

# NORTH IDAHO COLLEGE



## PRACTICAL NURSING PROGRAM

### Student Handbook Policies/Procedures and Guidelines

2023/2024

*\*\*Disclaimer: This handbook of policies/procedures and guidelines are subject to change anytime during the academic year. Student will be notified of any changes in writing.*

## ADMINISTRATION, FACULTY, AND STAFF

The following people are available at North Idaho College to assist you...

Dr. Nick Swayne	President	769-3303
Lloyd Duman	Interim Provost	929-4082
Erlene Pickett	Associate Dean/Director of Nursing	769-3278
Brittany Heidenreich	Coordinator/Associate Professor	769-3452
Jeanne Marfice	Assistant Professor	769-3307
Patty Hall	Assistant Professor	769-3483
Wendy McIntosh	Student Success Navigator for Nursing	769-3373
Amy Howland	Sr. Administrative Assistant, Nursing Division	769-3329
Stephanie Bradbury	Clinical Placement Coordinator	666-8002
Leslie Slinkard	Sr. Administrative Assistant, Dean's Office	769-3481

*North Idaho College*  
*Practical Nursing Program*  
*Division of Nursing*

**STUDENT HANDBOOK**

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# **Section 1: General Information/ Student Resources**

## **INTRODUCTION**

The Practical Nursing Program at North Idaho College functions under the Division of Nursing. The program is approved by the Idaho Board of Nursing. Graduates of this program are eligible to take the national licensure examination (NCLEX-PN) to become a Licensed Practical Nurse.

A clinical experience is correlated with each of the following content areas: Fundamentals of Nursing, Adult Health Nursing, Maternal/Newborn Nursing, Child Health Nursing, Mental Health Nursing, Medical-Surgical Nursing and Gerontology. These clinical experiences will be correlated with classroom theory and clinical lab practice.

Selected observational experiences will be offered in specialty areas as well as in community agencies.

The graduate of this program is prepared as an entry level practical nurse that functions to meet the nursing needs of persons of various age groups; to assist individuals, groups, and communities in the promotion and maintenance of their health; and to be a responsible member of an interdisciplinary health-care team.

## **NORTH IDAHO COLLEGE MISSION STATEMENT**

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

## **PN PROGRAM MISSION STATEMENT**

North Idaho College's Practical Nursing Program is committed to student success by providing the highest quality education and teaching excellence. The nursing education received will help students reach their potential in providing safe and professional health care. North Idaho College's Practical Nursing Program will enhance the quality of life for the student as well as the community and provide a resource for lifelong learning.

## **PHILOSOPHY OF THE PRACTICAL NURSING PROGRAM**

The practical nursing faculty believes the person is a holistic being. The person is complete and unified and cannot be viewed as merely the sum of his/her parts. Each person is a unique, thinking being who makes choices, possesses value and dignity, and strives toward attainment of his/her needs. The person does not live alone, but exists interdependently with the environment. The environment may include the family, the culture, and the community in which the person resides. The statements of belief include:

### **1. Concepts of Nursing**

Health, the need and right of each person, is the ongoing effort of the individual to maintain balance in their ever-changing environment. The individual constantly strives toward an optimal level of health, wellness, and self-actualization, moving toward independence rather than dependence. Nursing is the diagnosis, prevention, and treatment of actual or potential alterations in health. Nursing is a science and an art which recognizes the inherent worth of the individual, the value of human life, and the pursuit of the highest standard of health.

### **2. Concepts of Practical Nursing Education**

Education is a dynamic and continuing process of growth and adjustment during which the student, interacting with the environment, assimilates knowledge and acquires attitudes, appreciations and competencies. Through education, positive change in personal behavior and the environment is achieved. Practical nursing education benefits when it is within the structure of the college where the student may pursue general education courses, as well as professional-technical nursing courses. The college encourages the involvement of community representatives in determining present and future educational needs and the implementation of appropriate curricula to meet the needs identified. The college believes that the interests of the students, the business/industry community, and the college are best served through the advisory partnerships that are well established and maintained.

In accordance with our philosophy, which emphasizes career mobility and articulation with community college programs, practical nursing education is constructed to present an orderly and systematic framework which builds upon common basic principles from the social, biological and psychological sciences. The program is planned to provide continuity, sequence, and integration of learning experiences so the student may progress from simple basic nursing care to that which is more complex.

The practical nursing curriculum is constructed to build on students' previous learning experience. It provides fundamental knowledge to all students. The program provides for learning differences among students. All qualified individuals should have an opportunity for upward mobility in nursing. As faculty, it is our responsibility to provide learning experiences that build on the students' previous educational experiences.

Practical nursing education provides the learner the opportunity to gain knowledge to qualify for the licensing examination and develop basic competencies as stated by the Idaho State Board of Professional-Technical Education. It is an amalgam of theory and clinical experience. The science and technology of nursing changes rapidly; therefore, nursing education focuses on the concepts and principles inherent in meeting basic human needs.

### **3. Concepts of the Teaching/Learning Process**

The faculty believes optimal learning occurs when:

- the environment encourages freedom of inquiry, thought, and expression within a framework of professional conduct;
- learning progresses from the simple to the complex, knowledge to application;
- the responsibility for learning is placed on the learner;
- there is a close correlation between theory and practice;
- ample opportunity for application and practice of theoretical concepts is provided;
- a variety of instructional methods are offered to meet the different learning styles of the learner; and
- education is viewed as a life-long process to assist the individual to adapt to changes in his or her environment.

The Nursing Process is the tool of nursing practice and education. The Nursing Process is the method whereby nursing knowledge is transferred into practice. It is the process applied to nursing action and includes assessment, diagnosis, planning, implementation, evaluation and revision.

A varied program of theory, and correlated clinical, community experiences and individualized advisement encourages the student to develop confidence as a person and a nurse who now, and in the future, can be a contributing member of society.



## **CONCEPTUAL FRAMEWORK**

The faculty of the Practical Nursing Program believe that the conceptual base for the program is the descriptive outcome of the interaction between person, environment, health, and nursing.

The major sub concepts are Basic Human Needs as developed and defined by Abraham Maslow, and Nursing Process, the tool by which nursing assists the client to attain human needs. The Person, Nursing, and Health all exist within the framework of the Environment and interact among themselves to define the holistic person.

To further integrate the presentation of the interrelationships of the person, nursing, environment, and health, the faculty has isolated threads evident throughout the program of study. Along with the framework, these threads serve to unify the curriculum into a cohesive whole. They are specified to ensure that each thread is included in each course. The following threads are embedded in the curriculum:

- Cultural diversity
- Legal-Ethical concepts
- Developmental theories
- Communication
- Quality and Safety Education for Nurses (QSEN) principles

## **PURPOSE OF THE PRACTICAL NURSING PROGRAM**

The Practical Nursing Program of North Idaho College strives to:

1. Support and assist in the implementation of the purposes and mission of the College.
2. Prepare individuals to engage in quality nursing practice commensurate with their level of education; to function as a generalist.
3. Provide and encourage career mobility by offering articulation with the Associate of Science Degree in Nursing at North Idaho College.
4. Provide nursing education opportunities without regard for age, race, sex, or religion.
5. Serve as a catalyst for positive change in the delivery of health care and the practice of nursing.
6. Enable students to develop the skills, knowledge, habits, and attitudes essential in securing and maintaining a job, and gaining promotion in their chosen career.

## **PRACTICAL NURSING PROGRAM STUDENT LEARNING OUTCOMES**

Upon completion of the practical nursing program the graduate will:

- Recognize people as unique individuals with rights and viewpoints reflective of their culture and developmental level.
- Integrate theoretical knowledge with clinical practice.
- Utilize the nursing process to provide care for people experiencing problems resulting from illness, injury or commonly occurring health problems.
- Integrate the nursing roles of organizer, coordinator, advocate, and educator under supervision.
- Demonstrate accountability for learning and growth.
- Utilize effective interpersonal communication skills.

### **NIC- PHYSICAL FACILITIES**

The physical facilities for the Division of Nursing are located in the Meyer Health and Sciences Building (MHS).

#### **Director of Nursing, Program Coordinator, Faculty**

Faculty offices are located on the second level of the MHS

#### **Administrative Assistant offices:**

Room 257 – Nursing Program Senior Administrative Assistant

Room 282 –Assistant to the Dean of Instruction', Workforce Education

#### **Conference Room:**

Room 210 – for Nursing Program committee meetings

#### **Nursing Program Learning Lab:**

Room 112/120 – located on the first level of the MHS

Room 119 – located on the first level of the MHS

#### **Simulation Center:**

Room 141 – located on the first level of the MHS

#### **Group Study Rooms:**

Room 153 and 168 (downstairs in MHS)

Room 235 and 240 (upstairs in MHS)

\*Please check kiosk by each door for the room schedule and to reserve a time to use the room.

## STUDENT SERVICES

<i>Service</i>	<i>Website</i>	<i>Phone</i>
<b>NIC Campus Security</b>	<b>nic.edu/security</b>	<b>(208) 769-3310</b>
Advising Services	nic.edu/advising	(208) 769-7821
Cardinal Central (Registrar, Financial Aid, Work Study, Scholarships)	nic.edu/cardinalcentral	(208) 769-3311
Cardinal Learning Commons Tutoring	nic.edu/clc	(208) 769-3206 (208) 769-3327
Center for New Directions	nic.edu/cnd	(208) 769-3447
Children's Center	nic.edu/childcenter	(208) 769-3471
Counseling Services	nic.edu/therapy	(208) 769-3362 (208) 665-4520
Disability Support Services	nic.edu/dss	(208) 769-5947
Food Pantry		(208) 676-7156
<b>IT Help Desk</b>	<b>nic.edu/it</b>	<b>(208) 769-3280</b>
Library (Molstead Library)	nic.edu/library	(208) 769-3355
Parking Services (Parking Pass)	nic.edu/parking	(208) 769-5902
Health Insurance Marketplace	nic.edu/studenthealth	
Testing Center	nic.edu/testingcenter	(208) 769-7203
TRIO Student Support Services	nic.edu/triosss	(208) 769-5979
Veteran and Military Family Services	nic.edu/veterans	(208) 929-4028
Writing Center	nic.edu/writingcenter	(208) 769-3298

### ***Nursing Learning Lab***

The Learning Lab is located on the first floor in the Meyer Health and Sciences Building, rooms 112/120, and 119. The Learning Lab is a learning resource for nursing students for developing technical skills, assessment skills, math skills, documentation skills and decision-making skills.

The Learning Lab is staffed by a Learning Laboratory Coordinator who is an experienced Registered Nurse. Hours are determined at the beginning of each semester based on student schedules to provide maximum accessibility for the greatest number of students.

The Learning Lab is equipped with simulated patient units, models, supplies and audiovisuals required for development of skills specified in the course syllabi.

### ***Nursing Simulation Center***

The Health Professions and Nursing Simulation Center is located on the first floor of the Meyer Health Science Building (Room 139). The Simulation Center is designed to replicate a hospital or clinical environment and is equipped with high fidelity mannequins that exhibit human physiological functions such as blood pressure, heart and lung sounds and reactive pupils. The simulation lab provides the opportunity for students to be exposed to realistic clinical experiences where they can practice technical skills and clinical decision making in a safe environment before working directly with patients.

The Simulation Lab is staffed by a Simulation Technologist. Educational experiences in the Simulation Lab are arranged and led by faculty.

# **Section 2: Program Requirements/ Standards**

## GENERAL INFORMATION AND REQUIREMENTS

### *Study Habits*

Set aside time each day for study. Reading assignments before class increases the value of your learning.

We recommend that you include in your weekly schedule time for relaxation and personal time.

### *Textbooks*

The textbooks for the nursing program may be purchased in the campus bookstore or on-line. If you get textbooks from a prior student, you will need to buy new, unused workbooks for Fundamentals of Nursing and Medical Surgical Nursing. You received a copy of the current list of books utilized throughout the program during orientation. Identify your textbooks and notebooks with your name. The PN Handbook will be issued the first day of class. Syllabi will be available on NIC Online.

### *Financial Aid*

The Financial Aid Office is available to assist you in obtaining financial support for your education. Scholarships, grants, long and short-term loans, and part-time employment within the college are provided according to eligibility and need. We have found in the past that many deserving students are unaware of the financial resources right on campus. Check in early to see if you qualify. Refer to Financial Aid Information in the college catalog or online student resources at <https://www.nic.edu/students/>

### *Scholarships*

Some hospitals, organizations, and community groups offer scholarships to nursing students. Some of these groups choose their recipients and have their own application process. Other scholarships are administered by the Financial Aid Office, and recipients are selected based on selection criteria set forth by the benefactor. Scholarship information is often posted on the college bulletin board in the Meyer Health & Sciences Building and online at <https://www.nic.edu/students/>

### *Employment*

We want you to be successful in the nursing program and therefore encourage you not to take on more responsibilities than you can manage. We also understand that you and your family have basic financial requirements. As you are determining your work schedule, please confer with an instructor. The following guidelines are also offered to assist you:

1. Your minimum class, clinical, and study time commitment to the nursing program is approximately 40-50 hours per week.
2. Full-time employment is discouraged due to clinical and classroom commitments.
3. Sixteen (16) hours per week is the maximum employment workload recommended by the faculty, and working **weekends is strongly recommended over weekdays.**
4. Work commitments for evenings is strongly discouraged and nights prior to clinical **are prohibited due to patient safety.**

### ***Meals***

While in the clinical area, eating is to be confined to the cafeteria or designated eating areas. Once at the clinical facility you are to remain on the facility campus for the duration of the clinical experience (exceptions may be granted in the final semester of precepting). This means you will need to bring your own lunch or plan to purchase food at the facility. At the college, food is available in the Student Union Building during regular college hours.

### ***Telephone***

Use of audible cellular phones are not allowed in the classroom or clinical setting. The use of a cell phone to MESSAGE the instructor while in the clinical setting is the only form of phone use that should occur and should occur in a private area (not in a patient room). Communication with instructors should be done using the NIC approved chat application. Personal phone calls, including electronic messaging, is permitted during break times only in breakrooms or outside of the facility.

Please **email** your instructors with any questions or concerns, unless it is an emergency, in which case you can use the NIC approved chat application. Instructors are available during **business hours only** (0800-1500 during lecture days, and 0545-1700 during clinical days). You may message during off hours only if it is an emergency, requiring immediate communication (such as a family emergency or sickness which would require you to call in sick for clinical).

### ***Smoking***

North Idaho College is a tobacco-free campus. Many clinical facilities have smoking restrictions--make sure you are aware of and abide by clinical facility's policies regarding smoking. While in uniform, if a cigarette odor can be detected on you, you will be sent home and this will be considered an unexcused absence.

### ***Student Activities***

Faculty will be present to attend class meetings in order to ensure effective communication between students and faculty. Time for meetings may be granted by the faculty. Each student is encouraged to take part in school-related activities which usually include committees for graduation, fund-raising, and social and class representation. These committees will be selected by the students.

### ***Certificate***

You must complete the requirements as designated by the Idaho State Board of Professional Technical Education, the Idaho State Board of Nursing, and North Idaho College, before receiving a certificate. An Application for Graduation must be completed and turned into the Registrar's Office prior to graduation in order for a diploma to be processed in the Spring of the student's graduating year.

### ***Conferences***

Faculty will post office hours on Canvas and outside their office door. Conferences with students may also be requested by faculty, such as a midterm meeting. Please make an appointment for counseling, discussion of problems and important questions.

### ***Parking***

All vehicles parking on the NIC campus must be registered and display a permit or temporary parking permit. Student permits for parking service can be obtained online. Clinical facilities have designated student parking areas. Please respect the rules of the facility and park in designated areas.

### ***Accidents and Incidents***

Accidents (resulting in injury to self or others) and incidents (such as a medication error) must be reported on the appropriate clinical agency and college forms. The safety of you and your patients are our first concern. The following steps will be followed:

- The student will notify the instructor/ clinical preceptor immediately.
- The student will complete the NIC Student Incident/Injury Report Form completely and submit to the instructor/preceptor within 24 hours.
- If the incident/injury occurs at a clinical site, the student will follow the protocol of that facility in addition to the above.
- If medical treatment is necessary and the incident/injury took place on the North Idaho College campus please contact either the Program Coordinator or Director of Nursing.
- If medical treatment is necessary and the incident/injury took place off campus, the student will need to be treated at a local hospital or urgent care facility.
- The student is initially responsible for payment. The student may file a claim for reimbursement from the North Idaho College Student Accident Insurance Policy.

### ***E-mail***

The primary form of communication from NIC to students is the Internet.

Department, Division and Program communication will be addressed to the student NIC e-mail account. Communication regarding course information may be sent via MyNIC Courses:

- Announcements
- Discussion Boards
- E-mail

Therefore, it is imperative students check their NIC e-mail account and the MyNIC Courses course site on a frequent and regular basis (daily is preferred). E-mail is the major form of communication from the program to the student. All communication will come to your NIC e-mail account.

### ***Incident Weather***

NICALerts is a new text message emergency notification system. NIC's text messaging alert system will send a text message when school is cancelled or a campus emergency exists. Sign up at [www.nic.edu/safety](http://www.nic.edu/safety) and click on the link for NICALerts. Standard text messaging fees and rates may apply, depending on your cell phone provider.

NIC campus closure information will be communicated via the following outlets by 0600 for daytime classes and 1400 for evening classes. Website *nic.edu*. Phone College Main Line at (208) 769-3300 or Snow Closure Line at (800) 254-4526.

### ***Contact Information***

Students must keep contact information (i.e. telephone, address, emergency contact

information) current in the NIC Registrar's office **and** with the Nursing Program Administrative Assistant. Students are responsible to notify the Nursing Program Administrative Assistant with formal name changes or contact information.

***Student Resource Hours***

Resource hours are provided by the faculty at specified times for students to review test results. The day(s) and times will be designated by the course teaching teams.

***Division of Nursing Office Hours***

**Monday - Thursday 7:30 a.m. - 5:00 p.m.**  
**Fridays 7:30 a.m. - 2:30 p.m.**



## ADVISING

A. North Idaho College is committed to providing academic advising to all undergraduate students. All pre-nursing students are assigned an advisor to guide them in selecting an educational plan consistent with their abilities and goals. As students get closer to applying to the nursing program, it is recommended that they meet with the Nursing Advisor to assist them in reviewing the application requirements. Once a student has been admitted into the Practical Nursing Program, they will be assigned a full-time nursing faculty member as their advisor.

### B. Pre-nursing Student Advising:

All currently enrolled NIC pre-nursing students are assigned an advisor. You may find the name of your assigned advisor through [MyNIC](#). Follow these steps to locate your advisor's name:

1. Log into MyNIC\*
2. Select **Self Service** button on the left-hand side of the page.
3. Select **Student Planning**.
4. Select **Go to Plan & Schedule**.
5. Select the **Advising** tab. Your advisor will be listed under **My Advisors**.

*\*New students will be assigned an advisor approximately 4-6 weeks into the semester.*

If you are assigned to a faculty advisor you may find their contact information on the NIC [Faculty and Staff Directory](#) page. If your advisor is listed as "Advising Services", please call 208-769-7821 to set up an appointment with an advisor.

1. Students may visit an advisor at any point in time for academic advising.
2. Advising Day  
A day is set aside each semester for academic advising. Day classes are canceled so that students can meet with advisors in preparation for registration.
3. The designated advisor meets with pre-nursing students by appointment.

### C. Advising for Students currently enrolled in the PN Program:

Once a student has been accepted in the PN Program, they will be assigned an advisor from the nursing faculty. The advisor assigned is from the teaching team for the course level in which the student is enrolled.

The advisor is available for academic advising and other guidance and assistance to facilitate success in the program. Advisors are knowledgeable about college and community services, which may meet individual needs and can help with accessing these services.

Students should meet with their advisor on a regular basis. The advisor will request a conference a minimum of three times each semester; within the first three weeks of the semester, at mid-term, and at the end of the semester.

A general advisor for Nursing is also available to nursing students. The nursing advisor's

office is in the Meyer Health and Sciences Building, Room 255.

Students are free to seek assistance from any nursing instructor. All have an open-door policy. The student's advisor, though, has a special interest in and responsibility to his/her advisees.

### **PROGRAM REQUIREMENTS**

The following items are required for every student in the Practical Nursing Program. Costs associated with these requirements are assumed by the student.

**\*\*SEE CPNW FORM**

## CHILDREN AND/OR GUESTS TO CLASS

The practice of children and/or guests to the classroom is **NOT** allowed for the following reasons:

1. Children may be disruptive to the teaching/learning environment.
2. Children and guests may limit discussion of certain topics due to children and guests' lack of understanding.
3. Liability for children and guests may cause problems in lab setting.
4. The presence of other persons in the classroom may pose a risk to confidentiality as related to student discussions.

## CLINICAL UNIFORM STANDARDS

**All nursing faculty are accountable for implementing and enforcing this standard; therefore, the clinical faculty will offer the final decision regarding the appropriateness of a student's appearance in the clinical setting. Students must be in official college uniform anytime they are in the clinical or practice lab setting. The practical nursing student uniform is hunter green in color and must be Cherokee brand.**

### A. Required Dress Acceptable Styles

- Uniforms must be in the approved style options.
  - Clothing must be of adequate size, length, and style, so that standard body mechanics do not cause exposure of the abdomen or back.
  - Uniforms must be clean and wrinkle-free.
  - All uniforms must be the approved hunter green color.
  - Uniforms must have the official North Idaho College of Nursing logo embroidered on each scrub top and/or jacket in the upper left corner.
  - Approved uniform skirts or dresses must be at least knee-length.
  - Full-length pants are required.
  - Neutral color nylons will be worn with dresses or skirts
  - Neutral color, nonpattern socks to be worn with pants.
  - Undergarments are not to be visible through clothing and must be covered entirely by clothing at all times.
  - Students may wear approved uniform jackets with the NIC logo and/or a solid white or black, long-sleeved shirt.
  - Short sleeves under scrub tops must not be visible
  - Shirt worn under scrub tops must be solid white or black in color
- 
- **Full uniform**, including monogrammed top, must be worn any time a student is in the clinical area or representing NIC at any facility (including clinical hours, clinical preparation activities, volunteer activities as required).

### B. Name Tag

- Your pictured NIC identification badge and issued facility badge must be worn on students' uniform top, lab coat, or professional dress anytime in the clinical setting per clinical site requirements.

### C. Shoes

- Solid white or black healthcare professional or athletic shoes in a conservative style that is well maintained, functional and quiet are required with closed toe and heel or heel strap. Shoes with a small colored emblem are acceptable. No other colors of shoes are permitted.
- Shoes with holes in the tops of the shoe and "CROCS," are not permitted
- Shoes should be clean in appearance.
- Shoelaces must be the same color as shoes.

### D. Makeup and Daily Grooming

- All students are expected to bathe daily, apply deodorant, and maintain good oral hygiene.
- No perfume, cologne, aftershave, or strongly scented products should be worn or used because of the potential risk of allergic reactions by patients and other staff/peers.
- Students are expected to be healthy role models of personal grooming and daily hygiene.
- Makeup/cosmetics, if worn, should be applied in moderation and conservatively.
- Students who smoke are advised not to allow the odor of smoke to be noticed on their person. Students may be sent home from clinical if odor is on person during rotation.

### E. Fingernails

- Fingernails must be clean, well-groomed, and should be at working length, not to extend beyond fingertips.
- Artificial, gel, wraps, or nails extensions are not allowed while engaged in direct patient care.
- Nail polish, if worn, must be in moderate, subdued neutral colors only and should be maintained without cracks or chips.

### F. Hair

- Hair must be kept clean and neatly styled.
- If hair is beyond shoulder/collar length, it must be neatly pulled back to prevent hair from falling onto the face and secured off the shoulder/collar.
- If headbands are worn, they must be clean and must be a solid black or white color.
- Any extreme look is not permitted. Mohawks, spikes, etc., are not allowed.
- Unnaturally colored hair or glittered hair spray is not permitted.
- Facial hair is to be well-groomed

- Beard and mustache, goatee must be at a length that allows the passing of mask fit testing.
- Some agency policies may be more restrictive and must be followed by students in that facility.

#### **G. Head coverings**

- Approved head coverings must be black or white.
- The head covering should be secured away from the face to prevent it (like hair) from impeding vision or creating an infection control hazard.
- The head covering should be clean and without a pattern, logo, or other adornments.
- Hats or bandanas are not permitted in clinical settings.

#### **H. Jewelry**

- While in clinical uniform, a limited amount of jewelry is allowed; however, it may not pose a safety hazard, infection control risk, or interfere with patient care.
- Students may wear a watch and a simple wedding band or engagement ring unless prohibited by infection control policies in addition to medical alert jewelry. Necklaces should not be visible.
- No necklaces, earrings, or other jewelry can be worn that may place the student at risk for infection or injury in the clinical setting (i.e., dangling or hoop earrings).
- Students may wear only small stud or post earrings. All earlobe gauges must be plugged with a clear or skin tone plastic plug. Piercing retainers are allowed as needed if they are clear or skin tone.
- Facial jewelry must be removed from any visibly pierced location.
- Any clothing, jewelry, or accessories that could be perceived as disrespectful of others' religious, cultural, or personal beliefs may not be visible.

#### **I. Tattoos**

- Visible tattoos must be appropriate. Tattoo visibility is based on clinical site location. Some clinical sites policies may require tattoos to be covered in the clinical setting and must be followed by students in that facility.
- Tattoos that could be perceived as disrespectful or offensive of others' religious, cultural, or personal beliefs may not be visible.

#### **J. Professional Dress Code when not in uniforms**

- Clothes that are too tight, long, loose, revealing, short, or may impinge on the student's ability to act quickly in a safe, effective manner are not to be worn.
- Pants or slacks must be to the ankle/shoe, and shirts/tops must cover the midriff.
- Dresses and skirts must cover the abdomen and be to the knee with no large slits.
- Appropriate length of tops must be worn with leggings.
- No casual attire is permitted, include the following:

- Jeans, shorts, t-shirts, sweatshirts, halters, sleeveless shirts, or camisoles worn alone.
  - Items with holes or tears and items with logos other than the NIC logo.
  - Flip-flops, slippers, foam clogs, or high-heeled shoes.
- K. In some clinical or observational experiences, the dress code may vary. Students will be notified by the faculty of the specific dress requirements for these situations.
- L. Students do not wear uniforms in the psychiatric setting but are expected to dress in a professional manner that does not interfere with their ability to provide patient care or draw undue attention to themselves and away from their clinical skills.
- M. Expectations to the policy may be made for cultural or religious beliefs as long as attire does not interfere with patient care or present a safety hazard and must be preapproved.
- N. **Summary**
- The guidelines for dress and demeanor of the student nurse in uniform or lab coat is to dress and act as a representative of North Idaho College and the nursing profession at all times. All criteria noted above are expected regardless of the clinical setting.
  - Specific hospital or health agency policies regarding dress code must be adhered to.
  - **A nursing student not meeting the above criteria may be sent home, resulting in disciplinary action.**

## CURRICULUM OUTLINE (INCLUDING PREREQUISITES)

<b>SEMESTER 1</b>		<b>CREDITS</b>
<u>CAOT-179</u>	Medical Terminology	2
<u>ENGL-101</u>	Writing and Rhetoric I	3
<u>MCTE-102</u>	Computational Skills for Allied Health	3
<u>PHAR-150</u>	Introduction to Pharmacology	3
<u>PSYC-101</u>	Introduction to Psychology	3
<u>BIOL-175</u> or <u>BIOL-227</u> <i>and</i> <u>BIOL-228</u>	Human Biology or Human Anatomy and Physiology I <i>and</i> Human Anatomy and Physiology II With Cadaver	4-8
	<b>Credits</b>	<b>18-22</b>
<b>SEMESTER 2</b>		
<u>ALTH-107</u>	Communication for Health Professionals	1
<u>PN-110</u>	Practical Nursing Theory I	6
<u>PN-110L</u>	Practical Nursing Lab 1	5
	<b>Credits</b>	<b>12</b>
<b>SEMESTER 3</b>		
<u>PN-111</u>	Practical Nursing Theory II	7
<u>PN-111L</u>	Practical Nursing Lab II	5
	<b>Credits</b>	<b>12</b>
<b>SEMESTER 4</b>		
<u>PN-112</u>	Practical Nursing Theory III	2
<u>PN-112L</u>	Practical Nursing Lab III	4
	<b>Credits</b>	<b>6</b>
	<b>Total Credits</b>	<b>48-52</b>

**Section 3:**  
**Evaluation, Grading and**  
**Academic/Clinical Standards**



## ATTENDANCE/ABSENCE/MAKEUP OF ABSENCE

### *Classroom Attendance/Absence/Makeup:*

1. Classroom attendance is expected and considered essential as the content presented is considered vital to the student's learning. A percentage of the final grade may be designated to attendance. Please see class syllabus for details on attendance as it applies to the specific nursing course.
2. In the event of absence from class, the student is responsible for acquiring the missed content through assigned readings and lecture content.
3. Missing an exam is considered an absence from class due to testing occurring during class time.

### *Test Absence and Make-up:*

1. Extenuating circumstances beyond the students' control may necessitate an absence. If this occurs, the student must notify the faculty citing the reason for the absence prior to the start of the scheduled test and make arrangements for testing make-up. Failure to contact the instructor before the exam begins will result in a zero for the test.
2. A plan to makeup the missed exam must be made with instructors within 48 hours.
3. Any exceptions must have faculty approval.
4. Make-up tests may consist of questions in formats other than multiple choice such as essay, short answer, or fill in the blank.
5. Making up an exam does not negate the class absence.

### **Late Assignments:**

1. If a written assignment is not turned in by the due date, the grade will be deducted by 10% each day late. **In extenuating circumstances beyond the student's control, the paper/assignment due date is negotiable with faculty prior (at least 24 hours) to the original due date.**

### **Clinical/ Lab Attendance:**

1. Attendance by all students is required.
2. If absent from a clinical lab experience, the **student is to notify the clinical instructor** (see list of contact numbers) **prior to the start time.** If student is sent home for any reason, **the student is to notify the clinical instructor prior to leaving. If you become ill during lab or clinical, you will be sent home and it will count as an absence.**
3. **Excused Absences**  
**Students are allowed to have one excused absence from clinical each semester.** On the second excused absence, the student will have a **written assignment** to make-up the missed clinical/lab. The assignment will be determined by the clinical instructor and will relate to the missed clinical/lab experience. A third absence may put the student in jeopardy of dismissal from the program, and **requires a letter** to the faculty requesting to be allowed to continue in the nursing program. The letter should include the student's plan to meet all the clinical/lab objectives for the semester and a plan to prevent additional absences. A make-up assignment will also be required for a third absence.

Upon receipt of the letter, the faculty, Coordinator, Director and/or Dean will decide if:  
the student will be allowed to continue with a contract regarding the expectations  
for the student for the remainder of the semester.

**OR**

the student will not be allowed to continue in the nursing program.

The student will be notified in writing of the decision with explanation.

**A fourth absence will lead to immediate dismissal from the nursing program.**

**In Summary:**

The following process will be used to address clinical/lab absences each semester:

1<sup>st</sup> excused—no outcome

2<sup>nd</sup> excused—an assignment will be given by the clinical instructor

**3<sup>rd</sup> excused—an assignment will be given by the clinical instructor and a letter to the faculty requesting to be allowed to continue in the nursing program.**

**4<sup>th</sup> excused—will receive an unsatisfactory (U) in clinical, and will be then dismissed from the Practical Nursing program.**

**Simulations are considered a mandatory learning experience. Absence from a simulation will be documented as a Clinical/Lab Absence. Students will also be required complete a make-up assignment for ANY missed simulation regardless of number of absences in Lab/Clinical**

***\*\*Lab/clinical absences for PN 112L (Summer Preceptorships)***

Students are allowed up to 16 hours of excused absence that does not need to be made up. All other absence hours will be made up to meet the total number of required hours for summer session.

**4. Unexcused Absences**

In the event of an **unexcused** absence from either an exam or in the clinical setting, a letter requesting to remain in the program must be submitted to the faculty within one week.

**5. Tardy**

A tardy is either coming in late to lab or clinical, or leaving lab or clinical before the end of the day, which displays a lack of **professionalism**. In the event of a clinical/lab tardy, the student must notify the clinical instructor prior to the clinical/lab start time via phone call or text. The first tardy will result in a verbal counseling, discussing ways to prevent a tardy from happening again. A second tardy will result in a written counseling. A third tardy will result in a probationary contract, and the student will be required to write a letter with a plan of improvement. **A fourth tardy may result in dismissal from the Practical Nursing program.**

## CLINICAL ROTATION AND EVALUATION

Schedule of clinical rotation for each student will be posted or given to the student.

1. Mid-clinical and final evaluation conferences will be scheduled between the clinical instructor and the student, if the student is at academic or clinical risk. Ongoing clinical and academic evaluation will occur throughout the semester.
2. A written anecdotal form will be presented to the student at each clinical day in post-clinical conference. The instructor and student will sign these evaluations. The signature serves as verification and date that the student is aware of evaluation. The final written evaluation process must be completed in order to receive a grade for the course.
  - a. The Anecdotal Note form evaluation tool will be utilized to evaluate the student's clinical performance.
    - a. The student will receive a clinical satisfactory (S), unsatisfactory (U), or needs improvement (NI) utilizing the information from the evaluation tool. If the student receives four (4) "unsatisfactory" scores they will meet with the Instructor, Program Coordinator, and /or Dean for a plan of improvement. Additional "U" ratings may result in failure to successfully meet the clinical performance criteria. A "needs improvement" indicates that a student is not currently meeting satisfactory status, but is working towards this status. All feedback (S), (U), and (NI) are all based on the current semester the student is in as expectations of students differ from semester to semester.
    - b. An unsatisfactory final grade in clinical performance will result in failure or an unsatisfactory grade (U) for the course.**
    - c. If a student receives a U in a technical skill during clinical practice, the clinical instructor may request that the student demonstrate satisfactory skill performance in the campus laboratory prior to the next clinical experience.
    - d. The student will be required to submit care plans to their clinical instructor that are **typed and complete** to receive a passing grade.
    - e. Each student will be tested in a summative skills exam in the lab setting and must perform these skills as required to receive a passing grade.
    - f. Clinical absences are documented on the anecdotal sheet. See attendance section for details.
3. Student must receive a satisfactory evaluation in all clinical areas to continue in clinical.
4. Failure of any clinical course will result in dismissal from the program. The student must reapply on a space available basis.
5. A student may be dismissed from a course prior to completion of the course if, in the judgment of the student's clinical instructor the student's clinical practice jeopardizes the safety of a patient, the student is dishonest, or the student breaches confidentiality.
6. The student has the right to appeal the decision of the faculty following the Appeals Process in the PN Student Handbook.

## PROFESSIONAL ETHICS

**Any student who demonstrates unpleasant or hostile behaviors in their interpersonal relationships with patients/clients, families, co-workers, supervisors or instructor(s) may be subject to immediate dismissal from the Practical Nursing program.** Examples of such behavior include, but are not limited to: use of foul or derogatory language, back talking, an inability to be self-reflective about unprofessional behaviors, throwing objects, a pattern of disrespectful social behaviors such as talking when others are talking, dominating class discussions, and defiance to authority.

**Behavior or actions which results in the contractual agency banning the student from their facility may result in dismissal from the Practical Nursing program.**

## CLINICAL AGENCY ASSIGNMENT & PREPARATION

### A. Clinical Assignment

Individual assignments within the clinical facility areas will be made by the instructor. Any questions concerning an assignment should be referred to the instructor IMMEDIATELY. Do not wait until it is time to report on or report off duty!

Students may not leave the clinical agency during clinical hours. The instructor may excuse the student from clinical in the case of illness or dismiss the student for unpreparedness or arriving more than 15 minutes late to clinical. Meals and rest breaks are to be taken within the assigned agency, per the agency's designated break/snack rooms. In the event of an emergency and prior to leaving, the student must inform the clinical instructor.

**Students will arrive 15 minutes before the assigned clinical time.** When leaving the floor for ANY reason you must always check out with the instructor and the primary nurse, notify the primary nurse upon your return to the floor, and give report on your assignment to the primary nurse or their relief 10 minutes before the hour of leaving the floor. Just as you are expected to report on duty promptly, you are expected to complete your assignments and report off duty promptly. Time management is an essential characteristic of a successful nurse.

You are not permitted to visit relatives or friends who are patients while you are in uniform. You must remain on your assigned floor/unit during duty hours. When you are off duty, you are to change into street clothes prior to visiting patients. Visits from family, friends, or relatives are not allowed during assigned clinical hours.

### B. Clinical Preparation

For all clinical experiences, students are expected to be prepared. If the clinical instructor determines during pre-conference or at any time during the clinical day that a student is unprepared for their assignment, the student may be asked to leave the clinical area. The day will be considered a clinical absence and the incident will be recorded on the anecdotal form. Students must report to the instructor for guidance if they find themselves in a situation which presents a problem beyond their knowledge base.

## EVALUATION AND GRADING GUIDELINES

**It is important for the student to understand the evaluation measure used to determine the grade for each course. The course requirement may vary each semester.**

### 1. CLASSROOM EVALUATION

The grading policy for each course is published in each course syllabus. The following regulations apply to the overall curriculum.

#### *Progression*

1. The student must pass both the theory and clinical courses (example: PN110, PN110L) to progress in the program.
2. Grades of "I" (incomplete) must be made up according to college policy.
3. Students in the Practical Nursing program are expected to show consistent progress in abilities, acquire and retain essential content with appropriate application in clinical practice, evaluate their own strengths and weaknesses with respect to their educational goals, and seek appropriate remedial instruction when indicated.
4. As the student progresses in the program, indication of growth will be assessed by performance in the classroom, clinical area, attendance, and interpersonal relationships with peers, faculty, health care personnel, and overall professionalism.

#### *Grading Scale*

Grade	Equivalency
A	93 – 100%
A-	90 – 92.99%
B+	87 – 89.99%
B	83 – 86.99%
B-	80 – 82.99%
C+	77 – 79.99%
C	73 – 76.99%
C-	70 – 72.99%
D+	67 – 69.99%
D	63 – 66.99%
D-	60 – 62.99%
F	0 – 59.99%

#### *Theoretical Examinations*

Course syllabi specify the number of tests for the course and the percentage of the course grade based on test results. A 77% minimum theory grade (**not rounded up**) for the total of tests and comprehensive final and any other graded assessments for the course is required for a grade of "C+" or better. A "C+" grade is required for successful completion of the course and progression in the program. Since testing is viewed as part

of the learning process, the instructor will provide a test review and rationales following each test. Should the student desire an individual review, an appointment may be scheduled with the instructor.

#### *Student Course Records*

A file of your admission data and progress in the program will be maintained in the nursing division office. This file is open to the student who may request an appointment to view these records. The records will be maintained in the nursing office for a period of seven years.

Employers often seek information and recommendations from faculty about current and former students. A reply will only be furnished with the student's written permission.

### **NURSING SKILLS LAB EVALUATION**

Important components of the educational process in the nursing program are the clinical and laboratory experiences. In skills lab, students learn the skills needed to be safe, efficient and caring nursing professionals. These skills are reinforced in the clinical setting.

#### *Skill Acquisition*

Students learn skills by viewing demonstration and by practicing the skill. Schedule practice will be on Mondays and Skills checkoffs typically occur on Fridays. Ample practice in the lab or at home prior to testing for mastery is encouraged. Open nursing skills lab hours will be posted per the skills lab coordinator.

#### *Skill Evaluation*

The following process will be followed for skills evaluation:

1. Skills are evaluated as being satisfactory or unsatisfactory.
2. Students who are unsuccessful will be required to re-test.
3. Prior to being retested, students must practice the skill in the lab and schedule a re-test.
4. **Students who are unsuccessful in the second skill test must petition the faculty to be allowed to repeat the skill the 3rd time and remain in the program.** If the student is allowed to repeat the skill, the student must schedule and have documented their practice time in the skills lab prior to scheduling a 3rd test.
5. The third test will be reviewed by two instructors.
6. **Students who are unsuccessful after 3 attempts at any given skill test will be dismissed from the nursing program as unsatisfactory clinically.**

#### *Summative Skills Exam*

Students will be required to demonstrate proficiency of their nursing skills at the end of the fall semester. A satisfactory performance on the summative skill evaluation will be required to successfully complete the clinical/lab course.

#### *Dosage and Calculation*

Proficiency at calculating dosages is required prior to administering medicines in the hospital or health care agency. Dosage calculation questions will be included in exams throughout the practical nursing program. A dosage calculation test will be given prior to administering medication in the clinical area. A passing score (benchmark outline is

course syllabus) on this test is required. Students may be given 2 attempts to achieve benchmark score.

### PN Clinical Anecdotal Fall & Spring

Name \_\_\_\_\_

S=Satisfactory

U=Unsatisfactory NI=Needs Improvement

Objectives	Date Initials	Date Initials	Date Initials
Identifies person as a unique individual. <ul style="list-style-type: none"> <li>• Reflects acceptance of patient and takes into consideration cultural diversity, developmental level.</li> </ul>			
Integrates theoretical knowledge with practice. <ul style="list-style-type: none"> <li>• States rationale for nursing skills and interventions.</li> </ul>			
Utilizes the nursing process. <ul style="list-style-type: none"> <li>• Uses ADPIE throughout patient care including clinical preparation, care planning, implementing physician orders, and evaluating patient responses.</li> </ul>			
Integrates nursing roles. <ul style="list-style-type: none"> <li>• Understands/demonstrates the roles of organizer, coordinator, advocate and educator.</li> </ul>			
Demonstrates accountability for behavior, growth, and professionalism. <ul style="list-style-type: none"> <li>• Responsibility for learning by preparing for clinical, organizing learning, and seeking new experiences.</li> <li>• Promptness.</li> <li>• Dress code.</li> <li>• Accepts guidance and instruction in a positive manner.</li> <li>• Safety of patient and environment.</li> <li>• Confidentiality.</li> <li>• Self-evaluation by identifying errors and/or identifying areas of improvement</li> <li>• Independently seeking learning opportunities</li> </ul>			
Performs clinical skills safely <ul style="list-style-type: none"> <li>• Practices in lab, demonstrates proper technique.</li> <li>• Able to perform medication administration safely (See medication anecdotal for more detail).</li> </ul>			
Displays effective communication skills. <ul style="list-style-type: none"> <li>• Preconference and post conference participation, including ability to discuss patient medical diagnoses, care needs, medications, lab and radiology results.</li> <li>• Interpersonal communication with patients, staff, and instructor.</li> <li>• Response to stress, able to identify stressful situations and implement effective coping strategies.</li> </ul>			
	Student Initials	Student Initials	Student Initials

Additional Notes From Instructor:

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Additional notes from student

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If unsatisfactory in one or more areas create a plan with instructor for improvement and attach to this sheet. See Student Handbook for additional information regarding unsatisfactory scores.

Student Signature \_\_\_\_\_

Instructor Signature \_\_\_\_\_

### PN Medication Anecdotal Worksheet

Name \_\_\_\_\_

S=Satisfactory      U=Unsatisfactory      N/O=Not Observed      N/A=Not Applicable

	Rating Day Comments	Rating Day Comments	Rating Day Comments
Medication looked up and correct information given.			
Verifies that medication is an active order.			
Performs three checks for each medication.			
Performs 6 rights for each medication.			
Implements medication parameters and can critically think of when to hold medications if no parameters given.			
Checks VS prior to medications for meds that have VS implications and has results readily available. Completes pain assessment if applicable.			
Checks labs and finger sticks prior to meds that have these implications and has results readily available.			
Knows last PRN dose and parameters. Can critically think of why patient should have PRN medication and how much.			
Does patient education with every medication.			
Demonstration knowledge/correct administration for: SL( ), Buccal ( ), PO ( ), SQ( ), IM( ), Z-Track( ), NG/Feeding Tube( ), Eye/Ear drops ( ), Rectal( ), Vaginal( ).			
Checks allergies and asked patient about allergies, physically checked allergy band if applicable.			

Student Signature \_\_\_\_\_

Instructor Signature \_\_\_\_\_



**STUDENT AND FACULTY GUIDELINES FOR  
FILLING OUT ANECDOTAL FORMS AND CLINICAL EVALUATION TOOLS**

**PURPOSE:** Assessment by faculty and student of clinical performance identifying areas of growth or concerns and noteworthy events.

When writing anecdotal notes, please include the following information:

1. Criteria Guidelines to determine satisfactory, unsatisfactory or needed areas for improvement.
  - a. Mark the box by each item that will be addressed in writing. This would include areas which are either unsatisfactory, in need of improvement or noteworthy.
  - b. Leave boxes blank if the item was satisfactory.
2. Indicate in writing how this clinical contributed to your growth by selecting two or more of the following:
  - a. Knowledge
  - b. Decision making, interpersonal, and technical skills
  - c. Perceptions of needed growth and overall feeling about your clinical performance
  - d. Goals met and developed
  - e. Value clarification, identification and/or conflict
  - f. Individual professional and educational growth
3. The evaluation tool is a **LEGAL DOCUMENT** and is retained in the student's permanent file for seven (7) years. **DO NOT REMOVE THESE EVALUATION TOOLS FROM THE FOLDER.**
4. All evaluation tools must be reviewed and signed by the student
  - a. If the instructor attaches a response sheet the student must reply within two (2) weeks.
  - b. If the student wishes a response, they will attach a response sheet and resubmit the anecdotal to the instructor. The instructor must reply within two weeks.

## ACADEMIC OR CLINICAL PROBATION

A student who is in jeopardy of failing a course, either the theoretical or clinical course, will be notified in writing by the faculty.

### PROBATION

Probation is the period of time designated by the nursing faculty during which a student must meet specific requirements established by the nursing faculty (contract), in order to continue in the nursing program.

#### A. Purpose

The purpose of probation is to formally recognize that a student is not making satisfactory progress and the conditions of probation are intended to:

1. Recognize performance needing improvement at as early a date as possible.
2. Provide for guidance and counseling.
3. Give the student an opportunity to correct deficiencies and demonstrate satisfactory performance. The reasons for probation will be given to the student in writing along with requirements for the successful completion of the course.

#### B. Reasons for Probation

1. Failure to make satisfactory progress in relation to course requirements: classroom, clinical facilities or campus lab.
2. Student behavior and/or nursing performance endangering either the student's and/or client's safety, such as:
  - a. administering medications and/or treatments in a negligent manner.
  - b. performing treatments or procedures on a patient beyond the limit of educational preparation in the Practical Nursing Program or clinical facility policy.
  - c. leaving a nursing assignment without properly advising appropriate personnel.
  - d. participating in the violation of a patient's human rights, his dignity, or discriminating in any way in providing nursing care to a patient or his/her family.
  - e. failing to follow specific rules and guidelines for each nursing course and nursing facilities.
  - f. **failing to behave professionally.**
  - g. **any breach of patient confidentiality.**

#### C. Procedure for Clinical Probation

1. Students will be informed of the faculty's concern(s) regarding the students' performance and/or behavior by any of the following communications:
  - a. private conferencing with the student
  - b. written record of incident
2. Initially the student and instructor will discuss plans for the student to improve his/her performance.
3. Failure of the student to demonstrate satisfactory performance in the area of concern, or multiple areas of unsatisfactory performance on the Anecdotal Form, will result in the student being placed on clinical probation. Determination of probationary status occurs after review by the faculty and/or the Dean.
4. The student will receive a written contract which delineates the expectations of the student to successfully meet the course objectives.
5. The student will be asked to sign the clinical contract. Documentation of the meeting

between the instructor and the student will serve as evidence that the student was informed of clinical probation and the expectations of the clinical contract.

6. The length of probation for clinical reasons will be determined by the nursing faculty.
7. Failure to meet the requirements for removal of probation by the designated due date will subject the student to dismissal from the program.
8. Completion of the requirements for removal of probation will remove the probationary status.

# **Section 4: Policies and Procedures**

## ESSENTIAL ABILITIES

The following are considered to be essential abilities, which are necessary for admission to, and continuance in, the Practical Nursing program.

With *or without* reasonable accommodation, all candidates and students must meet or exceed the following in order to provide safe care for patients and families.

Must meet:

- Urine drug test screening requirements.
- Criminal background check (including finger-printing) \* requirements.

### A. **Motor/Sensory:**

1. Ability to visualize, auscultate, percuss and palpate to complete physical assessments.
2. Provide direct patient care.
3. Lift minimum of 25 pounds without assistance.
4. Be capable of frequent bending, stooping, lifting, pushing or pulling.
5. Possess the manual dexterity necessary to perform common tasks including, but not limited to gloving, gowning, use of computers, and operating controls on equipment.

### B. **Communication:**

1. Verbally communicate effectively in English with co-workers, providers, patients and families (in person and on the telephone).
2. Be able to read and comprehend handwritten or printed information written above the 12<sup>th</sup> grade educational level.
3. Be able to write and verbalize words commonly used in health care.

### C. **Cognition:**

1. Gather, analyze, and draw conclusions from data.
2. Prioritize activities.
3. Appropriately respond to spoken words and auditory signals including patient call lights, vital sign and other equipment alarms and controls.

### D. **Behavior:**

1. Demonstrate the honesty and integrity that reflects essential character traits supporting trustworthiness and professionalism.
2. Groom and dress professionally, and exhibit social skills (including verbal and body language) appropriate in professional interactions.
  - A list of disqualifying offenses can be found here: <https://chu.dhw.idaho.gov/>. Click on “What is a disqualifying offense?” on the list of Common Questions. Facilities may have additional disqualifying offenses.

Definition: “Adequate”: As specified in the NIC Associate’s Degree Nursing Program performance criteria.

Students requiring accommodation must register with Disability Support Services and provide documentation. Reasonable accommodations for persons with disabilities will be determined in collaboration with Disability Support Services following current Americans with Disabilities Act (ADA) guidelines as stated in the North Idaho College policy on disabilities.

## DISMISSAL

Dismissal is the termination of the student's enrollment in the nursing program. As of the date of dismissal, the student may no longer attend classes and/or clinical laboratory experiences in any nursing courses. The student may not register for any other nursing courses before petitioning for and being granted readmission to the nursing program.

### A. Reasons for Dismissal

1. Academic failure of a theory or clinical course
2. Failure to meet requirements for removal of probation
3. Violations of the attendance policy (clinical/labs and/or class).
4. Unethical, unsafe, or dishonest behavior, or behavior which demonstrates consistently poor judgment. Some examples are:
  - a. attending any clinical learning activity in the nursing program while under the influence of alcohol, illegal drugs or non-prescribed use of prescription drugs which affect alertness, judgment or mood. Behaviors such as:
    - ❖ slurred speech
    - ❖ alcohol breath
    - ❖ impaired motor functions
    - ❖ inappropriate verbal remarks
  - b. falsifying or altering a patient's record.
  - c. knowingly administering medications or treatments without a healthcare provider's order.
  - d. violating the confidentiality of information or knowledge concerning a patient and/or their family.
  - e. being found guilty of stealing, cheating, lying or other unprofessional behaviors.
  - f. ongoing patterns of behaving disrespectfully towards instructors, preceptors, or patients/families.

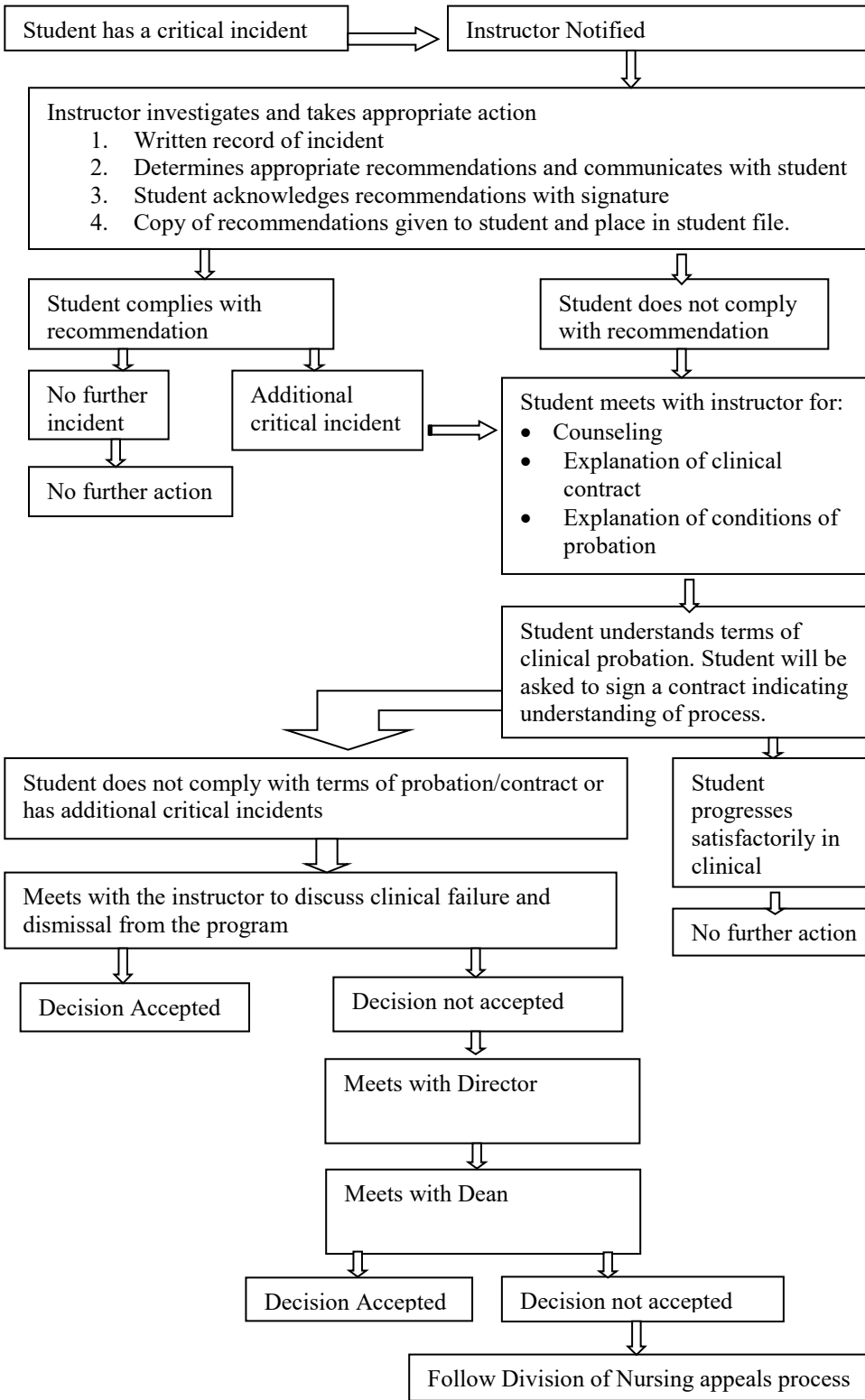
### B. Procedure for Dismissal

1. The student will have an exit interview with the faculty and/or the Dean.
2. The student will be assisted, if they so desire, to explore other educational and career options.

### C. Appeal Process

See student concerns/grievance procedure in the Practical Nursing Handbook.

## PRACTICAL NURSING PROGRAM CLINICAL ACTION PROCEDURE



*North Idaho College*  
*Practical Nursing Program*  
**APPEAL OF A GRADE OR EVALUATION**

Students have the right to appeal any grade that they believe is unfair or based upon areas other than academic achievement and stated criteria. To appeal, the student follows the Program Appeals Process.

*Appeals Process*

**PURPOSE:**

The Appeals Process provides an avenue of appeal for a student who feels a grade or evaluation received was unfair or a decision directly affecting progression in the program was unjust.

**PROCESS:**

1. After receiving the written notification of an evaluation, grade or team decision, **the student will have three (3) business days to file an appeal.**
2. To file an appeal, the student submits a written statement of request to the **Coordinator of the Practical Nursing Program**. In submitting the request, the student will provide available times within the subsequent seven (7) business days within which the Appeals hearing may be scheduled. The PN Coordinator will call a meeting of the Appeals Committee at the earliest possible date within the seven (7) business days' time frame.

**PROCEDURE:**

1. The Appeals Committee will review documentation such as Syllabus, Anecdotal(s), Performance Criteria Guidelines, materials submitted by the student and/or instructor, and other pertinent documentation. All materials to be reviewed by the Appeals Committee will be made available to the student at least 24 hours prior to the appeals hearing.
2. At the appeals hearing, the student will:
  - a. Present own verbal appeal to support, clarify, or expand on written statement.
  - b. Present other substantiating documentation if he/she desires.
  - c. Be prepared to answer clarifying questions posed by the committee.
  - d. Be permitted the presence of a support person during his/her appearance before the committee with the understanding that that individual does not participate in the proceeding.
  - e. Be excused after presentation while the committee deliberates.
3. The instructor may appear in person and/or provide a written statement after which he/she will be excused from the meeting. (Written statement will be shared with the student prior to the hearing.)



4. The committee's decision will result in one or more of the following:
  - a. Uphold grade/evaluation, dismissal.
  - b. Reconsider grade or evaluation, or dismissal decision.
  - c. Request submission of other specified documentation.
  - d. Develop a specific contractual agreement for continuance in the program.
  - e. Other.
5. The recorder (appointed by the **PN Coordinator**) will submit the written decision for committee approval or editing for accuracy; committee members will sign the final copy.
6. The **PN Coordinator** will meet with the student immediately following the meeting to inform her/him of the outcome. The student and the teaching team will receive written notification of the outcome.
7. The PN Coordinator will notify the Director of Nursing, who will then notify the Dean of Health Professions and Nursing, who will then inform the Vice President for Instruction of the Appeals Committee **decision within 48 hours of the committee meeting.**
8. The Appeals Committee decision is final, represents the College's internal appeal, and exhausts the North Idaho College Appeal process outlined in the NIC Student Handbook [www.nic.edu](http://www.nic.edu), + More > Student Resources > ASNIC Student Government > Student Handbook/Planner under Section 5: Students' Rights, Instructional Petitions, STEP 2B.

## **WITHDRAWAL / READMISSION / RE-ENTRY**

Official college course withdrawal deadline dates are published in the catalog or calendar. If you are considering withdrawing from a course or the program, confer with your instructor. Often seemingly insurmountable problems can be managed by alternatives other than withdrawal. When withdrawal from the program is necessary, an exit interview should be scheduled with the Instructor and/or Dean. A withdrawal form must also be completed and submitted to the registrar's office (obtained in the nursing office or online), in order to receive a "W". Students who withdrew after the published "last date to withdraw" will receive the letter grade earned in the course.

As stated by college policy, "A student who receives an "I" grade (for incomplete work) must complete the course work with the faculty during the first 6 weeks of the following term; otherwise any "I" grade will automatically become an "N" (No credit). In extenuating circumstance, the instructor may grant an extension of the time for the removal of the grade of "I." (see College Catalog or College Handbook)

One unsuccessful nursing course completion (grade of: F, W, or N) will necessitate your withdrawal from the Nursing Program. If you desire to continue, your petition for readmission will be considered by the Program Dean.

Readmission Process: Students desiring readmission are directed to the Readmission Policy and Procedure.

Reentry Process: Student desiring reentry are directed to the Reentry Policy and Procedure.

## EXIT/WITHDRAWAL INTERVIEW

Student Name: \_\_\_\_\_

Semester: \_\_\_\_\_

1. Withdrawal from:  
 North Idaho College: \_\_\_\_\_  
 PN Program: \_\_\_\_\_  
 Nursing Course Number: \_\_\_\_\_
2. Reason(s) for Withdrawal:  
 Academic                       Financial                       Health  
 Personal                       Relocation                       Other: \_\_\_\_\_
3. How many hours per week are you working?  
 Hours worked/week: \_\_\_\_\_  
 Not working
4. Are you taking other college classes aside from the Nursing Program?  
 Number of credits currently taking aside from Nursing Program \_\_\_\_\_  
 Not taking any other classes besides Nursing Program
5. Readmission Policy:  
 Reviewed with student  
 Copy given to student  
 Sent by mail in lieu of personal interview                      Date mailed: \_\_\_\_\_
6. Interview Summary
7. Faculty Recommendation

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Director/Lead Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Copy to: Student and Student's Permanent Record

**\*Students need to contact the Associate's Degree Nursing Program when considering application for readmission. Policies and procedures are subject to change.**

## **READMISSION POLICY**

- A. A student requesting readmission is defined as a student who withdrew from or was unsuccessful in first semester nursing course(s).
- B. Students that are unsuccessful in first semester nursing course(s) are not eligible for re-entry and must follow the readmission procedure.
- C. Student is not guaranteed a position in the program and must score enough points to put them in the top specified number accepted into the upcoming cohort.

## **READMISSION PROCEDURE**

- A. Student must reapply to the program prior to deadline posted online.
- B. Reapplication is the same process as initial application and requires the student to resubmit all documents as initial application.

## **REENTRY POLICY**

- A. Student requesting reentry is defined as a student who withdrew from or was unsuccessful the Practical Nursing Program after successful completion of the first semester nursing program courses.
- B. Did not successfully complete all required courses in the second or third semesters of the program.
- C. Students who fail a first semester practical nursing course are not eligible for reentry.  
-these students must reapply for admission and need to follow the readmission policy and procedure.
- D. To be eligible for re-entry the student must:
  - 1. Meet program requirements that are in effect at the time.
  - 2. Be accepted for reentry within two years for time of exit.
  - 3. Follow guidelines for reentry as designated in the reentry policy.
- E. A student may re-enter one (1) time only into any North Idaho College Nursing Program: Either RN or LPN (exception: approval withdrawal due to crisis)
- F. Decision for re-entry will be based on:
  - 1. Academic and clinical performance while enrolled in the program.
  - 2. Circumstances surrounding exit from the program.
  - 3. Actions taken by the student subsequent to exit to resolve problems and increase potential for success in the program.
  - 4. Re-entry is contingent on space availability.

## **REENTRY PROCEDURE**

This procedure is for all individuals seeking re-entry into the Practical Nursing Program

- A. The individual will submit the following information to the Program Coordinator:
  - 1. A letter requesting re-entry into the program
    - Reasons why they would like to be considered for readmission.
    - Activities or experiences since withdrawal/failure from the program that would contribute to potential for success if allowed to reenter.
    - If, applicable, work experience including submission of name and address of immediate supervisor for reference
  - 2. Official transcripts of courses taken since withdrawn/failure from the nursing program or in which the student is currently enrolled
  - 3. Any other data deemed appropriate by the student.
- B. Deadline for request due by noon on the first Friday in November.
- C. The Program Coordinator and Director of Nursing will review the letter of request and the data submitted and act upon the request for re-entry. If upon review the team has insufficient data to act, additional data may be requested.
- D. The Program Coordinator and Director of Nursing will make a recommendation the Nursing Division faculty regarding re-entry application and data and the faculty will grant, or deny entry based on policy criteria.
- E. The application will be notified in writing of the faculty decision on their request for re-entry.
- F. Upon approval, the student will be notified to proceed with re-entry process, which will include:
  - 1. Demonstration of satisfactory knowledge base evidence by minimum passing score of 77% on last exam prerequisite to the course level of request entry. The student will have (2) opportunities to take and pass the exam.
  - 2. Demonstrate satisfactory performance of skills lab. The student will receive a list of testable skills.
- G. All re-entry procedures must be complete prior to start of semester entering.
- H. Granting re-entry is based on space availability. The student will be notified once they have successfully completed the requirements outlined above.
- I. All accepted students will be placed on a clinical and/or academic contract for the remainder of the program.

## **TRANSFER**

Transfer students will be considered for admission on a case by case, space available basis. Some nursing and general education courses may have to be repeated to meet NIC's program requirements.

## ACADEMIC INTEGRITY

- A. **All forms of dishonesty, including but not limited to cheating, lying and plagiarism, are unacceptable behaviors** for any student enrolled in the nursing program at North Idaho College.
- B. **Examples** of academic/professional dishonesty include, but are not limited to the following:
1. Cheating on exams.
  2. Turning in work that has been copied from another person/source/**student's own former work.**
  3. Assisting others with dishonest behavior.
  4. Plagiarism – Defined as: Any use of wording, ideas or findings of other persons, writers or researchers requires the explicit citation of the course; use of the exact wording requires a “quotation” format.
  5. Intentional inaccuracies in footnoting.
  6. Intentionally giving false information to an instructor either in the classroom or in the clinical setting.
  7. Falsifying documentation/records.
- C. **Process for Resolution:**
1. Instructor informs the student(s) of the suspected infraction.
  2. A meeting is scheduled with the student as soon as possible.
  3. Student relates his/her account of the event.
  4. A counseling form describing the infraction and the student's response is initiated by the instructor.
  5. Instructor discusses incident with faculty and/or the Dean
  6. The faculty and/or Dean determine the corrective action. This may include but is not limited to:
    - a. Having the student retake or rewrite the paper or exam.
    - b. Lowering the grade.
    - c. Receiving no credit for paper or exam.
    - d. Failing the course.
    - e. Being dismissed from the nursing program.
  7. The student is informed of the appeals process.

## **MEDICATION POLICY**

North Idaho College Practical Nursing Program provides an environment, which supports safe administration of medications in the clinical environment. Students are expected to adhere to the medication administration procedures of North Idaho College PN Program and the policies and procedures of their clinical rotation site. Failure to do so may result in a disciplinary action up to and including dismissal.

### **MEDICATION PROCEDURE FOR CLINICAL FACILITIES** **General Instructions for All Semesters**

The following medication procedures apply to **all** Levels of the North Idaho College Practical Nursing Program. As students' progress through the program, additional recommendations and/or restrictions pertinent to the level of instruction are included.

#### **A. ROLE AND RESPONSIBILITIES OF MEDICATION ADMINISTRATION**

##### **1. Student Role and Responsibilities:**

- a. Students are to follow medication policies of their clinical facility.
- b. Students will research all medications to be administered by using an approved drug text or website prior to giving any medication.
- c. Students will be prepared to answer questions about the medications they are administering when posed by the nursing instructor, primary nurse, or patient/family. Although the student should have a general understanding of the medication, the student may use a drug handbook in answering questions.
- d. The student will check medication orders on the medication administration record with the physician's orders at appropriate times, for example:
  - i. during clinical preparation time
  - ii. after shift report, before beginning care, and at the end of the shift
  - iii. if patient assignment changes
  - iv. when doctor's orders are changed
  - v. when administering anticoagulants, digitalis preparations, narcotics and fractional doses.
- e. The student will follow this NIC Medication Policy and will provide ongoing communication about the patient's medications to the nursing instructor and primary nurse as indicated throughout this policy.

##### **2. Nursing Instructor Role and Responsibilities:**

- a. The nursing instructor will provide to the student an orientation to the clinical facility's policy/procedures on medication administration.
- b. The nursing instructor will dialogue with the student on a regular basis about his/her medications including such things as mechanism of action, reason for usage of medications, side effects, etc.

##### **3. Primary Nurse Role and Expectations:**

- a. The primary nurse assigned to a student should review medication administration records at the beginning of the shift to clarify which medications the student will administer. At the end of the shift, medication administration records should be reviewed again to ensure medications were given and that documentation on the medication administration record is correct.
- b. The primary nurse should be available to advise the student on medication

administration throughout the student's shift.

**B. RESTRICTIONS ON MEDICATION ADMINISTRATION:**

1. Students will not administer medications designated by the clinical facility that require specialized/advanced training such as; chemotherapy & biotherapy (aka: immunotherapy, biologic response modifiers).
2. Medications which, in the opinion of the instructor, are not appropriate will not be administered. Examples of inappropriateness would be unusual dosages, experimental medications, or unusual routes of administration.
3. The clinical instructor or primary nurse will determine whether an administration by the student is appropriate/ inappropriate and adhere to the scope of practice of the practical nurse.
4. Medication administration to a pregnant patient is not permitted

**C. NON-PARENTERAL MEDICATIONS:**

Please refer to specific semester instructions.

**D. PARENTERAL MEDICATIONS:**

Please refer to specific semester instructions.

**E. INSULIN ADMINISTRATION**

Practical nursing students may NOT be a second verifier of insulin administration.  
Please refer to specific semester instructions.

**F. P.R.N. MEDICATIONS:**

1. The student will consult/notify the primary nurse and clinical instructor before administering any PRN medication. If the nursing instructor does not respond to the student's page within a five-minute timeframe, the student will turn the medication administration responsibility back to the primary.
2. The student will confirm the medication order, the time of last administration, the effectiveness of the medication, drug actions/interactions and make appropriate assessments of the patient prior to administering the medication.

**G. CONTROLLED SUBSTANCES:**

1. The student will consult with the primary nurse before administering a controlled substance.
2. The primary nurse will access narcotics from a locked cabinet or Pyxis system.
3. The primary nurse will verify that **the controlled substance count is correct before removing the medication.**
4. Controlled substances that are wasted must be witnessed by two licensed nurses.
5. Students may NOT be a witness to a controlled substance waste, sign out narcotics (electronic or written), or verify controlled substance count during, before or after shift

**H. BLOOD PRODUCTS:**

Practical nursing students may NOT be a second verifier of checking out or administering blood products. This is an observational experience.



## PN 110L

### MEDICATION POLICY FOR CLINICAL FACILITIES

In addition to the General Instructions for All Semesters, the following recommendations and/or restrictions will apply to PN 110L (Fall) student experiences.

#### A. SUPERVISION OF MEDICATION ADMINISTRATION.

**The nursing instructor or primary nurse will directly supervise all medications administered by the student.** (Definition of Direct Supervision: Direct Supervision means that the instructor or primary nurse is by the student's side throughout the performance of the skill.)

#### B. NON-PARENTERAL MEDICATIONS:

**All non-parenteral medication administration is directly supervised during PN 110L (fall semester).**

#### C. PARENTERAL MEDICATIONS:

1. Intramuscular, intradermal and subcutaneous medications will **always be administered under direct supervision of the clinical instructor or primary nurse.**
2. Site selection, site landmarks, and injection procedure will be reviewed prior to medication administration.

#### D. INSULIN ADMINISTRATION:

PN 110L students **will not administer insulin.**

## PN 111L (spring semester)

### MEDICATION POLICY FOR CLINICAL FACILITIES

In addition to the General Instructions for All Semesters, the following recommendations and/or restrictions will apply to PN 111L student experiences.

#### A. ROLE AND RESPONSIBILITIES OF MEDICATION ADMINISTRATION

##### 1. Student Role and Responsibilities:

- a. The student will be prepared to perform IV skills by reviewing nursing textbooks, consulting the facility's policy/procedure manual and by maintaining skill through practice in the learning lab.
- b. The student will follow the NIC Medication Policy and will provide ongoing communication to the nursing instructor and primary nurse as indicated throughout this policy about their patient's medications and IV therapy procedures.
- c. Medication administration and IV therapy will be performed under direct supervision. **(Definition of "Direct Supervision of Students" - Direct supervision means that the instructor or primary nurse is by the student's side throughout the performance of the skill.)**

##### 2. Nursing Instructor Role and Responsibilities:

- a. The nursing instructor will provide an orientation to the student about the clinical

facility's policy/procedures on medication administration and IV therapy.

**B. INSULIN ADMINISTRATION:**

Insulin is administered under the **direct supervision** of the clinical instructor OR primary nurse. **A student cannot administer insulin independently.** The student must check all insulin doses with a licensed nurse (s) as directed by facility policy.

**C. PERIPHERAL IV THERAPY (INCLUDING MIDLINE ACCESS SITES):**

**Note: Students will assume responsibility for specific IV therapy (outlined below) with DIRECT SUPERVISION. Students performing IV therapy need to adhere to the agency medication guidelines and have demonstrated safe performance of IV therapy taught within the NIC Practical Nursing Program.**

**1. Basic IV Skills**

- a. Calculating and monitoring flow rates
- b. Maintaining peripheral lines
- c. Changing existing peripheral IV systems to saline locks
- d. Flushing peripheral lines or saline locks
- e. Changing peripheral IV solutions
- f. Changing peripheral IV tubes

**2. Intermediate IV Skills**

- a. IV Starts, including administration of Lidocaine Intradermal and IV maintenance fluids according to agency policy under the direct supervision of primary nurse.
- b. Setting up, troubleshooting and readjusting IV pumps (volume infusion pumps and syringe pumps)
- c. Administering IV medications in solusets, premixed systems or Advantage systems

**D. SUBCUTANEOUS INFUSION SITES (HYPODERMOCLYSIS)**

**Note: Students will assume responsibility for specific subcutaneous therapy (outlined below) with DIRECT SUPERVISION. Students performing subcutaneous infusion or medication administration need to adhere to the agency medication guidelines and have demonstrated safe performance of subcutaneous therapy taught within the NIC Practical Nursing Program.**

**1. Fluids and Medications**

- a. Administering approved fluids and medications based on facility policy and consultation with pharmacist or drug reference.

**PN 112L**  
**MEDICATION POLICY FOR CLINICAL FACILITIES**

In addition to the medication procedure's general instructions for all semesters, the following recommendations and/or restrictions will apply to PN 112L student experiences.

**A. ROLE AND RESPONSIBILITIES OF MEDICATION ADMINISTRATION**

**1. Student Role and Responsibilities:**

- a. The student will be prepared to perform IV skills from previous and current nursing courses needed by patients by reviewing nursing textbooks or consulting the facility's policy/procedure manual.
- c. **Definition of "Direct Supervision of Students": Direct Supervision means that the instructor or primary nurse is by the student's side throughout the medication administration/IV therapy.**
- d. At some point in time during the semester, the student may be given permission to perform certain medications/IV therapy independently. The student should continue to dialogue with the primary nurse about any questions or concerns regarding medications or IV therapy and expect that the primary nurse will "spot check" their technique and knowledge of medications/IV therapy.

**2. Nursing Preceptor Role and Responsibilities:**

- a. The nursing preceptor will be available to directly supervise those medications and IV therapy, according to the NIC PN Medication Policy.
- b. The nursing preceptor will assess competency of the student to determine, according to the NIC Medication Policy, when oral medications or IV procedure may be done independently. The nursing preceptor will inform the student when he/she is ready to do a medication or procedure independently.

**B. PARENTERAL / NON-PARENTERAL MEDICATION ADMINISTRATION**

Parenteral (IM, sub Q, intraderm) and non-parenteral medications (after showing competency of skills) may be given independently with the preceptor's permission. This excludes insulin, PRN and narcotic administration which must always be supervised.

**C. PERIPHERAL IV MEDICATIONS AND PROCEDURES**

**1. Peripheral IV Skills that may be performed independently with preceptor permission after competency has been determined by instructor or preceptor.**

- a. Maintaining peripheral lines
- b. Changing existing peripheral IV systems to saline locks
- c. Flushing peripheral lines with saline
- d. Changing primary/maintenance bags without medications
- e. Discontinuing peripheral IVS

**2. Peripheral IV skills that ALWAYS require direct supervision.**

- a. IV starts
- b. Injecting medications into IV solutions
- c. Hanging primary/maintenance bags with medications added
- d. Administering IV piggyback medications to peripheral lines

**SKILLS AND SUPERVISION BY PRECEPTING NURSES**

## SKILLS POLICY

112L

### A. STUDENTS CAN DO THESE SKILLS

#### 1. Independent Skills

- a. Do vital signs and document
- b. Conduct head to toe physical assessments and document
- c. Pass oral medications and document
- d. Check blood glucose
- e. Administer insulin subcutaneously, **after checking dosage** with supervising nurse.
- f. D/C IV line
- g. D/C Foley catheters
- h. Monitoring oxygen therapy

#### 2. Supervised Skills (by Instructor or supervising RN or LPN)

- a. Administer IM medications
- b. IV insertion
- c. Hang new IV bags
- d. Hang IVPB medications
- e. Administer medications through a midline IV
- f. Administer medications through a subcutaneous infusion access
- g. Ostomy care and bag changes
- h. Foley insertion
- i. Chest tube care
- j. NG tube insertion, care, discontinuing
- k. Initiating oxygen therapy
- l. Trach care
- m. PICC and Central Line **dressing changes only**
- n. Monitor blood transfusion **after started by RN**

### B. STUDENTS ABSOLUTELY CANNOT DO THESE SKILLS

- Central line (including PICC lines) medications and flushes
- Verify, do checks of, or hang blood
- IV push meds
- Take verbal or telephone HCP orders
- Transcribe orders (can observe, however), including renewing medication refills
- Sign out or witness waste of controlled substances or do beginning/end of shift-controlled substance counts
- Load, program, or bolus patient PCA pumps
- Manage epidural pumps (can only check site)
- Administer chemotherapy or biologic agents of any kind
- Administer or Manage TPN/PPN infusions
- Perform ABG draws

## HARASSMENT

Harassment is inconsistent with the efforts to foster an environment of respect for the dignity and worth of all individuals. Harassment of any kind is unacceptable.

Harassment is defined as verbal or physical conduct, which has the intent or effect of:

1. Creating unreasonable interference with an individual's or a group's educational and/or work performance or,
2. Creating an intimidating, hostile, or offensive educational and work environment on or off campus.

Harassment includes discrimination against any individual on the basis of race, color, sex, religion, or national origin. Harassment also includes discrimination against an individual because of a stereotyped group characteristic or because of the person's identification with a particular group.

Sexual harassment also includes unwelcome sexual advances, requests for sexual favors, and other physical conduct and expressive behavior of a sexual nature where submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education. Sexual harassment, which is a form of sex discrimination, may range from sexual innuendoes made at inappropriate times, perhaps in the guise of humor, to coerced sexual relations. Sexual harassment may occur between equals, between students, between faculty, between staff, and/or between administrators. For example, repeated sexual advances or demeaning verbal behavior between equals which affects a person's ability to study or work in the academic setting constitutes sexual harassment. Harassment at its extreme occurs between unequals--when a person in a position to control, influence or affect another person's job, career, or grades uses his or her authority and power to coerce that person into sexual relations, or to punish a refusal. In an academic setting where the integrity of the education process and the mutual respect of faculty, students and administrators is so important, the sexual harassment of a student by a teacher or administrator is an especially serious problem.

Any member of the Division, faculty, staff, or student who believes that he/she has been harassed is encouraged to raise the issue, or lodge a complaint, in accordance with the established grievance procedures of North Idaho College.

## **EXTENDED TIME, ENGLISH SECOND/ADDITIONAL LANGUAGE POLICY**

Nursing students whom English as a second/additional language (ESL/EAL) have the opportunity to elect to participate in the extended time testing policy. This is a voluntary opportunity and is directed by the student.

Student will be allowed extended time with a decreased time as they progress through the nursing program(s).

For Associate Degree Nursing:

Nursing Beginning Level: 1.5 times testing for ExamSoft and ATI exams.

Intermediate Level 1: 1.25 times testing for ExamSoft, and 1.5 times testing for ATI.

Intermediate Level 2: Regular time.

Advanced Level: Regular time.

For Practical Nursing:

PN 110: 1.5 times testing

PN 111: 1.25 times testing for ExamSoft, and 1.5 times testing for ATI.

PN 112: Regular time testing

Extended time does not apply to written assignments, in-class activities, or skills check offs.

### **PROCEDURE**

1. Student will reach out to lead-faculty, for their respective semester, to notify them of their interest in extended-time testing.
2. Lead faculty will notify full-time faculty and Senior Administrative Assistant.
3. Extended time will be applied to next exam as long as the student has given notice at least 48 hours prior to next exam. Notification less than 48 hours may not be implemented.
4. If student testing grades decrease from one semester to the next the student should meet with both a full-time faculty member and make an appointment with Disability Support Services.
5. Student will be directed to meet with Disability Support Services to obtain a Letter of Accommodation (LOA). If and LOA is obtained faculty will adhere to LOA. If LOA is not obtained student will follow the Nursing Departments Extended Time Policy for ESL/EAL.

# **Section 5: Graduation and Licensure**

## GRADUATION

Commencement ceremonies are held at the completion of the spring semester. Graduation exercises will be held at the end of one year of the program. Exact time and date will differ with each class. The Practical Nursing Pinning ceremony is held in July at the completion of the program.

Verification of program completion is required by all State Boards as a basis for licensure. Some states require a copy of the student's transcripts. Students must fill out a transcript request form to have transcripts sent to a specific State Board of Nursing. Final transcripts will not be forwarded until all fees are paid.

A certificate will be available from the registrar's office upon program completion. Students must complete an application for graduation and turn it in, to be included in the graduation ceremonies and receive the practical nursing certificate.

### IDAHO CODE FOR APPLICATION FOR LICENSE (LPN)

**LEGAL AUTHORIZATION**, Refer to **Idaho codes or statutes for procedures of application and renewal.**

#### **GROUND FOR DENIAL OF LICENSE**

The following will be deemed to be grounds for denial of license:

1. **Failure to Meet Requirement.** Failure to meet any requirement or standard established by law or by rules and regulations adopted by the Board; and/or
2. **Failure to Pass Examination.** Failure to pass the licensing examination; and/or
3. **False Representation.** False representation of facts on application for licensure; and/or
4. **Having Person Appear for Examination.** Having another person appear in his/her place for the licensing examination; and/or
5. **Course of Conduct.** A course of conduct which would be grounds for discipline under Title 02., Chapter D., Section., of these rules and regulations.
6. **Disciplinary Action in Any Jurisdiction.** Being subject to any proceeding and/or order in any jurisdiction.
7. **Conviction of a Felony.** Anyone convicted of a felony.

For additional information, please see the Dean of Health Professions and Nursing or the Board of Nursing.



## CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION

The standards given below are designed to serve as measurement of a student's eligibility to progress, either with or without an accommodation, through the nursing program. Admission to and progression in the nursing program are not based on the standards alone. The standards are designed to assist each student and their advisor in determining whether accommodations or modifications are necessary. If a student believes that they cannot meet one or more of these measurements without accommodations or modifications, the student should contact Disability Support Services.

<b>Issue</b>	<b>Standard</b>	<b>Example</b>
Critical Thinking	Critical thinking ability sufficient for clinical judgement.	Identify cause-effect relationship in clinical situations, develop nursing care plans.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	Establish rapport with patients and clients and colleagues.
Communication	Communication abilities sufficient for interaction with others in verbal and written form.	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses.
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces.	Moves around in patient's room, work spaces, and treatment areas, administer cardio-pulmonary procedures.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Calibrate and use equipment, position patients/clients.
Hearing	Auditory ability sufficient to monitor and assess health needs.	Hears monitor alarm, emergency signals, auscultation sounds, cries for help.
Visual	Visual ability sufficient for observation and assessment necessary in nursing care.	Observes patient/client responses.
Tactile	Tactile ability sufficient for physical assessment.	Perform palpation and therapeutic intervention, e.g. insertions of a catheter.

## NURSING CLINICAL EVALUATION CRITERIA

Fundamentals of Nursing

Adult Health, and nursing specialties to include Maternal/Newborn Nursing, Child Health Nursing, and Gerontology.

### OBJECTIVE I - IDENTIFIES THE PERSON AS A UNIQUE INDIVIDUAL

Introduces self and identifies role.

Reports patient symptoms and viewpoints in a nonjudgmental manner.

Shows respect by using patient title.

Develops and implements plan of care for a patient which recognizes uniqueness of individuals.

Demonstrates awareness of patient rights.  
Reflects acceptance of patient as demonstrated by verbal and nonverbal means.

### OBJECTIVE I A- CULTURAL DIVERSITY

Identifies cultural factors that influence health care practices and attitudes.

Describe how cultural factors influence health care practices and attitudes.  
Implements nursing interventions which take into consideration patient's cultural background (diet, language)

### OBJECTIVE I B - DEVELOPMENTAL LEVEL

Identifies developmental level of patient according to Erikson.

Assesses developmental level of patient on clinical prep form.  
Plans care with assistance which considers the patients developmental level (adults, children, childbearing family).

### OBJECTIVE II- INTEGRATES THEORETICAL KNOWLEDGE WITH PRACTICE

States, with assistance, rationale for fundamental nursing skills and interventions.

Verbalizes rationale for beginning nursing skills and interventions for adults, children, and the childbearing family.

Recognizes the relationship between basic sciences and the nursing curriculum.

Begins to apply knowledge of basic sciences (nutrition, microbiology, anatomy and physiology) to nursing practice.  
Identifies and questions situations which violate principles of nursing practice.

## OBJECTIVE III - UTILIZE THE NURSING PROCESS

### A. ASSESS

#### 1. Preparation

Prior to clinical day, collects basic data on patient from:

- a) chart and Kardex; and
- b) interviews client.

Begins clinical prep form.

Prior to clinical day, collect all pertinent data on patient from:

- a) chart and Kardex,
- b) interviews patients and/or families.

Looks up basic information on diagnosis and anticipates patient's needs for following clinical day.

Writes nursing process with guidance for clients and families with simple acute and/or simple chronic alterations in health.

#### 2. Client Assessment

With assistance performs a basic holistic patient assessment: interviewing, history taking, and general inspection.

Identifies how basic human needs are being met in assigned clients.

Performs with guidance a thorough assessment.

Identifies alterations in basic human needs in patients experiencing simple acute and simple chronic responses to physical and psychosocial stresses.

### B. PLAN

#### 1. Priority Setting

States basic needs according to Maslow's hierarchy.

With assistance, prioritizes three needs for selected clients according to Maslow.

#### 2. Nursing Goals

Formulates achievable goals relevant to specific need identified.

With assistance, begins to discuss goals with patient and other health team members for groups of patients.

#### 3. Nursing Orders

Formulates specific nursing order with assistance to achieve goals for two simple nursing diagnoses.

Formulates specific nursing orders to achieve stated goals for patients. Experiencing simple chronic responses to physical and psychosocial stressors.

#### 4. Agency Care Plans

Utilizes agency care plans in patient care. States principles supporting the choice of nursing orders.

Updates existing agency care plans with assistance.

## C. IMPLEMENTS

- |   |   |
|---|---|
| <p>1. Organizes time and work<br/>Completes nursing care assignment within time constraints allotted with assistance at least 90% of time.</p>  | <p>Completes nursing assignment within time constraints allotted with minimum assistance at least 90% of time.</p>  |
| <p>2. Medication<br/>States 6 Rights of Medication Administration<br/><br/>Checks for allergies</p>   | <p>Administers non-parenteral and parenteral medications following 6 rights of medication administration.<br/>Calculates and administers accurately.</p> <p>States the classification, action, major side effects and nursing implications related to each drug administered using appropriate resources.</p> <p>Identifies the relationship between medications.</p> |
| <p>3. Procedure/Performance</p>   | <p>Performs beginning and intermediate nursing skills with minimal assistance.</p> <p>Displays confidence to patient when performing fundamental skills.</p> <p>Demonstrates manual dexterity in performing manual skills.</p>  |
| <p>4. Independent Nursing Actions<br/>Identifies independent versus dependent nursing actions.</p>  | <p>Identifies situations in which independent nursing actions would be appropriate.</p>   |
| <p>5. Nursing Rationale<br/>Verbalizes rationale for fundamental nursing actions with assistance.</p>   | <p>State verbally and in writing the rationale for nursing actions while caring for patients with simple acute or simple chronic health needs.</p>  |
| <p>6. Patient Environment<br/>Identifies items in the patient's environment which are essential to meet basic need.</p> <p>Maintains a clean, safe client environment with prompting from instructor.</p> | <p>Maintains an environment in which the patient can meet basic needs.</p> <p>Identifies the need for additional environmental measures to ensure the safety of the patient with assistance.</p>  |

## D. EVALUATE

### 1. Patient Report

Identifies the components of the oral report. Gives oral report to appropriate person to include:

- a. general information
- b. vital signs
- c. location and activity of patient
- d. care given

Gives pertinent oral reports on client using appropriate terminology to include a-d, plus:

- a. general information
- b. vital signs
- c. location and activity of patient
- d. care given
- e. changes in physical and psychosocial assessment
- f. procedures performed and patient response

### 2. Care Evaluation

States whether or not goals were met.

Reports changes which require immediate action to appropriate person with assistance.

Proposes revisions with assistance when goals are not met.

### 3. Charting

Charts the following information, according to agency's policy:

- a. VS
- b. personal care
- c. I & O
- d. diet intake

Charts assessment and pertinent patient information in a timely manner with assistance.

Begins to use correct medical terminology with correct spelling when charting.

## OBJECTIVE IV - INTEGRATES NURSING ROLES

### A. ORGANIZER

With assistance organizes equipment and time so that care for patient is complete on schedule.

Organizes equipment and time so that care for the patient is completed on schedule.

### B. COORDINATOR

Identifies members of the health care team and collaborates as necessary.

Describes the roles of various team members in providing client care.

### C. ADVOCATE

Identifies patient's need for advocacy in the clinical setting.

Seeks guidance in serving as patient advocate in obvious situations.

### D. EDUCATOR

Identifies patients learning needs relative to health maintenance.

Identifies learning needs resulting from alterations in meeting basic human needs.

Develops a teaching plan for alterations in basic human needs for patient and the child-bearing family.

**OBJECTIVE V - DEMONSTRATES ACCOUNTABILITY  
FOR BEHAVIOR AND GROWTH**

**A. RESPONSIBILITY FOR LEARNING**

Prepares for clinical experience (See IIIA)	SAME
Assumes responsibility for organizing own learning in all clinical and lab settings.	
Seeks new experiences appropriate to level of learning.	

**B. PROMPTNESS**

Arrives on time for clinical experience.	SAME
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Submits nursing care plans on time.

**C. DRESS CODE**

Follows dress code as outlined in policy handbook.	SAME
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**D. PROFITS FROM SUGGESTION**

Accepts guidance and instruction in a positive manner.	SAME
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**E. SAFETY**

Follows CDC standard precautions with assistance. Also see “patient environment”.	Accepts guidance and instruction in a positive manner and acts on suggested strategy for improvement with assistance. Follows CDC standard precautions with minimal assistance. Also see “patient environment”.
Incorporates fire safety regulations.	

**F. CONFIDENTIALITY**

Maintain patient confidentiality as stated in the Nurse Practice Act.	SAME
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**G. SELF-EVALUATION**

Identifies that errors can be made in providing patient care.	SAME
	Recognizes and asks for suggestions for improvement in areas of need.

**OBJECTIVE VI – PERFORMS CLINICAL SKILLS SAFELY**

Practices skills in the lab	Demonstrate the skills in the lab setting.
Demonstrates proper technique when performing skills.	Demonstrate proper technique with skills 90% of the time.

## OBJECTIVE VII - DISPLAYS EFFECTIVE COMMUNICATION SKILLS

<p><b>A. PRECONFERENCE-POST CONFERENCE</b></p> <p>States basic data regarding patient status to include:</p> <ol style="list-style-type: none"> <li>1. Medical diagnosis</li> <li>2. Patient care needs</li> </ol> <p>Seeks clarification of verbal and written instructions prior to giving care.</p> <p>Begins to use medical terminology during conferences manner.</p> <p>Listens actively and participates in pre and post-conferences.</p>	<p>Begins to define and explain basic data:</p> <ol style="list-style-type: none"> <li>1. Medical diagnosis (non-complex)</li> <li>2. Can explain basic nursing procedures</li> <li>3. Notes normal vs. abnormal lab values</li> </ol> <p>Reports patient information accurately but may not be organized correctly 50% of the time.</p> <p>Reports patient information accurately and in an organized manner.</p>
<p><b>B. INTERPERSONAL COMMUNICATION</b></p> <p>Begins to relate appropriately to patients based on cultural and developmental differences.</p> <p>Identifies own feeling and objectively assess feelings of patients.</p> <p>Uses beginning level communication skills by:</p> <ol style="list-style-type: none"> <li>1. listening more-talking less</li> <li>2. observing non-verbal messages,</li> <li>3. focusing interaction on patient 90% of the time.</li> </ol> <p>Interviews patients using statements and questions appropriately with assistance.</p> <p>Is cooperative and courteous to patient's family, peers, and staff.</p>	<p>Continues to use communication skills with patients with cultural and developmental differences.</p> <p>Recognizes the effects of anxiety on the nurse/patient relationship.</p> <p>Uses beginning level communication skills as a therapeutic intervention for anxiety.</p> <p>Identifies and addresses psychosocial needs of patients in the NCP.</p> <p>Displays empathy as opposed to sympathy when caring for clients at least 90% of the time.</p> <p>Seeks assistance as needed in relating therapeutically with patients experiencing simple acute and simple chronic alterations in health.</p>
<p><b>C. RESPONSE TO STRESS</b></p> <p>Identifies level of stress in new clinical situation.</p> <p>Identifies hospital situation as being stressful to the patient.</p> <p>Seeks assistance in identifying methods to reduce stress in patients and self.</p>	<p>Identifies coping mechanisms in dealing with stress.</p> <p>Identifies verbal and nonverbal questions indicative of the patient's stress level.</p> <p>Implements with assistance methods to alleviate patient's stress. Performs under supervision without undue stress.</p>

## STUDENT HANDBOOK RECEIPT

I have obtained and read a copy of the Practical Nursing Student Policy Handbook. The policies and procedures contained therein have been discussed with me and I **agree to be responsible for this information.**

\_\_\_\_\_  
Student Name (print)

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Instructor

\_\_\_\_\_  
Date