

**ASSOCIATE DEGREE
NURSING PROGRAM
STUDENT HANDBOOK**

Fall 2009

Moraine Park Technical College

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Moraine Park Technical College

Associate Degree Nursing Program

Fall 2009 Student Handbook

The Associate Degree Nursing Program at Moraine Park Technical College reserves the right to initiate changes in the program as deemed necessary to maintain quality nursing education. Policy changes or exceptions are made only after Nursing Program review. Changes are communicated to students through newsletters from the dean and distributed through postings in each nursing lab.

The Associate Degree Nursing Program Student Handbook includes policies that are program specific. Students are also accountable for policies included in the MPTC Student Handbook and the MPTC Catalog.

Nursing Program Student Handbook Accountability Statement

As a student in the nursing program at MPTC, I have read and understand that I am responsible for knowing and following the contents of the most current Associate Degree Nursing Program Student Handbook. I understand that information contained in the handbook is subject to change and that I am responsible for adhering to policies in the handbook as well as those communicated via the dean newsletter and postings in the nursing lab at each campus. A current copy of the Associate Degree Nursing Program Student Handbook is located at MPTC's Library Web site at: http://www.morainepark.edu/nursing_handbook and it is linked in the Webliography of each nursing course.

Student's signature _____ **Date** _____

A copy of this form is to be turned in to your Nursing Fundamentals instructor by the second week of class. It will be placed in your permanent file.

TABLE OF CONTENTS

Introduction	1
Philosophy, Program Outcomes and Curriculum.....	4
Program Policies.....	13

SECTION 1

Introduction

Associate Degree Nursing Program Overview

The Moraine Park Technical College Associate Degree Nursing Program admitted its first class of students in 1980. The program of study is a two-year classroom, lab, and clinical education program of core nursing courses which prepares individuals for eligibility to take the licensure examination for Registered Nursing (RN). Students may also complete the first year of the program and “opt out” and be eligible for the licensure examination for Practical Nursing (PN). Licensed Practical Nurses who qualify for advanced standing may enter as a Progression student in the third semester. The statewide nursing curriculum is similar at all technical colleges in Wisconsin.

Accreditation

The Nursing Program is accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC), 3343 Peachtree Road NE, Suite 500, Atlanta Georgia, 30326, phone 404 975-5000 and is approved by the Wisconsin Board of Nursing. Moraine Park Technical College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, approved by the Wisconsin Technical College System and the Wisconsin Educational Approval Board for Veteran’s Training.

Acknowledgement

The Nursing Program is currently the recipient of a federal Department of Labor grant, the Community Based Job Training Grant. Grant resources are used for program personnel, simulation technology, student support, faculty professional development, and other areas of program support.

Articulation – Licensed Practical Nurse to Associate Degree Nurse

Articulation from LPN to ADN is available within the Wisconsin Technical College System (WTCS). See the LPN to ADN Progression section of the handbook for additional information.

Articulation – Associate Degree Nursing to BSN

MPTC's Associate Degree Nursing Program has articulation agreements with colleges and universities which enable the ADN graduate to earn advanced placement toward a Bachelor of Science degree in Nursing. See MPTC Web site for specific details.

Licensure

Upon completion of the program, the graduate is expected to submit an application and fees to the Wisconsin Department of Regulation and Licensing, Bureau of Nursing, and to the NCLEX-RN or NCLEX-PN. After successful completion of the examination, a license is granted to practice as a Registered Nurse or Practical Nurse in Wisconsin. Information on licensure in other states is available from the Wisconsin State Board of Nursing. Any graduating student with a prior felony conviction must request prior approval of their licensure from the Board of Nursing.

Nursing Faculty and Staff Location, Phone Numbers, and E-Mail

Dean	Kathy VanEerden	West Bend L151	kvaneerden@morainepark.edu	262-335-5757
Administrative Assistant	Kathy Hirschboeck	West Bend L161	khirschboeck@morainepark.edu	262-335-5710
Program Director	Mary Alsteens	Fond du Lac E128	malsteens@morainepark.edu	920-924-3256
Nursing Academic Support Specialist	Anne Kallas	West Bend	akallas@morainepark.edu	262-
Instructional Aides in Nursing Lab	Candy Meindel	West Bend L116	cmeindel@morainepark.edu	262 335-5738 920 924-3150
	Vacant	Fond du Lac E163	@morainepark.edu	
	Vacant	Beaver Dam K 305	@morainepark.edu	920 887-1442
Simulation Instructional Aide	Vacant	West Bend	@morainepark.edu	262-
Faculty				
	Mary Alsteens	Fond du Lac E128	malsteens@morainepark.edu	920-924-3256
	Penny Alt	Fond du Lac B108.3	palt@morainepark.edu	920-924-6323
	Cheryl Bauer	West Bend T202	cbauer@morainepark.edu	262-335-5711
	Joan Bolender	West Bend L103	jbolender@morainepark.edu	262-335-5744
	Linda Hackert	West Bend L103	lhackert@morainepark.edu	262-335-5780
	Pat Hrobsky	West Bend L103	phrobsky@morainepark.edu	262-335-5727
	Mary Krieger	West Bend L103	mkrieger@morainepark.edu	262-335-5721
	Cathi Lapp	Fond du Lac E152	clapp@morainepark.edu	920-924-3187
	Judy MacDonald	Fond du Lac E152	jmacdonald@morainepark.edu	920-924-3198
	Heidi Martin	Beaver Dam K105	hmartin@morainepark.edu	920-887-4412
	Marylou Mercado	West Bend L103	mmercado@morainepark.edu	262-335-5790
	Marilyn Muraski	West Bend L103	mmuraski@morainepark.edu	262-335-5784
	Vicki Nelson	Beaver Dam K105	vnelson@morainepark.edu	920-887-4413
	Teresa Ptaschinski	Beaver Dam K105	tptaschinski@morainepark.edu	920-887-1464
	Andrea Putz	Fond du Lac B108.8	aputz@morainepark.edu	920-924-6328
	Maggie Rentmeester	Beaver Dam K105	mrentmeester@morainepark.edu	920-887-4423
	Nikki Repp-Butzke	Fond du Lac E152	nrepp-butzke@morainepark.edu	920-924-3123
	Deb Schmitz	West Bend L103	debraschmitz@morainepark.edu	262-335-5847
	Carol Strysick	Beaver Dam K105	cstrysick@morainepark.edu	920-887-4421
	Melissa Vranak	Fond du Lac E128	mvranak@morainepark.edu	920-924-6444

Important Additional Information

Program and course information will be communicated to students via their Moraine Park Technical College e-mail address. IT IS IMPORTANT TO ACCESS YOUR MPTC E-MAIL FREQUENTLY. In addition, some communication regarding your current status as a student is through the mail so we must have your current address. It is the student's responsibility to notify Student Services regarding any change of address.

Anyone who has health problems/restrictions, specifically: back or lifting restraints, difficulty with fine motor skills, (especially lack of feeling in fingers), or lack of auditory or visual abilities necessary for observation and assessment in nursing care, should contact (for further clarification), an MPTC Learning Specialist.

State law mandates that an applicant to the Wisconsin State Licensure Board of Nursing who has a pending criminal charge or has been convicted of any crime or ordinance violation will be required to provide information on the charge to the Nursing Program. The College does not guarantee clinical placement; this is a decision made by clinical agencies following review of positive background check information. If you have any questions or concerns about this, talk to the Academic Support Specialist or Dean.

Based on federal law, MPTC cannot share any student's performance information with anyone but the adult student.

SECTION 2

Philosophy, Program Outcomes and Curriculum

Mission Statement/Introduction

The MPTC nursing faculty strive to provide a seamless curriculum, which is flexible and accessible for learners on a statewide basis. The statewide nursing curriculum was developed in response to the current and future workforce needs. Curriculum is ever changing, responding to new technology and knowledge and the evolving roles within nursing and health care. Prior learning, experience, and career mobility are valued and efforts are aimed at facilitating articulation between levels of nursing. Nursing has varying levels of education and scopes of practice. Information gathering within the community network that includes advisory committees, employers, and health care consumers enhances curriculum review and revision. The curriculum should also support multiple employment for its graduates and articulation with higher education programs.

Philosophy of Nursing

The faculty believes:

Nursing is the dynamic interpersonal goal-directed process that seeks to promote optimal health within the context of individuals, family, community, and society.

The concept of caring, which is central to nursing, is communicated through both attitude and action.

Nursing uses the nursing process, a problem-solving approach to provide holistic care to individuals, families, and groups within the health care system.

Nurses assess health and make clinical decisions to provide safe and effective nursing care according to standards of practice within the legal, ethical, and regulatory frameworks.

Nursing practice is based on its own body of knowledge.

Through collaboration with other health care professionals, nursing is responsive to the needs of the community across the health-illness continuum.

Health is a dynamic state of being, evaluated on a continuum, including physical, psychological, cultural and spiritual elements. While each element can be evaluated separately, the impact of all elements must be fused to describe health.

The person is a complex living being in which physical, psychological, cultural, and spiritual processes are in constant interaction. This constant interaction provides the person with the capacity for change. Each person is unique; however, all individuals share similar human responses. The person has inherent worth and dignity and is the focus of nursing practice. Each individual has a right to self-determination in matters of health and well-being and deserved high-quality nursing care.

Community is comprised of the social, emotional, physical, cultural, and environmental influences that affect individuals, families, and groups. The nurse manages care in the context of community and influences health care policy and systems.

Philosophy of Nursing Education

The faculty believes:

- Nursing education is the process that enables learners to achieve knowledge and skills appropriate to their level of nursing practice.
- Seamless nursing education, integrating general education, takes place in institutions of higher learning.
- Using performance-based instruction, faculty members assist learners in acquiring knowledge, skills and values required for the discipline of nursing.
- Individuals are responsible for their own learning.
- Faculty and learners create an environment, which stimulates curiosity, creativity, and growth while fostering feelings of respect, worth, and dignity.
- Nursing education seeks to promote critical thinking, communication, problem solving, cultural diversity, quantification skills, and use of information and science technology.
- Learning is a continuous, goal-directed process that results in measurable change.
- Learning occurs best when individuals are active participants in the teaching/learning process.
- Faculty and learners share accountability for assessment and evaluation of learning.
- Learning increases when application and practice occur in various settings.
- Ongoing evaluation, based on measurable behavioral outcomes, is an essential and dynamic part of the teaching/learning process.
- Evaluation of learner and graduate performance facilitates continuous improvement of the seamless, statewide nursing curriculum.

Philosophy of Associate Degree Nursing

The faculty believes that the registered nurse prepared at the Associate Degree level:

- Practices nursing according to the Wisconsin Nurse Practice Act and Standards of Practice.
- Collaborates as a member of a multi disciplinary team to ensure quality client care.
- Practices within a hierarchy of nurses from different education levels.

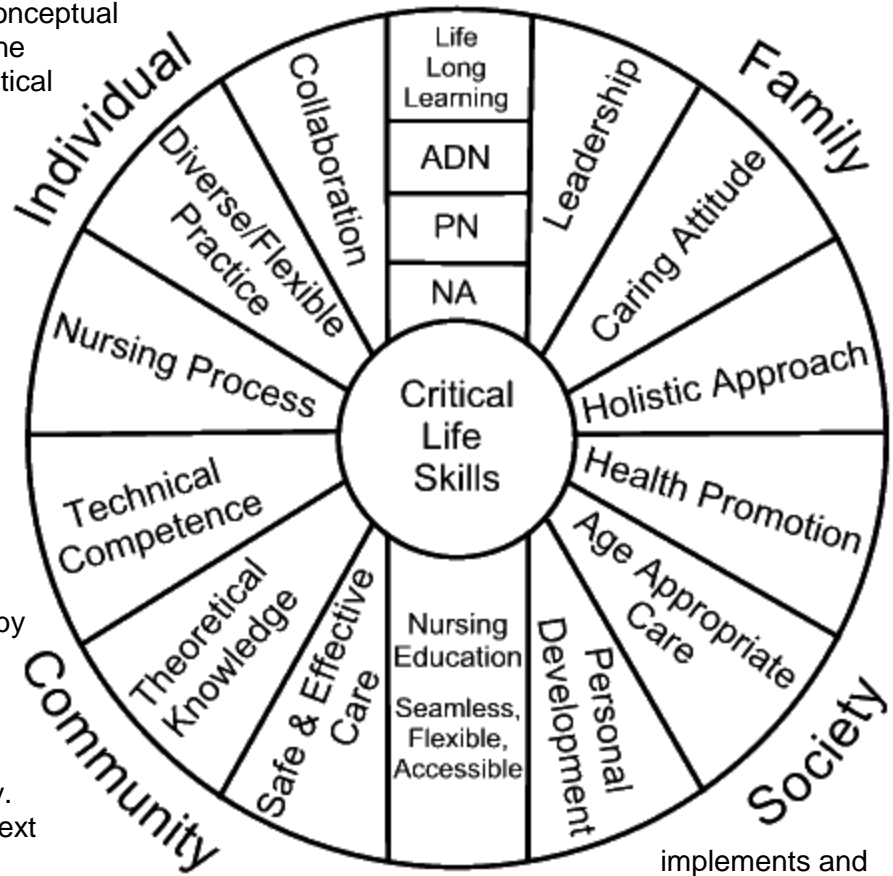
Philosophy of Practical Nursing

The faculty believes that the practical nurse:

- Practices nursing according to the Standards of Practice for Licensed Practical Nurses specified in the Wisconsin Nurse Practice Act.
- Participates as a member of the multi disciplinary team under the supervision of the registered nurse, or under the direction of a physician, podiatrist, or dentist.
- Practices under the supervision of a hierarchy of nurses from different educational levels.

Conceptual Framework for the Wisconsin Technical College System (WTCS) Statewide Nursing Curriculum

- The wheel depicts the conceptual framework. The hub of the wheel represents the Critical Life Skills that are considered to be the foundation of personal and professional development of students. The spokes of the wheel represent the integral aspects of nursing practice.
- The two large vertical spokes of the wheel represent nursing education. It is depicted as a seamless, flexible process that is fostered by life-long learning.
- Surrounding the wheel are individuals, families, communities and society. This represents the context within which the nurse manages healthcare



implements and

Program Outcomes

Nursing Program Outcomes--Year One

At the conclusion of Semester 2 the student will:

- Adhere to standards of practice within legal, ethical, and regulatory frameworks of the licensed practical nurse.
- Use effective communication skills incorporating lifespan considerations.
- Assist with health assessment of individuals, families, and groups across the lifespan.
- Participate in clinical decision making within the LPN scope of practice.
- Provide safe, caring interventions with diverse populations.
- Use principles of teaching and learning processes to reinforce teaching plans recognizing lifespan considerations.
- Work cooperatively to provide holistic care.
- Under supervision, manage and direct care within and across health care settings according to established protocols.

Nursing Program Outcomes--Year Two

At the conclusion of the Associate Degree Nursing Program, the student will:

- Adhere to professional standards of practice within legal, ethical, and regulatory frameworks of the registered nurse.
- Use effective communication skills incorporating lifespan considerations.
- Assess health of individuals, families, and groups across the lifespan within the context of the community.
- Make clinical decisions to assure effective nursing care.
- Provide safe, caring interventions with diverse populations.
- Use teaching and learning processes to promote and restore health incorporating lifespan considerations.
- Collaborate with others to respond to the needs of individuals, families, and groups across the health-illness continuum.
- Manage care to facilitate continuity within and across health care settings.

Curriculum

The Associate Degree Nursing curriculum is designed to reflect ongoing changes in the nursing profession. Content is organized to build on previous experience and learning. Nursing courses are sequential and built on knowledge acquired in the required general education and science courses. The goal of the curriculum is to meet the identified program outcomes.

Based on student abilities and time constraints, the student may choose to change from full-time status to part-time status or from part-time status to full-time status. Flexing from part-time status to full-time status requires a written request to the dean and will be dependent upon space availability.

Students are accountable for the program curriculum that is in place when taking their first core nursing course (543-101 Nursing Fundamentals). Copies of the curriculum and course descriptions are available at www.morainepark.edu and in the College Catalogue.

Moraine Park Technical College Core Abilities and Indicators

MPTC has identified seven essential skills that are key to an individual's employment success. Students develop these core abilities and are responsible for their application. The MPTC core abilities and indicators include:

- | | |
|---------------|--|
| Core Ability: | WORK COOPERATIVELY |
| Indicators: | <ul style="list-style-type: none"> <input type="checkbox"/> Complete assigned tasks for team/group work. Use collaborative strategies to complete tasks. <input type="checkbox"/> Exchange information, ideas and opinions in a team/group setting. <input type="checkbox"/> Show evidence of respect for diversity. |
| | |
| Core Ability: | ACT RESPONSIBLY |
| Indicators: | <ul style="list-style-type: none"> <input type="checkbox"/> Complete assigned tasks according to prescribed deadlines. <input type="checkbox"/> Complete assigned tasks according to prescribed criteria. <input type="checkbox"/> Adhere to established attendance criteria. |
| | |
| Core Ability: | VALUE SELF POSITIVELY |
| Indicators: | <ul style="list-style-type: none"> <input type="checkbox"/> Adapt hygiene and appearance to requirements of work and educational environment. <input type="checkbox"/> Identify personal strengths and areas for improvement. |
| | |
| Core Ability: | THINK CRITICALLY AND CREATIVELY |
| Indicators: | <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish between fact and opinion <input type="checkbox"/> Synthesize information from a variety of sources. <input type="checkbox"/> Use problem-solving and decision-making strategies. <input type="checkbox"/> Apply global perspective to decisions and actions. |
| | |
| Core Ability: | COMMUNICATE CLEARLY |
| Indicators: | <ul style="list-style-type: none"> <input type="checkbox"/> Use biasfree language. <input type="checkbox"/> Use language that is free of obscenities. <input type="checkbox"/> Apply listening skills. <input type="checkbox"/> Apply standard rules of language structure including grammar, spelling and punctuation. |
| | |
| Core Ability: | WORK PRODUCTIVELY |
| Indicators: | <ul style="list-style-type: none"> <input type="checkbox"/> Complete assigned tasks according to established conditions. <input type="checkbox"/> Evaluate work using established criteria. |
| | |
| Core Ability: | LEARN EFFECTIVELY |
| Indicators: | <ul style="list-style-type: none"> <input type="checkbox"/> Use resources to meet learning needs. <input type="checkbox"/> Organize information. <input type="checkbox"/> Produce evidence of learning. |

Functional Ability Categories

Students review and sign a document stating that they meet or exceed functional abilities prior to core courses. If an accommodation plan is needed, this may be developed prior to core courses by working with a MPTC Learning Specialist who is located at each campus.

List of Functional Abilities and Indicators

Gross Motor Skills:	<ul style="list-style-type: none"> Move within confined spaces Maintain balance in multiple positions Reach above shoulders (e.g., IV poles) Reach below waist (e.g., plug electrical appliance into wall outlet) Reach out front
Fine Motor Skills:	<ul style="list-style-type: none"> Pick up objects with hands Grasp small objects with hands (e.g., IV tubing, pencil) Write with pen or pencil Key/type (e.g., use a computer) Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe) Twist (e.g., turn objects/knobs using hands) Squeeze with finger (e.g., eye dropper)
Physical Endurance:	<ul style="list-style-type: none"> Stand (e.g., at client side during surgical or therapeutic procedure) Sustain repetitive movements (e.g., CPR) Maintain physical tolerance (e.g., work on your feet a minimum of 8 hours)
Physical Strength:	<ul style="list-style-type: none"> Push and pull 50 pounds (e.g., position client, move equipment) Support 50 pounds of weight (e.g., ambulate client) Lift 50 pounds (e.g., pick up a child, transfer client, bend to lift an infant or child) Carry equipment/supplies Use upper-body strength (e.g., perform CPR, physically restrain a client) Squeeze with hands (e.g., operate fire extinguisher)
Mobility:	<ul style="list-style-type: none"> Twist Bend Stoop/squat Move quickly (e.g., response to an emergency) Climb stairs Walk
Hearing:	<ul style="list-style-type: none"> Hear normal speaking-level sounds (e.g., person-to-person report) Hear faint voices Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes) Hear in situations when not able to see lips (e.g., when masks are used) Hear auditory alarms (e.g., monitors, fire alarms, call bells)

- Visual:** See objects up to 20 inches away (e.g., information on computer screen, skin conditions)
See objects up to 20 feet away (e.g., client in room)
Use depth perception
Use peripheral vision
Distinguish color and color intensity (e.g., color codes on supplies, flushed skin/paleness)
- Tactile:** Feel vibrations (e.g., palpate pulses)
Detect temperature (e.g., skin, solutions, equipment)
Feel differences in surface characteristics (e.g., skin turgor, rashes)
Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks)
Detect environmental temperature
- Smell:** Detect odors (e.g., foul-smelling drainage, alcohol breath, smoke, gasses or noxious smells)
- Environment:** Tolerate exposure to allergens (e.g., latex gloves, chemical substances)
Tolerate strong soaps
Tolerate strong odors
- Reading:** Read and understand written documents (e.g., flow sheets, charts, graphs)
Read digital displays
- Math:** Comprehend and interpret graphic trends (e.g., vital signs)
Calibrate equipment
Convert numbers to and from metric, apothecaries', and American systems (e.g., dosages)
Tell time (digital and analog)
Measure time (e.g., count duration of contractions, CPR, etc.)
Count rates (e.g., drips/minute, pulse)
Read and interpret measurement marks (e.g., measurement tapes and scales)
Add, subtract, multiply and/or divide whole numbers
Compute fractions and decimals (e.g., medication dosages)
Document numbers in records (e.g., charts, computerized databases)
- Emotional Stability:** Establish professional relationships
Provide client with emotional support
Adapt to changing environment/stress
Deal with the unexpected (e.g., client condition, crisis)
Focus attention on task
Cope with own emotions
Perform multiple responsibilities concurrently
Cope with strong emotions in others (e.g., grief)

Analytical Thinking:	<ul style="list-style-type: none"> Transfer knowledge from one situation to another Process and interpret information from multiple sources Analyze and interpret abstract and concrete data Evaluate outcomes Problem solve Prioritize tasks Use long-term memory Use short-term memory
Critical Thinking:	<ul style="list-style-type: none"> Identify cause-effect relationships Plan/control activities for others Synthesize knowledge and skills Sequence information Make decisions independently Adapt decisions based on new information
Interpersonal Skills:	<ul style="list-style-type: none"> Establish rapport with individuals, families and groups Respect/value cultural differences in others Negotiate interpersonal conflict
Communication Skills:	<ul style="list-style-type: none"> Teach (e.g., client/family about health care) Influence people Direct/manage/delegate activities of others Speak English Write English Listen/comprehend spoken/written word Collaborate with others (e.g., health care workers, peers) Manage information (process and convey information verbally and in writing)

SECTION 3

Associate Degree Nursing Program Policies

Admission and Transfer Into the Nursing Program

A student seeking admission through transfer from another program or advanced standing shall meet the criteria required of the regularly enrolled students.

Nursing Program Acceptance Required For Nursing Course Enrollment

Students who independently enroll in nursing courses without first being accepted into the Nursing program will be asked to withdraw. Students who complete 543 nursing courses without Nursing program admission will be required to retake the course(s).

Progression Student Admission Requirements

In addition to ADN admission requirements, progression students seeking entry to core nursing classes are required to document a minimum of 2,080 hours of practice as an LPN within the last two years, have current LPN licensure in Wisconsin, and complete the Bridge to ADN course.

Slot-In/Transfer Students

Slot-in/transfer students are accepted only on a space-available basis with a letter of good standing in the Nursing program from the dean of their current nursing program. Students seeking admission through transfer from another program or advanced standing shall meet the criteria required of the regularly enrolled students.

Non-Moraine Park Nursing Student Enrollment in Nursing Courses

Non-Moraine Park nursing students are only allowed to register for theory courses if a letter of good standing is received from the dean of their current nursing program and space is available. Non-Moraine Park students are not allowed to enroll in skills or clinical courses at the College.

Advanced Standing

Advanced standing is available by credit transfer, examination or work experience as specified in the Moraine Park Technical College policy.

Campus-Based Nursing Programs

Nursing students will be admitted to one of the three MPTC campuses and will enroll in 543 courses at that campus for the duration of their nursing education.

Students identify their preferred site for classes. Beaver Dam, Fond du Lac and West Bend are sites at which the ADN program is offered. When students are notified of admission to core nursing classes, they are told of their program site. Theory and skills classes will be offered to students at the identified site. When possible, clinical courses will also be offered at the cohort site; however, from time to time it may be necessary for the Nursing program to slot students into clinical sites at other locations. Students who change their program status (full-time to part-time, or vice versa), withdraw from courses, or receive NC or incomplete grades will be offered classes with available openings; in these cases, the College does not have an obligation to offer classes at a designated site.

Clinical Assignments

- Unless initiated by the Nursing program, changes in enrollment in clinical courses will not be allowed within three to four weeks of the start of the clinical class.
- The nursing student should direct clinical concerns to the nursing instructor.
- There may be extra expenses associated with clinical placements, such as travel, etc.

Grading Policy

To successfully complete a nursing course, a student must earn a grade of C or above. Performance Assessment criteria for each nursing course is specified in the course module. Students will receive a course grade based on these criteria.

Nursing courses are considered obsolete after three years with no activity in 543 courses. The three year timeframe is determined from the date of completion of a 543 course and date seeking readmission to the nursing program. Should a student wish to reenter the Nursing program, a readmission process to the program must be initiated.

Grade Equivalents Include:	A	94 - 100
	B	87 - 93
	C	80 - 86
	N/C	Below 80

The grading plan for each course identifies the evaluation standards for graded activities. Graded activities will be rounded to the nearest tenth. The final course grade is rounded to the nearest whole number. A final grade of 80 percent or better is needed to successfully complete a course.

Exams: All course competencies must be met in order to successfully complete nursing courses. An average score of 80% or better must be achieved on course exams in order to successfully complete nursing courses.

Clinical: All clinical competencies or learning objects on the Clinical Evaluation must be achieved with a C (80%) or better by the end of the clinical or an NC will be given for the clinical. A pattern of unsafe clinical behaviors will lead to an NC in clinical. Absences from clinical may lead to student's inability to demonstrate clinical competency at a C or 80% level.

ANY STUDENT DISPLAYING BEHAVIOR THAT SERIOUSLY THREATENS THE MENTAL OR PHYSICAL SAFETY OF CLIENTS, STAFF, PEERS, INSTRUCTOR, OR SELF WILL BE PREVENTED FROM CONTINUING IN THE CLINICAL COURSE AT THAT TIME AND/OR THE NURSING PROGRAM. A GRADE OF NC WILL RESULT IN THE COURSE UNLESS THE STUDENT WITHDRAWS FROM THE COURSE.

Student Progress Policy

Student progress is monitored frequently by faculty. A Student Progress Memo is used to communicate a concern to a student. This does not mean that a student will be unsuccessful in the course; instead, it is a vehicle to communicate a concern and to identify how the student may improve.

Faculty initiate the Student Progress Memo and then notify the student and meet with the student. The Memo is completed. A plan for success is documented. Copies are routed to the instructor, student, and Dean. Areas of concern may also be communicated to the Academic Support Specialist, Counselor, Student Learning Specialists, and other nursing faculty and support staff as appropriate. This communication will allow staff members to assist the student in meeting the requirements and resolving the areas of concern. Please see the following page for a copy of the Progress Memo form.

Unsuccessful remediation of the concern identified in the Student Progress Memo will result in a course grade of NC.

The Progress Memo will be kept in the student's records while enrolled in the Nursing Department. When the student completes the program, "Progress Memos" are not included as a part of the permanent student record.

If the student requires skills remediation, the instructor completes the Instructor Request Form for Nursing Lab Skills and routes one copy to the student, one to the nursing lab, and one to the instructor. The lab staff signs the form after the student follows up and it is returned to the instructor.



**Associate Degree Nursing with Practical Nursing Exit Program
Student Progress Memo**

Student Name:

Date:

Course/Course Number:

Instructor:

Instructor's Area(s) of Concern:

Instructor Recommendations and Plan for Student Success:

Student Plan for Success/Student Comments:

Recommendations to be completed by (specify date):

Instructor Signature;

Date:

Student Signature

Date:

Recommendations completed (specify date):

Instructor Signature: _____ Date:

Student Signature: _____ Date:

Nursing Course Withdrawal

If a student withdraws passing at any time in a course, the student will receive a W on his or her records. A student who withdraws before or at the halfway point of a nursing course and who is passing or failing at the time of the withdrawal, will receive a W on his or her records. A student who withdraws after the halfway point of the course, and is failing at the time of the withdrawal, will receive a failing grade (NC) on his or her records, and may only repeat the failed nursing course once.

Any student who withdraws from or receives an unsatisfactory grade in any nursing course, will be required to repeat the course before proceeding in the program. Students who withdraw from a course prior to the halfway point with unsatisfactory performance or a grade of less than a C, and/or students who earn an NC in a 543 nursing course, may need to complete required remediation prior to course re-enrollment, assuming that the student has not earned NCs in two or more nursing courses. Before reentering the student must verify completion of the remediation requirements identified on the Progress Memo.

Any student who has been out of clinical nursing courses for one year will be required to complete the Skills Mastery prior to re-entry.

Repeating Nursing Courses

If a student does not successfully complete a nursing course due to a withdrawal or a grade of N/C, that student may reenroll in that course only once.

If a student is unsuccessful in a repeated course or if a student is unsuccessful in a subsequent course, enrollment a third time will be denied, and that student may not progress in the program. An application for the readmission process may be initiated. See section on MPTC Health Science and Child Care Readmission Process.

The readmission process is not an option after the third failure of a 543 course. Students who are unsuccessful in pursuing the re-enrollment process will not be allowed to continue in the Nursing program. If the student would like to pursue re-admission to the program, they may do so; however, all 543 nursing courses will need to be repeated and the student must adhere to the acceptable time limit for other courses as noted in the nursing handbook. Please refer to the readmission process information below.

This policy will not apply to course withdrawals that occur when a student decides to withdraw within the first half of the course.

Moraine Park Technical College Health Science and Child Care Readmission Process

- Readmission Policy statement

A student will not be allowed to continue in a Health or Child Care program if the student withdraws after the midpoint of a course or receives a failing grade (N/C) twice in the same core/program course or in two different core/program courses. The student is considered ineligible and must apply for a program waiver through the Health Science and Child Care Readmission Waiver Review Committee. It is the student's responsibility to withdraw from continuing courses that he/she is registered for but is ineligible to take.

- Application for Waiver of above policy

- If a student is no longer eligible to continue in a Health or Child Care program at Moraine Park, and wishes to request a Waiver for readmission, it is necessary to apply for a Readmission Waiver Review.
- The Health Science and Child Care Readmission Waiver Review Committee is composed of the Deans of Health Sciences and Public Services. The Dean responsible for the student's program will not have a vote in the decision. An MPTC counselor may also be in attendance as a non-voting committee member.
- The Health Science and Child Care Readmission Waiver Review Committee will meet four times a year at dates and locations to be determined; this information will be communicated to students by the Program Director.
- A letter requesting a Waiver to the Readmission Policy must be submitted to the appropriate Dean on or before the **Friday before the requested meeting date and must include:**
 - Your name and identifying information to include your address, current phone number and student ID number.
 - Name of the courses involved with dates
 - Reason for the withdrawal and/or unsatisfactory grades in **both** courses.
 - Actions taken or planned to resolve or correct the unsatisfactory performance. **Be specific in describing these actions.**
 - Written recommendation(s) from a current or previous Moraine Park program instructor (within one semester).
- Student will be required to present their case **in person** at the Readmission Waiver Review Committee meeting.
- A letter from the Committee will be sent to the student including the Committee's decision and any recommendations.
- If the student wishes to appeal the decision of the Readmission Waiver Review Committee they must submit their appeal in writing within 10 days of receipt of the decision to the Vice President of Teaching and Learning.

Program Progression

Students may not be allowed to progress in the program for any of the following reasons:

- Unsatisfactory academic performance
- Violation of nursing ethics and/or safety standards
- Unethical behavior in the college or cooperating agencies
- Please refer to the American Nurses' Association Code for Nurses, the Rules of Conduct from the Wisconsin Administration Code, and the Moraine Park Technical College conduct policies.
- Failure to abide by the policies of the school, the ADN program or cooperating agencies.

Grade Appeals Procedure (College-wide Policy, see Student Information Handbook for detailed procedure)

Should a student wish to contest a final course grade, the student should use the following procedure:

1. Attempt to resolve informally with the instructor.
2. Consult appropriate dean.
3. Appeal in writing to the Vice President - Academics and Economic Development who will determine if the appeal merits consideration and review by the Appeals Board. The decision of the Appeals Board shall be final.

Academic Student Conduct (College-wide Policy, Student Information Handbook)

Academic Misconduct

Instructors are responsible for familiarizing students with the rules associated with academic integrity. Students have an obligation to conduct their academic work according to College standards. Students also have a right to expect that they will be graded fairly and have the right of due process procedures should they be charged with academic misconduct. Academic misconduct subject to disciplinary sanctions includes, but is not limited to:

Cheating

- Possessing and/or using resources, notes, study aids, information or materials while taking any quiz, test or exam. These resources may be written or electronic in nature.
- Allowing another person to do one's work and submitting that work under one's own name.

Plagiarism

- Seeking to claim credit for the work or efforts of another without authorization of citation.
- Purchasing of term papers and submitting in whole or in part to meet course requirements.

Unfair Advantage

- Damaging, destroying or erasing the academic work of others.
- Stealing, damaging, defacing, destroying or concealing library materials with the purpose of depriving others of their use.
- Intentionally obstructing or interfering with another student's academic work.

Collusion

- Assisting other students in cheating, falsifying information or plagiarizing.
- Providing false information in connection with an inquiry regarding academic dishonesty.
- Engaging in conduct aimed at making false statements of a student's academic performance.

Falsification of Records and Official Documents

- Forging signatures or falsifying information on academic documents or records.
- Altering documents affecting academic records.
- Presenting or making use of false documentation

Unauthorized Use

- Downloading, storing and/or sharing nonacademic information/videos on student's home directory.
- Using electronic or other devices to make an audio or video record of any instructional activity or academic material unless authorized by the College.
- Using another student's home directory for any purpose.

Sanctions

Faculty members with direct personal knowledge of the academic misconduct of students have the authority to impose the following penalties. Based on the evidence and the severity of the misconduct, instructors may:

1. Issue an oral reprimand.
2. Give a written reprimand presented only to the student.
3. Require an assignment or assignments or repeat the work that is graded on its merit.
4. Issue a lower or failing grade on the particular assignment or test in question.
5. Lower the grade in the course.
6. Submit a failing grade (NC) in the course.
7. Remove the student from the course in progress.

One or more of the disciplinary sanctions listed may be imposed. If the severity of the academic misconduct is deemed to be serious or extreme, the faculty member may recommend additional disciplinary action and shall make a recommendation to the Registrar.

Procedures

When an instructor believes that a student has engaged in academic misconduct, the instructor will schedule a conference with the student to review evidence and give the student an opportunity to reply. If it is determined that academic misconduct did not occur, the matter is considered resolved. If it is determined that academic misconduct occurred, the instructor will prepare a letter that will contain: (1) a description of the misconduct, (2) the sanction recommended, (3) a notice of the student's right to appeal the decision to the Student Conduct Committee and (4) a copy of the procedures. The letter will be delivered to the student by the instructor or through certified, receipt-requested mail. The instructor will forward all relevant information concerning the meeting/incident to the Registrar's Office. The Registrar will review the information and determine if additional disciplinary action is warranted, including suspension and/or expulsion.*

* Moraine Park Student Handbook

Conduct Policy

Nursing students are preparing for a discipline that has standards of conduct for its members. Both the professional code of ethics and Chapter N 7, "Rules of Conduct," of the **Wisconsin Administrative Code - Rules of Board of Nursing** identify desirable conduct for nurses. Nursing students are expected to conduct themselves in a manner consistent with these standards.

Responsible Conduct

Information regarding the client must be referred to the instructor or other designated person. Confidentiality must be maintained at all times in regard to client records and other information obtained in the clinical area. Students will adhere to HIPAA standards.

Discussion of a client's condition or personal affairs is confidential and will only be held in the presence of the client, the client's family, nursing staff, and instructor. Students shall not give information concerning client's or hospital/agency news to newspaper reporters, lawyers, photographers, or others not connected with the clinical agency. Inquiries will be referred to the appropriate agency staff.

Students are discouraged from continuing relationships (by letter) phone call, or visit) with clients whom they have been assigned to care for in the various clinical areas. Students are also discouraged from returning to visit the clinical area once they have completed a clinical rotation.

When an Incident Report is filled out in the clinical setting which involves a student, the instructor and the dean will be notified. A copy of the Incident Report will be sent to the Dean within 24 hours.

Students are responsible for keeping all documents related to criminal background checks and will need to supply them as needed throughout the program.

Unacceptable Conduct

Unacceptable conduct of the nursing student included, but is not limited to the following:

- Revealing confidential client information inappropriately.
- Refusing to provide care to a client because of the client's race, color, sex, religion, age, beliefs, or handicaps.
- Failing to acquire and maintain competence in clinical competencies and methods of nursing appropriate for the level of the nursing student.
- Abusing a client, physically or mentally, by conduct such as striking a client, improperly confining a client, swearing, or cursing a client.
- Falsifying client's records or reports.
- Consuming alcohol and/or other drugs so that such use impairs ability to safely provide client care.
- Failure to safeguard the client from incompetent or unethical health care provided by another person. Such incidents are to be reported to the appropriate supervisor/instructor.
- Destroying or stealing property belonging to the client, clinical agency, instructor, school, or another student.
- Submitting other's academic work as one's own; plagiarizing.
- Cheating on examinations.

- Assisting other students with cheating.
- Threatening, harassment, intimidation, or physical aggression of peers or instructors.
- Disrupting class time in such a way that learning is compromised for fellow students. This abuses valuable class time, by talking and laughing in small groups, and interferes with the instructor's ability to convey course information.

Procedures for solving academic and nonacademic student conduct conflicts are outlined in the Moraine Park Technical College Student Handbook. Each student receives a copy of the Moraine Park Technical College Student Handbook upon admission or they can be obtained at the front office.

Absenteeism

Absence from class will be addressed by the instructor. During course orientation, each instructor will inform students of the procedure for reporting absence. If the student is absent for more than three consecutive clinical days due to illness, the student must give the instructor a physician's written statement that the student's health is acceptable to return to clinical.

Dress Code

At all times, the student dress will be in accordance with the dress code of the health care agency.

The student uniform consists of a Moraine Park lab coat and name pin to be purchased from the bookstore. The name pin must be worn with the lab coat. The lab coat is worn over a standard nursing uniform consistent with agency dress codes. Some clinical settings require wearing an agency uniform, but the name pin must be worn at all times in accordance with agency policy. A professional appearance precludes the wearing of advertisement or other wording that can be read through the lab coat.

The instructor for each course will inform the student of the attire appropriate for the specific clinical agency.

Students are expected to be well-groomed in accordance with agency policy and may require that long hair be tied back when in uniform.

A watch (with second hand) and wedding ring are the only jewelry permitted when in uniform.

Guidelines for other jewelry will reflect the policy of the clinical agency.

Nail polish may not be allowed to be worn in clinical in accordance with agency policy
Fingernails will be cut to a safe length; not to extend beyond the fingertips. No artificial nails are allowed.

No perfume or aftershave will be worn in clinical. Only deodorant will be allowed.

Facial hair will be groomed appropriately to maintain standards of sanitation and according to agency policy.

Cell Phone Use

Cell phones are **not** allowed in the classrooms, clinical and/or clinical lab, except for emergency use.

Ringer **must be** turned off at all times, except when prior permission has been granted by the instructor.

If such permission has been granted, and an emergency call is received, it is expected that the student will leave the classroom to answer the call.

Text messaging during class, clinical, or lab is not permitted.

Licensure

An arrest and conviction record may prevent a student from being eligible to obtain a nursing license under Wisconsin Statutes.

If accused and/or convicted of a municipal ordinance violation or accused and/or convicted of a felony crime, it may prevent eligibility to obtain a nursing license under Wisconsin Statutes 111.321, 111.322 and 111.335. It does not necessarily mean exclusion from taking the National Council Licensure Exam for RN, but specific guidelines are required. Court records will be reviewed by the legal council of the Board of Nursing.

Upon satisfactory completion of the Associate Degree Nursing program, application and certification of graduation must be sent to the Wisconsin Department of Regulation and Licensing in Madison before the (NCLEX) National Council Licensure Exam. A temporary work permit may be requested from the Department of Regulation and Licensing, and it will be issued once the certificate of graduation is on file. The certification cannot be submitted until the applicant has actually graduated from the nursing program. The certification of graduation must be sent directly from the school on behalf of each exam applicant [N2.04(3) Board of Nursing Wisconsin Administrative Code].

Graduation

A student who has not completed all program requirements will not be issued the diploma until completion of all requirements. Certification of Completion will not be submitted to the Department of Regulation and Licensing nor will a diploma be issued.

The student may, if so desired, participate in the all-school graduation ceremony scheduled in May.

Guidelines for Nursing Papers

Nursing papers will adhere to the guidelines as set forth in the Publication Manual of the American Psychological Association, latest edition.

For Internet sources, refer to Electronic Reference Formats Recommended by the American Psychological Association at: www.apa.org/journals/webref.html#Databases

Collaborative Testing

Collaborative testing may be used in nursing courses in addition to individual testing. First, the student individually completes an exam and submits it to the instructor. Next, students are randomly placed in groups of 2-4 by the instructor. Each group is given the exam and one Scantron for completion by the group in a designated time period. The group Scantron is scored by the instructor, and collaborative points are awarded and added to the student's original exam score as follows:

- all correct: 2 points
- 1 wrong: 1.5 points
- 2 wrong: 1 point
- 3 wrong: 0.5 point

Health

The ADN Advisory Committee will be consulted for advice on student health policies and procedures. Students will follow current immunization and TB testing guidelines.

Personal emergency medical care needed by the student on the clinical unit is to be given by the agency health service, at the student's expense. The student will report incidents to the instructor in the clinical area as soon as possible.

All students are expected to provide their own health insurance.

Students with suspected communicable illness may not be permitted in clinical settings at the discretion of the instructor and in accordance with agency protocols.

Participation in this educational program may present special risks to pregnant students. Pregnant students are strongly advised to obtain from the College whatever additional information they or their medical providers reasonably need to properly evaluate the risks of participation.

Hazards and Risks

Persons working in health care facilities are exposed to some occupational hazards. It is important that persons considering a health career be aware of possible risks associated with these occupations before a decision on a career is made.

While you are a student at Moraine Park Technical College, your instructors will teach you procedures and techniques (some involving protection garments or equipment) to prevent or minimize these risks. However, only you can consistently follow these preventative precautions to protect yourself. This is your responsibility!

All health careers include these risks:

- Muscle strain/back injury – from lifting and moving patients/residents/clients and/or equipment
- Stress illnesses – from long hours of standing or walking, PM or night shifts, minimal breaks, life and death situations, etc.
- Inflicted wounds – from instruments, broken glass, needle points, and equipment
- Electrical injuries – from equipment “shorts” or misuse

- Falls – from slipping on wet floors, tripping over cords, use of step stools, etc.
- Contact with infectious diseases, including AIDS and hepatitis
- Allergic reactions – due to use of chemical solutions, treated papers/fabrics/latex, etc.
- Burns – equipment, fire, heat, or chemical burns
- Needle injuries
- Chemicals or microorganism contamination
- Eye injuries from splashes (if eye protection equipment is not used)
- Injuries due to combative patient/resident/client behavior

NOTE: There may be additional health hazards and risks not listed here. This handout lists only common risks and is not meant to be all-inclusive. As a Moraine Park student, you are expected to recognize possible hazardous situations and to take measures to assure your own safety. If at any time you question the safety of a situation, please contact your instructor and seek advice.

Accidents - First Aid

All accidents/injuries occurring on school property or at clinical sites are to be reported immediately. Accident reports are to be completed and submitted to the Vice President- Finance and Facilities as soon as possible and no later than 24 hours after the accident. The report should be signed by the injured, the person in charge and any witness to the accident. Bills incurred as a result of an accident are the responsibility of the student.

Liability Insurance

Any student of **Moraine Park**, while acting within the scope of her/his duties as an Associate Degree Nursing student, is covered under liability insurance carried by Moraine Park and paid for by the student.

Caregiver Law

- On October 1, 1998, a law went into effect requiring criminal background checks on individuals who provide care, safety and security of children and adults and for those who have access to people who receive care.
- Wisconsin has identified specific crimes and offenses that will bar or limit individuals from employment in the health care or child care fields or prohibits them from obtaining a license or certification.
- Moraine Park Technical College's health-related and child care-related programs are affected, because we have clinical and/or internship agreements with the providers affected by the legislation. This new law includes students as contracted care providers.
- The semester before you register for your first clinical or internship, you must have completed a Background Information Disclosure form and have obtained the results of the Wisconsin Criminal History Single Name Records Request.
- The clinical/internship facility in which you would potentially be placed would expect such a check to have been completed prior to the start date of your clinical.

- Criminal history checks will include: (a) a criminal history search from the Wisconsin Department of Justice, (b) a review of records kept by the Department of Health and Family Services for any substantiated findings of abuse or neglect and license restrictions and denials, and (c) a status check of professional licenses and credentials through the Department of Regulation and Licensing.
- Based on the information obtained, or if you disclose an arrest or conviction that does not appear on the criminal history check, you may need to follow up with additional research to obtain disposition information, including conviction records from the appropriate jurisdiction such as Clerks of Court, Tribal Courts, out-of-state criminal courts, relevant military records and county or other local records. You may also have to request a rehabilitation review.
- If you have lived in Wisconsin less than three years, you must also request a criminal background check from the state or states in which you did reside during this three-year time frame.
- If you have been discharged from the military in the past three years, you must obtain a copy of the discharge papers.
- Based on the information obtained in the Background Information Disclosure form and/or the Criminal history check, a student may not be allowed to participate in clinical/internship activities. As a result, the student may not be able to complete a program. Advice to other occupational options will be provided.
- Moraine Park Technical College may not be able to find a clinical/internship site or may have to remove students from a clinical site because of information contained or reported in the Background Information Disclosure form and/or the criminal history check results. Updated Background Information Disclosure forms will be completed by students prior to each clinical semester.

Additional information, including the current list of crimes that may bar an individual from being a health care or child care provider, may be obtained by contacting Student Services or the Department of Health and Family Services at their Web site: www.dhfs.state.wi.us