsible for notifying students and cooperating agency personnel of cancellations.

3. If greater than 10% of clinical hours are cancelled in any one course, a decision will be made by the Director, Nursing Education regarding make-up requirements to meet clinical objectives.

Clinical Documentation
Students will adhere to agency-specific documentation policies in accordance with the student training provided.

Clinical Instructors
The clinical instructor is responsible for guiding the learning experience and evaluation of students. Instructors are charged with the interpretation and application of the policies outlined in the Nursing Student Policy Manual. Instructors have the right to withhold observation/enrichment activities if students require more clinical experience to meet objectives.

Clinical Participation
All nursing students will engage in clinical learning experiences as part of their educational program. Prior to participating in the clinical portion of the Nursing program curriculum, students must successfully complete all clinical requirements and orientation activities.

Clinical Requirements – Health Records
Students admitted to the program are required to purchase a subscription and store their health and immunization records electronically in a medical document manager on the secured website administered by CastleBranch at https://www.castlebranch.com/

At their own expense, Term 1 students must obtain the following prior to clinical participation:
- A physical examination and completion of the required health forms
- Required immunizations or proof of prior immunization/immunity for;
  - Varicella
  - Measles, Mumps, and Rubella (MMR)
  - Tetanus, Diphtheria, and Pertussis (TdaP)
  - Hepatitis B series must be initiated prior to enrollment and completed according to vaccine administration schedule
- Two-step TB/PPD testing
Students continuing in the program are required to update their TB/PPD testing annually. A one-step TB is sufficient when a two-step test has been submitted previously.

All students are required to obtain influenza vaccination annually. The due date will be communicated by the Program Chair/Campus Coordinator.

If a student refuses to obtain the required immunizations and does not obtain a medical waiver, the student will be ineligible for clinical experiences and will be dismissed from the DMACC nursing programs.

Students are strongly advised to notify clinical faculty and Program Chair/Campus Coordinator of any new or ongoing health conditions which may pose a risk to patient and/or student safety.

Clinical Requirements – Trainings/Certifications
All students must be current in the following trainings/certifications to participate in clinical.

- **CPR**
  - Students must complete an American Heart Association (AHA) or American Red Cross (ARC) healthcare provider level course. The course must include adult/child and infant CPR (including two-rescuer scenarios and use of the bag mask), foreign-body airway obstruction, and automated external defibrillation (AED). Students are responsible to provide renewal cards/certificates documenting certification through the date of graduation. Proof of certification must include the dates of completion and expiration, and clearly identify the student name.

- **Mandatory Reporter**
  - Students must maintain current certification in mandatory reporter training which includes both child and dependent adult abuse.

- **Bloodborne Pathogens (BBP) and HIPAA**
  - BBP and HIPAA are annual requirements. Students must complete the training prior to clinical participation during each year of the program.

Clinical Requirements – State Board of Nursing

- **Background Checks – Criminal Convictions or Documented History of Abuse**
  - Iowa law requires that nursing education programs request criminal, child and dependent adult abuse record checks with the Iowa Department of Public Safety, Division of Criminal Investigation (DCI). If the person has been convicted of a crime, or has a record of founded child or dependent adult abuse, the Iowa Department of Human Services will perform an evaluation to determine whether the crime or founded child or dependent adult abuse warrants prohibition of participation in a clinical education experience. Criminal convictions or documented history of abuse may delay or prevent students from participating in clinical education experiences. Students unable to participate in clinical education will be unable to complete the nursing program.

- **Previously Licensed Students**
  - Students who have been previously licensed in nursing and are now entering a nursing program must be in good standing with the boards of nursing where licensed. 655 Iowa Administrative Code Chapter 2 requires that the nursing program shall notify students and prospective students that nursing courses with a clinical component may not be taken by a person:
    - who has been denied licensure by any Board of Nursing
    - whose license is currently suspended, surrendered or revoked in any U.S. jurisdiction.
    - whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.
  - Individuals seeking enrollment or currently enrolled in nursing programs who are not eligible to take a course with a clinical component because of disciplinary action in any state should contact the Iowa Board of Nursing Enforcement Unit at 515-281-6472 as soon as possible.

Conduct in Clinical Agencies

Students must adhere to the rules of professional conduct set forth by the cooperating clinical agencies.
Student conduct resulting in a violation of a clinical agency's rules may result in sanctions by the clinical agency and/or disciplinary action, up to and including suspension by the Program or College. Clinical agencies have the right to deny participation in clinical experiences at any time for any reason. Students unable to participate in clinical education will be unable to complete the nursing program.

**Clinical/Practicum Evaluations**
The clinical/practicum evaluation tool is used to document the student’s progress towards meeting practicum competencies for the course. The evaluation is applicable to all practicum settings where a clinical instructor is present including, but not limited to, acute care, long-term care, community, and simulated clinical experiences.

The practicum evaluation tool is divided into **formative** and **summative** sections. The emphasis during formative evaluations is on monitoring progress/improvement towards achievement of criteria, whereas summative is a final evaluation to determine if performance criteria have been met. The student is expected to retain the skills and abilities of performance criteria achieved in previous courses.

Formative evaluations will be completed once (1 time) per week/practicum setting. If the student is in more than one (1) practicum setting in a week, a formative evaluation will be completed for each practicum setting. Additional formative evaluations may be completed at the discretion of the instructor. Formative evaluations include student self-evaluation and instructor feedback. The performance criteria for the formative evaluation tool are:

- **“SP”** *(Satisfactory Progress)* – student demonstrates steady, consistent performance related to identified clinical competencies. Student will receive the number score associated with the competency.

- **“NI”** *(Needs Improvement)* – student needs to demonstrate more independent performance of clinical competency on a continuing basis. Student requires much or repeated assistance/ redirection and requires verbal and/or physical cueing from instructor. Student will receive a zero (0) for the competency.

Total score and percent will be calculated for each formative evaluation. A score of less than 78% requires a SAR/remediation plan. Remediation may be required at the discretion of the instructor at any time regardless of the percentage.

The summative evaluation will be completed at the end of the course. Percent for each formative evaluation will be totaled and divided by the number of formative evaluations in the course. In order to pass the practicum component of this course, the student must achieve a total average score of 78% or greater. A total average score of less than 78% will result in a failure for the course. The performance criteria for the summative evaluation tool are:

- **“S”** *(Satisfactory)* – total average of 78% or greater

- **“U”** *(Unsatisfactory)* – total average of less than 78%.

**Exposure Incidents**
If a student experiences a needlestick or sharps injury, or is exposed to the blood or other body fluids during clinical or lab activities, immediately follow these steps:

- Wash the affected area with soap and running water (or appropriate first aid) and contact your nursing instructor. Contact the Program Chair/Campus Coordinator or Director if the instructor cannot be reached. The instructor will contact appropriate infection control personnel at the agency.
- Fill out appropriate online incident forms (https://infopath.dmacc.edu/security/default.aspx) while at the clinical site and follow DMACC protocol for referral. This is to ensure adherence
to current Center for Disease Control (CDC) standards for follow up testing and post exposure prophylaxis (PEP) treatment. Students should notify their health care provider.

**Illness/Injuries**
Program participation requires the ability to perform all essential functions of the student role in a safe manner. A student who becomes ill/injured during their program of study should remain at home until well or recovered and contact their health care provider (HCP) if necessary.

- Per clinical agency policies, some restrictions may prohibit clinical participation. Written verification from the HCP that the student is ready to return to class and/or clinical may be requested by the Program Chair/Campus Coordinator or faculty.
- Short-term limitations identified by the HCP will be evaluated by the Program Chair/Campus Coordinator to determine if learning experiences can be modified to meet course objectives. If modifications are not possible, or if the limitations are prolonged, a written request for accommodation must be submitted to the Accommodations Officer. The Officer’s evaluation assesses the ability of the student to meet program requirements and standards. If accommodation is denied, the student will be required to withdraw from the program.
- A student who becomes ill or injured in class, lab, or clinical will be responsible for the costs incurred. It is strongly recommended that students maintain current health insurance. A student health insurance plan is available through Student Health Services. A DMACC incident form must be submitted for all injuries [https://infopath.dmacc.edu/security/default.aspx](https://infopath.dmacc.edu/security/default.aspx)

**Medication Administration**
Students are permitted to administer medications in Terms 2, 4, and 5 only. All medication policies are subject to compliance with clinical agency policy. Agency policies will take precedence. Students will verify prepare and administer medications and treatments under the supervision of the instructor.

**Personal Belongings**
Due to limited space and security risks, textbooks, electronics and personal items (purses/backpacks) may not be allowed in clinical areas.

**Protected Health Information**
HIPAA laws and agency policies must be followed concerning use of client information. Reproductions (i.e., computer printouts, photocopies, faxes, photos, etc.) of protected health information is not permitted.

**Social Networking/Social Media**
Those who identify themselves as DMACC Nursing students on social media must refrain from posting any photos or information which may be deemed to be in violation of HIPAA laws, and obscenities, profanity and/or vulgar language and images are strongly discouraged. Failure to comply with these Social Media guidelines may result in disciplinary action, up to and including, dismissal from the College.

**Technology Usage in Clinical Agencies**
Clinical agency computers are to be used only for clinical functions and students are not permitted to use Internet access for other purposes. Cell phones are not to be used during assigned clinical hours, including pre and post clinical conference sessions. Students may use cell phones during break periods. Students are not to make or receive any cell phone communications (voice, messages, text messages, etc.) during these hours. Any exceptions need to be approved by clinical faculty and will only be granted for short term, emergent situations.

**Transportation**
The student is responsible for his/her own transportation. No client is to be transported in student vehicles.
Uniform and Grooming Requirements
Nursing students' dress and appearance for clinical must be professional and in compliance with the standards of the cooperating clinical agencies to maintain the health and safety of clients. Agency policy supersedes school policy. The more stringent policy will be followed.

1. DMACC Nursing uniforms must be purchased at Valley West Uniforms. The uniform consists of a royal blue pant and scrub top with embroidered Des Moines Area Community College Nursing logo, as well as a name badge. The specifications for embroidery and name badges are on file with Valley West Uniforms. A short white lab jacket with embroidered logo is optional and may be worn with the uniform. White short or long sleeved tee-shirts may be worn under the royal blue top. No waffle weave material is permitted. Uniforms must be tailored, if necessary, to avoid pant legs touching the floor. In clinical agencies which issue their own name badges, these must be worn when in the facility. Students should not wear the DMACC nursing uniform outside of clinical unless approved by nursing faculty.

2. Shoes are to be predominantly white, non-porous leather or vinyl. Plain white socks or hosiery must be worn with uniform pants so that when the student is sitting, no skin on the legs or ankles will be exposed. Sport socks, open-backed, open toe, or canvas shoes are not acceptable. Open backed shoes with a strap are acceptable.

3. Students are required to have a watch that measures seconds, bandage scissors, penlight, and stethoscope with bell and diaphragm functions when in the clinical area.

4. Hair must be clean, worn off the face, and controlled. Long hair must be tied or pinned back or up. No unnatural hair colors permitted. Hair accessories should be inconspicuous and neutral in color. Head coverings may be worn for religious purposes only. They must be solid white, black or royal blue and without any adornments. Facial hair must be clean, trimmed and worn in such a manner that it will not obstruct nursing activities.

5. Makeup is to be natural/subtle. Fingernails must be short and clean, without polish or artificial nails. Grooming products with strong odors (i.e., perfumes, lotions, etc.) must be avoided. Gum is not to be chewed in clinical.

6. The wearing of jewelry and piercings should be limited. Students may be asked to remove jewelry if there is a safety or infection control concern. If a student has ear gauging/tunneling the only accepted option is to wear flesh colored "hider" plugs.

7. Visible tattoos must be covered unless otherwise directed by clinical agency policy.

8. Students are not permitted to use tobacco products during clinical. Students who have a smoking odor on clothing may be asked to go home and change into a clean, odor free uniform.

9. At times when clinical is not in session, but a student is in the clinical agency (to collect assignment, for example), students are expected to dress appropriately. Students may opt to wear the entire uniform, or a white lab coat over business casual attire. Clothing must be clean and in good repair. Students should not wear denim, leisure or sportswear, shorts, mini-skirts, halters, sundresses, or t-shirts with advertising or logos which would not be clearly interpreted as professional wear. Employment uniforms cannot be worn when in the facility as a nursing student.

Students are expected to adhere to clinical uniform requirements during lab performance examinations. On other lab days, students may opt to wear either the nursing uniform or scrub pants paired with a DMACC t-shirt.

Unsafe Practice
Unsafe nursing practice is conduct which results in physical and/or emotional jeopardy of the client.
**Physical Jeopardy:** Any action or inaction on the part of the student which threatens the client’s physical well-being.

**Emotional Jeopardy:** Any action or inaction on the part of the student that threatens the client’s emotional well-being.

Nursing faculty, as expert practitioners, are in the best position to judge unsafe and/or unprofessional conduct. In addition, they have a professional obligation under licensure laws to protect the client and society against potential harm. If the physical or emotional well being of the client is in jeopardy, the student will be removed from the clinical assignment and the situation evaluated for disciplinary action. A clinical agency may request that a student submit to drug screening in accordance with agency policy.

Persistent unsafe practice or egregious unsafe actions will result in clinical suspension and failure of the course and may result in suspension from the Program or the College. Probation or suspension for any clinical course applies to all clinical courses a student is enrolled in that term. A student who currently holds licensure in other health disciplines may be subject to disciplinary action by their licensing body based upon their conduct as a DMACC student.

**Unsupervised Actions**
Students are not to perform any invasive procedures such as, but not limited to, injections/venipunctures/nasogastric insertions/urinary catheter insertions, etc., on any person outside of the supervised clinical setting.
Appendices
District Nursing Program
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 Nursing Student Policy Manual. I understand that I am responsible for the information contained in the manual. I understand that failure to follow the policies documented in the manual may result in my inability to complete the Nursing Program.

DMACC Nursing Program policies include, but are not limited to, the following:

<table>
<thead>
<tr>
<th>Policy Category</th>
<th>Description</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Progress</strong></td>
<td>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, following procedures for change in enrollment status, and restart policy.</td>
<td>_____</td>
</tr>
<tr>
<td><strong>Academic Standards</strong></td>
<td>Including scholastic requirements and grading scale, policy for submission of late papers, test policies including test makeup restrictions.</td>
<td>_____</td>
</tr>
<tr>
<td><strong>Student Rights and Responsibilities</strong></td>
<td>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 or weekend hours.</td>
<td>_____</td>
</tr>
<tr>
<td><strong>Health and Safety</strong></td>
<td>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.</td>
<td>_____</td>
</tr>
<tr>
<td><strong>Confidentiality</strong></td>
<td>Following established policies for the protection of confidential client information, including HIPPA guidelines. Annually review HIPPA training.</td>
<td>_____</td>
</tr>
<tr>
<td><strong>Accountability</strong></td>
<td>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.</td>
<td>_____</td>
</tr>
<tr>
<td><strong>Background Checks</strong></td>
<td>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 experiences. 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 DMACC Nursing Program, it is my responsibility to report any criminal, child abuse, and dependent adult abuse charges pending against my record to the Director, Nursing Education on the Ankeny Campus. I further authorize DMACC to conduct background checks on my record at any time during my educational program, as needed.</td>
<td>_____</td>
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Continues on next page
### Individuals with Criminal Convictions

According to Iowa Code § 147.3 and 655 Iowa Administrative Code Chapter 3, the Board has express authority to review any conviction, including deferred judgment(s), of an applicant and may deny licensure to any applicant who has been convicted of a crime, 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 conviction of a student of nursing who has neither completed the nursing program approved by the Board nor filed an application with the Board.

### 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 Director, Nursing Education at DMACC.

I understand and agree that if I am not accepted by an affiliated agency for a clinical experience, due to my conduct as a DMACC 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 Des Moines Area Community College, its employees, and all affiliating agencies from any liability for decisions made concerning my eligibility to participate in a clinical experience.

### Social Media

- Following established guidelines for the use of Social Media while enrolled in the Nursing program.

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I understand that I am responsible for the information appearing in the **College Catalog**, the **DMACC Student Handbook**, the **Nursing Student Policy Manual**, in each **class syllabus**, and each **class schedule**. I understand I must adhere to 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Student Signature</th>
<th>Student ID or SS Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Printed Name

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Revised 8/4/08, 6/29/09, 3/10/11, 7/11/11, 8/15
STANDARD TRAINING AGREEMENT  
WITH PRACTICUM/CLINICAL STUDENT

STUDENT

DMACC ID NO.

STREET ADDRESS

CITY/STATE/ZIP

TELEPHONE

DMACC PROGRAM: NURSING

Duration of Practicum/Clinical: ____________________________

Starting Date: ____________________________ Ending Date: ____________________________

I. STUDENT AGREES TO:
   A. Conform to Program rules and standards including dress and conduct.
   B. Report to assigned practicum-clinical site promptly and regularly and notify practicum-clinical site if illness or an emergency prevents Student from reporting to practicum-clinical site.
   C. Attend special seminars or related classes (as specified), and perform all assigned work.
   D. Notify DMACC Program Supervisor immediately if Student is disciplined or dismissed from the practicum-clinical site.
   E. Notify DMACC Program Supervisor of practicum-clinical site changes or concerns adversely affecting Student’s educational progress.
   F. Preserve the confidentiality of patients of the practicum-clinical site and comply with all confidentiality policies and procedures of the practicum-clinical site and Des Moines Area Community College.

II. DMACC AGREES TO:
   A. Communicate regularly with practicum-clinical site and monitor Student’s learning experiences.
   B. In cooperation and consultation with practicum-clinical sites, share program competencies (understandings, skills, and abilities) to be learned by Student.
   C. Grant appropriate grades and credits for successful performance.
   D. Provide insurance coverage sufficient to defend, indemnify, and hold practicum-clinical site harmless from (a) any and all claims by or injuries to others and (b) any and all claims by or injuries to Student, arising out of or related to Student’s work conduct or any activities necessarily associated with this training agreement, except vehicular travel in non-DMACC vehicles.
   E. Provide insurance coverage sufficient to defend, indemnify, and hold DMACC and Student harmless from injuries to or claims by Student or any other party arising out of or related to Student’s work conduct or any activities necessarily associated with this training agreement, except vehicular travel in non-DMACC vehicles.
   F. Des Moines Area Community College shall not engage in or allow discrimination covered by law. This includes harassment based on race, color, national origin, creed, religion, sex (including pregnancy and marital status), sexual orientation, gender identity, age, disability and genetic information. Veteran status in educational programs, activities, employment practices, or admission procedures is also included to the extent covered by law. Individuals who believe they have been discriminated against may file a complaint through the College Discrimination Complaint Procedure. Complaint forms may be obtained from the Campus Provost's office, the Academic Deans' office, the Judicial Officer, or the EEO/AA Officer, Human Resources. For requests for accommodations, the Accommodation/Section 504/ADA Coordinator can be contacted at 515-964-6857. For Title IX questions and concerns contact 515-964-6850.

III. ADDITIONAL ARTICLES, NOT INCONSISTENT WITH EITHER THE FOREGOING PROVISIONS OR PROCEDURES FOR TRAINING AGREEMENTS SPECIFIED IN DMACC’S EDUCATIONAL SERVICES PROCEDURES MANUAL IN EFFECT ON THE DATE OF THIS AGREEMENT, IF SUCH ARTICLES ARE ATTACHED HERETO AND SIGNED BY ALL PARTIES, ARE INCORPORATED BY REFERENCE THE SAME AS IF FULLY SET OUT HEREIN.

STUDENT’S Signature ____________________________ Date of Signature ____________________________

DMACC PROGRAM SUPERVISOR’S Signature ____________________________ Date of Signature ____________________________

[Date of Form: 08/15/15]

T:\Program Chair\New Student Orientation\Student Training Agreement.DOC
HIPAA Statement
All those in healthcare must now comply with the federal regulations of The Administration Simplification Subtitle of the Health Insurance Portability & Accountability Act of 1996 (HIPAA). This Act requires that individually identifiable patient information be disclosed on a need to know basis only. Care must be taken to minimize incidental disclosures and must disclose only minimal amounts of information necessary to accomplish the task. Students will therefore be required to meet any and all of the clinical agency’s requirements as part of the clinical affiliation. HIPAA is a federal law. Penalties for wrongful disclosure include fines and/or imprisonment.

DMACC Nursing
As part of the Des Moines Area Community College Nursing Program students will participate in clinical experiences in agencies caring for patients and residents. All information that gathered to provide nursing care to patients/residents will be kept confidential. Additionally, simulated clinical experiences with static (non-electronic) manikins, electronic manikins, and standardized patients (actors) are required. Every effect is made to set up simulated clinical experiences so that they are as realistic as they can be given the limitations of the equipment and setting. We will do our best to make the simulation seem as real as possible. All events, procedures, and information must be kept strictly confidential. This includes information obtained prior to the actual simulation, information obtained during the simulation, and information obtained during the debriefing portion of the simulation. Some simulated clinical experiences are recorded to be used during debriefing and for educational purposes only. No future use of the recording will be made without the student’s written permission.
HIPAA Compliance

Read each of the following statements carefully and initial after each one. If you have questions regarding any of the information below, discuss these with your instructor prior to signing the form. Your signature indicates that you have read this document, have had any questions regarding the information answered, you will follow the guidelines, and a breach of any of the items listed below may result in probation to dismissal from the nursing program.

<table>
<thead>
<tr>
<th>Clinical agency experiences:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I understand that I am NOT to use any patient identifying information on school assignments. This includes, but is not limited to, patient initials, room number, date of birth, address, phone number, fax number, social security number, medical record number, name of the community in which they live, their place of employment, school they attend, or names of family members.</td>
<td>Initials ______</td>
</tr>
<tr>
<td>2. I understand that I am to look only at the medical records for the patients for whom I am providing care.</td>
<td>Initials ______</td>
</tr>
<tr>
<td>3. I understand that it is NOT permissible to look up information on a patient that I was previously assigned to care for.</td>
<td>Initials ______</td>
</tr>
<tr>
<td>4. I understand that it is NOT permissible to gather patient information for a fellow student.</td>
<td>Initials ______</td>
</tr>
<tr>
<td>5. I understand patient information, in written or electronic form, should never be visible to the public.</td>
<td>Initials ______</td>
</tr>
<tr>
<td>6. I understand I should never leave patient’s computer screen up if you must leave to care for patient.</td>
<td>Initials ______</td>
</tr>
<tr>
<td>7. I understand that I am to never share my computer codes or passwords.</td>
<td>Initials ______</td>
</tr>
<tr>
<td>8. I understand that confidentiality &amp; privacy also extends to oral communications which extend beyond the need to know for treatment &amp;/or educational purposes.</td>
<td>Initials ______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Simulated clinical experiences:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9. I agree to engage with the manikins/standardized patients and simulated environment as if they are real.</td>
<td>Initials ______</td>
</tr>
<tr>
<td>10. I agree to maintain strict confidentiality about the details of simulated clinical experiences, the simulation scenarios, and the performance of any participant(s).</td>
<td>Initials ______</td>
</tr>
<tr>
<td>11. I understand that I am not to share information about my simulation experience with other students.</td>
<td>Initials ______</td>
</tr>
<tr>
<td>12. I agree to maintain the strictest confidentiality regarding any observations made about the performance of individuals during the simulation experience.</td>
<td>Initials ______</td>
</tr>
</tbody>
</table>

I have read and understand the HIPAA Regulations as it applies to patient/client privacy issues.

**Student must sign and return this form at the beginning of each term.**

---

Student’s name (print) ___________________________ Term ___________________________

Student’s signature ___________________________ Date ___________________________

Re 11/18/15

Page 2 of 2
Des Moines Area Community College
FINAL STUDENT PERFORMANCE EVALUATION
Associate Degree Nursing Program

Name: 
DMACC ID: 
Completion Date:  

**Meets Expectations** = Knowledge and performance satisfactorily met program expectations with minimal supervision.

**Exceeds Expectations** = Knowledge and performance independently and consistently exceeded program expectations.

**ADN Program Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professionalism:</td>
<td>Display consistent use of professional nursing standards, behaviors, and attitudes</td>
</tr>
<tr>
<td>2. Safe Practice:</td>
<td>Deliver care to clients to keep them free from harm while remaining vigilant to threats in the environment which may precipitate an unsafe situation.</td>
</tr>
<tr>
<td>3. Communication:</td>
<td>Demonstrate the use of professional and therapeutic communication in a variety of healthcare settings.</td>
</tr>
<tr>
<td>4. Culture:</td>
<td>Integrate the uniqueness of an individual’s cultural influence in the design and implementation of care.</td>
</tr>
<tr>
<td>5. Care across the Life Span:</td>
<td>Incorporate client’s developmental stage in the design and implementation of care.</td>
</tr>
<tr>
<td>6. Health Promotion:</td>
<td>Enhance positive outcomes for clients and self through health promotion, illness prevention, and management of care.</td>
</tr>
<tr>
<td>7. Nursing Process:</td>
<td>Utilize the nursing process to provide individualized, holistic care to enhance the health of the clients in a variety of health care settings using evidence-based-practice.</td>
</tr>
</tbody>
</table>

**ATTENDANCE PATTERNS:**

**FACULTY COMMENTS:**

Faculty Signatures:  
__________________________________________________________________________ Date: 
__________________________________________________________________________ Date:  

**GRADUATE COMMENTS:**

I understand that Des Moines Area Community College will release this document to a prospective employer or agency only after they obtain my signature on an Authorization to Release and mail/ fax a copy of this authorization to DMACC Nursing’s District office in Ankeny.

Student Signature:  
Date: 

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STUDENT ACTION REPORT Sample

Student Action Report’s (SAR’s) are given to alert students to possible situations or behaviors that, if continued, may cause the student to fail a course and/or not be successful in the Nursing Program. SAR’s are given for the purpose of student communication and remediation.

Part I.

STUDENT’S NAME: ___________________________ ID # __________

DATE: __________

CAMPUS: [ ] Ankeny [ ] Boone [ ] Carroll [ ] Newton [ ] Urban

COURSE # & TITLE: ______________________________________

Part II. REASON FOR REPORT: Describe in detail the situation or reason action needed:

☐ Clinical Attendance: Student has missed > 10% of clinical time. Number of hours missed: _____
   Student must complete all missed clinical hours and may make-up no more than 15% of total clinical hours.

☐ Incomplete or inadequate completion of assignment
   ☐ Clinical Assignment
   ☐ Theory Assignment

☐ Exam, Project or Course grade
   Student’s grade: _________
   Comments:
   __________________________________________________________
   __________________________________________________________

Part III. ACTION TAKEN (Check one)

<table>
<thead>
<tr>
<th>Requirements:</th>
<th>Recommendations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Referral to counselor: Counselor’s name and number: __________________________</td>
<td>☐ Referral to counselor: Counselor’s name and number: __________________________</td>
</tr>
<tr>
<td>☐ Referral to Nursing Resource Lab/other faculty mediated remediation</td>
<td>☐ Referral to Nursing Resource Lab/other faculty mediated remediation</td>
</tr>
<tr>
<td>☐ AAC</td>
<td>☐ AAC</td>
</tr>
<tr>
<td>☐ Other</td>
<td>☐ Other</td>
</tr>
</tbody>
</table>

Student Signature & Date
Instructor or Program Chair Signature & Date

Counselor (if applicable) & Date
Original to student file CC: to Student, Nursing Program Chair, & Other

Des Moines Area Community College
NURSING PROGRAM