Student Non-Discrimination Policy

Nondiscrimination Policy
Des Moines Area Community College shall not engage in nor allow discrimination covered by law against any person, group or organization. This includes in employment, hiring practices or the provision of services, and harassment or discrimination 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 information about the ADA, the Section 504/ADA Coordinator may be contacted at 515-964-6857. For Title IX questions and concerns contact 515-964-6850. Students who wish additional information or assistance may refer to Student Services procedure ES 4645 located at https://www.dmacc.edu/student_services/int. Click Policies & Procedures.

Program Development/Academic Support Services Director, is the official Student Accommodation Officer/Section 504/ADA Coordinator for DMACC. The ADA Coordinator’s office is located in Bldg. 6-10E on the Ankeny Campus and may be contacted by voice at 515-964-6857. The ADA Coordinator is responsible for ensuring that the college complies with federal regulations that guarantee qualified students with disabilities equal access to all programs and services. Any student, faculty, or staff member may contact the ADA Coordinator’s office for clarification of federal regulations, appeal of a grievance, or resolution of a disability-related problem.
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.

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
## DES MOINES AREA COMMUNITY COLLEGE
### NURSING PROGRAM

<table>
<thead>
<tr>
<th>District Nursing Administration</th>
<th>Ankeny Campus</th>
<th>Boone Campus</th>
<th>Carroll Campus</th>
<th>Urban/Des Moines Campus</th>
<th>Newton Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 South Ankeny Blvd., Bldg. 24, Room 212</td>
<td>2006 South Ankeny Blvd. Building 24 - Health &amp; Public Services</td>
<td>1125 Hancock Drive Boone, IA 50036-5399</td>
<td>906 N. Grant Road Carroll, IA 51401-2525</td>
<td>1100 7th Street Des Moines, IA 50314</td>
<td>600 N. 2nd. Ave. W. Newton, Iowa 50208</td>
</tr>
<tr>
<td>Ankeny, IA 50023-8995</td>
<td>Ankeny, IA 50023-8995</td>
<td>Boone, IA 50036-5399</td>
<td>FAX: (515) 433-5033</td>
<td>FAX: (515) 248-7253</td>
<td>FAX: (641) 791-1728</td>
</tr>
<tr>
<td>(515) 964-6324 or 1-800-362-2127, ext. 6324</td>
<td>Phone: (515) 964-6200 or 1-800-362-2127 and last four digits of phone number</td>
<td>Phone: (712) 792-1755 or 1-800-362-2127 and last four digits of phone number</td>
<td>Phone: (712) 792-8500</td>
<td>Phone: (515) 244-4226</td>
<td></td>
</tr>
<tr>
<td>FAX: (515) 965-6008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Director Nursing Education:
- **Kendra M. Ericson**
  - (515) 964-6466 or 1-800-362-2127
  - Ankeny Campus, ext. 6466, Bldg. 24-212J
  - kmericson@dmacc.edu

### Program Coordinator:
- **Wendy Ferraro**
  - (515) 965-7164 or 1-800-362-2127
  - Ankeny Campus, ext. 7164, Bldg. 24-212J
  - weferraro@dmacc.edu

### District Administrative Assistant:
- **Linette Connell**
  - (515) 964-6324 or 1-800-362-2127
  - Ankeny Campus, ext 6324, Bldg.24-212
  - ldconnell@dmacc.edu

### Pathway Navigator
- **Sue Mixdorf**
  - (515) 964-6651
  - Ankeny Campus ext. 6651 Bldg. 24-311-E
  - scmixdorf@dmacc.edu

### Ankeny Campus
- **Amanda Becker**
  - Associate Degree Nursing Program Chair/Professor
  - (515) 964-7346
  - Ankenny Bldg. 24-312A
  - akbecker@dmacc.edu

- **Sheri Husak**
  - Academic Advisor-Health Programs
  - (515) 964-6467, Bldg. 1
  - shusak@dmacc.edu

- **Shari McLean-Merten**
  - Academic Advisor-Health Programs
  - (515) 964-6307, Bldg. 1
  - sbmcleanmerten@dmacc.edu

- **Mary McClure**
  - Counselor
  - (515)-964-6436, Bldg. 24-209A
  - mmclure@dmacc.edu

- **Natalia Thilges**
  - Associate Degree Nursing Program Chair/Professor
  - (515) 433-5076, Rm. 168
  - nathilges@dmacc.edu

- **Ann Hull**
  - Secretary
  - (515) 433-5071, Rm. 168
  - ahull@dmacc.edu

- **Shelby Hildreth**
  - Academic Advisor
  - (515) 433-5024
  - Room 210B
  - sdhildreth@dmacc.edu

- **Jocelyn Kovarik**
  - Academic Advisor
  - (515) 433-5209
  - jrkovarik@dmacc.edu

- **Rita Davenport**
  - Counselor
  - (515) 433-5030
  - rdavenport@dmacc.edu

### Boone Campus
- **Jean Voegel**
  - Campus Coordinator- Nursing/ Professor
  - (712) 792-8513
  - Room 125
  - jmvogel@dmacc.edu

- **Val Enenbach**
  - Academic Advisor
  - (712) 792-8331
  - Room 125
  - vdenenbach@dmacc.edu

- **Jennifer Wollesen**
  - Counselor
  - (712) 792-8501
  - Room 167
  - jsollesen@dmacc.edu

### Carroll Campus
- **Steve Orazem**
  - Associate Degree Nursing Program Chair/ Professor
  - (515) 697-7846
  - Room 237 - DCC
  - sgorazem@dmacc.edu

- **Melody Bethards**
  - Associate Degree Nursing Simulation Coord./ Professor
  - (515) 697-7824
  - Room 226 - DCC
  - mbethards@dmacc.edu

- **Kate Chandler Ernst**
  - Academic Advisor Urban Bldg 1-101G
  - (515) 248-7255
  - kachandlerernst@dmacc.edu

### Urban/Des Moines Campus
- **J. Alex Thompson**
  - Associate Degree Nursing Program Chair/ Professor
  - (641) 791-1736
  - Room 39-A
  - jathompson16@dmacc.edu

### Newton Campus
- **Jody Stiles**
  - Academic Advisor
  - (641) 791-1722
  - Room 106
  - jstiles1@dmacc.edu

- **Kara Dirksen**
  - Counselor
  - Newton Bldg., 1
  - (641) 791-1747
  - kbdirkesen@dmacc.edu

- **Shanna Fountain**
  - Academic Advisor Urban Bldg UC01-101H
  - (515) 248-7520
  - sfountain@dmacc.edu

- **Pamela Parker**
  - Counselor
  - Urban Bldg. UC01-108
  - (515) 697-7791
  - pparker@dmacc.edu
DMACC NURSING LEADERSHIP

Kendra Ericson
Director, Nursing Education
District-Wide Nursing

Linette Connell
Administrative Assistant
District-Wide Nursing

Wendy Ferraro
Program Coordinator
District-Wide Nursing

Amanda Becker
Program Chair
Ankeny Campus

Natalia Thilges
Program Chair
Boone Campus

Jean Voege
Campus Coordinator
Carroll Campus

J. Alex Thompson
Program Chair
Newton Campus

Steve Orazem
Program Chair
Urban Campus

Melody Bethards
Simulation Coordinator
Urban Campus
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMICS AND LICENSURE</td>
<td></td>
</tr>
<tr>
<td>Nursing Program Philosophy</td>
<td>10</td>
</tr>
<tr>
<td>Curriculum and Concept Definitions</td>
<td>11-15</td>
</tr>
<tr>
<td>Associate Degree Nursing Program Graduation Outcomes</td>
<td>16</td>
</tr>
<tr>
<td>Associate Degree Nursing Student Learning Outcomes</td>
<td>17</td>
</tr>
<tr>
<td>Curriculum Guides</td>
<td>18=19</td>
</tr>
<tr>
<td>Course Titles and Descriptions</td>
<td>20-23</td>
</tr>
<tr>
<td>ACADEMIC STANDARDS</td>
<td></td>
</tr>
<tr>
<td>Academic Standards specific to Nursing Courses</td>
<td>24</td>
</tr>
<tr>
<td>Student Action Reports (SARs)</td>
<td>24</td>
</tr>
<tr>
<td>Progression</td>
<td>24</td>
</tr>
<tr>
<td>Testing</td>
<td>25</td>
</tr>
<tr>
<td>Exam Makeup</td>
<td>25</td>
</tr>
<tr>
<td>Grading Policies</td>
<td>26</td>
</tr>
<tr>
<td>Late Policy for Projects</td>
<td>26</td>
</tr>
<tr>
<td>Recommendations for Success from the Iowa Board of Nursing</td>
<td>27</td>
</tr>
<tr>
<td>ENROLLMENT STATUS</td>
<td>27</td>
</tr>
<tr>
<td>Program Definitions</td>
<td>27</td>
</tr>
<tr>
<td>Change to Audit Status</td>
<td>27</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>28</td>
</tr>
<tr>
<td>Readmission</td>
<td>28</td>
</tr>
<tr>
<td>Restarting</td>
<td>29</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>29</td>
</tr>
<tr>
<td>Graduation Application</td>
<td>30</td>
</tr>
</tbody>
</table>
STATE BOARD OF NURSING REQUIREMENTS/LICENSURE.------------------------------- 31

Background Checks-------------------------------------------------------------- 31

Clinical Participation-------------------------------------------------------- 31

Licensure Eligibility--------------------------------------------------------- 31

Mandatory Reporting---------------------------------------------------------- 32

NCLEX Licensure Exam-------------------------------------------------------- 32-33

GRADUATE JOB REFERENCES----------------------------------------------------- 34

FINAL STUDENT PERFORMANCE EVALUATION (Sample)------------------------------- 35-36

NURSING STUDENT RIGHTS AND RESPONSIBILITIES--------------------------------- 37

Attendance------------------------------------------------------------------ 39

Classroom and Lab Attendance----------------------------------------------- 40

Clinical Attendance-------------------------------------------------------- 40-41

Process for Resolving Concerns or Conflict Situations----------------------- 41-43

Student Conduct and Disciplinary Action------------------------------------- 42

Unsafe Practice------------------------------------------------------------- 42

Alcohol and Substance Abuse----------------------------------------------- 43

Academic Integrity-------------------------------------------------------- 43

Plagiarism---------------------------------------------------------------- 44

NURSING LABS--------------------------------------------------------------- 44

NURSING CLUB--------------------------------------------------------------- 44

ATI----------------------------------------------------------------------- 44

NURSING ELECTRONIC PORTFOLIO---------------------------------------------- 44-45

CLINICAL---------------------------------------------------------------- 45

GROOMING AND UNIFORM DRESS CODE------------------------------------------- 46-47

CHARTING SIGNATURE--------------------------------------------------------- 48

INSTRUCTOR ABSENCES------------------------------------------------------ 48

MEDICATION ADMINISTRATION POLICY------------------------------------------ 48

CLINICAL REQUIREMENTS------------------------------------------------------ 49

CastleBranch

Health & Immunization Record---------------------------------------------- 49

CPR----------------------------------------------------------------------- 49

TB------------------------------------------------------------------------ 50

Influenza---------------------------------------------------------------- 50

Safeguarding Personal Immunization Records------------------------------ 50
Student Conduct, Discipline and Appeals Procedure; ES 4630

Student Complaints Concerning Faculty/Staff Actions; ES 4640

Appeal of Final Grades Procedure: ES4660
  Student Instructions

Academic Misconduct: ES 4670
  Student Instructions

Complete directions to procedures must be followed and are available at:
https://www.dmacc.edu/handbook/

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

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

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 as assigned prior to clinical, lab and theory.

Preparation activities include (but not limited to) viewing videos, pre-tests, assigned readings, literature search, pre-quiz.

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).

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)
**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).

**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.

- **Objectives:**
  - Increase the student’s preparedness, proficiency, and knowledge of technical skills
  - Increase the student’s likelihood of success during skills performance evaluation and clinical
  - Enhance self-evaluation and constructive peer group interactions

- **Student Roles:**
  - Demonstrator –performs the skill while being guided or assisted by the Peer Guide.
  - Peer Guide-guides the Demonstrator as they perform the skill.
  - Evaluator-Observes the Demonstrator and the Peer Guide, have the opportunity to ask questions and assist the Peer Guide as needed.

**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).

**Observation:** learning experiences in a relevant 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).

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

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 clinical 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 prebriefing 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).

**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 Interprofessional education is to prepare DMACC Associate Degree nursing students for interprofessional practice.

Interprofessional Education (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
Concept-Based Curriculum

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.

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).

Concepts provide the foundation and structure the curriculum. Seven global concepts are explored throughout the curriculum the context of application however, may vary. The seven global concepts are Professionalism, Safe Practice, Communication, Culture, Care Across the Lifespan, Health Promotion and Nursing Process as defined in the nursing program.

Global Concepts

Concepts infused into every nursing course throughout the Des Moines Area Community College (DMACC) Associate Degree Nursing (ADN) Curriculum

<table>
<thead>
<tr>
<th>Concept</th>
<th>Description</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>Concepts</td>
<td>Refer to course resources for a complete list of concept definitions.</td>
</tr>
</tbody>
</table>
CURRICULUM OUTCOMES

DES MOINES AREA COMMUNITY COLLEGE
Associate Degree Nursing Program 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, 2014 – June 30, 2015)

<table>
<thead>
<tr>
<th>National Council Licensure Examination for Registered Nurses (NCLEX-RN®) First Time Pass Rate</th>
<th>82.35 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>61 %</td>
</tr>
<tr>
<td>Graduate Rate of Employment (in Nursing)</td>
<td>100 %</td>
</tr>
</tbody>
</table>
DES MOINES AREA COMMUNITY COLLEGE

End of Program Student Learning Outcomes

On 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.

Revised 1/2017
<table>
<thead>
<tr>
<th>Term</th>
<th>FULL-TIME ADN Stand Alone PROGRAM Ankeny, Boone, Carroll, Newton, Urban</th>
<th>Course Credit</th>
</tr>
</thead>
</table>
| **Entry Requirements (Pre-Nursing)** | BIO 168 Anatomy & Physiology I  
BIO 104 Introductory Biology w/lab  
CHM 122 Intro to General Chemistry  
MAT 121 College Algebra OR  
MAT 157 Statistics  
PSY 111 Introduction to Psychology | 4  
3  
4  
4  
4  
3 |
| **Total Semester Credits** | | 18 |
| **Term 1** | ADN 110 Introduction to Professional Nursing  
ADN 140 Nursing Fundamentals  
BIO 173 Anatomy & Physiology II  
ENG 105 Composition I | 2  
6  
4  
3 |
| **Total Semester Credits** | | 15 |
| **Term 2** | ADN 210 Advanced Nursing Practice  
ADN 240 Health and Illness Concepts I  
PSY 121 Developmental Psychology | 5  
6  
3 |
| **Total Semester Credits** | | 14 |
| **Term 3** | BIO 186 Microbiology OR  
BIO 732 Health Science Microbiology  
SPC 101 Fundamentals of Oral Communication | 4  
4  
3 |
| **Total Semester Credits** | | 7 |
| **Term 4** | ADN 420 Health and Illness Concepts IIa  
ADN 450 Health and Illness Concepts IIb  
HSC 240 Human Nutrition OR  
BIO 151 Nutrition | 6  
6  
3  
3 |
| **Total Semester Credits** | | 15 |
| **Term 5** | ADN 520 Complex Health Concepts  
ADN 550 Professional Nursing Preceptor  
ENG 106 Composition II | 7  
5  
3 |
<p>| <strong>Total Semester Credits</strong> | | 15 |
| <strong>Total Program Credits</strong> | <strong>GRADUATE ASSOCIATE DEGREE NURSING</strong> | 84 |</p>
<table>
<thead>
<tr>
<th>Term / Course</th>
<th>Term Credits</th>
<th>Total Credits</th>
<th>Credit Breakout</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Theory* 1hr/credit</td>
<td>Lab* 2hr/credit</td>
</tr>
<tr>
<td>Term 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 168 Anatomy &amp; Physiology I</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>BIO 104 Introductory Biology w/Lab</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>CHM 122 Intro to General Chemistry</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>MAT 121 College Algebra OR</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MAT 157 Statistics</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PSY 111 Introduction to Psychology</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>18</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADN 110 Introduction to Professional Nursing</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ADN 140 Nursing Fundamentals</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>BIO 173 Anatomy &amp; Physiology II</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>ENG 105 Composition I</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>15</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADN 210 Advanced Nursing Practice</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>ADN 240 Health &amp; Illness Concepts</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PSY 121 Developmental Psychology</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>14</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 3 (Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 186 Microbiology w/lab OR</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>BIO 732 Health Science Microbiology</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>SPC 101 Fundamentals of Oral Communication</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>7</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADN 420 Health &amp; Illness Concepts IIa</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>ADN 450 Health &amp; Illness Concepts IIb</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>HSC 240 Human Nutrition OR</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BIO 151 Nutrition</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>15</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADN 520 Complex Health Concepts</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ADN 550 Professional Nursing Preceptor</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ENG 106 Composition II</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>15</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
<td><strong>84</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pre-Nursing Requirements:

BIO 168 Anatomy & Physiology I
Anatomy & Physiology I covers the structure and function of the human body from the cellular level to organ systems. Topics at the cellular level include the fundamental basics of chemistry, cell structure and cellular metabolism, genetics and histology. The organ systems studied are the skin and integumentary system, the skeletal and muscular systems, the nervous system and the senses. Lecture and lab must be taken concurrently.
Prerequisite: Pre-requisite: BIO-104 with a C or better or Pre-requisite: BIO-112 with a C or better or Pre-requisite: BIO-156 with a C or better or Pre-requisite: high school Anatomy within the last five years with a C or better.

BIO 104 Introductory Biology w/Lab
Introduction to basic concepts in biology. Topics include the scientific method, cell structure and function, genetic inheritance, evolution, diversity of life at the organismal level, ecology and ecosystems. Biology, as an experimental science, and biotechnology will be explored through laboratory experiences.

CHM 122 Intro to General Chemistry
A study of the concepts of general chemistry, including atomic structure, bonding, reactions, stoichiometry, gas laws, solutions, acids and bases, equilibrium, nuclear chemistry and an introduction to organic chemistry. Problem-solving is emphasized. For non-science majors and students in health-related programs.
Prerequisite: 1 year H.S. algebra or MAT 063

MAT 121 College Algebra
This course provides an intensified study of algebraic techniques and prepares students for future study in mathematics. The central theme of this course is the concept of a function and its graph. Topics include functions, exponents, logarithms, systems of equations, matrices, polynomials, conic sections and probability.
Prerequisite: Minimum ALEKS scores of 46% or MAT 073 with a C- or better

MAT 157 Statistics
Tabular and graphical presentation, measures of central tendency and variability, standard elementary procedures involving the binomial, normal, student's T, chi-square and F distributions, correlation, regression, analysis of variance and several nonparametric procedures. Students will not receive credit for both MAT 157 and BUS 211.
Prerequisite: Two years H.S. Algebra, department permission or MAT 073; Minimum ALEKS score of 30% or MAT 064 with a C- or better

PSY 111 Introduction to Psychology
A survey of psychology including theoretical and experimental findings and applications from areas such as neurobiology, learning, memory, personality, social, abnormal and therapy.
Associate Degree Nursing – First Term:

ADN 110 Introduction to Professional Nursing
This course will include the concepts of professionalism, safe practice, communication, culture, care across the lifespan, health promotion, and nursing process. The course will focus on the introduction of professional nursing concepts.

ADN 140 Nursing Fundamentals
This course will include the concepts of professionalism, safe practice, communication, culture, care across the lifespan, health promotion, and nursing process. This course will focus on introductory nursing care. This course will build on previously delivered material and discuss new, increasingly complex nursing concepts. This course will include lab and practicum application. Pre/Co-requisite: ADN-110 with a C or better.

BIO 173 Anatomy & Physiology II
Anatomy and Physiology II is a continuation of Anatomy & Physiology I. The following organ systems are covered: the endocrine system, blood and the cardiovascular system, the lymphatic system and immunity, the respiratory system, the urinary system, the digestive system including nutrition and the reproductive system. Other topics include the body's balance of water; electrolytes and acids and bases and an introduction to human growth and development. Lecture and lab must be taken concurrently. Prerequisite: A grade of "C" or better in BIO 168 Anatomy and Physiology I.

ENG 105 Composition I
Composition I introduces students to the college-level writing process through the construction and revision of a series of expository and persuasive essays. Students may also produce other writing appropriate to the academic and working world. Through exposure to a variety of college-level readings, the students will build critical reading skills, and students will be expected to respond to assigned readings in a variety of ways. The course introduces library and computer-based research strategies. Students will write and revise at least 4 essays and produce a minimum of 20 pages.
PREREQUISITE ENG 061 or satisfactory writing skills.

Associate Degree Nursing – Second Term:

ADN 210 Advanced Nursing Practice
This course will include the concepts of professionalism, safe practice, communication, culture, care across the lifespan, health promotion, and nursing process. The course will focus on demonstration of independent and collaborative nursing care. The course will build on previously delivered material and discuss new, intermediate nursing concepts. This course will include lab application.
Prerequisite/Co-Requisite: ADN 140, BIO 173, ADN 240, ENG 105 with a C or better.

ADN 240 Health and Illness Concepts I
This course will include the concepts of professionalism, safe practice, communication, culture, care across the lifespan, health promotion, and nursing process. This course will focus on application of independent and collaborative nursing care. The course will build on previously delivered material and discuss new, intermediate to complex nursing concepts. Course includes a variety of settings. Course includes practicum application.
Prerequisite/Co-Requisite: ADN 140, ADN 210 BIO 173, ENG 105 with a C or better.
PSY 121 Developmental Psychology
The study of factors that affect human development from conception to death, with emphasis on topics such as physical, cognitive, and social changes, methods of study and current issues.

Associate Degree Nursing – Third Term:

BIO 186 Microbiology w/lab
A general microbiology course with laboratory designed for the science major. Emphasis is placed on morphology, physiology, microbial genetics, virology and basic immunology and applications. Prerequisite: one semester of any college-level biology.

SPC 101 Fundamentals of Oral Communication
Explores the fundamentals of oral communication through the study and practice of interpersonal and small group communication and the composition and delivery of short speeches.

Associate Degree Nursing – Fourth Term:

ADN 420 Health & Illness Concepts IIA
This course will include the concepts of professionalism, safe practice, communication, culture, care across the lifespan, health promotion, and nursing process. This course will focus on the integration of independent and collaborative nursing care. The course will build on previously delivered material and discuss new, increasingly complex nursing concepts. The course includes complex care of clients with altered health status in a variety of settings. Course includes practicum application. Pre-requisite: ADN 210, ADN 240, PSY 121, BIO 186, SPC 101, BIO 732 with a C or better, Pre/Co-requisite: ADN 450 with a C or better.

ADN 450 Health & Illness Concepts IIB
This course will include the concepts of professionalism, safe practice, communication, culture, care across the lifespan, health promotion, and nursing process. This course will focus on the integration of independent and collaborative nursing care. The course will build on previously delivered material and discuss new, increasingly complex nursing concepts. The course includes complex physiological and psychosocial care in a variety of settings. Course includes practicum application. Pre-requisite: PSY 121, BIO 186, BIO 732, SPC 101 with a C or better. Pre/Co-requisite: ADN 420 with a C or better.

HSC 240 Human Nutrition
Understanding and implementing present-day knowledge of nutrition, along with the use of food for health and satisfaction of the individual and family.

BIO 151 Nutrition
This course is designed to introduce students to the science of nutrition. The course will examine the structure, function, and dietary requirements of individual nutrients; nutrient composition of food; using nutrition and food choices to maintain good health; compare and contrast nutritional needs of different life stages. The student will also be asked to apply knowledge of nutrition to making healthful food choices for the health, well-being and satisfaction of both individuals and selected groups. Prerequisite: BIO 168 and CHM 122 with a grade of "C" or better.
Associate Degree Nursing – Fifth Term:

ADN 520 Complex Health Concepts
This course will include the concepts of professionalism, safe practice, communication, culture, care across the lifespan, health promotion, and nursing process. This course will focus on the synthesis of independent and collaborative nursing care. The course will build on previously delivered material and discuss new, increasingly complex nursing concepts. The course includes advanced physiological and psychosocial care in a variety of settings. Course includes practicum application
Pre-requisite: ADN 420, ADN 450, BIO 151, HSC 240 or BIO151 with a C or better . Pre/Co-requisite: ADN 550, ENG 106 with a C or better.

ADN 550 Professional Nursing Preceptor
This course will include the concepts of professionalism, safe practice, communication, culture, care across the lifespan, health promotion, and nursing process. The course will focus on transition from nursing student to entry level professional nurse. The course will include clinical preceptorship/mentorship in a variety of settings.
Pre-requisite: ADN 420, ADN 450 with a C or better, Pre/Co-requisite: ADN 520 with a C or better

ENG 106 Composition II
Composition II is a continuation of Composition I. Students will analyze, synthesize, and evaluate texts. Effective academic research is also emphasized. Assignments may include expository and persuasive writing appropriate to academic and professional contexts. Students will write and revise three or more essays, including a research-based argument, and produce a minimum of 20 pages of prose. Academic integrity is a key expectation of this course.
Prerequisite: ENG 105
Academic Standards Specific to Nursing Courses:

1. To successfully complete a nursing course and be eligible to progress in the Program, 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)

2. Unsuccessful course completion will prevent a student from progressing in the program:
   a. 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.
   b. Students who meet requirement (1a) but are unsuccessful in meeting other requirements (1b-1c) will have a C- recorded on transcript.

For Example:
Although Sally met the clinical performance criteria, she earned a 77% overall course grade in ADN 140 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 criteria standards. John will receive a C- at the end of course.

STUDENT ACTION REPORTS (SARs)
Student Action Reports (SARs) 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.

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.
Testing
1. Nursing assessment exams follow the NCLEX-RN blueprint.
2. Exam questions are written using Blooms Taxonomy and higher order thinking.
3. Comprehensive Predictor exams will be used throughout the nursing curriculum to assess student’s competency level, NCLEX predictors, and provide remediation on identified content areas.
4. Please refer to your course syllabi for grading and evaluation procedures.
5. 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/).
6. All books and papers are to be placed under the desk when entering the testing room. Only items necessary for testing are permitted on the student’s desk/table.
7. No personal dictionaries (including translators), calculators, or other electronic or print references are allowed during exams. Calculators and desktop English dictionaries will be provided except during benchmark exams when NO aids are allowed outside of those provided through the testing platform. Headphones may not be worn. Ear plugs are allowed.
8. Computerized exams are the primary mode of testing.
9. 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.
10. Because a quiet, undisrupted 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.
11. 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.
12. Grades will generally be available one week following an exam.
13. If a paper/pencil exam is given: answers recorded on the Scantron answer sheet are considered the student’s official answers and will be graded as such.

Exam Makeup
Students are expected to take exams as scheduled on the Course Overview. Research has shown that students usually achieve higher scores when exams are taken as scheduled. When an exam is missed, the student must provide written rationale to the course instructor before a make-up exam is taken. This documentation will be retained in the student file. 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 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."
Grading Policies

1. The grading scale 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.

2. Nursing course grades are based on the following range of percentages:
   - A  93 and above  = 4.00 Grade Point Average
   - A- 90 - 92.99  = 3.67 Grade Point Average
   - B+ 88 - 89.99  = 3.33 Grade Point Average
   - B 85 - 87.99  = 3.00 Grade Point Average
   - B- 83 - 84.99  = 2.67 Grade Point Average
   - C+ 80 - 82.99  = 2.33 Grade Point Average
   - C 78 - 79.99  = 2.00 Grade Point Average
   - C- 75 - 77.99  = 1.67 Grade Point Average
   - D+ 73 - 74.99  = 1.33 Grade Point Average
   - D 70 - 72.99  = 1.00 Grade Point Average
   - D- 69 - 69.99  = 0.67 Grade Point Average
   - F 68.99 and below = 0.00 Grade Point Average

3. “Progress” grades (early midterm) will be recorded as an "F" if exams, written assignments, or competency validations have not been completed to date or if clinical performance is unsatisfactory.

4. Daily Work must be completed by the deadline to receive credit.

5. 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”.

6. Exams for nursing courses are assigned a percentage value according to the time allotted to content.

7. 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

8. Students who have concerns about course exams, projects, daily work or evaluation procedures are expected to PROMPTLY discuss their concerns with the appropriate instructor. Promptly means at the time the event occurs.

9. 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.

10. 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.
Recommendations for Success in Nursing School
The Iowa Board of Nursing recommends that Nursing students:

- Accept responsibility for their success continuously throughout the program and become an active participant in the learning process
- Explore financial resources to ensure appropriate and minimal work hours while enrolled in a nursing program
- Utilize study and test-taking skills, reading and critical thinking workshops and resources early in the nursing program to facilitate development of those skills which are most effective
- Participate in assessment tests and utilize NCLEX review material and study questions throughout the program
- Use opportunities for study groups and tutoring
- Take the licensing examination within three months after graduation
- Develop a study plan for NCLEX preparation. Use computerized NCLEX practice examinations and simulate NCLEX testing conditions

ENROLLMENT STATUS

Once a student is admitted to a campus they must complete their nursing education on the campus where they started.

Program Definitions

- A “Re-start” student is defined as the student who withdrew from or was unsuccessful in a nursing course and now wishes for readmission to the nursing program.
- A “Stop out” student is defined as one who has chosen to delay progression in the program when they are in “Good Standing” (student has made satisfactory progress in the program to date).
- A “Special Start” student is defined as one who wishes to resume the nursing program after stopping out when they were in good standing.
- A seat must be available to Restart or Special Start.

Change to Audit Status:
College policy permits changing from credit to audit status by the drop date. Students should seek advice from the Program Chair or Campus Coordinator prior to changing status to discuss the impact of that decision. Auditing stops progression in the Nursing Program. Changing from credit to audit status is considered the first attempt at a course. Auditing is comparable to withdrawing from or failing a course. Students who audit a course must follow the restart process.

a. Student must initiate change in enrollment status prior to the drop date.
b. Regular attendance is expected in all theory and lab components of a course.
c. Student may not take course exams.
d. Student may not talk to classmate(s) about exam content. (This means that if classmates are talking about an exam when student is present, student will immediately remind them that he/she is not allowed to be part of those conversations and will leave the area of the conversation immediately).
e. Student is not allowed to attend any clinical component of the audited course.
f. Student must return any agency identification badges, parking permits or keys to the instructor immediately upon change to audit status.
g. Students who have chosen to audit a course may not change back to credit status once the decision has been made to audit.
h. Auditing a course does not guarantee readmission to the program.
Withdrawal
If it becomes necessary to drop a course or withdraw from the program, students must contact their Instructor and Program Chair/Campus Coordinator. To officially drop a course, complete a DROP/ADD form in person, by mail, by FAX, telephone or the web on or before the designated drop date.

- If circumstances prevent a student from continued attendance in a course and he/she does not officially drop, the student will earn an unsuccessful grade on their transcript which will adversely impact their GPA.
- Each course has a deadline for dropping. Students should contact the course instructor for advice on drop dates.
- Students who drop a course on or before the drop deadline will receive a “W” (withdraw) on their transcript which will not impact the grade point average (GPA).
- Students receiving Federal financial aid are encouraged to check with the Financial Aid office to see if withdrawal will impact current and/or future financial aid eligibility.
- Tuition refund deadlines are different from drop deadlines. For information on DMACC’s “Refund Policy”, see the DMACC Credit Schedule.
- Students who are unsuccessful in term 5 (ADN 520) are unable to progress to the next course (ADN 550) and bear the responsibility of dropping the subsequent course before it begins. Failure to drop a course for which one is no longer eligible results in a financial responsibility to the college for course tuition as well as an unsuccessful grade for the course on their transcript.

Once a clinical course is dropped, or failed, a student:

a. Must immediately return all agency name badges, keys and facility parking permits to the instructor
b. May not wear the DMACC nursing uniform or name pin unless the student is enrolled in another DMACC clinical nursing course.
c. May not promote themselves as a current DMACC nursing student unless enrolled in another DMACC nursing course.

Readmission
There is never a guarantee of readmission to the Nursing Program. Factors that influence whether a student will be considered for readmission include, but are not limited to:

a. follow-through and completion of recommendations and restart requirements made by faculty and/or Program Chair/Campus Coordinator at time of withdrawal or student’s request for readmission. (Examples may include such things as work experience with a satisfactory employer reference; a statement from an appropriate health care or counseling person and/or agency; remedial testing scores, or evidence of completion of specified courses.)
b. specific reason for the withdrawal.
c. student conduct, academic and clinical performance during previous enrollment.
d. health and attendance patterns.
e. current program requirements.
f. faculty recommendation
g. space availability in the program or course

Students who have failed/withdrawn will be required to remediate skills or otherwise demonstrate competency for readmission. A transition course or standardized nursing tests may be required.

Stipulations for student readmission are maintained on file and are in effect for all campuses. Restarts enter under the applicable catalog, DMACC handbook and Nursing Student Policy Manual

The Nursing Program allows students to restart nursing courses a maximum of two times in the program. However, no nursing course may be retaken more than one time.
Note: withdrawing from a nursing course or earning a C- or below in a nursing course are both viewed as unsuccessful attempts at a course.
If a student is not successful after two restart attempts progression is stopped and re-entry to the program denied. The student is no longer eligible to be in the nursing program on any DMACC campus.

For Example:
John failed ADN110 and applied to restart the course the following year. He passed ADN110 on his second attempt. The following semester, he had to withdraw from ADN210. John restarted the following semester and passed on his second attempt in the course. He is eligible to progress, but any subsequent failure or withdraw in a nursing course and he will be unable to restart the course as he has already restarted the program two times.

Sally withdrew from ADN 140 and failed ADN 110. Sally is eligible to restart both courses but must be successful in both to progress. As she is restarting two courses she will have no further restart attempts available should she be unsuccessful in future courses.

Fred withdrew from ADN140 and applied to restart the course the following semester. He failed the course the second time he took it. As he has taken the course a maximum of two times and was unsuccessful he is ineligible to take the course a third time. The student is no longer eligible for readmission into the nursing program.

The ADN student seeking re-admission will be considered a “Re-start” applicant.

Students seeking re-admission must recognize that nursing knowledge and technology change rapidly. This results in on-going revisions in curriculum and professional requirements. Students are advised to contact their Program Chair, Campus Coordinator or counselors/academic advisors for current requirements. Students seeking readmission to the program may be required to meet additional requirements which could include starting at the beginning of the Program even though the curriculum is the same.

Restarting
Restarting students must restart on the same campus they were previously enrolled. If a seat is not available on that campus, they may be offered a seat on another campus or program based on:

1. Space availability
2. Director decision in conjunction with Program Chairs/Campus Coordinator

If a student is allowed to move to another program/campus to take a seat, s/he must remain in that program or on that campus for the remainder of the program.

Graduation Requirements

**Associate Degree Nursing:** To earn an Associate in Applied Science (AAS) degree in Nursing, a student must complete all coursework as prescribed in Semesters 1-5, meet the progression requirements and have a grade of “C” (not C-) or above in all ADN and pre-requisite/co-requisite courses in the curriculum. In order to progress to the next semester, these courses must be successfully completed in the semester identified or in a previous semester. Students must successfully complete the required standardized exit exam taken during Semester 5 of the curriculum.

In accordance with DMACC policy ES4592: Graduation/Award Conferral, the student must meet the College’s graduation requirements to be awarded a degree, diploma, or certificate. Refer to ADN Program of Study for a complete listing of courses and degree credits that must be met to graduate with the AAS-Associate Degree in Nursing.
Graduation Application

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. Purposes of the graduation application are:

1. to have academic records reviewed to determine eligibility for graduation from DMACC

2. to determine if the student meets the Board of Nursing’s requirement for licensure. Students must be granted the designated degree to meet eligibility requirements for licensure by the state boards of nursing. Simply completing the required course work is not sufficient to meet licensure requirements.

3. to indicate if the student will or will not be participating in the graduation ceremony and to reserve an appropriately sized cap and gown for the ceremony if the student plans to attend.

4. to notify students OFFICIALLY, in writing, of their eligibility for graduation.

Graduation information and an online application (no charge) are available on the DMACC website under Student Services at: https://www.dmacc.edu/graduation/
STATE BOARD OF NURSING REQUIREMENTS/LICENSURE

1. **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.

2. **Clinical Participation**
   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 2.5(5) 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:
   - A. who has been denied licensure by any Board of Nursing
   - 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.
   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.
   The Program Chair or Campus Coordinator is to be consulted immediately if licensure status.

3. **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.

The Iowa Board of Nursing phone number is 515-281-3255, e-mail ibon@bon.state.ia.us, and web site: [http://nursing.iowa.gov/](http://nursing.iowa.gov/). The National Council of State Boards of Nursing web site is [http://www.ncsbn.org/](http://www.ncsbn.org/).
4. **Mandatory Reporting**
Licensed nurses are required by Iowa law to report other licensed nurses whose actions (or omissions to act) violate state law or Board of Nursing rules. Unethical, incompetent, unprofessional or behavior harmful (or potentially harmful) to the health, safety and/or welfare of the client are examples. Students enrolled in the ADN program who are licensed as LPNs fall under this requirement. Nursing instructors also must comply; therefore the Nursing program will report continued or egregious unsafe student behavior. Students will be informed of this action. Licensees also have a duty to report their own drug/substance abuse involvement or that of other licensees of which they are aware. Reporting is not optional but mandatory, and failure to comply may result in discipline to the non-reporter or program.

5. **NCLEX Licensure Exam**
Entry into the practice of nursing in the United States is regulated by the licensing authority within each state. To ensure public protection, each state requires a candidate for licensure to pass an examination (NCLEX) that measures the competencies needed to perform safely and effectively as a beginning licensed entry-level nurse. There are two entry-into-practice levels, NCLEX-PN and NCLEX-RN. Each exam is based upon job analysis studies. This helps to guarantee that the examination is reflective of entry-level demands expected of new nursing graduates.

The exams are computerized (CAT - Computerized Adaptive Testing). Nursing program graduates may not practice nursing under any conditions until they have passed NCLEX and have been issued a license by the state where practicing. ADN graduates who are currently licensed in Iowa as a LPN may work as a LPN while awaiting NCLEX-RN results. Other states may have different requirements.

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.

The Detailed NCLEX-PN and NCLEX-RN Test Plans can be downloaded from [www.ncsbn.org](http://www.ncsbn.org).

**Passing Rates:**
The passing standard for the NCLEX exam has continually risen to reflect the higher level of required performance for entry level practice. With the increased passing standard, failure rates on the NCLEX exam have risen. It is important for graduates to pass NCLEX the first time as the success rate when retaking the exam is much lower than that of first time test takers.

**Preparation:**
The best preparation for success on the NCLEX exam is to maximize learning opportunities and test taking skills throughout the program. The nursing program has designed many opportunities for learning, but the responsibility for learning remains with the student. Coming prepared to class and getting involved in collaborative learning and other projects will promote the development of a knowledge base and critical thinking skills. Students should strive to learn the maximum, rather than just skimming by with minimum knowledge and preparation for class and clinical activities. The nursing program will provide tests and evaluation situations that encourage application and analysis of knowledge. These are similar to the knowledge tested on the NCLEX exams. Students need to attend all course test review sessions to improve understanding of testing and the development of test taking skills. Study groups also offer support and assist in the development of test taking skills. Taking a review course and planning study review sessions prior to the exam are also crucial for building confidence and preparation. Statistics show that graduates who sit for the
NCLEX exam within three months of graduation experience greater success.

**Accommodation:**
Guidelines for requesting special testing accommodations during administration of the NCLEX examination can be found at: [http://nursing.iowa.gov/licensure/special_testing.html](http://nursing.iowa.gov/licensure/special_testing.html)

Pursuant to 655 IAC 3.4[5], individuals with disabilities as defined in the Americans with Disabilities Act may apply for modifications in the examination or examination administration.

In order to process your request the following documentation must be submitted to the Iowa Board of Nursing:

1. A letter from you identifying the nature of your disability and the specific testing accommodation/s you are requesting. Please identify your disability by diagnosis and code number, when appropriate, in accordance with the Americans with Disabilities Act. If unsure, confer with your physician/psychologist and, when appropriate, the individual/s who coordinated your testing accommodations while enrolled in the nursing education program. If requesting additional testing time, specify the amount of time needed. The accommodation/s you are requesting must be directly related to your diagnosis and confirmed by the appropriate professionals.

2. **FORM A:** This item should be forwarded to your physician, psychologist or other professional with expertise in the area of your diagnosed disability. The diagnostic test scores, history of your disability and recommended accommodations identified in this document should be consistent with your request. This item may be returned to our office by the professional or by you.

3. **FORM B:** This item should be forwarded to your nursing education program if testing accommodations were provided to you. This item may be returned to our office by the program or by you. If accommodations were not provided, please indicate this on the form and return to our office.

If you submit your application for licensure separately from the required documentation for testing accommodations, please indicate that you are requesting accommodations due to a disability on your licensure application form in order that your request may be processed as quickly as possible. The board may destroy documents after 12 months. Copies should be retained by the applicant.

Upon receipt of the required materials we will correspond further. Please allow adequate time for evaluation of your request by the Iowa Board of Nursing and the National Council of State Boards of Nursing, Inc. Questions may be directed to Lynn Linder at 515-281-5535 or [lynn.linder@iowa.gov](mailto:lynn.linder@iowa.gov)


**Processing:**
There will be at least a two-week delay between graduation and release of official DMACC transcripts needed to apply for and schedule the NCLEX exam. For most graduates, this means an average time of from 1 to 2 months from graduation to employment. Graduates are encouraged to review their individual NCLEX exam schedule with potential employers. This assists employers to project a feasible date of hire. You will be provided with information on NCLEX application and testing procedures prior to graduation.
GRADUATE JOB REFERENCES

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 Director of Nursing Education's office in Ankeny. The evaluations will be based on course grades/performance, clinical evaluations, lateness/absenteeism, and Student Action Reports. An example of the evaluation form can be found on the next page.

To obtain this reference:

- Graduate signs a reference release form at the employer's office.
- The employer can then fax this release to the Director's office at (515) 965-6008 or call (515) 964-6324 for clarification.
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 Student Learning Outcomes:
Global Concepts

<table>
<thead>
<tr>
<th></th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Engages clients in therapeutic relationships using advanced communication skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Independently initiates advanced therapeutic communication skills that meet the individualized needs of the client and families.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Assesses the effectiveness of a therapeutic relationship and maintains appropriate boundaries with clients and families.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Utilizes 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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Integrates evidence based concepts of nursing practice across the healthcare continuum to ensure quality client centered care.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Use data to monitor care outcomes and use improvement methods to design and test changes to continuously improve the safety and quality of nursing care and minimize the risk of harm to patients.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Develops individualized plan of care, utilizing comprehensive data, in collaboration with the client, the client’s family, and the healthcare team.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Analyzes diverse types of information in order to determine an appropriate course of action.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Adapts nursing care to meet the health care needs of clients, families, across the lifespan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Develops teaching plan that incorporates cognitive, social, and emotional developmental level of client.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Integrates individualized health promotion interventions in the client’s plan of care.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Manages the delivery of nursing care for clients within and across settings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Integrates knowledge of lifespan changes to assessment data and laboratory/diagnostic test results.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Individualizes nursing care based on the client’s age. Ensuring safety.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Performs nursing skills competently.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Collaborates with members of the health care team in a goal-directed manner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Communicates and collaborates with members of the interdisciplinary team in a goal-directed manner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Prevents barriers to communication by assessing and intervening with individual client needs and establishing collaborative relationships with members of the healthcare team.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Practices the legal and ethical roles and responsibilities of the registered nurse in a variety of health care and community-based settings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Consistently synthesizes behaviors of a professional nurse throughout clinical rotation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Demonstrates commitment to quality nursing care through accurate self-evaluation and utilization of constructive comments.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Manages client care technologies and information management systems when delivering professional nursing care.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Documents comprehensive client data according to established guidelines</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Integrates leadership principles and processes to ensure safe, quality outcomes for client care across the continuum.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Integrates best practice standards and ethical principles into care delivery.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Portrays professional values when providing holistic, client-centered nursing care to diverse populations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Supports and utilizes evidence based practice.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Provides effective health promotion, disease and injury prevention care and education to diverse client populations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Consistently integrates health promotion topics into client teaching.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Recognizes the client or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for client’s culture, preferences, values and needs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Collaborates with other health professionals as needed to provide culturally competent care.</td>
<td></td>
</tr>
</tbody>
</table>
ATTENDANCE PATTERNS:
Has met nursing program attendance requirements.

FACULTY COMMENTS:

Faculty Signatures: __________________________________________________________

__________________________________________________________________________  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.

Student Signature: ________________________________  Date: _________________
Student Rights and 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, entry into the nursing program entails further clarification and expansion of these general expectations to the health care environment and professional nursing standards. These include professional responsibilities for safe and accountable practice, respect for self and others, and active participation in the learning process. Clinical evaluations are based on application of knowledge from previous and concurrent courses and behaviors including, but not limited to those listed below. Final program evaluations for prospective employers will also reflect these behaviors.

1. **Assumes responsibility for own learning and development by:**
   a. being prepared for class, lab, and clinical activities and assignments.
   b. regularly attending class, lab, and clinical as scheduled and within attendance guidelines.
   c. actively participating in learning activities.
   d. completing assignments on time with written work being done legibly and in proper format.
   e. accepting constructive criticism and supervision by others, utilizing suggestions for growth/improvement.
   f. making arrangements for and completing make-up assignments within specified time frames after any class, lab, or clinical absence.
   g. monitoring own progress in meeting course competencies and seeking out needed learning experiences and instructor assistance.
   h. using appropriate resources and references to increase knowledge base and improve performance.
   i. scheduling appointments with instructor(s) for assistance with class work, assignments, and other materials.
   j. Checking and responding to DMACC E-mail and Blackboard daily

2. **Accepts accountability for own judgments, actions, or failure to act.**

3. **Uses sound principles from nursing and the natural and behavioral sciences to support actions and judgments.**

4. **Safeguards the client by:**
   a. recognizing self limitations.
   b. seeking out the instructor when unsure of self or when unable to follow directions/guidelines given.
   c. reporting errors, mistakes, or injuries in care and following through with the needed action for remedy.
   d. arranging for client needs to be met before leaving the unit for breaks, lunch, etc.
   e. researching and preparing one's own assignments for class and clinical as directed (meds, treatments, diagnostic tests, pathophysiology, psychopathology, and social dynamics).
   f. adhering to College, Program, agency policies, procedures, and routines.
   g. accurately recording and reporting patient care data while respecting confidentiality guidelines.
   h. maintaining and providing documentation for program requirements including annual updates of Bloodborne Pathogen and HIPAA.

5. **Completes assigned nursing care, including charting and reporting, as designated by instructor and within clinical hours.**
6. **Demonstrates professional conduct, integrity, and respect for oneself and others by:**
   a. protecting the client's right to privacy (HIPAA) by maintaining strict confidentiality at all times.
   b. respecting the human dignity and uniqueness of others regardless of social or economic status, personal attributes, or nature of health problems.
   c. conducting therapeutic relationships with clients.
   d. listening attentively and courteously when others are speaking.
   e. putting client's needs before those of self.
   f. verifying facts and information before making judgments or drawing conclusions.
   g. exercising poise, tact, and self-control when communicating with others.
   h. expressing one's self clearly and accurately both verbally and in written work.
   i. offering assistance to others rather than waiting to be asked.
   j. notifying appropriate people (instructors, staff, peers, and clients) when unable to keep commitments made to them.
   k. projecting a professional image/attitude during class, lab, and clinical activities.
   l. reporting acts of dishonesty and professional misconduct.
   m. performing invasive procedures on another person(s) only under the supervision of a DMACC Nursing faculty or designated preceptor.

**ATTENDANCE**

Regular attendance and consistent study habits are essential to success in college and are expected of all students at Des Moines Area Community College. Absenteeism and tardiness interfere with the learning process and can contribute to academic failure.

- The legitimacy of the reason for the absence in no way minimizes the loss incurred.
- The responsibility for completing course requirements lies with the student.
- No absence negates the student's responsibility for completing all assigned work.

The nursing program policy on attendance is in harmony with that of the college. Students are expected to attend all scheduled class, lab, and clinical sessions. Regular attendance and participation provide students opportunity to learn the knowledge and skills most current in the nursing profession and to practice using those skills. In classroom and lab, faculty have the opportunity to assess student learning and assist students before knowledge and skills are used in the actual health care setting.

Any absence interferes with the learning process. Therefore, attendance will be monitored in class, lab, and clinical sessions. Absences, tardiness, and/or leaving early will be recorded and made up in one-hour increments. Sleeping during class, lab, or clinical is not considered attendance and the student may be asked to leave. Habitual tardiness to class or lab will be addressed as a classroom disruption and students will be counseled.

![Clock](image)

- Tardiness is defined as arriving anytime after the posted start time of a class/lab or clinical based on the cell phone clock.

- A student demonstrating a pattern of absenteeism or tardiness or being absent 10% or more of clinical will receive a Student Action Report (SAR). See example in the appendices.

- Patterns of poor attendance or non-attendance will be reported to the college Financial Aid Office. Federal Title IV and State regulations governing administration of all student financial assistance programs require withholding or reducing financial aid funds when poor
attendance is noted.

- Student attendance patterns may also be reflected on the clinical evaluation, and final program evaluation for prospective employers.

**Classroom and Lab Attendance**

Participation in learning activities is an integral part of nursing program courses. After any absence, it is the student's responsibility to contact their instructors and complete any required makeup assignments as outlined. Make-up assignments may include specific assigned work or attendance in the resource practice labs. Some assignments/activities are an integral part of a specific course evaluation; therefore, they cannot be made up. This may include class preparation activities, quizzes, in-class activities such as case studies, computer-assisted instruction, and collaborative small group activities.

- Students can wear a DMACC shirt in good condition with any color scrub pants on non-exam lab days.
- Students are to wear the full DMACC nursing student uniform, including name badge(s), for exam lab days.

Children are not allowed in class, lab or clinical sites. Please refer to the DMACC Student Handbook for the policy regarding **Minor Children on Campus**.

Only individuals on the official class lists may attend class.

**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 will result in failure of the course.

In the event of a **clinical absence** the following policies apply:

1. **For clinical absence/tardiness**

- Absences, tardiness, and/or leaving early will be recorded and made up in one-hour increments. Supportive documentation (ie 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 completed through learning activities directed by the clinical instructor.
- Learning activities, location, and time of clinical make-up will be assigned by the clinical instructor to ensure that clinical objectives are met. Unsatisfactory completion of activities 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 completed until all clinical requirements are met.

2. The student will verbally notify responsible clinical instructor and 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.

3. 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.

4. The student will notify the instructor each day not attending clinical.

5. The student will contact the clinical instructor the first day back to class to determine any required clinical assignments for time missed.

6. In the event of bad 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. When school is cancelled, closes early, or 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.

7. If cancellations result in >10% of clinical time being missed a decision will be made by the Director, Nursing Education regarding make-up.

8. "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. The second no call-no show incident within the same program will be grounds for suspension from the Nursing Program. Continuation would require a Vocational Technical Special Admission (VTSA) application for consideration of readmission at a future date. The Director, Program Chairs/Campus Coordinator will be consulted on the readmission of any suspended student.

It is the student’s responsibility to make sure they are scheduled for and complete all clinical make-up activities as designated by the instructor. Failure to make up missed clinical within the scheduled times will result in the inability to meet clinical requirements for the course.

PROCESS FOR RESOLVING CONCERNS OR CONFLICT SITUATIONS
There may be times when students have concerns regarding testing, clinical evaluation, program/course policies, faculty or staff, or conditions of the learning environment that are
adversely affecting learning. When students and/or faculty are under stress or in conflict, a nonproductive learning environment results. It is important for students to learn to use a timely and professional process to resolve concerns/conflict in a constructive manner. Problems must be addressed promptly at the time the concern becomes evident. Most issues are relatively easy to resolve when two individuals of goodwill sit down to discuss issues. As an issue moves up the chain of command, all persons involved will be included in the decision making process.

1. Identify the essence of the concern/conflict, clearly stating objective facts as well as the subjective.
2. First attempt to approach the person(s) who is/are directly involved in the concern/conflict in a manner in which you would like to be approached. Ask for a meeting with the person(s) to explore the issue and resolve the concern/conflict.
3. If you are unable to resolve the concern/conflict at this level, contact and ask to meet with your Program Chair or Campus Coordinator.
4. If the concern/conflict is still unresolved to your satisfaction, contact the Director of Nursing Education.
5. If the concern continues to be unresolved to your satisfaction, procedures exist at DMACC for resolving serious issues (see ES 4640, Student Complaints Concerning Faculty/Staff Actions).

https://www.dmacc.edu/student_services/pages/policies_procedures.aspx. The Director, Program Counselor or Campus Ombudsman can be contacted for guidance in obtaining and pursuing these procedures.

The DMACC Student Handbook has additional information on student rights, responsibilities and procedures. If you are uncertain how to handle a situation or how to follow the steps of a procedure, contact the Program Counselor or Academic Advisor for advisement.

Disciplinary action will follow as outlined in procedure ES 4630 Student Conduct, Discipline and Appeals Procedure and found in the DMACC Student Handbook at: https://www.dmacc.edu/student_services/pages/policies_procedures.aspx

Appeal of Final Grades Procedure: ES4660
https://www.dmacc.edu/student_services/int/Procedures/ES4660%20Final.pdf

Nursing faculty, as expert practitioners, are in the best position to judge unsafe, disruptive, dishonest, and/or unprofessional conduct. In addition, they have a professional obligation, under license laws, to protect the client and society against potential harm.

Unsafe Practice
In the clinical area, students are expected to act in a manner that does not cause
Concern for the health or safety of themselves or others. Unsafe nursing practice includes two overriding areas of concern: physical and 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.

Due to the number of critical elements related to jeopardy of clients, an "unsafe" situation will be determined by instructor evaluation. 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. 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.

Drug-Free Schools & Campuses Act
Student behaviors leading to suspicion of substance use or misuse will be investigated. Use or possession of unauthorized alcoholic or other intoxicating beverages or controlled substances on college property or in the clinical setting will result in sanctions by the College. Students with substance abuse problems may be referred to the Student Assistance Program.

Use of prescription or nonprescription drugs that list the following potential side effects: drowsiness, dizziness, delayed reaction times or impaired cognition (thinking) may be unsafe in the clinical area. Students taking such medications must meet with the clinical instructor prior to participation in clinical activities.

If a student arrives in clinical, class or lab with an odor of alcohol or other drugs, they will be removed from the area, and arrangements will be made to transport the student home at the student’s expense if necessary. The clinical time, class work or lab time will be counted as missed. Students may be required to undergo drug testing in some clinical agencies.

Students must report drug or substance abuse problems to their Program Chair/Campus Coordinator and seek appropriate counseling. Students with substance abuse problems may be referred to the Student Assistance Program (SAP).

Academic Integrity and Misconduct
Academic integrity, doing one's own work in course assignments and in tests, is one of the most important values in higher education. College procedure, ES 4670 Academic Misconduct, prohibits the following acts by students:

1. Engaging in any form of plagiarism, which is defined as the appropriation of and use of another person's writing, and passing it off as the product of one's own efforts or copying any work and submitting it as original work.
2. Falsifying with respect to any examination, paper, project, application, recommendation, transcript, or test, or by any dishonest means whatsoever, or by aiding or abetting another student to do so.
3. Using materials or collaborating with another person (or persons) during a test or other assignments without authorization.
4. Substituting for another student, or permitting another person to substitute for oneself, to
take an examination, course, or test, or to provide the work for any assigned project.
5. The acquisition of grades, academic credits, degrees, honors, awards, certification, or professional endorsements by means of cheating.
6. Failing to comply with the policies of the student's program or department stated in College publications.

The DMACC website, “Academic Integrity” (https://www.dmacc.edu/learntocite/) is an excellent source of information. Students are encouraged to study the website.

Academic dishonesty, or assisting another to submit dishonest work, will result in disciplinary action up to and possibly including suspension from the Program or College.

NURSING LABS
Nursing labs on campus are part of the nursing curriculum. Open lab times are available to all students during posted hours. Please check the posted schedule.

Students are not to perform any invasive procedures such as, but not limited to: all injections/venipunctures/nasogastric insertions/urinary catheter insertions, on any person outside of the supervised clinical setting.

NURSING CLUB
All DMACC Nursing ADN students will join and be a member of the Nursing Club. Activities will include service learning activities, social functions for club members, and educational activities.

ATI
ATI stands for Assessment Technologies Institute (ATI). ATI offers an Assessment-Driven Review (ADR) program designed to increase student pass rates on the nursing licensing exam and lower program attrition. The ATI comprehensive program is utilized during the duration of the Associate Degree Nursing program as a component of the nursing curriculum. This program aids in preparing students for the NCLEX licensure exam by systematically strengthening their knowledge base throughout the nursing program.

- The Testing Platform (Custom Assessment Builder) for Concept Exams for all courses in the curriculum.
- Benchmark Assessments in various courses of the curriculum and at the end of the program.

Students will orientate to the ATI product by completing the tutorial “ATI Plan Getting Started with ATI” from the ATI website, www.atitesting.com and completing the acknowledgment form.

NURSING ELECTRONIC PORTFOLIO
All nursing students in the ADN Stand Alone program will complete a Nursing Electronic Portfolio. The portfolio will be started in the first term and course of the program, ADN 110. Students will add to their portfolio during all subsequent terms and have a finished portfolio ready for presentation in the last term and course of the program, ADN 550.

Purpose: The Nursing Electronic Portfolio will provide the 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.

At the end of the program students will have a collection of work to utilize for applications to residency programs or employment.

**CLINICAL**

All students have learning experiences in clinical areas as part of their educational program. Prior to participating in the clinical portion of the Nursing Program curriculum, students must successfully complete all clinical orientation activities. Clinical experiences will be assigned in advance, but are subject to change in response to agency requests, enrollment, faculty availability, etc. Whenever possible students should not have clinical assignments in the same work area in which they are employed and should alert the Program Chairpersons, Campus Coordinator or Program Coordinator of possible conflicts. The actual clinical areas and hours are determined by the nursing faculty in consultation with agency management and program needs. Students should be aware that a variety of time periods are in use, which may include late afternoon, evening or weekend rotations. A student may be transferred to another clinical site without rationale. Requests for specific health care agencies cannot be honored.

The clinical instructor is responsible for guiding the learning experience and evaluation of students. Students are to prepare their own assignments using appropriate resources/references. Agency policies must be followed concerning use of medical records for preparing assignments/care plans. Due to strict client confidentiality policies, it is not permitted to make copies (i.e., computer printouts, photocopies, faxes, etc.) of any form of the chart/Kardex. Written work may vary from one clinical rotation to another. Written work must be legible and organized into the proper format.

Instructors have the right to withhold observation/enrichment activities if students require more clinical experience to meet objectives.

Students must adhere to the rules of professional conduct enforced 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.

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. Students may not leave clinical early or come to clinical late because of work.
Health care facility computers are to be used only for clinical requirements and students are not 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 only during break time off the floor or during the scheduled lunch break. This means 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. Due to limited space and security risks, textbooks, electronics and personal items (purses) may not be allowed in the client care area.

Clinical groups will not necessarily be the same as class/lab sections. Faculty will determine student placement in each clinical rotation; relatives will be separated. Car pools will be considered, but not necessarily honored. Car pool requests must be submitted in writing to the Program Chair/Campus Coordinator.

GROOMING AND UNIFORM DRESS CODE
Although fashion trends in dress, accessories, hair color, and hairstyles are part of a student's personal life, these same trends can be seen as less than professional by the public and detract from their perception of the student's capability to practice safely. Therefore, nursing students' dress and appearance for clinical must be professional. Grooming and uniform dress code policies are based on the following standards:

- **Client safety:** Tissue Integrity—patients are to be protected from tissue damage from fingernails, jewelry, etc. Infection Control—patients are to be protected from known sources of infection, actual or potential.
- **Professional Demeanor:** Nursing students are expected to represent themselves, DMACC, and nursing in a professional manner.
- **Compliance:** We have an obligation to comply with the dress code standards of any of the agencies with which we contract for experiences.

The following list is not meant to be all-inclusive, and any questions or concerns are to be brought to the Program Chair/Campus Coordinator. **Agency policy supersedes school policy.** The more stringent policy will be followed.

1. Meticulous grooming and daily personal hygiene are essential because of close proximity to client and others.
2. Hair must be clean, worn off the face and controlled. Long hair must be tied or pinned back or up. No visible unnatural hair colors permitted. Hair accessories should be inconspicuous and neutral in color.
3. Facial hair of men must be clean, trimmed and worn in such a manner that it will not obstruct nursing activities.
4. Makeup is to be natural/subtle and nails trimmed short, well-manicured, without polish or artificial nails.
5. Odors of any kind may be offensive to clients. Products with strong odors must be avoided, i.e., perfumes, lotions, etc. Tobacco odors are unacceptable.
6. Gum or tobacco is not to be chewed in clinical. Smoking is not permitted. Students who
have a smoking odor on clothing may be asked to go home and change into a clean, odor free uniform.

7. For the safety and comfort of the client and student, jewelry, with the exception of a wedding ring and wristwatch, is not to be worn in clinical. For pierced ears, one small simple post may be worn per ear in clinical. No jewelry, safety pins, etc., will be worn in pierced, visible body parts—including the tongue, eyebrow, nostril—during clinical.

8. If a student has ear gauging/tunneling the only accepted option is to wear flesh colored "hider" plugs, which are flesh-colored and typically made of silicone during all clinical practicum and lab.

9. Tattoos must not be visible. If they are visible, they must be covered during all clinical practicum and lab.

10. 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.

11. Nursing students wear a clinical uniform that consists of a royal blue pant and top with embroidered Des Moines Area Community College Nursing logo, purchased at Valley West Uniforms. Pants must not touch the floor. 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 permitted.

12. The designated name pin is required when wearing uniforms or lab coats and will display the first name of the student. “DMACC Nursing Student” must be on the second line. The name pin must be purchased at Valley West Uniforms by the beginning of the first term. Students must wear the required agency identification. Students without the designated name pin will not be allowed access to patients or patient records and will be sent home.

13. Head coverings may be worn for religious purposes only. They must be solid white, black or royal blue and without any adornments.

14. Shoes are to be solid, non-porous leather or vinyl, predominantly white shoes, polished, supportive and safe. 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.

15. Students are expected to dress appropriately whenever in a clinical agency as a DMACC student. When students get clinical assignments, white lab coats or the entire uniform are to be worn. Students are not to wear uniform tops instead of lab coats. Acceptable dress in clinical agencies means professional business or business casual. Clothing must be clean and in good repair. Unacceptable clothing includes blue jeans (including jean skirts, jackets or capri pants), leisure or sportswear such as flip-flops, shorts or mini-skirts, halters or sundresses, t-shirts with advertising or similar pictures or logos that would not be clearly interpreted as professional wear. Employment uniforms can not be worn when in the facility as a nursing student.

16. Additional criteria and equipment may be required for specific clinical/lab areas or as dictated
by cooperating agency policy. Agency name badges must be worn when in the facility.

17. Students employed by health care agencies may not wear the nursing student uniform, or name pin at work.

18. Students should not wear the DMACC Nursing uniform outside of class, clinical and lab, unless approved by nursing faculty.

Failure to adhere to grooming and dress expectations will lead to dismissal from the clinical area.

**Students are to wear the full DMACC nursing student uniform, including name badge(s), in lab and clinical, as applicable.**

**CHARTING SIGNATURE**
When charting, students will sign their name followed by **NSAC** (Nursing Student Area College).

**INSTRUCTOR ABSENCES**
When the clinical instructor is absent from the assigned clinical area for a short time period, the following procedure will be followed:

1. The instructor will notify the cooperating agency that clinical experience has been canceled for the day. The instructor may notify the students in advance if absence is expected.

2. The instructor or agency personnel will deliver the message to nursing students regarding instructor absence. **Students may not remain in the clinical area without instructor supervision.**

3. If instructor absence extends beyond one day or if the clinical experience is specialized or of a short term nature, students may be instructed to: 1) complete an alternate independent assignment given by the instructor or 2) return to the school to complete self-directed small group learning activities pertaining to clinical practice.

4. If, for any reason, a student is unable to follow the above directions, it will be considered an absence from clinical experience. For longer periods of instructor illness/leave, a qualified substitute will be obtained or students reassigned to other clinical groups.

**Medication Administration Policy**
**Term 2, 4, 5:**
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.
CLINICAL REQUIREMENTS

Program Requirements for Clinical are discussed in detail at the Mandatory Orientation session prior to beginning term 1 of the nursing program.

CastleBranch
Students admitted to the program are required to store their health and immunization records including TB, and CPR documentation electronically in an Immunization Tracker on the secured website provided by CertifiedBackground.com (Castle Branch). Students pay an annual fee to maintain this service throughout their enrollment in the Nursing program. The annual fee includes maintaining the Immunization Tracker online, review of all documents for compliance and email reminders when updates are due. Students will not be permitted in clinical if they fail to renew their subscription annually to keep this service activated.

- HEALTH & IMMUNIZATION RECORD
At their own expense, students must have obtained the required physical examination, immunizations, and/or tests prior to beginning the Program as requested by the Program Chair/Campus Coordinator. Infectious diseases, including Hepatitis B Virus (HBV), Varicella (Chicken Pox), Pertussis, and Tuberculosis may have serious implications for both health care workers and clients. Therefore, students are required to meet current standards for prevention, unless a signed medical waiver is submitted.

Existing health problems must be identified. If a student chooses not to have the required immunizations and does not have a medical waiver, the student will be ineligible for clinical experiences and will be dismissed from the DMACC nursing programs.

Changes in health status after completing health forms must be reported to the Program Chair/Campus Coordinator.

- CPR CERTIFICATION
CPR certification is a requirement for attendance in the clinical area. Students must have completed either a Health Care Provider Course, from the American Heart Association (AHA) or CPR for the Professional Rescuer and Health Care Provider from the American Red Cross (ARC), at their own time and expense by the beginning of the program to be allowed in the clinical setting. The course completed must be for health professionals and 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). The ARC is now sending electronic course completion certificates, but students may request a card. Students are responsible to provide renewal cards/certificates documenting certification through the date of graduation. Both front and back of the CPR Card or the entire ARC electronic
Certificate must be uploaded to Certified Profile.com. The document must show date completed, expiration date, and the instructor’s and student’s signatures.

Certification includes: 1-man, 2-man CPR, infant, child, adult, airway management, and AED. Approved recertification courses include a written competency test and a live return skills demonstration. Courses that are online or that do not include all of the above are not acceptable.

- TB/PPD
  In addition to the initial tuberculosis test documented on the Health Record, TB/PPD testing is required annually (Term 1, Term 4) and at the student’s expense throughout the program. It is the student’s responsibility to renew their TB test and have uploaded and approved by Certified Profile. In some cases students are required to have a two-step TB test. Students without proof of current TB/PPD testing will not be permitted to attend clinical experiences.

- INFLUENZA
  The influenza vaccine is to be completed as soon as possible in the fall semester each year or by the deadline set by the clinical agencies. It is the student’s responsibility to renew the influenza vaccine each year at their own expense and have it uploaded and approved by Certified Profile before the due date. Students who decline the flu shot will need to sign a declination form which will indicate they understand that if they are assigned to a facility that requires current flu vaccination they may be barred from attending clinical and will risk failing the course.

SAFEGUARDING PERSONAL IMMUNIZATION RECORDS
  Students are to make a personal hard copy of their Health and Immunization Record before uploading. These records will be requested by future employers.

InfoPath Link
  Students admitted to the program are required to complete education utilizing the DMACC Nursing Orientation link. Training includes Mandatory Reporter Training, Bloodborne Pathogens (BBP) and Health Insurance Portability and Accountability Act (HIPAA).

- MANDATORY REPORTER TRAINING, BLOODBORNE PATHOGENS and HIPAA EDUCATION
  Mandatory Reporter Certification is required to begin the program. The training includes both child and dependent adult abuse. At Orientation, the Program Chair/Campus Coordinator will provide resources and directions for completing the Mandatory Reporting certification prior to starting the program.

  BBP and HIPAA are annual requirements. They are required at the beginning of the program and again before beginning term 4. Additionally, students will complete a HIPAA declaration form at the beginning of term 1 and term 4 and complete the HIPAA Compliance Form each term.
EVALUATION
PRACTICUM EVALUATION

The 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 part of the 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 percentage 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 percentage of 78 or greater.
A total average percentage of less than 78 will result in a failure for the course. The performance criteria for the summative part of the evaluation tool are:

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

**Completion of the current course requires meeting both practicum competencies and theory components successfully.**

**EXPOSURE INCIDENTS**

Students are to adhere to Standard Precautions and OSHA blood borne pathogen standards. This includes safe handling and disposing of sharps and contaminated material, and adherence to agency exposure control policies including use of Personal Protective Equipment (PPEs) and timely reporting of exposure incidents. If stuck with a needle or sharp object, or exposed to blood or body fluids during lab practice, clinical or alternative activities, the following steps should be taken:

- **IMMEDIATELY** 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://www.dmacc.edu/safety/Pages/reporting.aspx](https://www.dmacc.edu/safety/Pages/reporting.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. For further information, see [www.cdc.gov](http://www.cdc.gov).

**IT IS VITAL THAT ACTION BE TAKEN IMMEDIATELY, AS DELAYS BEYOND 4 HOURS MAY AFFECT TREATMENT OUTCOMES**


**GUIDANCE AND COUNSELING**

If academic and/or personal problems are impacting a student’s ability to be successful, the student is advised to seek assistance IMMEDIATELY. The faculty and Program Chair/Campus Coordinator are available to assist students with improving study habits, test taking skills, application of nursing process, mastery of skills, referral to appropriate learning resource personnel or referral for professional personal counseling. It is important that students initiate this request for assistance and follow through on recommendations and referrals.

**HEALTH**

It is strongly recommended that students obtain health insurance. A student health insurance plan is available through Student Services.

**Health Conditions**
Students must inform their clinical and lab instructors if they are pregnant, have any physical limitations or restrictions and if they have any medical condition (diabetes, seizure disorder, etc.) that may require precautions or intervention while performing the activities of a student nurse. Failure to disclose may put the student and/or patients at risk for injury and may lead to disciplinary action. Students are required to abide by agency health and safety policies.

**Changes in Health Status Occurring During Program of Study**

A student who becomes ill/injured or experiences newly occurring physical limitations during their program of study should remain at home until well or recovered and contact their health care provider if necessary.

- Written verification from the health care provider (HCP) that the student is ready to return to class and/or clinical may be requested by the Program Chair/Campus Coordinator or faculty.
- Most agencies require validation of the student's ability to resume client care. Per clinical agency policy, some restrictions may prohibit clinical participation. In such cases, the program may not be able to provide alternative clinical experiences. This may prevent the student from attending clinical and successfully completing the course.
- Program continuation requires ability to perform all essential functions of the student role in a safe manner.
- Absence and/or short-term limitations identified by the HCP will be evaluated by the Program Chair/Campus Coordinator to determine if learning experiences can be modified. If this is 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. Some clinical injuries may meet requirements for Worker’s Compensation claims. A DMACC incident form [https://www.dmacc.edu/safety/Pages/reporting.aspx](https://www.dmacc.edu/safety/Pages/reporting.aspx) must be processed for all injuries. If seen by a physician following injury, the physician’s office needs to be informed of a pending Workmen’s Compensation claim.

**LIABILITY COVERAGE**

The college insurance coverage includes coverage for student injuries, or claims of injury related to “work conduct” in student role as long as the student is following procedures and acting in a responsible manner. This also protects the college against future claims.

**The Standard Training Agreement** addresses this as follows:

IID. Emphasis is on protecting the COOPERATING AGENCY from claims by or injury to:

- (a) Others—any third party or,
- (b) The DMACC student.

IIE: Emphasis is on protecting DMACC or the DMACC STUDENT if claim is made by a third party or if claim is made against DMACC by the student.

Students need to be informed of the following.

- Although covered by insurance, they still have an obligation to act responsibly. Insurance coverage is for “good faith conduct” and will not apply if students act irresponsibly, maliciously, recklessly, or fail to conform to program standards, procedures, and/or policies.
- The “Student work conduct” spoken about in the agreement refers to performance while in the DMACC student role—no other employment/work or situation is covered.
- Insurance does not cover travel in a non-DMACC vehicle.
• Insurance does not replace the need for personal health insurance coverage.

Other procedural information:
• Standard Training Agreements are to be signed by the student and Program Chair/Campus Coordinator once a year before students begin the clinical experience and kept in the student’s file.
• Faculty must promptly file a DMACC Incident Report for any student, or student/client incident.

**Workers’ Compensation Coverage**
Students participating in off-campus unpaid work experience activities in connection with a program of study are covered by the College’s workers’ compensation insurance. Examples would include health students completing their clinical requirements without pay.

Nursing students injured and/or suffering an illness as a result of unpaid work experience as described above need to:
• Report the injury as soon as possible to the instructor.
• Seek medical attention as indicated by the type of injury/illness.
• Complete a DMACC Incident Report, under guidance of their instructor.
• Instructor is to inform the Program Chair/Campus Coordinator and Director, Nursing Education, as early as reasonably possible.
• Completed Incident Report is sent to Director, Nursing Education, for review and processing.
• Director, Nursing Education, will turn completed Incident Report in to DMACC Human Resources.
• A separate report will be submitted to the College’s workers’ compensation carrier.
• If the injury/illness is work-related, all medical bills related to the injury/illness will be paid by our workers’ compensation carrier.

**INFORMATION FORM**
An information form will be completed by students annually and updated each term. The College may, at its discretion, release Directory Information in accordance with the Family Educational Rights and Privacy Act. The student may restrict release of information by filing a "No Release of Information" form with the Student Records Office. Refer to the DMACC Student Handbook for further information.

**CONTACT INFORMATION**
Any change in name, address, or phone number must be submitted to:
1. the Program Chair/Campus Coordinator and Program Coordinator within three (3) school days following change either via e-mail or with a DMACC Address/Name Change form
2. the DMACC Student Records Office either online or with a DMACC Address/Name Change form

Changes made prior to or immediately after graduation are also to be reported. Students without a home phone must identify a telephone number where messages can be received and responded to promptly by the student.

**ACCOMMODATIONS**
It is DMACC’s policy to comply with the access provisions of state and federal civil rights legislations for persons with disabilities. DMACC is committed to providing an accessible environment that supports students with disabilities in reaching their full potential. Services are
available for students with documented disabilities to ensure equal access to educational opportunities. College policy calls for reasonable accommodation to be granted to students with disabilities. Reasonable accommodation is granted in the form of auxiliary aids and services. Any nursing student with a documented disability who requires accommodations or would like to apply should contact the Disability Services Coordinator at (515) 964-6850 or go online to https://www.dmacc.edu/student_services/disabilities/Pages/disabilityhow.aspx

In addition, notifying their program chair/campus coordinator is required. Accommodations are effective when you present each instructor with an accommodation letter provided to you by the disability services office. Accommodations are not retroactive; if you wait to give the letters to your instructors, be aware that you cannot go back and re-take exams, complete missed work, etc.

Services and resources include:

- Accommodations for students who have a documented disability
- Information about and referral to other agencies, such as Iowa Vocational Rehabilitation Services and Department of Human Services
- Counseling/advising services for social, academic, and personal needs
- Disability Services Orientation for new students
- Individual orientations covering physical access and early registration
- Academic success workshops

Supported disabilities include:

- Learning Disabilities
- Attention-Deficit/Hyperactivity Disorder (AD/HD)
- Mental Health Disorders
- Deaf/Hard of Hearing
- Blind/Visual Impairments
- Physical Disabilities
- Autism/Asperger’s Disorder

PARKING

Students are to park in the lots designated for students. When attending clinical at health care facilities students are to park in designated locations only. Violators may receive a ticket have cars towed and will be counseled. This will be considered a breach of ethical and professional behavior and may be reflected in the clinical evaluation tool. Car pooling is encouraged. Students need to come early enough to allow adequate time to park and to walk to destinations.

REQUESTING 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.

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. Data from the tabulations is trended, or summarized, for course/program improvement activities.

TELEPHONE CALLS
It is the student's responsibility to notify family, employers, and babysitters of their location on campus or clinical and emergency numbers that may be used. Emergency messages are the only messages that will be taken by the secretary and relayed to the student as quickly as possible.

CELL PHONES
Des Moines Area Community College is committed to providing an environment conducive to learning. To that end, cellular phone use should be kept to a minimum and conducted in designated areas only. Since cell phones interfere with the operation of electronic equipment necessary to patient care and can be distracting in the classroom and clinical settings, all student cell phones/beepers must be set to silent or turned off during classes and labs, including resource labs. Cell phones are not to be used during assigned clinical hours, including pre and post clinical conference sessions. This means 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. Students may use cell phones only during break time off the floor or during the scheduled lunch break.

Calls can be responded to on scheduled class breaks. If cellular phones must be used while at DMACC, users should be respectful of others by following the guidelines outlined below.

Guidelines – if cellular phone use is necessary while on campus, the DMACC Student Handbook states:

- Turn cellular phone ringer off or set to ‘silent’ upon entering any classroom, computer lab, library, or auditorium.
- Short, quiet cellular phone conversations may take place in corridors, away from doorways. Please move extended conversations outside of the building.
- Move immediately to a hallway when placing or receiving calls. (Take your belongings with you if you must move to make a phone call.)
- Be courteous to others by keeping your voice at a low volume.
- Cell phones with picture taking capabilities are not allowed in changing rooms or locker rooms. Individuals wishing to take photos in any recreation facility must have DMACC permission first.
- Faculty members have the right to limit the use of cell phones in their classrooms.
The Nursing program requires that cell phones be turned off and put away during exams.

TRANSPORTATION
The student is responsible for his/her own transportation. No client is to ever be transported in student automobiles.

SOCIAL NETWORKING/SOCIAL MEDIA
Social Media is a way for people to use technology for social interaction through the use of words, images, audio and video. Examples of Social Media sites include, but are not limited to, websites such as Facebook, MySpace, LinkedIn, Twitter, YouTube and more. The Nursing Program views Social Media sites positively and respect the rights of students and employees to use them as a medium of self-expression.

However, posts made to Social Media sites may become viral or may be publicly available for a long time, potentially permanently, even if they are deleted from the website to which they were originally posted. Postings on Social Media sites have the potential to reflect negatively, as well as positively, on the Nursing student and their future employment. This is the case regardless of whether a student specifically identifies him/herself as a DMACC Nursing student. DMACC and its employees and students have ethical and legal obligations with respect to these communications. In order to ensure that ethical and legal obligations are adhered to, students are expected to comply with this Social Media Policy. The intent of this Policy is not to restrict the flow of useful and appropriate information, but to provide guidelines for professional conduct.

The following student conduct in any form of Social Media is considered unprofessional and may result in negative consequences:

- Posting or discussing confidential patient information or any information or photographs concerning patients and/or their families. Maintaining the confidentiality of our patients and families is of the utmost importance to the Nursing Program and to DMACC. Any inappropriate disclosure of patient information, whether direct or indirect disclosure, is subject to disciplinary action, up to and including termination.
- Posting or discussing information about DMACC, DMACC services, clients, employees or anyone associated with the College that is disparaging in nature.
- Posting or discussing false or defamatory information about DMACC, College services, clients, employees or anyone associated with the College.
- Discriminatory or harassing postings or discussions concerning anyone associated with the College. Students are prohibited from using Social Media to harass, bully or intimidate other students or anyone associated with the College. Behaviors that constitute harassment or bullying include comments that are derogatory with respect to race, color, creed, religion, national origin, ancestry, genetic information, sex, age, disability, sexual orientation, marital status, veteran status, political beliefs or any other protected class or status recognized by federal, state or local law; sexually suggestive, humiliating or demeaning comments; and threats to intimidate or physically injure another employee or anyone affiliated with the College.
- Speaking or posting on behalf of the College, without explicit permission from the President of the College.
- Posting work-related pictures of College employees, students, or anyone associated with the College, without that person’s permission.
- Students are not permitted to access Social Media during classroom or clinical hours. Students found to be accessing these sites for non-school related purposes will be subject to discipline.
Student Use of Social Media — Additional requirements for persons who identify themselves as DMACC Nursing students:

1. If a student chooses to identify him/herself as a student at DMACC on Social Media sites, some readers of such websites or blogs may view the student as a representative of the College. In light of this possibility, students who identify themselves in this manner are required, as a condition of enrollment, to observe the additional guidelines in this section when referring to the College, its programs or activities, its employees, in Social Media sites.

2. Persons who identify themselves as College students must be respectful in all Social Media communications referencing the College, College employees or anyone associated with the College.

3. Obscenities, profanity or vulgar language are prohibited. Inappropriate language or images are also prohibited.

4. Discussions about engaging in conduct prohibited by the College’s policies, including use of alcohol and illegal drugs, sexual behavior, sexual harassment and bullying, are prohibited.

Failure to comply with these Social Media guidelines may result in disciplinary action, up to and including, dismissal from the College.

Further information can be found at the following:

1. American Nurses Association web site

2. National Council of State Boards of Nursing web site:
   https://www.ncsbn.org/NCSBN_SocialMedia.pdf

NETIQUETTE—

Netiquette is a way of defining professionalism and expectations of conduct through network communication. The following rules will guide you in our expectations of internet communications.

For Postings:

- Do not dominate any discussion. Give other students the opportunity to contribute to discussion.
- Do not use offensive language. Present you positions and thoughts appropriately.
- Never make fun of someone’s ability to read or write.
- Use simple English and use correct spelling and grammar.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation of your message.
- Don’t use coarse, rough, or rude language.
Popular emoticons such as 😊 or 😒 can be helpful to convey your tone but do not overdo or overuse them. See website list of emoticons at: http://netlingo.com/smileys.php & http://www.robelle.com/smugbook/smiley.html

Share your tips with other students. However, use your judgment; some conversations should be shared privately.

Keep an “open-mind”. Be willing to express your minority opinion and to respect minority opinions.

Using humor is acceptable but be careful that it is not misinterpreted. Ask yourself: are you being humorous or sarcastic?

Be cautious in using Internet language. For example, do not CAPITALIZE ALL LETTERS, this is called “flaming” and it is the equivalent to shouting and it is offensive.

Think before you click the “Send” button.

Do not hesitate to ask the instructor for feedback.

Be aware of the College’s Academic Misconduct Policy regarding plagiarism.

When in doubt, always check with your instructor for clarification.

Along with the above guidelines, additional guidelines for E-Mail communications:

Identify yourself: Begin messages with a salutation and end them with your name.

Include a subject line. Give a descriptive phrase in the subject line of the message header that lets the receiver know the topic of the message (not just "Hi!").

Respect others' privacy. Do not quote or forward personal e-mails without the original author's permission.

Acknowledge and return messages promptly.

Copy with caution. Don't copy everyone you know on each message.

Be concise. Keep messages to the point— as a rule of thumb: no more than one screen in length.

Additional information on Netiquette is available from the DMACC web site Online Student Resources page at: https://www.dmacc.edu/online/Pages/students.aspx
Appendix
DMACC Student Handbook Policies and Procedures

You may download a copy of the Student Handbook at: https://www.dmacc.edu/handbook/

**Student Non-Discrimination Policy**

The DMACC Student Handbook has additional information on student rights, responsibilities and procedures at: https://go.dmacc.edu/handbook/polprocedures/Pages/welcome.aspx. If you are uncertain how to handle a situation or how to follow the steps of a procedure, contact the Program Counselor or Academic Advisor for advisement.

Disciplinary action will follow as outlined in procedure ES 4630 Student Conduct, Discipline and Appeals Procedure and found in the DMACC Student Handbook at: https://www.dmacc.edu/student_services/pages/policies_procedures.aspx

Student Complaints Concerning Faculty/Staff Actions; ES 4640 https://www.dmacc.edu/student_services/int/Procedures/ES4640%20Final.pdf

Appeal of Final Grades Procedure: ES4660 https://www.dmacc.edu/student_services/int/Procedures/ES4660%20Final.pdf

Academic Misconduct: ES 4670 https://www.dmacc.edu/student_services/int/Procedures/ES4670%20Final.pdf

The DMACC Academic Integrity website (https://www.dmacc.edu/learntocite/) is an excellent source of information. Students are encouraged to study the website.

Graduation information and an online application (no charge) are available on the DMACC website under Student Services at: https://www.dmacc.edu/graduation/

Additional information on Netiquette is available from the DMACC web site Online Student Resources page at: https://www.dmacc.edu/online/Pages/students.aspx

Online incident forms (https://www.dmacc.edu/safety/Pages/reporting.aspx

Center for Disease Control (CDC) www.cdc.gov.


How to Apply for Accommodations: http://go.dmacc.edu/student_services/disabilities/Pages/disabilityhow.aspx

Social media resources:

- **American Nurses Association** web site http://www.nursingworld.org/FunctionalMenuCategories/AboutANA/Social-Media/Social-Networking-Principles-Toolkit
- **National Council of State Boards of Nursing** web site: https://www.ncsbn.org/NCSBN_SocialMedia.pdf
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>Academic Progress</th>
<th>Initials ___</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>Initials ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>– including scholastic requirements and grading scale, policy for submission of late papers, test policies including test makeup restrictions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Rights and Responsibilities</th>
<th>Initials ___</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health and Safety</th>
<th>Initials ___</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Confidentiality</th>
<th>Initials ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Following established policies for the protection of confidential client information, including HIPPA guidelines. Annually review HIPAA training.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accountability</th>
<th>Initials ___</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Background Checks – Criminal Convictions or Documented History of Abuse</th>
<th>Initials ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>
</tr>
</tbody>
</table>

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.

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.

Date ___________ Student Signature ___________ Student ID or SS Number ___________

Printed Name

Revised 8/4/08, 6/29/09, 3/10/11, 7/11/11, 8/15
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 ________________________________
OSHA’s Bloodborne Pathogens Standard

Bloodborne pathogens are infectious microorganisms present in blood that can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV), the virus that causes AIDS. Workers exposed to bloodborne pathogens are at risk for serious or life-threatening illnesses.

Protections Provided by OSHA’s Bloodborne Pathogens Standard

All of the requirements of OSHA’s Bloodborne Pathogens standard can be found in Title 29 of the Code of Federal Regulations at 29 CFR 1910.1030. The standard’s requirements state what employers must do to protect workers who are occupationally exposed to blood or other potentially infectious materials (OPIM), as defined in the standard. That is, the standard protects workers who can reasonably be anticipated to come into contact with blood or OPIM as a result of doing their job duties.

In general, the standard requires employers to:

- Establish an exposure control plan. This is a written plan to eliminate or minimize occupational exposures. The employer must prepare an exposure determination that contains a list of job classifications in which all workers have occupational exposure and a list of job classifications in which some workers have occupational exposure, along with a list of the tasks and procedures performed by those workers that result in their exposure.

- Employers must update the plan annually to reflect changes in tasks, procedures, and positions that affect occupational exposure, and also technological changes that eliminate or reduce occupational exposure. In addition, employers must annually document in the plan that they have considered and begun using appropriate, commercially-available effective safer medical devices designed to eliminate or minimize occupational exposure. Employers must also document that they have solicited input from frontline workers in identifying, evaluating, and selecting effective engineering and work practice controls.

- Implement the use of universal precautions (treating all human blood and OPIM as if known to be infectious for bloodborne pathogens).

- Identify and use engineering controls. These are devices that isolate or remove the bloodborne pathogens hazard from the workplace. They include sharps disposal containers, self-sharps, and safer medical devices, such as sharps with engineered sharps-injury protection and needleless systems.

- Identify and ensure the use of work practice controls. These are practices that reduce the possibility of exposure by changing the way a task is performed, such as appropriate practices for handling and disposing of contaminated sharps, handling specimens, handling laundry, and cleaning contaminated surfaces and items.

- Provide personal protective equipment (PPE), such as gloves, gowns, eye protection, and masks. Employers must clean, repair, and replace this equipment as needed. Provision, maintenance, repair, and replacement are at no cost to the worker.

- Make available hepatitis B vaccinations to all workers with occupational exposure. This vaccination must be offered after the worker has received the required bloodborne pathogens training and within 10 days of initial assignment to a job with occupational exposure.

- Make available post-exposure evaluation and follow-up to any occupationally exposed worker who experiences an exposure incident. An exposure incident is a specific eye, mouth, other mucous membrane, intact skin, or parenteral contact with blood or OPIM. This evaluation and follow-up must be at no cost to the worker and includes documenting the route(s) of exposure and the circumstances

under which the exposure incident occurred: identifying and testing the source individual for HBV and HIV infectivity, if the source individual consents or the law does not require consent; collecting and testing the exposed worker’s blood, if the worker consents; offering post-exposure prophylaxis; offering counseling; and evaluating reported illnesses. The healthcare professional will provide a limited written opinion to the employer and all diagnoses must remain confidential.

- **Use labels and signs to communicate hazards.** Warning labels must be affixed to containers of regulated waste; containers of contaminated reusable sharps; refrigerators and freezers containing blood or OPIM; other containers used to store, transport, or ship blood or OPIM; contaminated equipment that is being shipped or serviced; and bags or containers of contaminated laundry, except as provided in the standard. Facilities may use red bags or red containers instead of labels. In HIV and HBV research laboratories and production facilities, signs must be posted at all access doors when OPIM or infected animals are present in the work area or containment module.

- **Provide information and training to workers.** Employers must ensure that their workers receive regular training that covers all elements of the standard including, but not limited to: information on bloodborne pathogens and diseases, methods used to control occupational exposure, hepatitis B vaccine, and medical evaluation and post-exposure follow-up procedures. Employers must offer this training on initial assignment, at least annually thereafter, and when new or modified tasks or procedures affect a worker’s occupational exposure. Also, HIV and HBV laboratory and production facility workers must receive specialized initial training, in addition to the training provided to all workers with occupational exposure. Workers must have the opportunity to ask the trainer questions. Also, training must be presented at an educational level and in a language that workers understand.

- **Maintain worker medical and training records.** The employer also must maintain a sharps injury log, unless it is exempt under Part 1904 – Recording and Reporting Occupational Injuries and Illnesses, in Title 29 of the Code of Federal Regulations.

**Additional Information**

For more information, go to OSHA’s Bloodborne Pathogens and Needlestick Prevention Safety and Health Topics web page at: https://www.osha.gov/SLTC/bloodbornepathogens/index.html.

To file a complaint by phone, report an emergency, or get OSHA advice, assistance, or products, contact your nearest OSHA office under the “U.S. Department of Labor” listing in your phone book, or call us toll-free at (800) 321-OSHA (6742).

This is one in a series of informational fact sheets highlighting OSHA programs, policies or standards. It does not impose any new compliance requirements. For a comprehensive list of compliance requirements of OSHA standards or regulations, refer to Title 29 of the Code of Federal Regulations. This information will be made available to sensory-impaired individuals upon request. The voice phone is (202) 693-1999; the teletypewriter (TTY) number is (877) 889-5627.

For assistance, contact us. We can help. It’s confidential.

OSHA® Occupational Safety and Health Administration
www.osha.gov 1-800-321-6742

STUDENT STANDARD TRAINING AGREEMENT WITH PRACTICUM/CLINICAL STUDENT

DMACC ID NO. ____________________________________________
STREET ADDRESS __________________________________________
CITY/STATE/ZIP ____________________________________________
TELEPHONE ________________________________________________

DMACC PROGRAM: NURSING

Duration of Practicum/Clinical: Variable between
Starting Date: 8/20/15 Ending Date: 8/6/16

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]
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 effort 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

7/24/14
Re 11/18/15
Incident Reports

Auto Accident, Crimes Against Person, Crimes Against Property, Misconduct and Personal Injury Reporting [https://infopath.dmacc.edu/security/default.aspx](https://infopath.dmacc.edu/security/default.aspx)

It is the policy of Des Moines Area Community College (DMACC) that all accidents or incidents that result in either personal injury or illness, and or damage to College property shall be properly reported and investigated. Although accident/incident investigation is a reactive process, a comprehensive accident reporting and investigation process is a proactive measure that can effectively prevent or minimize future accidents/incidents. This operating procedure establishes a systematic process to ensure that accidents are properly reported in a timely manner, that all causes (direct and contributory) are thoroughly identified and that the appropriate corrective actions are taken.

If you need assistance filling out the report contact security at 515-964-6500 or your course faculty.

Misconduct Incident (Academic, Behavioral & Tobacco)

By voluntary enrollment at DMACC, students assume the obligation and responsibility of conducting themselves in accordance with the reasonable and lawful requirements of DMACC in its educational functions and processes. Any individual member of the College community may register a complaint by completing an incident report when an alleged violation of the Community Standards has occurred. An incident report should be submitted as soon after the event as possible to ensure an accurate recollection as well as a prompt response.
GENERAL COMPLAINT FORM   Use this form to file a general complaint

Student Complaints Concerning Faculty/Staff Actions – ES 4640

Student’s Name ___________________________ Student ID # ___________________________
Program of Study ___________________________ Phone Number ___________________________
Date of event giving rise to complaint: ___________________________ Campus/Location ___________________________
Name of Faculty/Staff involved in event giving rise to complaint: ___________________________
Nature of problem giving rise to complaint: ___________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
How were policy(ies) or procedure(s) not followed: ___________________________
_________________________________________________________________________________
_________________________________________________________________________________
Action/Solution requested: ___________________________
_________________________________________________________________________________
_________________________________________________________________________________
Signature of Student ___________________________ Date Submitted ___________________________
Signature of Advisor or Counselor ___________________________ Date Submitted ___________________________

STEP ONE

Signature of ___________________________ Date Received ___________________________
Faculty/Staff
Response ___________________________
_________________________________________________________________________________
_________________________________________________________________________________
Signature of ___________________________ Resolved ( ) Not Resolved ( )
Faculty/Staff
Date Submitted ___________________________

(This form must be returned to the student. A photocopy is needed to continue to next step. Retain a photocopy for your records.)
STEP TWO

Signature of ___________________________________________ Date Received ________________
Dean/Provost

Reason for Decision _________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Signature of ___________________________________________ Resolved ( ) Not Resolved ( )
Dean/Provost

Date Submitted ________________________________

(This form must be returned to the student. A photocopy is needed to continue to next step. Retain a photocopy for your records.)

STEP THREE

Signature of ___________________________________________ Date Received ________________
Vice President

Reason for Decision _________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Final Action _________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Signature of ___________________________________________ Request Granted ( ) Request Denied ( )
Vice President

Date Submitted ________________________________

(This form must be returned to the student. Retain a photocopy for your records.)
Student Instructions for Completion of
Appeal of Final Grade Form
Procedure ES 4660

STEPS TO FOLLOW IN DETERMINING IF AN APPEAL IS THE NEXT STEP FOR YOU
You are to contact the campus Advisor or Counselor on your campus for assistance in this appeal process to assure that you understand the process and your rights.

If you believe that you have received an incorrect final course grade, you must first collect information about the course requirements to help you in making an informed decision. Those sources of information will include 1) the course syllabus, including the course objectives and instructor’s grading system and 2) a preliminary discussion with the instructor to learn about the instructor’s course expectations and your recorded earned grades in the grade book. Sometimes grade disputes can be resolved which are due to computational errors, computer errors, misunderstandings in completion of assignments, or other issues. This is an opportunity for you to resolve the differences and gather information to help you make your next step decision.

If, after gathering this information, you believe that you have received an incorrect final course grade, you will obtain a copy of the Appeal of Final Grade Procedure, ES4660, and become aware of the procedures. (A copy of ES 4660 is available in the office where you picked up these instructions.) Some key points from the procedure are listed below.

1. The Board of Directors of DMACC confers upon the staff the power to invoke sanctions to protect the educational processes and the rights of individual students and staff.

2. Appeal of Final Grade Procedure, ES 4660, provides procedures that give students the protection to be evaluated in the classroom on the basis of satisfactory progress, academic achievement, and fulfillment of educational requirements with freedom of expression protected and respected.

3. Students are guaranteed their constitutional right to due process and their right to appeal any action brought or taken by the college that can reasonably be expected to affect their status within the college.

4. Assigning of final grades is the responsibility of the faculty member teaching the course.

TO INITIATE A GRADE APPEAL:
A. Complete the Appeal of Final Grade Form ES4660. The Advisor or Counselor’s signature is required. (A copy of Appeal of Final Grade Form – ES4660 is attached to these instructions.) Detailed descriptions of all relevant information in support of your appeal are very important. Responses and actions to your appeal will be based on these descriptions. The college representatives at each level of your appeal will review the situation based on information described in your written appeal; additional thoughts or points of discussion added at later steps will not be considered as relevant to your appeal. The student bears the burden of providing verifiable evidence that there are sufficient grounds for changing a grade. The form must be submitted to the instructor within the first three (3) weeks of the next college term after the grade was assigned.

B. STEP ONE. You must submit the completed ES4660 form, including your written statement that provides relevant details in support of your appeal and the action you are requesting, to the instructor. Include all information because you cannot add other information or details to this document after this step. (Your prior contact with the instructor was an information-gathering step to help you to make an informed decision.) The instructor will formally discuss the appeal with you and will complete STEP ONE of form ES4660. The original copy of your appeal form will be returned to you after you and the instructor have signed the form.

C. STEP TWO. If the final grade differences have not been resolved to your satisfaction you may continue the appeal process by submitting your form, completed through Step One, to the program chair/group leader/director within five (5) full college class days of notification of the of the instructor’s decision. You are not permitted to make any changes in your appeal. You can cancel your appeal of a final grade at any step of the process.

D. STEP THREE. If the final grade differences have not been resolved to your satisfaction you may continue the appeal process by submitting your form, completed through Step Two, to the academic dean/provost within five (5) full college class days of notification of the outcome of Step Two.

E. STEP FOUR. If the final grade differences have not been resolved to your satisfaction you may continue the appeal process by submitting your form, completed through Step Three, to the College Review Board chairperson within five (5) full college class days of notification of the outcome of Step Three.

F. The College Review Board hearing will be scheduled within five (5) full college class days of receipt of your original appeal form.
At each step of the appeal, you will be notified of the decision in writing within five (5) full college class days of receiving the written appeal or the appeal automatically proceeds to the next step. If timelines are not met by the student, the appeal process is cancelled.
APPEAL OF FINAL GRADE FORM
Use this form to appeal a final grade
Appeal of Final Grades Procedure – ES4660

Please type or print. Upon completion, please submit to the person indicated at Step One (below). This form must be submitted within the first three (3) weeks of the next college term after the grade was assigned.

Student's Name ___________________________________ Student ID # __________________________
Address __________________________________________ Phone Home __________________________
Phone Work ________________________________________
Course Number ___________ Section ___________ Course Title ________________________________
Instructor's Name __________________________________ Campus ____________________________

In the space below, provide verifiable evidence that there are sufficient grounds for changing your final grade. Include all relevant details and attachments that support your appeal. Also state the remedy you are requesting (use additional sheets if necessary).

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Remedy sought: ________________________________________________________________

_____________________________________________________________________________________

Signature of Student ___________________________ Date Submitted ____________________
Signature of Advisor or Counselor ______________________ Date Submitted ____________________

(This form must be returned to the student. Photocopy for your records.)

STEP ONE: Discussion with Instructor

Decision ________________________________________________________________

_____________________________________________________________________________________

Request Granted ( ) Request Denied ( ) Other resolution—See above decision ( )

Signature of Instructor ___________________________ Date _____________________________
Signature of Student ___________________________ Date _____________________________

(This form must be returned to the student. Photocopy for your records.)

Final Grade Appeal Form - Page 1 of 2
STEP TWO: Discussion with Program Chair/Group Leader/Director

Signature of ___________________________ Date Received ___________________________
Program Chair/Group Leader/Director

Outcome ________________________________________________________________

______________________________________________________________

Comments ____________________________________________________________

Discussed with instructor ( )  Discussed with student ( )   Date ________________________

(This form must be returned to the student. Photocopy for your records.)

STEP THREE: Discussion with Academic Dean/Provost

Signature of ___________________________ Date Received ___________________________
Academic Dean/Provost

Outcome ________________________________________________________________

______________________________________________________________

Comments ____________________________________________________________

Discussed with instructor ( )  Discussed with student ( )   Date ________________________

(This form must be returned to the student. Photocopy for your records.)

STEP FOUR: College Review Board Hearing

Signature of ___________________________ Date Received ___________________________
College Review Board Chairperson

Decision ________________________________________________________________

______________________________________________________________

Comments ____________________________________________________________

Instructor and student notified in writing ( )   Date ________________________

(This form must be returned to the student. Photocopy for your records.)
Part 1.
Student's Name _______________________________ Student ID # __________________________
Course Number _____________ Section __________ Course Title __________________________
Incident Date/Time ________________________________ Campus/Location __________________
Instructor or Staff Name ___________________________ Phone Number ______________________

Part 2.
Purpose for this form: __________________Report of alleged academic misconduct
________________Report of sanction recommended/imposed for academic misconduct

The above named student has demonstrated the following actions:
_________ Engaged in plagiarism.
_________ Falsified/or dishonest academic work (test, paper, application, transcript).
_________ Used materials or collaborated with another person without authorization.
_________ Substituted for another student, or permitted another person to substitute oneself to provide academic work.
_________ Acquired grades, degree, awards, or endorsements by means of cheating.
_________ Failed to comply with policies of the student’s program or department.
_________ Other ________________________________

Part 3. Please attach documentation describing in detail the nature of the academic misconduct incident and the proposed sanction. Attach all documentation used to come to this conclusion (course syllabus, assignment, test, quiz, source of plagiarized material, etc.).

Part 4. Student Section: Please check one of the following responses.

_______ 1. I accept responsibility for the alleged violation and accept the sanction proposed by my instructor.

_______ 2. I accept responsibility for the alleged violation, but do not agree with the proposed sanction. I understand that I can appeal this to the Judicial Officer within 10 (ten) business days of the date of receiving this report and that I can get the appeal forms from the Dean/Provost or Judicial Officer.

_______ 3. I deny responsibility for the alleged violation and do not accept the proposed sanction. I understand that I can appeal this to the Judicial Officer within 10 (ten) business days of the date of receiving this report and that I can get the appeal forms from the Department Dean/Provost or Judicial Officer.

   Failure to submit an appeal form within this time period will result in the sanction being imposed.

___________________________________________  __________________________
Signature of person filing report                     Date

___________________________________________  __________________________
Signature student                                     Date

Student signature unattainable because ________________________________

Distribute copies to each: ( ) Judicial Officer ( ) Student ( ) Department Dean/Provost ( ) Originator
Student Instructions for Completion of
Appeal of Academic Misconduct Allegations Form
Procedure ES 4670 – page 7

STEPS TO FOLLOW IN DETERMINING IF AN APPEAL IS THE NEXT STEP FOR YOU

You are advised to contact the Department Dean/Provost on your campus or Judicial Officer for assistance in this appeal process to assure that you understand the process and your rights.

A. The Board of Directors of DMACC confers upon the staff the power to invoke sanctions and promulgate rules to protect the educational processes and the rights of individual students and staff.

B. Students are guaranteed their constitutional right to due process and their right to appeal any action brought or taken by the college that can reasonably be expected to affect their status within the college.

C. Review the information in your “student copy” of the Academic Misconduct Report Form that was completed by an instructor or a staff member. If you believe you are not responsible for the alleged Academic Misconduct or that the imposed sanction is unjust and you decide to appeal the sanction, you must complete the Appeal of Academic Misconduct Allegations Form. Failure to submit an appeal form will result in implementation of the sanction.

D. Obtain a copy of the ES 4630 Student Conduct, Discipline and Appeals Procedure to become aware of the College Judicial Hearing Board Procedures. The Judicial Officer will meet with you to discuss the hearing procedures and your rights in the appeal process.

E. Include details and all relevant information that supports your appeal.

F. Submit your completed form to the Judicial Officer within 10 (ten) business days of the date the report was received.

BE SURE TO KEEP ONE COPY OF THE FORM FOR YOUR RECORDS.

G. You will be notified of the date, time, and place of the hearing. At the hearing, you will have the right to present your side of the story, to present witnesses and evidence on your behalf, to question witnesses, and to have up to two advisors with you (at your expense). See ES 4625 Advisors for Students in Academic or Disciplinary Hearings.

H. You will receive written notification of the College Judicial Hearing Board’s decision within 5 (five) business days of the date that your appeal was submitted.
APPEAL OF ACADEMIC MISCONDUCT ALLEGATION FORM

Use this form to provide documentation of non-responsibility of Academic Misconduct or to appeal a sanction issued for Academic Misconduct. Appeal of Academic Misconduct Procedure – ES 4670 (page 8)

Please type or print. Upon completion, please submit this form to Judicial Officer. This form must be submitted within 10 (ten) business days of the date the Academic Misconduct Report was received.

Student's Name ___________________________ Student ID # _______________________
Address ___________________________ Phone Home _______________________
____________________________________ Phone Work _______________________

Course Number __________ Section ______ Course Title __________________________
Instructor's Name ___________________________ Campus __________________________

This form indicates my desire to:

_______ 1. Accept responsibility for the alleged violation, but appeal the proposed sanction.
_______ 2. Deny responsibility for the alleged violation and appeal the proposed sanction.

In the space below, please provide all relevant details and attach any documentation in support of your appeal. Use additional sheets if necessary. A copy of the Academic Misconduct Report Form filed by the originator must accompany this form.

My signature indicates that I declare all statements made herein and any attachments are true and correct to the best of my knowledge and belief. I hereby authorize all DMACC officials to conduct whatever investigations may be necessary in considering this request.

________________________________________________________   __________________________________
Student Signature                                                                                                                                 Date