Normandale Community College 
Nursing Program 
Associate of Science in Nursing Degree 
Student Handbook 

August 1st, 2013 through July 31st, 2014 

Nursing Department Mission: 
The Normandale Nursing Department educates students to become entry level professional nurses, prepared to begin their careers as competent, caring members of the healthcare team.
Dear Students,

Welcome to the 2013-2014 academic year of the nursing program at Normandale Community College. Normandale’s nursing program offers students a challenging, but fulfilling, opportunity to enter the exciting world of professional nursing. We wish you good luck and much success during your time at Normandale.

Sincerely,

Dr. Colleen Brickle, Dean of Health Sciences
Katherine Andersen, Director of Nursing
Patricia Gonzales, Nursing Department Chair

Normandale Community College nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN). Contact information for the ACEN is as follows:

Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
Phone (404) 975-5000

Normandale Community College’s nursing program is approved by the Minnesota Board of Nursing. Contact information for the MN Board of Nursing is as follows:

Minnesota Board of Nursing
2829 University Avenue SE # 200
Minneapolis, MN 55414-3253
www.nursingboard.state.mn.us

Disclaimer: "This Handbook is not intended to form a contract and these materials are subject to change at any time". The handbook is intended to be used in conjunction with College policies and procedures available to students at www.normandale.edu. The 2013-2014 Nursing Student Handbook spans 8/1/13 to 7/31/14.

Student Handbook Initiated: Fall 2004
Revised with approval of full faculty: Fall 2005, Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, June 2011, June 2012, July 2013

© 2010 Normandale Community College Nursing Program
**TABLE OF CONTENTS**

**GENERAL INFORMATION**
- Nursing Program Overview .......................................................... 8
- Graduation Requirements ...................................................................... 8
- Normandale Mission Statement .......................................................... 9
- Institutional Outcomes, Visions, Values .............................................. 9
- Health Science Division Mission Statement ......................................... 10
- Nursing Department Mission Statement .............................................. 10
- Nursing Program Philosophy ............................................................... 10
- Nursing Program Conceptual Framework ............................................ 13
- Nursing Program Outcomes ................................................................. 16
- Nursing Program Competencies ............................................................ 16
- Position Statement of Associate Degree Nursing .................................. 18
- Student Technology Requirements ....................................................... 31
- Confidentiality/HIPAA ........................................................................... 31
- CPR Requirements ................................................................................ 30
- Background Studies ............................................................................. 30
- Health Requirements ............................................................................ 30
- Clinical Attire ........................................................................................ 32
- Attendance ............................................................................................. 33
- Test Taking ............................................................................................... 33
- Test Taking Protocol ............................................................................... 34
- Student Responsibilities for Clinical .................................................... 34
- Nursing Skills Laboratory Policy ........................................................... 36
- Student Conduct ..................................................................................... 37
- Netiquette ................................................................................................. 38
- Grading/Evaluation ................................................................................ 39
- Professional Accountability Points ....................................................... 39
- Unsafe Clinical Performance ................................................................. 39
- Dosage Calculation Testing ................................................................. 39
- Guidelines for Written Work ................................................................. 40
- Student Representatives ......................................................................... 40
- Graduation Requirements ...................................................................... 42

**NURSING PROGRAM POLICIES**
- Progression ........................................................................................... 20
- Re-Admission Policy and Procedure .................................................... 21
- Due Process ............................................................................................ 22
- Progression/Re-Admission Ranking ....................................................... 24
- MnSCU Performance Standards for Entry Level Nursing Programs ........ 25
- Student Technology Requirements ....................................................... 31
- Clinical Attire ........................................................................................ 32
- Attendance ............................................................................................. 33
- Test Taking Protocol ............................................................................... 34
- Test Taking ............................................................................................... 33
- Clinical Attire ........................................................................................ 32
- Attendance ............................................................................................. 33
- Test Taking Protocol ............................................................................... 34
- Test Taking ............................................................................................... 33
- Student Responsibilities for Clinical .................................................... 34
- Nursing Skills Laboratory Policy ........................................................... 36
- Student Conduct ..................................................................................... 37
- Netiquette ................................................................................................. 38
- Grading/Evaluation ................................................................................ 39
- Professional Accountability Points ....................................................... 39
- Unsafe Clinical Performance ................................................................. 39
- Dosage Calculation Testing ................................................................. 39
- Guidelines for Written Work ................................................................. 40
- Student Representatives ......................................................................... 40
- Graduation Requirements ...................................................................... 42

**NURSING PROGRAM RESOURCES**
- Nursing Program General Information ............................................... 44
- Nursing Skills Laboratory ..................................................................... 45
- Nursing Student Association ................................................................. 45
- College Support Services ...................................................................... 48
- Office for Students with Disabilities ...................................................... 48

**APPENDIX: FORMS**
- Professional Performance Agreement .................................................. 50
- HIPAA Form .......................................................................................... 51
<table>
<thead>
<tr>
<th>General Information (con’t)</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remediation Plan Template</td>
<td>52</td>
</tr>
<tr>
<td>Student Progression/Readmission Plan</td>
<td>53</td>
</tr>
<tr>
<td>Student Classroom/Clinical/Lab Concern Form</td>
<td>55</td>
</tr>
<tr>
<td>Confidentiality Agreement, Simulation Experiences</td>
<td>56</td>
</tr>
<tr>
<td>Simulation Center Release Form</td>
<td>57</td>
</tr>
<tr>
<td>Early Testing Request Form</td>
<td>58</td>
</tr>
</tbody>
</table>
GENERAL INFORMATION
**Nursing Program Overview**

The basic nursing program at Normandale Community College is designed as a two-year associate degree program. Once admission requirements have been met, the nursing coursework requires four semesters to complete. The accelerated program offers the opportunity for licensed practical nurses, who meet admissions requirements, to join the second year students to complete the courses in the fall and spring semesters. Successful completion of the program will qualify students to take the National Council Licensure Examination for Registered Nurse Licensure.

This handbook is intended to assist students as they progress through the nursing program at Normandale Community College. The nursing student handbook will be used in conjunction with the course syllabus and the Normandale College Catalogue policies and procedures found on the college website. This handbook, and the policies and procedures therein, are subject to regular update by the nursing faculty. The most current policy will apply.

Proficiency in math, written and spoken English, and computer skills is expected. These basic proficiencies are needed to facilitate success in the program.

**Graduation Requirements**

Completion of all College Requirements for the Associate of Science Degree:
- A student shall complete all courses required in the program, including 32 general education credits as defined by the individual program.
- A student shall earn a minimum of 64 semester credits as required in the program, with a cumulative grade point average of 2.0 (C) or above in courses taken at Normandale Community College.
- Refer to the Financial Aid Satisfactory Academic Progress Policy

Completion of all Nursing Program Requirements:
- Completion of all program requirements (inclusive of all nursing and general education requirements) as listed above at a minimum “C” grade level.
- Earn a C or above in every nursing course in order to progress in the program and to graduate in nursing. Please review the progression policy and procedure included in this handbook on page 23. Students who receive a “D” in the last semester may not graduate with an associate degree in nursing nor will they be allowed to take the licensure exam.
- Achieve 77% or greater in both the theory and lab/clinical portion of the nursing courses and successfully complete all course requirements as stipulated in the course syllabi.
Normandale Community College Mission Statement

Normandale Community College advances individuals’ intellectual, career, and personal development by providing outstanding teaching and support.

Institutional Outcomes

To accomplish our mission, we will
1. Prepare students to transfer successfully to four-year and other educational institutions.
2. Prepare individuals to perform successfully in the workforce.
3. Support individuals in developing and meeting their educational goals.
4. Ensure students achieve the College’s liberal education and student development outcomes.
5. Support all types of learners in their pursuit of life-long career and personal development goals.
6. Prepare students for college-level coursework.
7. Prepare individuals to participate in diverse local and global communities.
8. Identify and meet workforce training needs.

Core Learning Outcomes

Our students will:
1. think critically and creatively,
2. communicate effectively,
3. develop personal responsibility and life skills,
4. and demonstrate social responsibility

Vision Statement

Normandale Community College will be a recognized leader in academic excellence, student support, and community and workforce development.

Value Statements

We are committed to accomplishing our mission and outcomes in ways consistent with the following values:

Learning
We promote the learning and development of all members of the Normandale community.

Service
We focus on meeting the needs of our students and community.

Integrity
We hold ourselves accountable to the communities we serve and seek to model personal and intellectual integrity in all we do.

Excellence
We set and model high standards for students and our faculty, staff, administrators, and community partners.
Stewardship
We use our natural, financial, and human resources effectively and respectfully.

Collaboration
We bring together the skills and knowledge from our students, faculty, staff, administrators, and community partners.

Inclusiveness
We create a safe, inclusive, and diverse college community which values each individual.

Innovation
We regularly exceed people’s expectations through creative programs and services.

Data-enhanced decision making
We use data and our collective expertise to inform our decisions.

**Normandale Community College Health Sciences Division Mission Statement**

The Health Sciences Division strives to support individual and community wellness through education and outreach.

**Normandale Community College Nursing Department Mission Statement**

The Normandale Nursing Department educates students to become entry level professional nurses, prepared to begin their careers as competent, caring members of today’s healthcare team.

**Nursing Program Philosophy**

The Normandale Nursing Program prepares graduates for full participation as members of the health care team. Through alliances with health care facilities and community organizations, we provide educational experiences which assist students to understand and practice their role as nursing professionals in our diverse urban community. Students are active learners who collaborate in designing experiences to pursue their educational concerns in both structured and unstructured learning environments. The nursing program and its graduates have a civic, ethical, and professional responsibility to the community served. Community service fosters a nursing practice incorporating these responsibilities. Our philosophy and theoretical framework is woven from Maslow’s Hierarchy of Needs and incorporates the related elements of professional nursing as evidenced through the experiential, process, and content threads of the program.

**Purpose:**
The purpose of the Normandale Community College Associate Degree Nursing Program is to prepare a graduate capable of performing five interrelated roles:
1. Provider of care
2. Communicator
3. Client teacher
4. Manager of client care
5. Member within the profession of nursing

Graduates are qualified to take the National Licensure Examination (NCLEX) for Registered Nurse licensure. The “beliefs” which underlie the purpose of Normandale’s Nursing Program
include the following: persons, society, health, nursing, associate degree nursing, nursing education, learning, and teaching.

Beliefs about Persons:
- A person is a unified whole possessing integrity and manifesting characteristics that are more than, and different from, the sum of the parts.
- Is an expression of the life process, a dynamic becoming.
- Grows and develops throughout the life cycle.
- Is a sentient, thinking being who is compelled as an organism to maintain constant interaction with the environment.
- Engages in goal-directed behavior; that is, moves toward the achievement of life goals.
- Makes choices and assumes responsibility for those choices and their consequences.
- Is of intrinsic value and worth.
- Is a unique being with bio-psycho-social needs; these needs are common to humankind and hierarchical in nature.
- Develops unique, patterned ways of meeting basic human needs; these patterns may vary from norms for humankind. We further believe that these norms of behavioral patterning for humankind provide a framework for assessing individuals and their unique behavioral norms.

Beliefs about Society:
- Society provides an organized system for meeting human needs. The health of each person within a society is influenced by significant relationships with individuals, family, groups, and community. Events within the community, the world, and the universe affect the ability of a society to meet human needs.

Beliefs about Health:
- Health is a dynamic and fluctuating process. Optimum health exists as a potential for each individual. Because the individual responds as an integrated being, health cannot be compartmentalized as mental health, physical health, social health, or spiritual health.
- Health care is the right of each individual. The individual has the right to determine the state of health to be attained or maintained and how health care services will be utilized as long as there is no threat to society.

Beliefs about Nursing:
- Nursing is a goal-directed interpersonal process that is concerned with persons in their totality. Using the nursing process the nurse acts as a facilitator to promote growth and health by collaborating regarding actual or potential client health problems. Utilizing critical thinking nursing interventions are based upon the integration of scientific principles, humanistic theory, nursing knowledge, and life experiences. Nursing is part of an interdisciplinary team which focuses on holistic care being provided to clients and their support system. Continuing education facilitates lifelong personal and professional growth of the practitioner.

Beliefs about Associate Degree Nursing:
- The primary goal of Associate Degree nursing is optimal care of clients. The nursing process is utilized to assess and diagnose health problems and to plan, implement, and evaluate nursing care. Critical thinking is used by the nurse while implementing the nursing process.
intervention includes the safe performance of skills requiring cognitive, psychomotor, and affective capabilities.

- The Associate Degree nurse functions as a member of the health team in settings where direct care is provided. The Associate Degree nurse also directs peers or other members of the health team in selecting, implementing, and evaluating established protocols of care. This level of practice is generally guided by the baccalaureate-educated registered nurse.
- The Associate Degree nurse contributes to the ongoing improvement and expansion of nursing knowledge through participation in the data collection phase of organized research.

Beliefs about Nursing Education:
- Nursing education is an active teaching-learning process based on knowledge, comprehension, and application of theoretical concepts. As a member of the multidisciplinary health team, the learner applies these concepts in providing direct care to clients. The learner is guided to utilize the nursing process to develop and implement a plan of care which is congruent with the belief that each person is a unique being with basic rights, dignity, and worth. The learner is involved in classroom and clinical activities which promote critical thinking and evidenced-based clinical judgment.
- Nursing education should take place within an institution of higher learning. The nursing curriculum must be broadly based and include content from the natural sciences, social and behavioral sciences, and humanities. The nursing curriculum provides a foundation for lifelong personal and professional development.

Beliefs about Learning:
- Learning depends on the individual characteristics of the learner and occurs when the activities of the learner are goal-directed, purposeful, participatory, and meaningful. The individual learns through active involvement in formal and informal learning situations. Responsibility for learning rests with the student.
- Learning progresses from knowledge and comprehension to synthesis and application. It is facilitated when content moves from simple to complex. It also incorporates new knowledge and skills by building on previous learning and life experiences.

Beliefs about Teaching:
- Teaching is a dynamic process based on principles of learning. Faculty facilitates learning by providing an environment which promotes critical thinking, inquiry, accountability, and self-evaluation. Students are guided in acquiring and utilizing information and developing skills necessary to become competent providers of care. Faculty evaluates each student's achievement of course and program objectives.
Nursing Program Conceptual Framework

Experiential Threads
Experiential threads provide an opportunity for synthesis of content and process. The student’s perception and use of these variables will be unique to that student as will the consequent learning. Underlying assumptions include:

- **Clinical**: Includes the experience students have in the hospital, community, and long term care settings. These experiences provide the student with opportunities to use newly acquired skills and knowledge in real life experiences.
- **Laboratory**: Is the experience the students have in the on-campus nursing skills laboratory environments. These experiences allow students to learn and practice new skills related to the nursing care of patients in a safe, supportive, learning environment.
- **Simulation**: Includes activities that involve interactive role play, mannequins, computer programs, and videos which mimic a patient care situation. They are designed to demonstrate procedures, decision-making, and critical thinking.
- **Service-Learning**: Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection. Service-learning programs involve students in organized community service which addresses local needs. In performing service-learning students apply their theory knowledge and understanding, as well as their skills to current community issues while deepening their understanding of the professional nursing role within society.

Process Threads
Process threads consist of a goal-directed series of actions; communication, nursing process, critical thinking, and personal and professional change/growth.

- **Communication**: Occurs between two persons and within groups of persons. It is a primary vehicle for relationship development and health teaching. The communication process is the generation and transmission of meaning, not a simple transfer of verbal and nonverbal messages, from sender to receiver.
- **The Nursing Process**: Is a systemic approach to problem-solving within nursing practice. It involves critical thinking while implementing the steps of assessment, nursing diagnosis, outcome identification, planning, implementation, and evaluation.
- **Critical Thinking**: Is a process of reasoning that is disciplined, purposeful, and effective, focused on improving the current situation. Critical thinking uses the nursing process as the reasoning framework with critical thinking activities embedded in each of the steps of nursing.
- **The Personal And Professional Change/Growth Process**: Natural life-long process of becoming. Throughout the nursing program, students are helped to progress in self-knowledge and self-insight and to study the effect of their behavior on other people. This is the basis of self-assessment and self-direction throughout their nursing practice.

Within the process threads the three domains of educational outcomes which are inherent in nursing actions are present. These domains are cognitive, affective, and psychomotor.

- **Cognitive Domain**: Knowledge acquisition and the development of intellectual skills. Learning within the cognitive domain includes an understanding of concepts, principles, and theories. The learner progresses to develop higher level intellectual skills including critical thinking,
problem solving, decision making and clinical judgment. The cognitive domain includes the categories of knowledge, comprehension, application, analysis, synthesis, and evaluation.

- **Affective Domain:** Relates to the use of moral reasoning in decisions for the management of moral and ethical dilemmas and to the development of a value system that guides decisions and activities. The affective domain includes the categories of receiving, responding, valuing, and organization.

- **Psychomotor Domain:** Relates to the skills of nursing practice that entail the ability to behave efficiently in action situations that require neuromuscular coordination. The psychomotor domain includes the categories of imitation, manipulation, precision, articulation, and naturalization.

**Content Threads**

Content is defined as the knowledge base necessary for implementation of nursing practice.

- **Human Needs:** Holism identifies the interrelationships of the bio-psycho-social-spiritual dimensions of the person recognizing that the whole is greater than the sum of the parts; and that the unitary whole is in mutual process with the environment. Human needs are organized within Maslow’s Hierarchy framework (physiologic, safety, love and belonging, esteem and recognition, and self-actualization).

- **Norms:** Includes the health, growth, development, and cultural norms of a person.

- **Standards of Practice:** Describes the responsibilities for which nurses are accountable. The standards reflect the values and priorities of the nursing profession, provides direction for professional nursing practice, provides a framework for the evaluation of nursing practice, and defines the profession’s accountability to the public and the client outcomes for which nurses are responsible (ANA). Professional nursing standards of practice incorporate moral and ethical behavior which embraces the moral norms of the profession including goals, values, and obligations of the profession.

- **Scope of Practice:** Defined by state regulatory statute and is a legal definition for professional nursing practice. The "practice of professional nursing" means the performance for compensation or personal profit of the professional interpersonal service of:
  - providing a nursing assessment of the actual or potential health needs of individuals, families, or communities;
  - providing nursing care supportive to or restorative of life by functions such as skilled ministration of nursing care, supervising and teaching nursing personnel, health teaching and counseling, case finding, and referral to other health resources; and
  - evaluating these actions.

The practice of professional nursing includes both independent nursing functions and delegated medical functions which may be performed in collaboration with other health team members, or may be delegated by the professional nurse to other nursing personnel. Independent nursing function may also be performed autonomously. The practice of professional nursing requires that level of special education, knowledge, and skill ordinarily expected of an individual who has completed an approved professional nursing education program as described in (Minnesota Statute) section 148.211, subdivision 1. (from the MN Board of Nursing Nurse Practice Act)

- **Evidence-Based Practice:** The process by which the best available research evidence, clinical expertise, and patient preferences are used for making clinical practice decisions. Evidence-based practice considers the expertise of the professional nurse and patient preferences and values.
The interrelationships of content, process, and experiential threads are illustrated in the diagram below of the **Conceptual Framework**. The student integrates the conceptual threads through time and across learning experiences.
Nursing Program Outcomes

Based on our philosophy and beliefs about the Associate Degree Registered Nurse, the faculty has identified program outcomes which integrate the roles of the Associate Degree Nurse.

Provider of Care

- **Beliefs, Values and Attitudes**: Recognize and articulate the value assumptions and beliefs which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others related to health and health care.
- **Basis for Nursing Practice**: Provide effective nursing care through integration of a) knowledge from the arts and sciences, b) critical thinking, c) structured and unstructured learning experiences.
- **Nursing Process**: Apply the nursing process to patient care in a manner that is clear, relevant and effective across the continuum of care.
- **Psychomotor Nursing Skills**: Integrate the safe performance of nursing skills that require cognitive, psychomotor and affective capabilities into delivery of comprehensive patient care.

Communicator

- Relate effectively to patients, colleagues, and groups through utilization of communication skills with emphasis on listening, critical and reflective thinking, and responding.

Teacher

- Develop, implement and evaluate principle-based teaching plans to meet the learning needs of patients and peers.

Manager of Care

- Manage delivery of nursing care in a manner that is timely, organized, safe, and consistent with professional standards.

Member of the Profession

- Intentionally begin the development of a nursing practice that incorporates civic, ethical and professional responsibility and integrity.

Nursing Program Competencies

These competencies represent the expected entry-level competence of the Associate Degree prepared graduate nurse:

Professional Behaviors

1. Practices within the ethical, legal, and regulatory framework of nursing and standards of professional nursing practice.
2. Demonstrates accountability for nursing care.
3. Advocates for clients.
4. Maintains confidentiality.
5. Develops and implements a plan to meet self-learning needs.
6. Maintains appropriate professional boundaries.
7. Projects a positive personal and professional image of nursing.
**Communication**
8. Demonstrates effective therapeutic communication in client interactions.
9. Communicates relevant, accurate information in concise, clear manner.
10. Reports and documents utilizing the nursing process.
11. Utilizes information technology to support the planning and provision of nursing care.
12. Utilizes appropriate channels of communication.

**Assessment**
13. Assesses the individual/client/family health status, interaction patterns, strengths and resources.
15. Assesses the impact of social, cultural, developmental, environmental and religious influence on the individuals and families.

**Clinical Decision Making**
16. Utilizes the nursing process.
17. Utilizes critical thinking to make clinical judgments and management decisions to ensure accurate and safe care.
18. Utilizes evidence-based information as the foundation for clinical decision making.
19. Modifies plan of care based on evaluation of progress toward achievement of identified client outcomes.

**Therapeutic Nursing Interventions**
20. Provides a safe physical and psychological environment for client care in diverse settings.
21. Demonstrates empathetic, non-judgmental and caring attitude in providing client care.
22. Assists the client to achieve optimum comfort and functioning throughout the life span.

**Teaching and Learning**
23. Develops an individualized teaching plan based on assessed needs. Teaches the client and support person(s) the information and skill needed to achieve desired outcomes.
24. Modifies teaching plan based on evaluation of progress toward achievement of client identified learning needs.

**Collaboration**
25. Coordinates decision making with client, significant other, and health team.
26. Participates as a professional health team member.
27. Collaborates to bring about fair solutions that balance differing needs, values, and motivations for the purpose of achieving positive client outcomes.
28. Actively participates in group discussions.

**Managing Care**
29. Determines priorities in client care.
30. Coordinates the implementation of an individualized plan of care in a variety of settings.
31. Delegates aspects of client care to qualified personnel.
32. Implements nursing strategies and current technologies to provide cost effective care in diverse healthcare settings.
Nursing Program Competencies Adapted from:

Position Statement of Associate Degree Nursing

The following language is an excerpt from the National Organization for Associate Degree Nursing position statement clarifying the role and value of associate degree nursing education and practice (N-OADN March 6, 2006).

Graduates of associate degree nursing programs are professional nurses and are:
- Essential members of the interdisciplinary healthcare team in diverse healthcare settings.
- Able to derive strength from their ethnic, cultural, social, economic and gender diversity, thereby enhancing the capacity to respond to the healthcare needs of a diverse nation.
- Able to collaborate with all stakeholders for the development of the public policy, the delivery of quality outcome driven health care, and to ensure access to health care for all individuals.
- Caring, competent, and knowledgeable healthcare providers who engage in professional development activities in order to advance safe, effective competent care.
- Legally, morally, and ethically accountable.

Associate degree nursing education:
- Provides a dynamic pathway for entry into professional registered nurse (RN) practice.
- Is continually evolving to reflect local community needs and current and emerging healthcare delivery systems.
- Is responsible for instilling the tenants of advocacy, professional involvement, life-long learning, and leadership.
- Involves evidence-based practice which prepares graduates to employ crucial thinking, clinical competence, and technical proficiency in their healthcare setting.

Service-learning

The overall goal of Service-learning (SL) is to provide students with unique opportunities to develop as responsible and effective citizens in the context of professional nursing. Through service with a community partner, the student will develop his/her skills, applying and integrating course theory content in meaningful ways. SL provides a broader vision of health care and promotes reflection and personal growth. Service-learning is a required experiential thread within the Nursing Program’s Conceptual Framework, supporting our program philosophy and outcomes. Service-learning will be introduced upon entry into the program. Students will actively participate with their service learning partner throughout the program. The nursing program philosophy and program outcomes noted below support the inclusion of Service-learning in the Normandale Nursing curriculum.
- Normandale Nursing Program Philosophy: The nursing program and its graduates have a civic, ethical, and professional responsibility to the community served. Community service fosters a nursing practice incorporating these responsibilities.
- Nursing Program Outcomes: Intentionally begin the development of a nursing practice that incorporates civic, ethical, and professional responsibility and integrity.
NURSING PROGRAM POLICIES
Students may review college wide policies on the Normandale website. Nursing students will abide by college policies along with the specific nursing department policies included in this handbook. Faculty and program administrators are available to assist students with inquiries related to program policies.

This section of the nursing student handbook provides students with information related to progression, due process, and program re-admission. Students anticipating an interruption in progression, for any reason, are asked to communicate with faculty to allow for future planning.

**Progression and Re-Admission Policy and Procedure**

Students successfully completing a nursing course and moving to the next required course along with those students repeating a course they have partially or fully attended previously, who return the following semester, are considered to be progressing. Students away from the program for an entire semester and then reentering are considered to be readmitted.

1. **Progression Policy**
   A. Students successfully completing a nursing course and moving to the next course without interruption are given priority for placement in the following required nursing course.
   B. Students requiring a repeated course, including students who withdrew failing, will be ranked by the admission committee and offered seats on a space available basis.
   C. Students unsuccessful in their initial nursing course must apply for readmission to the nursing program.
   D. See general guidelines for progression listed below.

2. **General Progression Guidelines**
   A. The progression policy pertains to all students currently enrolled in any nursing classes at Normandale Community College.
   B. This policy is to be considered in conjunction with information presented in the syllabi for all nursing courses and the Normandale Community College catalogue policies located on the college website.
   C. These guidelines describe procedures regarding student progression in nursing courses and/or in the nursing program.
   D. The following areas can be a cause for failing a nursing course. This list is not all inclusive and other behaviors may result in failure of the course if deemed appropriate by faculty.
      - Grades
      - Clinical Safety
      - Attendance
      - Personal integrity
      - Standards for professional behavior
   E. Also see the Graduation Policy included in the online Normandale catalogue.
   F. Students not maintaining required immunizations and clear background checks may be ineligible for clinical placement and therefore unable to progress.
   G. Students desiring to contest a grade will follow college wide process utilizing the form available in the One Stop Services area of the Normandale website [http://www.normandale.edu/current-students/one-stop.html](http://www.normandale.edu/current-students/one-stop.html) under policies and forms.
H. Students who do not progress to the next nursing course (for any reason) are required to meet with the Director of Nursing regarding future progression.

I. Students who do not progress to the next nursing course (for any reason) will complete a written plan for their success upon returning. The plan must be accepted by the admissions committee prior to the student progression.

J. Students electing to not enroll in a nursing course or to withdraw prior to the 10th day of the course will be expected to inform the Director of Nursing of their intention to continue in the program. Future progression will be on a space available basis.

K. When a student requires a repeated course or needs to reenter the nursing program following a semester away they offered an available seat as space permits. If seats are limited, a ranking tool will be used.

L. Nursing students may repeat only a single course during the nursing program. Students who earn a D or F or withdraw failing from a second nursing course are not eligible to return to the nursing program.

3. Re-Admission Policy and Procedure
This policy is for students previously enrolled in the Normandale Community College Nursing Program who have been away from the nursing program for at least one semester but not more than two years. Students whose enrollment was not within the past two years are required to follow the Advanced Placement Policy for the nursing program. Applications for readmission must be submitted by October 1st for spring semester start and February 1st for fall semester start. Readmission will be granted by ranking and as space allows.

4. General Re-Admission Guidelines
A. Student repeating coursework or seeking readmission must complete all procedural steps, outlined in the following section.

B. All admission requirements and course prerequisites for the course in which the student is requesting readmission must be met prior to the readmission date.

C. Students requesting readmission may be exempt from the requirement of maintaining current status on the nursing assistant registry.

D. The student must re-enter to nursing program in the course following the nursing course where they earned a 77% or above.

E. Students unsuccessful in their first nursing course must reapply to the nursing program as a new student.

F. Applicants for readmission must meet the following GPA requirements depending on the course in the program where they will re-enter:
   - GPA of 2.5 for entry into NURS 1120
   - GPA of 2.25 for entry into NURS 2210 or NURS 2220

G. Readmission is on a space availability basis. If there are more applicants than space available, students will be ranked using the re-admission/advance placement ranking tool.

H. Faculty is under no obligation to fill all available seats.

5. Procedure
A. Complete the Readmission Request Form and submit to the Health Sciences Enrollment Manager by October 1st for spring semester start and February 1st for fall semester start.
B. Develop a Student Readmission Plan and submit your plan to the Director of Nursing (see appendix for content and proper formatting). Any student who does not submit this plan will not be considered for readmission to the program.

C. Once the Readmission Request Form has been received, the Director of Nursing will contact the student for a personal interview.

D. Students will bring a copy of and be prepared to discuss the Student Readmission Plan with the Director at the time of the interview.

E. Students may make revisions to the Student Readmission Plan and, once submitted, will be placed in their file for consideration by the Admissions Committee.

F. During the scheduled meeting of the Admissions Committee following the request deadline, the committee members will review all of the applicants’ files who have requested readmission and rank them using the Readmission/Advanced Placement Ranking Criteria.

G. Completion of activities identified on the student readmission plan may be required for readmission.

H. Faculty recommendations completed at time of exiting course will be considered during the readmission process.

I. The Admissions Committee makes the final determination regarding the readmission request with any requirements for remediation needed prior to starting the nursing coursework.

J. The Director, or designee, will notify students in writing (may be electronic) regarding the Admissions Committee decision regarding the request for readmission within one week of the meeting.

K. Students will be readmitted on a space availability basis in the ranked order as determined by the Admissions Committee.

L. A student may be readmitted to the nursing program one time only. A one-time exception to this policy may be considered only if the reason for leaving the program was non-academic and the student had a minimum grade of 77% when withdrawing from the course and program.

Due Process – concerns occurring will be processed in the following way:

If areas of concern related to student ability in the course are noted the following are levels of intervention that may be utilized. The level of intervention will be based on the severity of the incident or behavior and selected at the discretion of the instructor. The student will be notified of the area of concern within three business days of the incident.

1. Instructor/Student Level: Option A, B, C, and/or D may be exercised.

   A. Behavior noted by instructor, discussed with student in private. Instructor will monitor for correction or persistence of behavior.

   B. Incident discussed with course faculty team.

   C. Corrective action may be determined to be a verbal warning and student will be notified of this decision.

   D. At the clinical site the student may be asked to leave clinical for the day at the instructor’s discretion. The incident will be brought to the course faculty (team) for discussion. There, a decision will be made on the student’s ability to pass the course (see 2D below).
2. Course faculty (team)/Student Level: Option A, B, C, and/or D may be exercised.
   A. Behavior noted by instructor, discussed with student in private, and brought to course faculty (team) meeting as a noted concern. An entry will be placed in the student’s record noting the following details: Incident date, behavior(s) of concern, and details of private student discussion. Instructor will monitor for correction or persistence of behavior.
   B. This will be considered a written warning of the concern.
   C. If the concern relates to academic or performance issues a remediation plan may be developed with input from the instructor and course faculty (team) and the student during a separate meeting (see appendix for remediation plan template). The remediation plan will set objectives and time frame in which objectives are to be met. If objectives are not met during allotted time, student may fail the course following course faculty discussion.
      i. The remediation plan will be part of the student’s record.
      ii. If behavior addressed in the remediation plan is re-identified in another semester/rotation/course, it may be dealt with more rigorously than in the previous instance.
   D. If a student is asked to leave clinical or class by an instructor, course faculty will discuss severity of incident and decide upon appropriate action based on program and college policies.
   E. If the concern relates to a code of conduct behavior issue, a letter of expectations may be written by the faculty. Behavior violating college policies will be handled by the appropriate college personnel.

3. Program Faculty/Student Level
   A. Any incident brought to this level must begin in Course Faculty/Student Level
   B. If the noted behavior/incident has program wide implications, it may be brought to the attention of the full nursing faculty at the discretion of the course faculty (team). The team where the incident originated will decide if the full Program Faculty will:
      i. Offer recommendations/input or
      ii. Vote on final decision

To provide students due process students will be offered an opportunity to meet with the faculty at any of these levels or to provide a written statement for consideration.
Progression, Re-Admissions and Advance Placement Ranking Policy
Students progressing after a failed course or course withdrawal and those applying for readmission will be placed in one of the following categories based on their individual situation. That placement will determine the priority for filling available seats in a nursing course. Students seeking transfer to Normandale’s nursing program from another nursing program are considered advance placement students. When space is limited students within each category will be ranked using the appropriate ranking tool.

1. Categories for readmission/advanced placement based on student situation:
   A. Category 1 - Students progressing or applying for re-admission who withdraw from the normal sequence of Normandale’s nursing courses for personal reasons unrelated to classroom or clinical/lab performance (no withdrawal from last nursing course on transcript; grade of 77% or greater in previous nursing courses).
   B. Category 2 - Students progressing or applying for re-admission following failure of a course in Normandale’s normal sequence of nursing courses for reasons related to classroom/clinical performance (including students who withdrew for failing).
   C. Category 3 - Advanced Placement (student was never a Normandale nursing student but was a nursing student in another program). The appropriate point as to where the student will enter the NCC nursing program will be determined by the Director of Nursing after evaluation of transcripts and review of nursing course description and syllabi.
      ▪ Category 3A - student was in good standing academically (no W or D, F on transcript in nursing courses); transfer related to geographic move or other situation.
      ▪ Category 3B - student failed or withdrew from another school’s nursing course/program

2. Timing/priority of acceptance for available seats in a course and timing of notification:
   A. Category 1 – 1st priority for available seats in a Nursing course; acceptance notification based on ranking within this category by application deadline date. On the last day for final exams for the semester, any additional seats that become available will be allocated within this category.
   B. Category 2 – 2nd priority for available seats based on ranking within this category after last day of final exams. Interim remediation may be required prior to entrance into semester requested. Failure to accomplish this work prior to start of semester will result in loss of this seat. A remediation plan will be initiated with each student at the beginning of the semester they are readmitted specifying any conditions or activities deemed necessary by the faculty to promote success.
   C. Category 3A – 3rd priority for available seats based on ranking within this category.
   D. Category 3B – 4th priority for available seats based on ranking within this category. Interim remediation may be required prior to entrance into semester requested. Failure to accomplish this work prior to start of semester will result in loss of this seat. A remediation plan will be initiated with each student at the beginning of the semester they are admitted to specify any conditions or activities deemed necessary by the faculty to promote success.
MnSCU Performance Standards
For
Nursing Programs

The following Core Performance Standards have been developed for all applicants and current students in nursing programs. These standards are based upon required abilities that are compatible with effective performance in nursing programs and scope of practice as defined by the Minnesota State Board of Nursing. Applicants unable to meet the Core Performance Standards are responsible for discussing the possibility of reasonable accommodations with the designated institutional office. Before final admission into a nursing program, applicants are responsible for providing medical and other documentation related to any disability and the appropriate accommodations needed to meet the Core Performance Standards. These materials must be submitted in accordance with the institution’s ADA Policy.

<table>
<thead>
<tr>
<th>Capability</th>
<th>Standard</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTELLECTUAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Perception</td>
<td>The ability to perceive events realistically, to think, clearly and rationally, and to function appropriately in routine and stressful situations. Students must be able to independently and accurately assess or contribute to the assessment of a client.</td>
<td>• Identify changes in client health status&lt;br&gt;• Prioritize multiple nursing activities in a variety of situations</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Critical thinking skills demanded of nurses require the ability to learn and reason: to integrate, analyze and synthesize data concurrently. Students must be able to problem solve rapidly, consider alternatives, and make a decision for managing or intervening in the care of a client.</td>
<td>• Able to make effective decisions in the classroom and in the clinical sites&lt;br&gt;• Develop/contribute to nursing care plans that accurately reflect client concerns&lt;br&gt;• Able to make decisions reflective of classroom learning in the clinical sites</td>
</tr>
</tbody>
</table>
### MOTOR SKILLS

<table>
<thead>
<tr>
<th>Capability</th>
<th>Standard</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Motor Skills**   | Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client. | • Positions clients  
                      • Reach, manipulate, and operate equipment, instruments and supplies (e.g. syringes, sterile equipment, monitors)  
                      • Electronic documentation  
                      • Keyboarding  
                      • Lift carry, push and pull  
                      • Perform CPR |
| **Mobility**       | Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client. | • Able to propel wheelchairs, stretchers, etc., alone or with assistance as available  
                      • Carry supplies to client room  
                      • Work around bedside with other personnel  
                      • Lift a child  
                      • Move and lift clients in and out of bed, wheelchair or cart  
                      • Assist with transfer and walking of patients who may require substantial support  
                      • Lift a minimum weight of 30 pounds |
| **Activity Tolerance** | Ability to tolerate lengthy periods of physical activity. | • Move quickly and/or continuously  
                      • Tolerate long periods of standing and/or sitting |
<table>
<thead>
<tr>
<th>Capability</th>
<th>Standard</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNICATIONS</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Communication           | Communication abilities in English sufficient for appropriate interaction with others in verbal and written form. Able to communicate with clients and members of the health care team in order to plan and deliver safe care. | • Utilize verbal and written communication skills sufficiently for teaching/learning and for interaction with others  
• Read, understand, write, and speak English according to college admission standards  
• Explain treatment procedures  
• Initiate and/or reinforce health teaching  
• Document client responses  
• Validate responses/messages                                                                                                                                 |
| Interpersonal Relationships | Interact with clients, families, staff, peers, instructors, and groups from a variety of social, emotional, cultural and intellectual backgrounds.                                                            | • Establish rapport with clients, families, and colleagues  
• Respond in a professional/therapeutic manner to a variety of client expressions and behaviors                                                                                                                                 |
| **SENSES**              |                                                                                                                                                                                                           |                                                                                                                                                                                                          |
| Hearing                 | Auditory ability sufficient to hear normal conversation and/or asses health needs.                                                                                                                       | • Hears monitor alarms, emergency signals, auscultatory sounds (e.g. B/P, heart, lung, and bowel sounds), and cries for help  
• Hears telephone interactions/dictation  
• Hears conversation with clients, families and colleagues                                                                                                                                 |
| Vision                  | Visual ability sufficient for observation, assessment, and performance of safe nursing care.                                                                                                              | • Observes client responses  
• Discriminates color changes  
• Accurately reads measurement on client related equipment                                                                                                                                 |


<table>
<thead>
<tr>
<th>Capability</th>
<th>Standard</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SENSES (con’t)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Vision (con’t) | | • Read medication labels  
• Read syringe accurately  
• Evaluate for a safe environment |
| Tactile | Tactile ability sufficient for physical assessment, inclusive of size, shape, temperature and texture. | • Performs palpation e.g. pulse  
• Performs functions of physical examination and/or those related to therapeutic intervention (e.g. insertion of a catheter) |
| **PSYCHOSOCIAL** | | |
| Psychosocial Behaviors | Possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities. | • Demonstrate professional abilities of trustworthiness, empathy, integrity, confidentiality, etc., in work school or volunteer activities  
• Be able to change and display flexibility  
• Learn to function in the face of uncertainties and stressful situations |
<table>
<thead>
<tr>
<th>Capabilities</th>
<th>Standard</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENVIRONMENTAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Adaptability</td>
<td>Ability to tolerate environmental stressors.</td>
<td>• Work with chemicals and detergents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tolerate exposure to odors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work in close proximity to others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work in areas of potential physical violence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work with infectious agents and blood-borne pathogens</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work in environments that may have allergens, such as latex</td>
</tr>
</tbody>
</table>

A task force of representatives from nursing education in Minnesota developed these Core Performance Standards. Educational institutions represented were: Bemidji State University, The College of St. Scholastica, Lake Superior College, Itasca Community College, Rainy River Community College, Mesabi Community and Technical College, Hibbing Community College, and Riverland Community and Technical College. Adaptations were made from the Core Performance Standards of the University of Arizona, Minnesota West Practical Nursing Program, and Iowa Community Colleges. Presented to Minnesota Practical Nursing Education Directors’ Association (PNEDA) on May 3, 2002.

This document was reviewed and revised at the Minnesota Nursing PN and AD Directors Meeting on January 29, 2010.
Health Requirements

In addition to the core performance standards the following need to be met in order to enter and progress within the program.

- Students must submit a completed health information form (Health Science Division Physical Examination, Immunizations/Required Clinical Verification Form) before specified deadlines. The required immunizations listed on this form must be maintained to participate in the clinical portion of the nursing courses.
- Students must present evidence of freedom from active TB per a negative Mantoux, a negative chest x-ray, or a negative quantiferon (TB gold test) QFT-G annually.
- Students will not be permitted to attend clinical without complying with health requirements. Clinical attendance is required for successful completion of nursing courses.
- Students must maintain good health throughout the program in order to meet expected course outcomes. The MnSCU Performance Standards must be met throughout the program to continue to progress. If a core standard cannot be met the student will fail the course.
- A student who is temporarily unable to meet clinical requirements due to health issues must consult a health professional for appropriate evaluation and/or treatment. Students will be required to submit a copy of the most recent health professionals order.
- Students must meet the policy requirements of the health agencies to which they are assigned. Students who refuse to comply with the policy requirements of the health agencies to which they are assigned will fail the course.
- Students shall obtain personal liability insurance coverage as established by the College. Students are responsible for purchasing insurance each year they are in the Nursing Program and when they are readmitted to the Program during the year. This liability insurance fee is attached to the NURS Clinical courses, and is included with NURS student’s tuition and fees.

CPR Requirement

- Students must meet the Nursing Program requirement of current CPR for the Healthcare Providers or CPR for the Professional Rescuer throughout their tenure in the program.
- Students are responsible to provide annual proof of CPR certification status to the Health Science Enrollment Manager.
- Students are not permitted to participate in the clinical experiences of the program if they have not met this requirement.

Background Studies

Minnesota law requires background studies on individuals who provide direct contact services to patients and residents in facilities and programs approved by the Minnesota Department of Human Services (DHS) or the Minnesota Department of Health (MDH). These studies are conducted each year by the DHS or similar agency approved to perform the study for practice in Minnesota. An individual who is disqualified as a result of the study and whose disqualification is not set aside by the Commissioner of Health will not be permitted to participate in any clinical activities in a Minnesota licensed health care facility. Students not in compliance with due dates for background study completion will lose their place in the program. Additionally, students who are disqualified or fail to participate in the background study process will fail the course.
Confidentiality Requirement

Patient confidentiality is absolutely essential. The patient has the legal right to confidentiality in all aspects of his/her care and the nurse has a legal and ethical responsibility to safeguard the patient’s confidentiality. **Confidentiality related to patient information also extends to electronic forms of communication such as e-mail and social media sites.** Students may not give information about a patient or clinical experience to anyone who is not employed at the clinical facility. Outside of the clinical site clinical experiences are to be discussed during nursing course related activities only.

Conversation relating to patients is permitted only in the clinical and clinical conference areas or in a secure classroom. **Students taping lecture are to use the tape for their individual study purposes only. No lecture tapes may be posted electronically.** Patients or any clinical occurrences are not to be discussed in public places such as the cafeteria, student lounge, or at home. Any information gathered for assignments from the chart or the computer must be carefully scrutinized to remove anything that would identify the individual such as the hospital number or name before information is removed from the building.

Failure to maintain patient confidentiality may result in the clinical facility’s denial of the student’s access to a clinical site and/or failure of the course.

Conversation related to student interactions in the classroom, nursing skills or simulation lab or clinical need to be confined to those surroundings. Students are held to the ANA Code of Conduct of Professional Nurses as it addresses professional behaviors.

If you are unsure about any aspect of confidentiality, you are expected to discuss it with the appropriate nursing faculty and/or clinical staff prior to procuring or disseminating any patient information.

Prior to beginning of any clinical nursing course, students must complete the Health Insurance Portability and Accountability Act (HIPAA) training. Information to access training will be provided by the Health Sciences Enrollment Manager. Every year the student must print out and sign the last page of the test containing the test score and the HIPAA form (see appendix). A 77% or greater must be achieved on the test. Students will be directed where to submit their completed tests.

Student Technology Requirements

**E-mail:** The college official communication method is through the Normandale student e-mail accounts. All students need to check their e-mail account frequently. This is the only account that faculty will use for e-mailing students.

**Computer requirements:** All students need to have access to a personal computer/laptop with a high speed internet connection. Basic computer and word processing skills are required. Common software requirements include (but are not limited to) word processing program (i.e. Microsoft Word), Power Point/Power Point Viewer, Acrobat Reader, Flash Player, Quick Time Player, Real Time Player. All written assignments (i.e. papers) that are electronically submitted must be in a doc, docx, or rtf format.
NCC Online/Desire2Learn (D2L): This is the online learning system (OLS) used by Normandale Community College. D2L is the primary method for delivering class news/content/assignments. All students are required to check this site frequently. NCC Online works best if accessed via Internet Explorer or FireFox. The system does not work well with the Safari browser. Students need to know how use the various functions of NCC Online/D2L, including (but not limited to) News Items Accessing Course Information/Documents, Discussion Questions, Quizzes, Surveys, Dropboxes, and Grades.

Technology Support: Student support for technology problems is through the ITS help desk located in room L1701 (952-358-8180). Nursing faculty are not technology experts and recommend utilizing the ITS support provided when problems occur.

Clinical Attire
The nurse, as a health professional, has certain responsibilities regarding their uniform. The rationale for the uniform involves cleanliness, the need for freedom of movement and safety, identification of personnel and professional appearance. Whenever students are instructed to be in uniform, the complete student nurse uniform is required. In general, the uniform is required for clinical experiences, simulation lab experiences, and laboratory testing.

1. The Normandale Community College Nursing Program uniform consists of the following:
   A. A royal blue scrub top with short sleeves (snapped front optional) and royal blue scrub pants or skirt. Scrubs are made by Landau and product numbers are provided to students at orientation.
   B. White t-shirt with short or long sleeves (optional). No colored shirts are permitted. Sleeves must be able to stay up on arms for hand hygiene and when required for infection control purposes.
   C. White nursing jacket (optional) (not to be worn when giving direct patient care).
   D. Photo ID indicating “Student in Nursing”. Students must wear their Normandale School of Nursing uniform for this ID photo.
   E. White nursing or athletic style shoes worn for clinical only are required. Clogs, sandals, and moccasins are not permitted. Shoes must be clean at all times.
   F. Socks: must be white or neutral. White or neutral hose/stockings must be worn with skirts.
   G. Normandale Nursing Patch to be sewn on left sleeve of uniform top.
2. Clothing should be loose enough to permit freedom of movement and of sufficient length to maintain modesty.
3. Scrub pants or skirt must not drag on the ground.
4. Head coverings, if worn, will be a solid color, free of fringe or other adornments and tucked under scrub top.
5. Undergarments must not be visible.
6. Hair must be clean and styled in a manner which does not obstruct the visual field or allow contamination of clean or sterile areas.
7. In general, the less jewelry the better. A maximum of two small post earrings per ear may be worn. Dangling earrings, long necklaces, and large rings not only are unprofessional but also endanger patient safety. Items which endorse a particular belief system or political candidate are inappropriate while in uniform.
8. Visible alternate body piercing is not permitted (i.e. nose, eyebrow, lip, eyelid, tongue).
9. Tattoos must be covered by clothing or minimized as much as possible.
10. Fingernails should be short in length. If polish is worn, it should be clear or light colored. No artificial nails.
11. Be clean and odor-free (and neatly shaven as appropriate). No perfume or aftershave lotions are permitted. Clinical sites have scent free policies.
12. Nursing uniforms can only be worn on campus when instructed.
13. Gum chewing is prohibited in the clinical area, or during simulation or skills labs.

**Attendance Policy**

1. Class attendance is required during scheduled test times.
2. Non-health related planned absence from clinical, lab, or exams are not permitted.
3. Attendance at all laboratory, simulation, and clinical experiences is mandatory. Students must be present for the entire scheduled lab, simulation, or clinical time. If a student is unable to attend or is going to be late, the instructor (or clinical area) must be notified before the scheduled clinical, simulation, or lab start time.
4. In the event of absence, arrangements to make up the experience must be initiated by the student prior to the next scheduled experience. All clinical, simulation, or lab time missed needs to be made up as arranged with the clinical instructor.
5. Absence from two labs or clinical, lateness to clinical, lack of preparation or non-adherence to school or institutional policies requires faculty review for student continuance in the program. **Ongoing patterns of absenteeism from labs/clinical will result in faculty review of student continuance in the program.**
6. Attendance at regular class meetings is optional, but students are responsible for information presented and any announcements or handouts.
7. Students who miss class will not be given the opportunity to earn points available via class quizzes or activities.

**Test Taking Policy**

1. Tests are the property of the Normandale nursing program.
2. All tests have a specific time limit, if the student arrives late to the test no additional time will be granted.
3. Normandale’s nursing program utilizes written, computer, and clinical testing. Policies apply to all formats.
4. Students requesting to test early must seek approval of the instructor one week prior to the test and complete the written agreement (see forms section of this handbook) if approved.
5. Theory and laboratory tests may be reviewed with the instructor at a designated time.
6. During test reviews note taking is not allowed.
7. If a concern arises regarding a test question, students should e-mail the appropriate instructor with specific data to support their position or concern. Appropriate faculty will review the concern and respond back to the student with the decision or resolution.
8. Failure to notify the instructor prior to missing a test may result in a "zero" score on the test.
9. If you know in advance that you will be absent on the day of an exam, you should inform the instructor to make arrangements. Any exam missed must be made up within three school days of the exam. Failure to do this may result in a grade of ZERO for that exam.
10. Make-up tests may be different from the original test and will have the same point value as the regular test.
11. Cognitive learning will be evaluated primarily by written examinations throughout the program. Examinations may include: multiple choice, True-False, matching, short answer, essay or similar alternate style items to those used on the NCLEX-RN exam.
12. Refer to the Normandale Community College website for more information related to the academic dishonesty policy.

**Test Taking Protocol**

In an effort to create a testing environment that is fair for all students, the following test taking guidelines have been developed:

- Use the restroom before coming to the exam.
- No hats or caps permitted.
- No notes written on your palms or other body parts.
- Please turn cell phones off and place in your book bags prior to entering the classroom.
- No food or beverages are permitted.
- Backpacks, book bags, and personal items will be left at the side walls of the exam rooms or placed in the daily use lockers assigned to nursing (outside the nursing lab).
- Only a pencil, highlighting marker, and an eraser will be allowed at your desk during the exam (faculty may elect to allow faculty provided pencil only). Test material will be provided.
- No calculators or other electronic devices are permitted (except the calculator that is distributed by faculty).
- Keep your eyes focused on your own test, wandering eyes may result in removal of your test and 0 points awarded. (Try to keep your test papers flat on the desk top.)
- During computer testing students must stay on the testing site only.
- Instructors will make room “rounds” during test time.
- Students are prohibited from copying test items during exam review.

**Student Responsibilities for Clinical**

1. Attend scheduled clinical sessions on or off campus.
2. Students are **not** to attend clinical if they are ill.
3. Arrive on time.
4. Adhere to the guidelines for attire in the clinical area. Refer to the guideline on attire in this Student Handbook.
5. Notify the instructor or clinical facility if he/she is ill, late, or unable to come for pre-clinical or clinical experience **prior to** start of the scheduled experience.
6. Arrange with clinical instructor within the time frame designated in the syllabus and/or student handbook to make up missed clinical experience.
7. Plan care for client:
   A. Verifies the patient’s plan of care with the nurse prior to initiating patient care.
   B. Establishes a contract with and collects data from the client.
   C. Gathers data from other appropriate resources, including the medical treatment plan.
   D. Applies knowledge and principles from course content to plan the nursing care for the assigned client.

8. Show evidence of preparation for clinical prior to the clinical sessions at a level consistent with course objectives:
   A. Is able to state and demonstrate knowledge regarding assigned clients, such as:
      i. diet and activity level of client
      ii. medications (actions, dosage, side effects, time, and method of administration)
      iii. delegated nursing interventions (e.g. procedures and treatment)
      iv. special precautions for client
      v. special needs of client
   B. Provides written plan of care worksheet outlining the action(s) to be taken in caring for assigned clients as determined in the course syllabus or by the clinical instructor, and at what time the action(s) will be taken.

9. Provide physiological safety (e.g. practices principles of infection control, administers medications safely, uses side rails and restraints safely, attempts only care assigned and for which student has had preparation).

10. Provide psychological safety (e.g. is respectful, kind, uses therapeutic techniques in interactions and does not cause client anxiety).

11. Implement the nursing process, consistent with course objectives (e.g. observes and/or reports essential data; sets appropriate priorities, etc.)

12. Using the communication process appropriately, for example:
   A. Communicates effectively with peers, nursing staff, healthcare team members and instructor.
   B. Utilizes the helping relationship in communicating with clients and families.
   C. Communicates effectively in writing (e.g. charting is legible, accurately reflects the patient’s condition, addresses all patient priorities, uses correct spelling, grammar and syntax, etc.)
   D. Participates in small group discussions.
   E. Is respectful and supportive of clients and hospital staff.
   F. Recognizes boundaries which distinguish a professional/therapeutic relationship from a personal/social relationship. Maintains professional/therapeutic relationships with patients.
   G. Uses touch in a way that is appropriate to the nursing task and a professional/therapeutic versus a personal/social relationship.

13. Accept legal responsibilities for providing safe nursing care (e.g. reports medication error, following institutional protocol).


15. Show evidence of appropriate professional behavior, for example:
   A. Adheres to the American Nurses Association (ANA) Code of Ethics.
   B. Adheres to confidentiality policy.
   C. Follows institutional policies/protocols.
   D. Demonstrates honesty and integrity in all communication and behavior.

16. Complete clinical assignments within designated time frame.
17. Maintain a respectful and cooperative relationship with instructor which facilitates learning.
18. Students may not phone or visit their assigned clinical site outside of assigned clinical experiences as outlined by the course faculty.

**NOTE:** Students are expected to practice within the guidelines and boundaries of the profession as stated in the Minnesota Board of Nursing Rules. The only title which may be used when acting in the capacity of a student in the Nursing Program, and the format for your signature on clinical documents is **Your Name, SN, NCC.** Students who have other titles (e.g., LPN, RT, MD, PhD, JD) **may not** use these titles in the capacity of an NCC Nursing Program student and/or under the auspices of Normandale’s Nursing Program.

**Nursing Skills Laboratory Policy**

**Guidelines for Use of the Lab:**
Please adhere to the following behavioral guidelines when practicing skills in the nursing skills laboratories:

1. Nursing skills laboratories will be open to students during posted times only.
2. When using the skills laboratory during non-class times, you must sign in and out of the laboratory utilizing the computerized tracking tool.
3. Refrain from chewing gum at all times while in the skills lab.
4. Wear appropriate street dress. Wearing nursing uniforms is prohibited on campus with this exception: the clinical dress code will be followed for all simulation and clinical lab tests.
5. All students are expected to keep the laboratory in a neat and orderly fashion. No food and beverage allowed. Chairs and tables are to be replaced in the original positions and supplies returned to the designated places before leaving the room.
6. For safety considerations, only students currently enrolled in a nursing course may be in the lab.
7. Laboratory equipment and textbooks must stay in the skills lab at all times unless advanced permission to remove items has been approved by the laboratory instructor. If permission has been granted to borrow equipment or books, the sign out sheet must be completed.
8. Cell phones must be silent during class and clinical presentations. Pagers should be set on “vibrate” notification mode. Computers are to be used only for instructional purposes.
9. Students not adhering to safe handling of equipment or to skills laboratory policies may be asked to leave the laboratory.
10. Honesty with accidents or broken items is expected. Report all injuries or noted broken equipment or potentially hazardous situation to lab instructor immediately so the situation can be rectified. There is no penalty or charge for broken items unless it was the direct result of misuse or negligent action.
11. Use of the podium control panel or equipment at the teaching station by students is prohibited unless specifically directed to do so under the supervision of the instructor.
12. Emergency/Fire exits are clearly displayed in the nursing laboratory areas. Students are expected to be familiar with the posted information at all times.
   A. S-2368 out lab door to right and down stairs to outside between buildings.
   B. S-2333 out lab door to right, up ramp and down “dead end” hall to stairs.
Student Conduct
Students are expected to adhere to the Normandale Community College Student Code of Conduct at all times. For detailed information, consult the Normandale college catalog http://catalog.normandale.edu/ under campus policies.

Examples of behaviors specific to the nursing program are listed below.

Personal Integrity
- Personal Integrity throughout the program is expected.
- Examples of unethical and unprofessional behaviors include but are not limited to:
  - Cheating of any kind during theory, lab or clinical tests.
  - Plagiarizing of written assignments.
  - Violating patients’ rights or confidentiality / HIPAA.
  - Violating facility policies.
  - Falsifying medical records.
  - Withholding or falsifying information during clinical and community experiences.
- Students who engage in any of these behaviors will fail the course.

Standards for Professional Behavior
- Expectations include, but are not limited to adherence to the Normandale Student Code of Conduct, the Normandale clinical attire policy, and the ANA Code for Nurses http://www.nursingworld.org/codeofethics
- Behavior in classroom, lab or clinical that is disruptive to other students, the instructor, staff or patients is not acceptable.
- Disruptive behavior will be discussed in private with the student by the instructor when first identified.
- Repeat offenses may result in loss of points, inability to participate in classroom, laboratory, clinical experiences or referral to Dean of Students office.
- Failure to adhere to the Normandale clinical attire, as described in this handbook, will be considered disruptive.
- Cell phones must be silent during class and clinical presentations. Pagers should be set on “vibrate” notification mode.
- Computers are to be used only for instructional purposes.

Audio or Audiovisual Digital Recording of Information
- Students are permitted to audio tape or record classroom content with the permission of the instructor.
- It is expected that such recordings are done for educational purposes only and not to be utilized in any other manner.
- Recordings are for individual student use only. No electronic posting of classroom tapes is allowed.
- Any reference to patient information or discussion of case scenarios is for illustrative purposes only and should not be discussed out of the context of the learning environment.
Netiquette Guidelines
The student assigned Normandale account is the official online source for official college communication. Much of the coursework for the program will be done via Desire2Learn (D2L). Therefore, effective online communication skills are important. Netiquette is a term derived from the words “Internet Etiquette” or “Network Etiquette” which describes the use of proper manners and behavior online. Internet Etiquette should be used in all areas of electronic means including e-mail, chatting, blogging, forums, and so on. It is important to treat others with dignity and respect both on and offline. The following are some basic guidelines to provide a pleasant and safe online experience.

Netiquette Basics
• Help the newbies – remember everyone was new at one time at communicating online. Help them as you wish you were helped.
• Research before asking – if you can find the answer to your question by looking in obvious places on the internet, the college website, or D2L you will cut down on unneeded e-mail.
• Remember emotion – don’t use capitals unnecessarily in e-mail; it designates shouting and is considered rude. Subtle emotions do not transmit well over e-mail, so satire, humor, sarcasm can easily be misunderstood and cause people to over-react to the message.
• Pay attention to language usage – improper, inappropriate or bad language may be cause for removal of a posting from the discussion and may constitute violation of the code of conduct.

Netiquette of Replying and Sending
• Be brief – keep messages short.
• Use descriptive subject lines – this helps identify the purpose at a glance.
• Stay on topic.
• Copy the minimum number of people on your message. When responding to a message, consider if you should respond back to that individual alone or to all people to whom the message was originally sent.
• Avoid flaming – flaming is the act of sending someone an outrageously insulting message. It can make the sender feel good but is usually hurtful to the receiver. It is much easier to send these types of messages online because the individual is not present with you in the room and the sender does not see, hear or feel the effects of the message sent. If you have a disagreement with an individual, a message or content posting, a more personal approach to resolution of the disagreement may be a better option.

Netiquette Confidentiality
• Don’t publicize other’s e-mail addresses.
• Be careful when posting private or personal information. Consider the availability of this information and the persons who might be accessing this information.
• Do not forward messages without reading the entire content of the message to assure you are not violating any private or confidential information.
• Obey copyright laws.
• Remember archiving – some discussions, chats, or e-mail systems archive information. If you are not prepared to have your words archived and recalled at a later time, then do not send the message.
Grading/Evaluation Policy

All nursing courses have both a theory and an experiential component. **The student must achieve 77% or more on each component to get a grade of "C" or above for the course.** There will be no rounding of grades to achieve the minimum 77% required score for either the theory or clinical/lab component. (For example, 76.9% will not be rounded to 77%). In addition, each nursing course has specific requirements (as outlined in the individual course syllabi) that must be met in order to progress. The course grade combines points from the theory and clinical/lab components using the following grading scale:

- **A** = 93-100%
- **B** = 85-92.9%
- **C** = 77-84.9%
- **D** = 70-76.9%
- **F** = < 70%

Professional Accountability Points

- The nursing program believes that professional accountability is an important part of nursing.
- Up to eight points may be earned in each of the nursing courses. These points will be part of the experiential component of each course.
- The specific number of points allotted for each course will be identified in the course syllabi as well as the methods to gain professional accountability points.

Unsafe Clinical Performance

- Unsafe clinical performance, failure to meet clinical, simulation, or lab objectives, or inadequate preparation for clinical, simulation, or lab experiences will result in course failure irrespective of accumulated theory and lab points.
- Any skill requiring sterile technique and/or preparation and administration of medications or solutions via the IV, IM, Subcut, or gastric tube route without instructor supervision is considered unsafe clinical behavior.
- Other examples of unsafe clinical behaviors include, inaccurate or inadequate monitoring and reporting client status changes, unsafe psychosocial behavior, and any behaviors that jeopardize client physical and/or psychological safety.
- Failure from a nursing course for unsafe clinical performance may be grounds for not receiving faculty recommendation for readmission to the nursing program.

Dosage Calculation Testing Policy

- In the first weeks of each of the clinical nursing courses, each student is required to demonstrate knowledge of dosage calculations by achieving a passing score on a dosage calculation test.
- Each dosage calculation test is worth 15 points with a one hour maximum time limit to complete the test.
- While taking the dosage calculation test a provided calculator may be utilized.
- Successful completion of the dosage calculation test will be determined by achieving **85%** or higher on the exam taken in the first level nursing courses and **90%** or higher on the exam taken in the second level nursing courses.
Failure to achieve a passing score on the first dosage calculation test will result in:
- Receiving the first test score earned regardless of subsequent scores following remediation.
- The inability to administer medications until the test has been successfully passed.
- Remediation of dosage calculation content.
- A total of three opportunities to achieve a passing score on the test will be allowed. The
deadline for successful completion of the test is listed in the individual course syllabi.
- Failure to achieve the required passing score on the third attempt will result in course
failure.

Guidelines for Written Work
- All papers are to be individually done, unless specific instructions state they may be done in
cooperation with others.
- All papers are to be submitted on time unless arrangements are made prior to the due date.
Students who turn in more than one late paper may be subject to faculty review. Due dates and
consequence of late papers are specified in the syllabus.
- All papers must be typed, and double spaced using a font of 12 in Times New Roman or Ariel
unless otherwise specified.
- All sheets of the document are to be stapled together and submitted as a unit.
- To be credible, a writer must demonstrate a command of grammar, punctuation, spelling, word
usage, clarity, and logical progression of thoughts. Normandale's Writing Center is available
for students who feel they need help in any of these areas.
- All papers MUST be completed or the student will receive an “Incomplete” for the course.
- Papers must be submitted in the manner specified by faculty manner (dropbox, hardcopy, e-
mail).

Student Representatives

Two students from each class will be selected by their peers at the beginning of each semester to
attend the course team meetings and to share student concerns and issues presented to them by
their classmates.

Role of Student Representatives:
During the first part of the course team meeting, the representatives are invited to bring relevant
concerns and possible solutions to the faculty. Examples of such concerns are: nursing program
issues such as lab usage, questions related to the curriculum and nursing program policies.

Role of Faculty Regarding Student Representatives:
- Listen to student concerns and suggested resolution. Discussion of possible solutions will
occur once the students leave the meeting. Faculty will respond in a timely manner via D2L.
- Personal student issues will be handled in a private and confidential manner with the student’s
faculty advisor (Student Classroom/Clinical/Lab Concern Procedure).
**Student Classroom/Clinical/Lab Concern Procedure**

The following are the steps to be followed when seeking resolution to a concern you, as a student, have experienced or observed.

**Step 1**

To expedite your resolution please do the following:

A. Arrange to meet with your professor in a private conference to discuss your issues as soon as the concern arises. You have seven (7) business days to initiate your concern.

B. Provide the resolution you are seeking verbally to the instructor.

C. Be fair and reasonable with your proposed resolution.

Please be aware that talking with your professor resolves more concerns than doing nothing about it. Office hours are posted next to faculty office doors and are listed in the course syllabi. As a courtesy, make an appointment to see your professor at a mutually convenient time.

**Step 2**

If no resolution can be reached through Step 1, the following must be initiated within fourteen (14) academic days of the concern:

A. Explain, in writing, your concern and your desired outcome. The Director of Nursing will review your concern. An appointment to discuss your concern will be arranged, if necessary.

B. A written concern must include the following (see appendix for a copy of the form):
   - Your name.
   - E-mail address.
   - Phone number(s).
   - Complete Address.
   - Tech ID.
   - Concern: Be specific – use dates, time, places, who, what, where, why, when, how. Be factual, accurate, and not emotional.
   - Resolution sought – explain exactly what you are seeking.
   - Sign and date the concern.

**Note:** Due to state and federal privacy laws, we are not able to discuss your academic concerns with anyone else without your written permission.

**Step 3**

If you are not satisfied with the Director’s written response, you may request a review by utilizing the Student Complaint/Grievance form. Information regarding these procedures can be found on the Normandale website under policies and forms accessed from the “one stop” link or from the Office of the Vice President for Academic Affairs.
**Grade Review Procedure**

The grade review process is limited to numerical error in the calculation of your course grade or the departure from the method described in the syllabus. Information regarding these procedures can also be found on the Normandale website under policies and forms accessed from the “**one stop**” link [http://www.normandale.edu/current-students/one-stop.html](http://www.normandale.edu/current-students/one-stop.html) in the policies and forms section.
NURSING
PROGRAM
RESOURCES
NURSING PROGRAM GENERAL INFORMATION

- New students to Normandale need to make an appointment with an Admissions Representative at (952) 358-8261. Current or returning students needing to make an appointment with an Academic Advisor or Counselor may utilize the walk in appointment system or schedule at (952) 358-8261.
- Inquiries regarding general education courses such as Biology or Math should be directed to the course instructors or to Normandale academic advisors and counselors.
- Inquiries regarding the instructional aspects of the nursing program such as instructional materials and scheduling should be directed to the nursing faculty.
- Nursing instructors frequently teach both theoretical content and practical application in the clinical setting and/or nursing lab. Since their responsibilities frequently take them off campus, you are encouraged to see instructors during their office hours on or off campus. Instructor schedules are posted next to their office doors. Instructors may also be reached by e-mail.

Important Phone Numbers

<table>
<thead>
<tr>
<th>Role</th>
<th>Office</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dean of Health Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To contact Dean Colleen Brickle please start by contacting the Administrative Assistant to the Dean of Health Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shelia Kevitt</td>
<td>A2530</td>
<td>Office (952) 358-8157</td>
</tr>
<tr>
<td><a href="mailto:Sheila.kevitt@normandale.edu">Sheila.kevitt@normandale.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Director of the Nursing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Katherine Andersen</td>
<td>S2346</td>
<td>Office (952) 358-8871</td>
</tr>
<tr>
<td><a href="mailto:Katherine.andersen@normandale.edu">Katherine.andersen@normandale.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nursing Department Chair</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patricia Gonzales</td>
<td>S2307</td>
<td>Office (952) 358-8442</td>
</tr>
<tr>
<td><a href="mailto:patricia.gonzales@normandale.edu">patricia.gonzales@normandale.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health Science Enrollment Manager</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact once program admission requirements have been met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Betty Blazer</td>
<td>A2540</td>
<td>Office (952) 358-8417</td>
</tr>
<tr>
<td><a href="mailto:Betty.blazer@normandale.edu">Betty.blazer@normandale.edu</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NCC Fax**  
(952) 358-8101
Nursing Skills Laboratory

There are two Nursing Laboratories available for students to learn, practice, and demonstrate mastery of many nursing skills. The labs are located in S2332 and S2368 and open during designated hours. The schedule changes each semester and is posted outside the door to each nursing lab and on the D2L website. S2332 is dedicated primarily to the use of simulation in nursing. S2368 is the main nursing laboratory space for instructional and practice purposes. Check with the lab instructor to schedule a specific meeting time to address a practice or skill need.

Nursing Student Association

Normandale’s student nursing association, called ‘the Club’, provides a means for first and second level nursing students at NCC to communicate. The nursing club organizes several activities throughout the school year including a blood drive, blood pressure monitoring for faculty and students, tutoring, and the pinning ceremony.

Nursing Club Constitution

Ratified 10/01/2009

Preamble: The purpose of this club is to more effectively provide a means of communication of the goals and ideas of nursing between freshman and sophomore nursing students of Normandale Community College.

Article I: Name
The name of the organization is the Normandale Community College Nursing Club. Hereinafter, this organization shall be referred to as the Club.

Article II: Membership
Active membership shall be encouraged for all students and staff involved in the Nursing program at Normandale Community College. Membership is open without regard to race, religion national origin or any other protected class under the Minnesota Human Rights Act. Membership will have no size limitations.

Article III: Officers
Section 1: OFFICERS AND TERM OF OFFICE
The officers of the executive board shall include the following four positions: President, Vice President, Treasurer/Secretary and Chairperson of Events and Social Activities. All Officers shall hold office for a period of one year or until their successors are duly elected and qualified. An advisor, a member of the Normandale Community College Nursing Staff shall serve on a voluntary basis to assist and advise in both Club and Executive Board meetings and activities.

Section 2: PRESIDENT AND VICE PRESIDENT
The President and/or Vice President shall preside at all meetings of the membership and of its Executive Board. They shall perform the customary duties of this office and have the power to
appoint any committee deemed necessary to carry on the work of the Club. These committee chairpersons shall report to the Nursing Club Executive Board and general membership of their activities on a regular basis at meetings.

Section 3: TREASURER/SECRETARY
This position shall consist of the responsibilities of participating in the financial transactions of the Club, written documentation of such transactions as well as written documentation of the activities and meetings of the Club. All such records shall be made available for inspection to any Nursing Club member or advisor upon request. These records shall be transferred to the successor of this Office from one term of office to the next.

Section 4: CHAIRPERSON OF EVENTS AND SOCIAL ACTIVITIES
The Chairperson of Events and Social Activities shall head all activities in which the Club is involved and all activities that would promote membership unity within the club.

Section 5: REMOVAL
Any officer can be removed, either with or without cause at any meeting of the membership with a simple majority of the actual membership.

Article IV: Meetings of the Membership
Section 1: TIME, PLACE, AND NOTICE OF MEETING
Meetings shall be held monthly or as needed, at a date and time dictated by class scheduling. The President shall announce the time and place for each meeting in a timely fashion. Meeting notification may be by means of e-mail or D2L discussion postings. Meetings can be called by a majority of the Executive Board or by ten percent of the general membership.

Section 2: NOMINATIONS
The Chairperson of Administration shall accept nominations for officer positions at least two weeks before annual elections. Nominations shall be closed prior to the voting of new officers.

Section 3: QUORUM
The Chairperson of Administration shall declare a quorum to be present at the meeting when not less than ten percent of the total membership is present in person.

Section 4: VOTING
At every meeting of the members, each member shall be entitled to one vote. The member is entitled to vote in person or by proxy executed in writing by the member. A secret ballot shall be the method of voting unless a majority of those present adopt a different method of voting.

Section 5: ORDER OF BUSINESS
The order of business at a meeting shall be as follows unless suspended by the vote of those present:

1. Reading of the minutes of the previous meeting.
2. President/Vice President’s Report.
3. Treasurer/Secretary’s Report.
5. Reports of any additional committees.
6. Other unfinished business.
8. Adjournment.

Article V: Finances
Section 1: DUES AND FUNDS
No dues shall be charged for membership. Funds may be accumulated either through direct disbursement by the college for Club activities or by specific fundraising projects sponsored by the Club for the benefit of the Club’s operations.

Section 2: ACCOUNTABILITY OF THE CLUB TREASURY
The Club treasury will be maintained by the Accounting Office at Normandale Community College.

Section 3: HEIR TO THE CLUB TREASURY
Should the Club become inactive or be dissolved all funds remaining after Club obligation will be disbursed to the Normandale Foundation Nursing Scholarship Funds.

Article VI: Parliamentary Provisions
Meetings shall follow Roberts Rules of Order and at all times strive for justice, honesty, goodwill, courtesy, and respect for fellow members. A motion which is then seconded and approved with a majority of the membership in attendance may temporarily suspend parliamentary procedure.

Article VIII: Amendments and Ratification
Section 1: RATIFICATION
Ratification of this Constitution shall take effect upon passage by a simple majority of the membership in attendance.

Section 2: AMENDMENTS
The Constitution of this Club may be amended at any meeting by a two-thirds (2/3) majority of the active membership. Any amendments must then be approved and ratified by the Student Senate.
COLLEGE SUPPORT SERVICES
The college provides a full line of services to support the student and promote successful achievement of academic goals. The best way to find information related to student services is to access the Normandale Community College website. From the home page, follow the link under “Current Students” listed “one stop” to view the type of services, location, hours of operation, and contact information for that department. The following is a list of frequently requested information; however, check the website for updates and a more complete listing.

<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring Center</td>
<td>C2120</td>
<td>(952) 358-8624</td>
</tr>
<tr>
<td>Accounting Office</td>
<td>C1087</td>
<td>(952) 358-8242</td>
</tr>
<tr>
<td>Admissions</td>
<td>C1037</td>
<td>(952) 358-8201</td>
</tr>
<tr>
<td>Campus Store</td>
<td>K1430-K1439</td>
<td>(952) 358-9250</td>
</tr>
<tr>
<td>Career &amp; Academic Planning Center</td>
<td>C1032</td>
<td>(952) 358-8638</td>
</tr>
<tr>
<td>Academic Support Center</td>
<td>L2738</td>
<td>(952) 358-8624</td>
</tr>
<tr>
<td>Computer Center</td>
<td>C3022</td>
<td>(952) 358-8180</td>
</tr>
<tr>
<td>Counseling</td>
<td>C1038</td>
<td>(952) 358-8261</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>C1074</td>
<td>(952) 358-8250</td>
</tr>
<tr>
<td>Information Center</td>
<td>C1035</td>
<td>(952) 358-8200</td>
</tr>
<tr>
<td>Library</td>
<td>L2701</td>
<td>(952) 358-8290</td>
</tr>
<tr>
<td>Multicultural Services</td>
<td>L1755</td>
<td>(952) 358-8436</td>
</tr>
<tr>
<td>Office for Students with Disabilities</td>
<td>L2751</td>
<td>(952) 358-8620</td>
</tr>
<tr>
<td>Records and Registration</td>
<td>C1083</td>
<td>(952) 358-8220</td>
</tr>
</tbody>
</table>

Office for Students with Disabilities (OSD)
Disability Services: Normandale Community College is committed to providing reasonable accommodations for all persons with documented disabilities. Please contact Debbie Tillman, Office for Students with Disabilities Director, at (952) 358-8623 or osd@normandale.edu to discuss how accommodations may be implemented in all of your Normandale classes.

Nursing Program Bulletin Boards
There are three bulletin boards located outside the S2368 nursing lab. There is one board for Nursing 1110/1120 (first year of the nursing program), one for Nursing 2210/2220 (second year of the nursing program) and one board for which includes nursing program key quality indicators and general nursing information. The bulletin boards include items of interest for students such as learning/ volunteer opportunities, maps, announcements, and sign-up sheets. Items are not to be removed or added to these boards without the permission of the nursing lab faculty. There is also a bulletin board maintained by the Nursing Club on first floor of the Science building, across from the entrance to the biology lab.

Website - Online Learning
Normandale’s online learning program is called Desire2Learn (D2L). It can be accessed through the main Normandale website at www.normandale.edu. Class notes, announcements, grades, and assignments may be posted in the course documents section of this site.
APPENDIX:

FORMS
NORMANDALE COMMUNITY COLLEGE
Nursing Program
Professional Performance Agreement

As a professional providing service to others, the nurse must be sensitive to the value of human dignity. This value is demonstrated by sensitivity to the well-being of others and honesty in all endeavors. Specific behaviors which support these values include maintenance of confidentiality and honesty concerning personal, academic and patient care information, and the demonstration of respect for the welfare of others.

Students enrolled in the Normandale Community College Nursing Program are ambassadors for the college and for the profession of nursing. Professional conduct expected of students is evidenced in behaviors which represent:

1. Ethical conduct.
2. Integrity and honesty.
3. Respect for oneself, others, and the right of privacy.
4. Appearance and communication consistent with a healthcare professional.
5. Non-judgmental behavior in interpersonal relationships with peers, supervisors, clients and families.
6. Punctual attendance at all program scheduled activities and adherence to deadlines set by the faculty in regards to tests and assignments.

With the passage of the Health Insurance Portability and Accountability Act (HIPAA) in 1996, the privacy rules to all health information has gained even greater importance for all workers in the healthcare field. *Protected health information is any information that identifies an individual or could create a reasonable basis to believe the information could be used to identify an individual.* It includes patient name, address, age, social security number, health histories, treatments, test results and medications, or any identification that an individual is a patient. This information can be in any form to include verbal, written and/or electronic.

Students are expected to respect and safeguard these privacy rules and agree to keep all patient information confidential. A breach of confidentiality may result in dismissal from the Normandale Community College Program of Nursing.

I have been provided with the NCC Student Handbook, have read the policies and understand that I, as a Normandale Community College Nursing Student, must comply with these policies.

Nursing Student Printed Name: _________________________________________________

Nursing Student Signature: ___________________________________________________

Student Tech ID: ___________________________________________________________

Date: _____________________________________________________________________
MANDATORY HIPAA TRAINING
Faculty Instructions

The web address for your HIPAA course:  https://hipaacourses.dhs.state.mn.us

The top of the page will read:  Minnesota Department of Human Services, e-Learning Course

You will have an option to choose a course, select Protecting Information Privacy

Press enter

On the next screen you will scroll down to the bottom of the page and select:  I am a guest.

Press enter

You will then receive instructions on how to go through the course.

After you take the learning assessment you will receive a score, please print the certificate/score page and turn it in to Betty Blazer (A2540) with this verification sheet.  You must receive a score of 77% or greater.  Please be sure you write your name on the score sheet.

I verify that I have completed the HIPAA training online.

Student Name (please print): ___________________________ Tech ID ___________________________

Student Signature: __________________________________________________________

Date: __________________________________________________________
NORMANDALE COMMUNITY COLLEGE
Nursing Program
Remediation Plan Template

Student Name: _______________________________ Date: __________________________

Instructor: ________________________________ Course: ___________ Semester: _______

Purpose: To inform students and provide documentation of significant student performance
deficits with the potential to result in course failure.

Directions: This form can be used at any point in the course where there is an identified concern
related to student performance. This can include, but is not limited to, theory/exam performance;
clinical or skill performance (the lab prescription may or may not be needed with this form
depending on the nature of the concern); disruptive or unprofessional behavior; compliance with
school or hospital policies; or any safety concerns. Faculty will complete this form, schedule a
meeting to discuss the concern, and manage the necessary follow up with the student.

Course outcomes not being met:

Area of identified concern (specific details regarding the behavior, situation, dates, etc. as
applicable):

Expected changes: (include specific outcomes, deadlines, etc. as applicable)

Activities to be implemented:

Consequence if expected changes in behavior are not met:

Scheduled follow-up meeting will be held:

Student: ____________________________________________ Date: _______________

Instructor: __________________________________________ Date: _______________
Students progressing out of sequence and those students requesting readmission will complete a plan designed to promote reflection and facilitate future planning. The plan will be reviewed by the admissions committee and Director of Nursing.

Student Name: ___________________________________Tech ID #: _____________________

Identify areas that contributed to not continuing or not being successful in the nursing program (be as specific as possible):

Describe activities and actions that will be implemented to ensure future success:

Student Signature: ______________________________________   Date:  ________________
Review by Director of Nursing

Signature: ________________________________ Date: ________________

Action of the Admission Committee

_____ Accepted as written

_____ Accepted with the following changes:

_____ Denied (include reason for denial):

Signature of Committee Chair: ________________________________ Date: ________________
NORMANDALE COMMUNITY COLLEGE
Nursing Program
Student Classroom/Clinical/Lab Concern Form

Directions: This form is to be completed by the student regarding any experiences, observations, or concerns regarding the nursing program. It is a mechanism for students to begin the more formal process to express complaints or grievances within the program. Submit this form to course faculty or nursing program director.

Please be aware that talking with your professor resolves more concerns than doing nothing about it. Office hours are posted next to faculty office doors and are listed in the course syllabus. As a courtesy, make an appointment to see your professor at a mutually convenient time.

Students may also reference the Normandale Community College Student Academic Complaint/Grade Review Form and Policies on the Normandale website.

Student Name: _____________________________________ Tech ID #: _________________

E-mail Address: _________________________________________________________________

Complete Address: _______________________________________________________________

Phone Number(s): _______________________________________________________________

Concern: Be specific (Use dates, time, places, who, what, where, why, when, how. Be factual, accurate, and not emotional.)

Resolution sought: Explain exactly what you are seeking.

Student Signature: ______________________________________ Date: ___________________
CONFIDENTIALITY AGREEMENT

During your participation in nursing courses at Normandale Community College, you will likely be an observer of the performance of other individuals in managing medical events. It is also possible that you will be a participant in these activities. Due to the unique aspects of this form of training, you are expected to maintain and hold confidential all information regarding the performance of specific individuals and the details of specific scenarios.

By signing below, you acknowledge that you have read and understand this statement and agree to maintain the strictest confidentiality about any observations you may make about the performance of individuals and the simulation scenarios.

AUDIOVISUAL DIGITAL RECORDING

I am hereby informed that there may be continuous audiovisual digital recording of the simulation experiences and debriefing conferences. I consent to continuous audiovisual digital recording while I am in the simulation experiences. I understand that, unless authorized by me, I will NOT be specifically identified and that the recordings will be shown only for educational, research, or administration purposes. No commercial use of the audiovisual recordings will be made without my written permission.

I have read all of the above and agree to the terms under confidentiality of information and audiovisual digital recording.

Student Name (please print): ________________________________

Student Signature: ___________________________ Date: ____________
Please read each paragraph carefully and initial in the box that you’ve received the information.

Print Name: ___________________________________  Nursing Course________________

☐ I understand that the Simulation Center has audio/visual equipment that may be on and recording at any time. Further, I agree that any recording of me within the Simulation Center may be viewed only by Normandale Community College faculty. Recordings will not be used for any other purposes without the student’s further authorization.

☐ I understand that any substances used in the Simulation Center are NOT intended for human ingestion, inhalation, or application.

☐ I understand that all supplies, equipment, and furniture are the property of Normandale Community College and removal of any item without permission will be considered stealing and could result in suspension from the nursing program or legal action.

☐ I understand all information, actions and discussions in the Simulation Center are considered to be confidential and not shared with any other students unless permission has been given by an instructor. Breach of confidentiality could result in loss of professional points or suspension from the nursing program.

Signature: ___________________________  Date: ________________________

*This form must be reviewed and signed by the student prior to any learning activities in the Simulation Center
CONTRACT FOR TAKING AN EXAMINATION BEFORE THE SCHEDULED TIME

I, _____________________________________________ have been granted permission to write the _________________________ Examination for Nursing _______________ before the scheduled time. I will maintain the security of this exam by not sharing any information regarding the exam's content and items with any other individual and/or individuals (per NCC Nursing Program Student Handbook).

Student Signature: _________________________________

Instructor Signature: _______________________________

Date: _________________________________