COE COLLEGE

NURSING DEPARTMENT

2026 2027

NURSING STUDENT HANDBOOK

The baccalaureate degree program in nursing at Coe College is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

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The Nursing Student Handbook (NSH) is subject to annual review to be consistent with a dynamic educational program. Updates are approved by nursing faculty throughout the academic year, and the NSH will be edited at the end of the academic year.

GENERAL OBLIGATION STATEMENT

Students in the Nursing Department are entitled to all of the rights and responsibilities outlined in the Coe College Catalog and Coe College Student Handbook. This handbook identifies more specific information and policies which apply to nursing students.

ACCREDITATION - COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)

The baccalaureate degree program in nursing at Coe College is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

Most recent accreditation date: September 2016 & next onsite evaluation: Fall 2026

APPROVAL OF PROGRAM - IOWA BOARD OF NURSING (IBON)

The baccalaureate degree program in nursing at Coe College is approved by the Iowa Board of Nursing (https://nursing.iowa.gov/).

Most recent IBON visit: March 2025 & next anticipated IBON visit: 2031

COE COLLEGE RESOURCES:

COE COLLEGE WEBSITE

STEWART MEMORIAL LIBRARY

Librarian assigned to the Nursing Department: Laura Riskedahl

LEARNING COMMONS

Students are encouraged to use the Learning Commons

WRITING CENTER

Students are encouraged to use the Writing Center

NURSING

> Nursing integrates the art and science of caring and focuses on the protection, promotion, and optimization of health and human functioning; prevention of illness and injury; facilitation of healing; and alleviation of suffering through compassionate presence. Nursing is the diagnosis and treatment of human responses and advocacy in the care of individuals, families, groups, communities, and populations in recognition of the connection of all humanity. (American Nurses Association, 2021, p. 1)

NURSING DEPARTMENT WEBSITE

PROGRAM DESCRIPTION

The baccalaureate nursing program is designed to prepare students for practice as professional nurses in a variety of settings. The upper division nursing courses draw upon broad and diverse knowledge gained from the liberal arts foundation to support the educational outcomes. Clinical experiences in the program include working with clients across the age span in a wide spectrum of practice sites. Nurse preceptors are utilized at clinical sites to provide the maximum amount of individual supervision and educational opportunity to students. Coe College nursing faculty provide clinical expertise and education by overseeing student clinical experiences, evaluating and promoting preceptor performance, and engaging in ongoing dialogue with students regarding the application of theory into practice. Graduates of the Bachelor of Science in Nursing degree program are eligible to take the state board licensing examination (also known as NCLEX-RN) to become licensed as a Registered Nurse. .

COE COLLEGE MISSION STATEMENT

NURSING DEPARTMENT MISSION STATEMENT

The Nursing Department endeavors to prepare competent, compassionate health care professionals, distinguished by liberal arts education, evidence-based practice, clinical reasoning, safe patient care and commitment to professionalism.

NURSING CORE VALUES

1. **Excellence:** evidence based, competence, safety
2. **Professionalism:** accountability, civility, communication
3. **Social Justice:** access, student belonging, community
4. **Health:** Well-being, advocacy, person centered
5. **Innovation:** Curiosity, learning, open mindedness.

NURSING PROGRAM OUTCOMES

Upon graduation, the student will:

1. Apply critical thinking and creativity in the application of appropriate theoretical and empirical Knowledge from the liberal arts, natural and social sciences and nursing science in applying the nursing process to diverse individuals, families, groups, communities and populations across the life span.
2. Evaluate organizational and systems leadership to promote continuous quality improvement and safety for diverse individuals, families, groups, communities and populations across the life span.
3. Appraise and prioritize evidence-based research in the application of the nursing process in the holistic care of diverse individuals, families, groups, communities and populations across the life span.
4. Appraise knowledge and competence in the use of nursing information systems and patient care technology.
5. Assess and prioritize health care policy, finance and regulatory guidelines in designing, organizing and delivering cost-effective and quality nursing care.
6. Demonstrate leadership when communicating and collaborating with the interdisciplinary health care team including individuals, families, groups, communities and populations to promote high quality, safe, holistic, patient-centered care.
7. Utilize leadership knowledge and skills in promoting health, safety and disease prevention strategies in the care of diverse individuals, families, groups, communities and populations across the life span.
8. Critique personal accountability and social responsibility in the practice of professional nursing by considering the moral, ethical and legal implications of their actions and evaluate their own practice accordingly.
9. Evaluate and prioritize the nursing process, utilizing primary, secondary or tertiary prevention strategies in the safe care of diverse individuals, families, groups, communities and populations across the life-span and the continuum of health care environments.
10. Prioritize and appraise holistic, patient-centered care necessary to meet the needs of diverse individuals, families, groups, communities and populations across the life span in complex health care environments.

THE ESSENTIALS: CORE COMPETENCIES FOR PROFESSIONAL NURSING EDUCATION

The American Association of Colleges of Nursing (AACN) Essentials (2021/2026) outlines the necessary curriculum content (ten domains, eight concepts, and four spheres of care) and expected competencies of graduates. AACN provides additional information for nursing students regarding the essentials and competency-based education (CBE).

Domain 1: Knowledge for Nursing Practice
Domain 2: Person-Centered Care
Domain 3: Population Health
Domain 4: Scholarship for Nursing Discipline
Domain 5: Quality and Safety
Domain 6: Interprofessional Partnerships
Domain 7: Systems-Based Practice
Domain 8: Informatics and Healthcare Technologies
Domain 9: Professionalism
Domain 10: Personal, Professional, and Leadership Development

Concept 1: Clinical Judgement
Concept 2: Communication
Concept 3: Compassionate Care
Concept 4: Access, Connection & Engagement
Concept 5: Ethics
Concept 6: Evidence-Based Practice
Concept 7: Health Policy
Concept 8: Social Determinants of Health

Sphere 1: Wellness, Disease Prevention
Sphere 2: Chronic Disease Care
Sphere 3: Regenerative/Restorative Care
Sphere 4: Hospice/Palliative Care



QSEN COMPETENCIES

"The overall goal for the Quality and Safety Education for Nurses (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work" (Quality and Safety Education for Nurses Institute [QSEN], n.d.).

A. Patient-Centered Care: "Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for the patient's preferences, values, and needs."
B. Teamwork & Collaboration: "Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care."

C. Evidence-Based Practice: "Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care."
D. Quality Improvement: "Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems."
E. Safety: "Minimizes risk of harm to patients and providers through both system effectiveness and individual performance."
F. Informatics: "Use information and technology to communicate, manage knowledge, mitigate error, and support decision making."

NURSING: SCOPE AND STANDARDS OF PRACTICE, 4th Edition

The Coe College Nursing Program integrates the *Nursing: Scope and Standards of Practice* (American Nurses Association (ANA), 2021) to support the development and practice of professional registered nurses.
STANDARDS OF PRACTICE

1. Assessment - The registered nurse collects pertinent data and information relative to the healthcare consumer's health or the situation.
2. Diagnosis - The registered nurse analyzes assessment data to determine actual or potential diagnoses, problems, and issues.
3. Outcomes Identification - The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.
4. Planning - The registered nurse develops a collaborative plan encompassing strategies to achieve expected outcomes.
5. Implementation - The registered nurse implements the identified plan.
    a. Coordination of Care - The registered nurse coordinates care delivery.
    b. Health Teaching and Health Promotion - The registered nurse employs strategies to teach and promote health and wellness.
6. Evaluation - The registered nurse evaluates progress toward attainment of goals and outcomes.

ADMISSION POLICY

Admission to the Coe College Bachelor of Science in Nursing degree program is competitive and capped since only a limited number of students can be supported in the preceptor model. Admission to Coe College does not assure entry into the nursing program. The Nursing Department Admissions, Promotion, and Retention (APR) Committee is responsible for determining the entry process and progression for each student, and reviews each student's academic record to assure that eligibility requirements are met both at the time of entry and throughout the program. Students will not be admitted to the nursing program after August 1st unless approved by the department chair.

ADMITTANCE ELIGIBILITY REQUIREMENTS:

1. Coe College General Education requirements (see Coe College Catalog) and 16 course credits (cc) prior to nursing program entry (32 cc required to graduate from Coe College)
2. Earn a cumulative GPA of at least a 2.70.

3. The following required supporting courses, with a grade of C or better:

Biology	BIO-100 Human Biology **or** BIO-145 Cellular and Molecular Biology. Nursing students are not required to take the associated lab.
	BIO-195/-195L Introduction to Microbiology and Laboratory
	BIO-215/-215L Human Anatomy and Laboratory
	BIO-225 Human Physiology
Chemistry	CHM-111/-111L Introduction to Organic and Biological Chemistry and Laboratory
Psychology	PSY-100 Introductory Psychology
Sociology	SOC-107 Introductory Sociology
Statistics	PSY-300 Statistical Methods and Data Analysis **or** STA-100 Statistical Foundations (7 weeks) and STA-110 Inferential Statistics (7 weeks)

4. The nursing department will accept AP credit for prerequisite courses if the student scores a 4 or higher on the AP exam.
5. NUR-100 Nursing Issues (0.2 cc) (Pre-nursing students must enroll each term of the first year.) This course may be waived for transfer students, late nursing major declaration, or early entry nursing admission.
6. NUR-200 Nursing Issues II (0.2 cc) (Pre-nursing students must enroll each term of the sophomore year.) This course may be waived for transfer students, late nursing major declaration, or early entry nursing admission.
7. The following required nursing courses (WE=writing emphasis course):
   NUR-300 Art and Science of Nursing (1 cc)
   NUR-305 Information Literacy and Management (WE) (0.5 cc)
   NUR-315/-315L/-315C Pathophysiology and Assessment (2 cc)
   NUR-345 Mental Health Nursing (1 cc)
   NUR-355/-355L/-355C Introductory Concepts in Nursing (2 cc)
   NUR-360 Pharmacological Principles (0.5 cc)
   NUR-375 Legal and Ethical Issues in Nursing (WE) (1 cc)
   NUR-415/-415L/-455C Advanced Concepts in Nursing (2 cc)
   NUR-425 Nursing Research (WE) (1 cc)
   NUR-430 Community and Population Oriented Nursing (1 cc)
   NUR-431 Maintaining Wellness in Aging and Chronicity (1 cc)
   NUR-455/-455C Leadership and Contemporary Issues in Nursing (WE) (2 cc)
   NUR-495 Maternal Newborn Nursing (1 cc)
8. Complete all required supporting courses and nursing courses with no one specific course repeated more than once and with no more than two different courses repeated due to earning less than a C. This rule applies to courses taken at Coe and other institutions. Actual grades from transferring courses are required to make an admittance determination.
9. Possess valid licensure or certification.
   - Licensed Practical Nurse (LPN) – only applies to current LPNs.
   - Certified Nursing Assistants (CNA) or Prepare to Care (P2C)
     - Prior to enrollment in the nursing program:

- Successfully complete the Certified Nursing Assistants (CNA) training and associated written and skills tests. This will be verified with the Direct Care Worker Registry

  OR

- Successfully complete the Prepare to Care training and Health Support Professional (HSP) certification exam. This will be verified with the Public Registry

- License regulations in accordance with the State of Iowa, Board of Nursing state that nursing courses with a clinical or practicum component may not be taken by a person:
  - Who has been denied licensure by the board.
  - Whose license is currently suspended, surrendered or revoked in any United States jurisdiction.
  - Whose license is currently suspended, surrendered or revoked in another country due to disciplinary action.

10. It is expected that students will have no criminal record and no dependent adult/child abuse offenses. However, if there is an offense, students will be asked to complete a Record Check Evaluation form. That form along with copies of the student's background check will be sent to the Iowa Department of Health and Human Services (HHS). HHS will review the information and determine if the student will be granted to work in health care facilities**.** More information can be found within Mandatory Clinical Information (MCI) requirements.
11. Students must be deemed capable, with or without accommodations, to complete the entire nursing curriculum per *Coe College* Nursing Student Core Performance Standards Form (2024)

PROGRAM ENTRY

Coe College offers two paths to enter the nursing program. Standard entry is for sophomore level (or higher) college students and direct entry is for selected high school seniors. Transfer students will be considered and advised on an individual basis by the nursing department.

Standard Entry Plan:

Sophomore level (or higher) college students who (1) are projected to meet the eligibility requirements above and (2) are registered for remaining prerequisite spring term courses are invited to complete an application for admission to the Coe College Nursing Program annually toward the end of the fall semester of the sophomore year.

In reviewing applications, the Nursing Department APR Committee considers the following criteria to determine the most qualified eligible candidates: overall GPA, academic performance in the required supporting courses, especially the natural sciences, the number of courses taken at Coe College, the number of repeated courses, nursing application responses and the courses left to complete at time of application to the nursing program. Meeting the eligibility requirements does not guarantee admission to the Nursing Program.

Direct Entry Plan:

Direct entry into the Coe College Nursing Program is available for selected high school students (meeting ACT or SAT and GPA requirements). No more than one-third of total possible enrollment will be chosen for direct entry. Students selected for direct entry will remain a direct entry student as long as they meet all standard entry

eligibility requirements. If standard entry eligibility requirements are not met, the student is no longer considered a direct entry student and must follow the Standard Entry Plan for the nursing program.

Direct Entry Criteria:
To be considered for direct entry, students must meet minimum ACT or SAT, GPA, and course requirements (listed below). Admission is competitive, and there are a limited number of available spots. Thus, meeting the minimum requirements does not guarantee admission. All direct entry applicant files are reviewed and approved by the nursing faculty.

1. Minimum 3.5 or higher GPA (weighted or unweighted);
2. High School Coursework;
    a. 4 years of English
    b. 3 years of Natural Sciences (1 year Biology, 1 year Chemistry, 1 year Physics)
    c. 3 years of Math (Algebra I, Algebra II, and Geometry)
    d. 3 years of Social Studies
3. Minimum 24 ACT Composite score or equivalent of SAT score (ranging between 1160-1190) or higher

PROMOTION AND RETENTION REQUIREMENTS

1. The faculty of Coe College Nursing Department reserve the right to retain only those students who, in the judgment of the faculty, meet the required standards of scholarship, health, professional conduct and safety.
2. In order to successfully complete a course and be promoted to successive courses, students must achieve:
    a. Grade of C or 72% (2.0) or above in ALL nursing courses.
        i. A grade of C- or 71.99% (1.7) or lower will mean the course must be repeated.
    b. Cumulative average of 72% on all exams in a given course.
        i. A student who earns 72% or greater of the total course points but does not achieve a minimum of 72% on exams would receive a C-, or actual grade if lower, and would need to repeat the course before progressing in the program.
    c. Achieve a Pass (P) for clinical performance and Pass (P) for skill laboratory (if applicable) for clinical courses including NUR 315, NUR 355, NUR 415, and NUR 455.
        i. If the student does not pass the clinical and/or laboratory portion of the course, they do not pass the course. All components of the course must be repeated.
    d. Final course grade will be assigned based upon the Nursing Department grading scale. Grading scale listed below.

NURSING COURSE GRADING SCALE:

Lowest	Highest	Letter		Lowest	Highest	Letter
92.00 %	100.00 %	**A**		70.00 %	71.99 %	**C-**
90.00 %	91.99 %	**A-**		68.00 %	69.99 %	**D+**
88.00 %	89.99 %	**B+**		60.00 %	67.99 %	**D**

Lowest	Highest	Letter		Lowest	Highest	Letter
82.00 %	87.99 %	**B**		0.00 %	59.99 %	**F**
80.00 %	81.99 %	**B-**				
78.00 %	79.99 %	**C+**				
72.00 %	77.99 %	**C**				

(Final course grades are rounded to the hundredths place – ie; 84.724 becomes 84.72)

Grade Assigned by Nursing Department		Grade Recorded by the Registrar's Office
Satisfactory (S)		Pass (P)
Needs Improvement (NI)		No Pass (NP)
Unsatisfactory (U)		No Pass (NP)

3. Continue with no criminal record and no dependent adult/child abuse offenses.
4. The Nursing Department implements standardized assessment tests throughout the nursing program to assist in preparing students for the NCLEX-RN licensure exam. Additional details will be provided in the affected course syllabi.
5. Prior to graduation, students will complete a review course for the NCLEX-RN licensure exam arranged by nursing department faculty and will complete the Comprehensive ATI Predictor Exam.

READMISSION POLICY

Students must meet all Nursing Program admission requirements, including the provision of all Mandatory Clinical Information (MCI) documentation. Students must submit a written request for readmission to the Nursing Department APR Committee which outlines a plan to be successful in future courses.

1. Readmission to the Nursing Program following a Leave of Absence:
    a. Students must follow guidelines from the *Leave of Absence Policy* in the Coe College Catalog and take the following action steps:
        i. Meet with their nursing advisor to create a proposal detailing a plan of action to be successful in the Nursing Program upon the student's return. This request must be submitted *at least one academic term before* the anticipated attendance, or as directed by the Nursing Department APR Committee.
2. Readmission to the Nursing Program following a Leave of Absence related to a Course Failure:
    a. Students who receive an unsatisfactory grade in a nursing course will receive a Course Failure Letter from the instructor of the course in which the unsatisfactory grade was received.

b. In addition to the readmission process outlined above, the student must also complete the following: .
    i. Within one week of receiving the Course Failure Letter, the student will meet with the academic advisor to create a proposal detailing their plan of action to be successful in the Nursing Program upon their return.
    ii. Within two weeks of receiving the Course Failure Letter, submit the action plan proposal, in writing, to the Nursing Department APR Committee chair.
    iii. Failure to complete the above action items will result in automatic dismissal from the Nursing Program.
c. Upon receiving the student's proposal for readmission, the Nursing Department APR Committee will discuss the proposal and respond to the student in writing within one month. Responses from the APR Committee may include, but are not limited to:
    i. Approval of request
    ii. Denial of request.
    iii. Required remedial coursework
    iv. Reapplication to the nursing major.
    v. Academic probation contract.

TRANSFER CREDIT POLICY

In general, nursing classes cannot be transferred into the Department of Nursing. Under some circumstances, after careful review, the Registrar and Chair of the Nursing Department may agree to award credit to a transfer student for nursing classes from another professionally accredited nursing program such as the Commission on Collegiate Nursing Education (CCNE) or similar organization. The institution from which the credits are received must also be regionally accredited from an organization such as the Higher Learning Commission (HLC). Transfer students and students who take courses at any other institution are responsible for sending official transcripts to the Coe Registrar's Office as soon as final grades are posted.

1. Prior to registering for a course at a different institution, students should identify an appropriate equivalent course offering, course number, and course description and discuss possibility of transfer in course with the student's advisor:
2. Before taking the course(s), the student will complete the *Request to Transfer Study Form*. The form requires signature of approval from the Department Chair of the course it is replacing and signature of the Nursing Department Chair.
    a. Elective courses only require signature approval from the Nursing Department Chair of the course.
3. Before taking the course, the student must submit the *Request to Transfer Study Form* to the Registrar's office for final approval. The Registrar's office will notify the student of the final decision.
4. Students who take courses at any other institution are responsible for sending official transcripts to the Coe College Registrar's Office as soon as final grades are posted.

NURSING CURRICULUM OVERVIEW

The Coe College Nursing Program is based upon the belief that a rapidly changing healthcare environment requires a constantly changing nursing content which reflects the realities of healthcare practice. Dr. Nancy Diekelman, nurse educator and scholar, suggested an approach called "Narrative Pedagogy." The aim of this teaching philosophy is to shift from content and fact based teaching, to learning as a process of thinking and listening through the mutual interaction of student and teacher. Narrative pedagogy encourages the use of narratives, both written and verbal, as a means of encouraging and interpreting thought. This curriculum changes health care learning by shifting from pre-specified learning to exploring the meaning of experiences encountered. The student and teacher participate equally in learning through mutual dialogue and emerging thought, rather than by the delivery of facts followed by memorization. Reading supports the accumulation of facts, but the classroom creates an environment for narratives which inspire thinking. The stories of students and teachers add to the richness of the narratives.

Narrative pedagogy promotes a partnership with communities of interest in healthcare. Patients, nurses and health care providers provide a rich opportunity for learning. Their stories and expertise are to be valued and incorporated into the student learning. Nurse experts, living the daily experiences of their profession, lend to the narrative which encourages learning through stories and experience. Real nursing care opportunities and problems present the valuable richness from which students formulate thoughts and questions. Such realities are best experienced within the natural context of nursing care, not within simulated experiences created by nursing faculty. The basic premise of narrative pedagogy is that thought leads to learning and not that learning leads to thought.

During the first two years of a nursing student's education at Coe College the student is engaged in gaining knowledge necessary for future study of nursing and a broad liberal arts exposure which engenders thinking and creativity. The last two years of the nursing student's education is focused entirely on nursing and includes three semesters of preceptorship. It is the combination of liberal arts, the science of nursing, and the clinical preceptorship model that make Coe College nurses differentiated from their peers.

Nursing students are required to complete four levels (or semesters) of coursework which includes 16 course credits. Each level requires a theory course and a clinical component. The first three levels also require a skills lab component. The clinical component is designed so that the student can practice the application of didactic content in clinical settings at the specified level. Changes to any of the following components by the Nursing Department is recommended by the Curriculum Committee, then approved by the Nursing Department Committee. Course instructors possess academic freedom regarding how to achieve the course objectives.

Semester I – NUR 315 - Pathophysiology and Assessment – 80 clinical hours
Semester II – NUR 355 - Introductory Concepts in Nursing – 120 clinical hours
Semester III – NUR 415 - Advanced Concepts in Nursing – 120 clinical hours
Semester IV – NUR 455 - Leadership and Contemporary Issues – 140 clinical hours

TEACHING

Although the Coe College Nursing faculty take primary responsibility for the student's education, the preceptors also play a vital role in how the student values the clinical experience and the learning that takes place. Teaching nursing students can be exciting, rewarding, confusing and at times exasperating. In order

to help prepare preceptors for their role, Coe College selects and provides additional materials that can aid in the preparation of the preceptor.

- Course Description: Broadly describes the purpose and content of each individual course.
- Course/Clinical Objectives: Specify both the course objectives and the clinical objectives for each individual required course.
- Level I-IV Terminal Outcomes: The overall outcomes a student must achieve upon completion of all course components of the given level.
- Preceptor Evaluation of Student Tool: Used by the student's individual preceptor to evaluate clinical performance and progress.
- Student Evaluation of Preceptor Tool: Used by the students to evaluate the preceptor
- Clinical Evaluation Tool: Used by the course clinical instructor/coordinator and the student to evaluate the student's achievement of clinical requirements.

TERMINAL OUTCOMES

Level I	Level II	Level III	Level IV
1. Discusses theoretical and empirical knowledge from liberal arts, natural and social sciences, and nursing science in beginning to apply the nursing process to diverse individuals in complex health care environments. 2. Identifies and reports appropriate information to members of the health care team to promote quality and safety in the care of diverse individuals across the life span. 3. Explains the value of evidence-based research in the application of the nursing process in the	1. Utilizes theoretical and empirical knowledge from the liberal arts, natural and social sciences, and nursing sciences in applying the nursing process to diverse individuals and families across the life span. 2. Begins to collaborate with members of the health care team to promote quality and safety in the care of diverse individuals and families across the life span in complex health care environments. 3. Analyzes evidence-based research when applying the nursing process in caring for diverse individuals and families across the life span.	1. Begins to use critical thinking to integrate appropriate theoretical and empirical knowledge from the liberal arts, natural and social sciences, and nursing science in applying the nursing process to diverse individuals, families, groups, communities, and populations across the life span. 2. Collaborates and plans appropriately to prevention strategies in promoting health, safety, in the care of diverse individuals and families across the life span. 3. Integrates evidence-based research in the application of the	1. Applies critical thinking and creativity in the application of appropriate theoretical and empirical knowledge from the liberal arts, natural and social sciences, and nursing science in applying the nursing process to diverse individuals, families, groups, communities, and populations across the life span. 2. Evaluates organizational and systems leadership to promote continuous quality improvement and safety for diverse individuals, families, groups, communities, and populations across the life span.

care of diverse individuals across the life span. 4. Explains the use of nursing information systems and patient care technology. 5. Recognizes the need for regulatory guidelines in the provision of cost effective and quality nursing care. 6. Identifies and role plays appropriate communication skills in all aspects of the nurse-patient relationship. 7. Demonstrates health promotion and disease prevention strategies in the care of diverse individuals across the life span. 8. Describes personal accountability and social responsibility in the practice of professional nursing. 9. Describes the nursing process and primary, secondary or tertiary prevention strategies that affect the health status of diverse individuals across the life span. 10. Discusses the meaning of holistic, patient-centered care and how	4. Applies knowledge of nursing information systems and patient care technology. 5. Discusses the need for health care policy and regulatory guidelines in the provision of cost effective and quality nursing care. 6. Communicates and collaborates effectively with the interdisciplinary health care team as well as individuals and families to promote high quality and safe patient-centered care. 7. Promotes health, safety, and disease prevention strategies in the care of diverse individuals and families across the life span. 8. Displays personal accountability and social responsibility in the practice of professional nursing by considering the moral, ethical, and legal implications of their actions. 9. Applies the nursing process, utilizing primary, secondary or tertiary prevention strategies, in the safe care of diverse individuals and families across the life span and the continuum of health care environments.	nursing process in the holistic care of diverse individuals, families, groups, communities, and populations across the life span. 4. Analyzes knowledge and demonstrates competence in the use of nursing information systems and patient care technology 5. Demonstrates adherence to health care policy and regulatory guidelines in provision of safe, cost effective, and quality nursing care. 6. Communicates and collaborates effectively with the interdisciplinary health care team as well as individuals, families, groups, communities, and populations to promote high quality and safe patient-centered care. 7. Collaborates and plans appropriately to promote health, safety, and disease prevention strategies in the care of diverse individuals, families, groups, communities, and populations across the life span 8. Integrates personal accountability and social responsibility in the practice of	3. Appraises and prioritizes evidence-based research in the application of the nursing process in the holistic care of diverse individuals, families, groups, communities, and populations across the life span. 4. Appraises knowledge and competence in the use of nursing information systems and patient care technology. 5. Assesses and prioritizes health care policy, finance and regulatory guidelines in designing, organizing and delivering cost effective and quality nursing care. 6. Demonstrates leadership when communicating and collaborating with the interdisciplinary health care team including individuals, families, groups, communities, and populations to promote high quality, safe, holistic, patient-centered care. 7. Utilizes leadership knowledge and skills in promoting health, safety and disease prevention strategies in the care of diverse individuals, families, groups,

it impacts the needs of diverse individuals across the life span.	10. Provides holistic, patient-centered care necessary to meet the needs of diverse individuals and families across the life span.	professional nursing by considering the moral, ethical, and legal implications of their actions and evaluates their own practice accordingly. 9. Integrates the nursing process, utilizing primary, secondary, or tertiary prevention strategies, in the delivery of safe care for diverse individuals families, groups, communities, and populations across the lifespan and the continuum of health care environments 10. Organizes holistic, patient-centered care necessary to meet the needs of diverse individuals, families, groups, communities, and populations across the life span in complex health environments.	communities, and populations across the life span. 8. Critiques personal accountability and social responsibility in the practice of professional nursing by considering the moral, ethical, and legal implications of their actions and evaluates their own practice accordingly. 9. Evaluates and prioritizes the nursing process, utilizing primary, secondary or tertiary prevention strategies, in the safe care of diverse individuals, families, groups, communities, and populations across the lifespan and the continuum of health care environments. 10. Prioritizes and appraises holistic, patient-centered care necessary to meet the needs of diverse individuals, families, groups, communities, and populations across the life span in complex health care environments.

TEXTBOOKS

The nursing curriculum integrates multiple textbooks across the curriculum, therefore, it is essential for students to have access to required (and optional recommended) textbooks prior to each semester. Coe College uses Akademos as an online bookstore. ATI textbooks are provided to each student and used to supplement or replace textbook contents, as deemed appropriate by faculty.

MANDATORY CLINICAL INFORMATION (MCI)

1. **Student abilities, limitations, and accommodations to practice in health care facilities:**
   Students must be deemed capable, with or without accommodations, to complete the entire nursing curriculum per *Coe College* Nursing Student Core Performance Standards
2. **Requirements & Documentation:**
   All MCI must be submitted as directed prior to enrollment in the nursing program. Items may be required to be resubmitted to maintain currency (see below). Students readmitted to the nursing program must submit MCI prior to resuming courses. Students are responsible for the costs associated with these requirements.
3. **Nursing Student Handbook Signature Page:**
   The Nursing Student Handbook signature page can be found with the Nursing Student Handbook. Students will be required to annually sign and submit the signature page.
4. **Background Check Release:**
   A. In accordance with the State of Iowa, Board of Nursing, Coe College is required to complete a criminal history check and dependent adult and child abuse registry checks for each nursing student prior to their entry into the nursing program. The searches performed involve, but are not limited to:
      - SSN Search: Identity verification, Person Search, Skip Trace
      - National Criminal Database Report
      - Iowa Courts Search/Iowa Dependent Adult and Child Abuse Registry Search
      - National Sex Offender Registry
      - Live County Criminal Search – all counties lived in since the age of 18
      - Global Sanctions Report

   B. It is expected that students will have no record of criminal or dependent adult or child abuse offenses.
      - If there is an offense, students, with the help of the Nursing Department Clinical Coordinator, must submit an explanation of offense to the Iowa Department of Health and Human Services (HHS).
      - The Iowa HHS will determine the appropriateness for the student to work in healthcare facilities.
      - If denied by the Iowa HHS, the student will no longer be eligible for the nursing program.

   C. Self-reporting to the Nursing Department Chair:
      - Students must self-disclose offenses, as applicable, prior to starting the nursing program and while enrolled in the program.
      - Students must self-disclose any offenses that occur after the first background check.
      - An additional background check may be required after self-reporting.

   D. A student who has interrupted progression through the nursing program, for any reason, will be required to have an additional background check as part of readmission requirements.
5. **Iowa Child & Dependent Adult Mandatory Reporter Certification:**
   Training must be completed prior to program entry. It must be kept current while enrolled in nursing courses. Instructions for how to complete this training will be provided to students.
6. **Nursing Student Immunization Requirements:**

A. All nursing students must provide proof of immunization prior to attending any clinical nursing course. The following immunizations are required:
   i. **Tetanus-Diphtheria (DTP, Td, Dtap, or Tdap):** Original series for tetanus-diphtheria and a booster having been administered within the last ten (10) years.
   ii. **Poliomyelitis Trivalent:** Original series (4 vaccinations) and booster for poliomyelitis trivalent oral immunization.
   iii. **Measles/Mumps/Rubella (MMR)**: Immunization for MMR if no previous history of the mumps or rubella. Rubella testing is required of all students with no previous immunization. Two documented doses of MMR (one no later than 1980) or a documented immunity against mumps, measles, and rubella are required.
      a. Pregnant students cannot receive the immunization. Pregnancy is contraindicated at the time of and up to 60 days following the rubella immunization. Individual arrangements will be made by the department.
   iv. **Hepatitis B:** Hepatitis B vaccination series or documentation of immunity with a titer.
   v. **Influenza Vaccine:** Annual influenza vaccination. Students unable to receive an influenza vaccine are required to wear a mask in clinical areas during influenza season.
   vi. **Varicella**: Documentation of positive chickenpox history, documentation of immunity with a titer, or proof of receiving the varicella vaccine.
   vii. **Covid-19:** Proof of receiving the covid-19 vaccine according to CDC recommendations and as required by our clinical sites.

B. The Nursing Department reserves the right to require other vaccinations as needed to be compliant with policies of health care facilities where students have clinical experiences, or to meet Coe College requirements.

C. Students who are unable to receive immunizations for religious or medical reasons must provide the appropriate documentation.

D. A list of Coe's required and recommended vaccinations, including information about exemptions to the policy for qualifying students, is located on the Coe website and is also made available under the Coe College Immunization Policy in the Student Handbook.

7. **Tuberculin Testing Requirements:**

A. On entrance into the nursing program the student must provide two negative skin test results with the tests performed no less than 1 (one) week and no more than 12 months apart, or 1 TB gold blood test (negative).

B. Annual tuberculin skin or blood testing is required of ALL Nursing students. Testing should be obtained in the summer prior to the beginning of fall term.

C. Written validation of testing and test results by a licensed healthcare professional must be on file with the Nursing Department.

D. Documentation must include student name, name of health care provider or clinic, complete date of test and results (MM/DD/YY), with the result of each test clearly indicated.

E. If a student is a new reactor or if previous tuberculin tests were positive, a chest x-ray (CXR) is required.
   - Documentation of the previous positive TB test results is required.

- Documentation of a chest x-ray, indicating no active TB after the date of previous positive TB test and within one year of entry into the nursing program, is required.
- Written validation of one negative CXR is needed prior to entering clinical course work; no additional CXR will be requested unless the student displays symptoms of the disease.

8. **Cardiopulmonary Resuscitation (CPR) Certification Requirements:**
   Students are required to be current in CPR certification for health care providers with a BLS (Basic Life Support) Healthcare Provider on the first day of class junior year. American Heart Association (AHA) is the required education provider. It is the student's responsibility to submit proof of certification to the Nursing Department. Failure to provide required documentation WILL result in the student being withheld from their clinical assignment. Online only courses will not be accepted. CPR certification must be kept current while enrolled in nursing.
9. **Health Insurance:**
   Health insurance is a mandatory requirement of the various clinical agencies in which the student will attend clinical. Failure to have necessary health insurance will result in inability to attend clinical. Current health insurance documentation will be submitted to the Nursing Department. Health insurance must be maintained while enrolled in the nursing program.
10. **Physical Exam:**
    Students must have a physical exam prior to entry into the program. It must be completed within 6 months prior to starting nursing courses, and/or prior to readmittance to the nursing program. Please utilize the form provided. A respiratory test and N95 fit test is highly recommended. If not completed prior to program entry, clinical sites may require respirator fit testing prior to clinical preceptorship experience. If N95 fit testing was done, it must be completed annually.
10. **Latex Allergy**: Students must provide medical documentation of latex allergy, if applicable.

NURSING FEES

Nursing students have additional fees while enrolled in the nursing program. More information is available in the Comprehensive Fees list on the Coe College Business Office website.

CLASS ATTENDANCE

1. Regular class attendance is expected.
2. The College expects attendance on all scheduled days, including the first and last day of a term, as well as the class days immediately preceding and following College holidays.
3. Students officially representing the College are excused with notification prior to the absence.
4. Students on academic probation are not excused from attending class to participate in extracurricular activities.
5. The Nursing Department faculty requires students to notify all faculty (prior to class) if absent from their classes that day and make arrangements for make-up.
   a. A single missed class does not require the completion of a coaching form
6. If a student is ill or has suffered an injury that has the potential to impair the student's safety or the safety of others, the student must notify the faculty at least 2 hours prior to a quiz, exam or start of class.

7. Refer to the *Professional Conduct Policy* for additional information on class attendance.

CLINICAL - ILLNESS & HEALTH POLICIES

1. Students are required to adhere to ALL clinical agency health policies.
2. **Illness and clinical make-up:** Any illness or injury where a student needs to miss clinical, make-up clinical hours are required and will be scheduled at the discretion of clinical faculty and preceptor
   - **Fever:** Students are to be afebrile 24 hours prior to returning to clinical/laboratory assignments.
   - **Strep throat**: Students with streptococcal throat culture are to have been on prescribed medication for at least 24 hours prior to returning to clinical/laboratory assignments.
   - **Conjunctivitis**: Students with staphylococcal eye infection (pink eye) are to have been on prescribed medication for at least 24 hours prior to returning to clinical/laboratory assignments.
   - **Herpes simplex (cold sores)**: Students with an acute herpes simplex outbreak cannot care for obstetrical or immunocompromised clients until lesions are crusted over (3-4 days). Students in other areas will need to communicate with their course or clinical instructor to identify appropriate clinical assignments
   - **Covid-19:** please refer to this site https://www.coe.edu/student-life/student-life-resources/health-wellness/covid-19 for the most up-to-date information at Coe. The process for reporting symptoms of Covid, and/or a positive covid test must be reported according to protocols at the various clinical sites.
3. **Pregnancy:** Pregnancy does not preclude students from clinical/laboratory assignments. The student is responsible for evaluating the potential health hazards of any clinical experience upon her pregnancy.

CLINICAL - HOURS & ATTENDANCE POLICY

1. Students may be required to travel up to 50 miles each way for clinical/preceptorship experiences. Students are given expanded clinical/preceptorship experiences by traveling further.
2. Total clinical hours, as determined for each clinical course, will be completed on the date specified in the course syllabi.
3. Students will set and honor a schedule that is mutually agreed upon with their preceptor.
4. Clinical shifts should be 8 or 12 hours in length. Any shift other than 8 or 12 hours or additional hours must be discussed with the clinical instructor and approved. All shifts must contain at least one bedside report.
5. Students are responsible for tracking their clinical hours on their clinical timecards. All timecards must be signed by their preceptor.
6. Faculty strongly recommend students take a 30-minute break. This break does not count toward your clinical hours. Example: An 8-hour day shift is 0700-1530, which includes a 30 minute break.
7. Frequent rescheduling of arranged clinical hours may be considered unprofessional behavior and reflected in the student's clinical evaluation.
8. Students must have at least 4 hours between a clinical shift and the start of class. For example, if the student's class times begin at 0800, the student must not attend clinical past 0400.
9. Students missing more than one week of clinical time due to illness require documentation from the student's healthcare provider stating the student may safely continue with clinical hours.
10. If you will be absent, verbally notify the preceptor and clinical instructor at least 2 hours prior to the beginning of the scheduled shift. Arrange for clinical make-up with the preceptor and clinical instructor.

11. Students are to complete clinical hours only while the college is in session. Students should refer to the Coe College calendar as printed in the Coe College Catalog.
12. Students are responsible for parking expenses as required by the clinical site they are assigned.

NO VISITORS POLICY

Students are not allowed to bring individuals not enrolled in the course , children, or pets as class content is inappropriate for individuals not enrolled in the class.

PROFESSIONAL CONDUCT POLICY

Professional conduct is expected in all areas of the academic environment, including the classroom, skills laboratory, clinical, and clinical discussions.

1. Students are expected to demonstrate respect and gratitude in all interactions (in person and electronically) with Nursing Department faculty and staff.
    a. Use the person's preferred name and title.
    b. Students should keep all scheduled commitments with faculty.
    c. Ensure all e-mail communication is written in a professional and respectful manner.
    d. Obtain permission to text. If an immediate response is desired, please use the telephone or meet face-to-face to communicate concerns.

2. Constructive feedback is an essential component of nursing education and professional development. Students are expected to actively engage in the feedback process with faculty, preceptors, etc. in a respectful and professional manner.
    a. Students are expected to:
    b. Listen attentively without interrupting
    c. Maintain open body language and appropriate eye contact
    d. Avoid defensiveness, arguing, or dismissive responses
    e. Acknowledge feedback with professionalism (e.g., "Thank you for that feedback")
    f. Thoughtfully consider the feedback provided
    g. Ask clarifying questions to ensure understanding
    h. Reflect on how the feedback relates to clinical performance and decision-making

3. **Classroom Conduct:**
    a. Use of social media is prohibited in the classroom when class is in session.
    b. Arrive on time to classes and scheduled appointments with faculty.
    c. Conduct self in a civil, respectful, non-disruptive manner in the academic environment.
    d. Participate in all discussions and show a positive attitude in class. Be respectful toward classmates, faculty, guest speakers, and staff in all discussions.
    e. Demonstrate initiative and motivation in all classroom activities.
    f. Demonstrate honesty, personal integrity, and social responsibility.
    g. Demonstrate evidence of preparation for class, skills laboratory, and clinical discussion.
        i. If a student misses clinical discussion, the student is required to complete a Patient Report Sheet for each patient they cared for in their previous shift.
        ii. If a student attends & contributes to all clinical discussions & submits all clinical paperwork on time, at faculty discretion, the last clinical assignment may be dropped.
    h. Complete assignments on time as required by classroom faculty
    i. Prepare/print notes/handouts prior to class, faculty are not responsible for class preparation for the student (i.e. printing notes/handouts for students)

   i. Faculty are not responsible for missed educational experiences, students will need to get notes from peers if a class session is missed.
j. Initiate appropriate and timely action when unable to meet obligations.
k. Incorporate appropriate suggestions as needed.
l. Refer to policy on plagiarism.
   i. AI is prohibited for all journal assignments

4. **Prior to Exams/Testing:**
   a. Faculty will enforce testing center policies for accommodations.
   b. Requests for accommodations must be submitted 1 week prior to the exam.
   c. All students with accommodations must test in the testing center. The scheduling process must be completed by the student via RegisterBlast.
   d. Translator programs are not allowable during exams/quizzes, standardized testing, completing assignments, etc.
   e. It is expected that students will prepare their computer for testing. This includes checking your browser and clearing your browser cache and browser history.
   f. ATI technical requirements can be found here. Tech support is also available from your ATI account.

5. **During Exams/Testing**:
   a. Do not allow another student to view your answer sheet/scratch paper or laptop screen.
   b. Faculty must be able to easily see a student's eyes at all times. For example, students are not allowed to wear hats or have hoods up.
   c. Only items on the desk/table must be blank scratch paper (distributed by faculty) and pencil/pen. No other items on the desk/table.
      i. Student's name must be placed at the top of each piece of scratch paper
      ii. Scratch paper must be submitted to faculty at the conclusion of the exam
   d. Students will sit in every other seat if space allows.
   e. Electronic devices (phones, tablets, smart watches) will be turned off and stored in a closed book bag.
   f. Belongings need to be stored at the exit of the room to minimize distractions for other students testing.
   g. No bathroom trips will be allowed (unless medically necessary, make arrangements with the instructor before any testing situation).
   h. If a student is unable to complete an exam on a scheduled day, the student must notify faculty by email at least 2 hours prior to the scheduled testing time. Students must make arrangements with faculty for make-up testing their first day back to class, or by faculty discretion.
   i. It is the students responsibility to make an appointment with the instructor if the exam score is <72%. A coaching form will be completed.
   j. Exams are available for review for two weeks after all students within the class have completed the exam. Exams will be sealed after two weeks and no review of the exam will be allowed after this time.
   k. Exam questions are not allowed to be discussed or shared with other students.

6. C**linical Environment**.
   a. Student "recognizes and maintains boundaries that establish appropriate limits to relationships" (American Nurses Association (ANA) Code of Ethics, Prov. 2.4, 2015).
   b. Demonstrate respect and courtesy with clients, families, preceptor, clinical instructor, and healthcare staff in all interactions (in person and electronically).

c. Provide competent, compassionate, and respectful client care.
    i. Do not exceed educational preparation and capability.
    ii. Call a client by his/her/their surname (proper name) unless the client gives permission for another name, and use a client's preferred pronouns.
d. Maintain client confidentiality and comply with Health Insurance Portability and Accountability Act (HIPAA) regulations. Students who violate the confidentiality policy or HIPAA will be subject to an investigation and possible dismissal from the nursing program. Also see confidentiality policy.
e. Comply with health care agency policies, procedures, and ANA Scope and Standards of Practice.
f. Ask appropriate questions of the preceptor or clinical instructor and the healthcare team when uncertain regarding client care.
g. Notify the preceptor/clinical instructor of mistakes in a timely manner and take appropriate action.
h. Call and email the clinical instructor or clinical coordinator immediately following a clinical shift in which an incident report was filed at clinical.
i. Demonstrate honesty, personal integrity, and social responsibility in the clinical environment.
j. Demonstrate evidence of preparation for skills laboratory and clinical practice.
k. Incorporate appropriate suggestions for improving clinical performance into learning experiences.
l. Demonstrate initiative and motivation in the clinical practice area.
m. Arrive to the clinical unit 10 minutes prior to the scheduled shift and stay the entire agreed upon shift including handoff reports.
n. Keep all scheduled commitments with the preceptor/clinical instructor except in cases of illness and family emergencies.
o. If you will be absent, verbally notify the preceptor and clinical instructor **at least 2 hours prior to the beginning of the scheduled shift.** Arrange for clinical make-up with the preceptor and clinical instructor.
p. Ask the preceptor's preferred method of communication (i.e. telephone, text or email). If an immediate response is desired, please use a phone or meet face-to-face to communicate concerns.
q. Use of personal electronic devices, such as phones or smart watches, is strictly prohibited during clinical experiences.

Students who violate any part of the professional conduct policy will be asked to sign a coaching form after consultation with the professor involved. Students can lose up to 10% of total course points on the final grade, and they may be subject to dismissal from the Coe College Nursing Program. If a student receives three (3) coaching forms (CF) for professional conduct violations in a semester, the student will receive a Document of Concern (DOC)

Deductions for Professional Conduct Violations

Professional conduct and following the chain of command are expected in all areas of the academic environment, including the classroom, skills laboratory, clinical, and clinical discussions. Any percent reduction will appear in the final course grade. A student who repeatedly violates professional conduct or failure to follow the chain of

command will be subject to additional percentage deduction and corrective action per faculty. The following examples are not all inclusive. Violations of professional conduct are completed per course if violation affects multiple courses.

First Minor Offense

- Minor oversight with no pattern of behavior
- Examples:
    - Minor lack of professionalism in tone (e.g., abrupt email, lacking greeting).
    - Not using a faculty or client's preferred name/title (one-time occurrence).
    - Infrequent, low-impact classroom disruption.
- **Action**: Faculty complete coaching form. Student will develop a plan to ensure this occurrence does not become a pattern.

2.5% Deduction – Repeated Minor Violations or One Moderate Violation

- Continued behaviors after a warning
- Examples:
    - Continued/repetitive lack of professionalism in tone (e.g., abrupt email, lacking greeting, missing multiple classes or arriving late for class).
    - Use of social media or personal devices in the classroom while in session.
    - Lack of preparation for class, lab, or clinical discussion.
    - Violation of civility policy (See NSH)
    - Failure to follow existing policies and procedures in situations where student has had prior education or experience
- **Action**: Faculty complete second coaching form. Inform the student that DOC paperwork will be completed if there is another occurrence. Inform percentage deduction will be applied to the final course grade.

5% Deduction – Moderate Violations of Professionalism

- Behaviors impacting the learning environment, client care, or faculty-student interaction
- Examples:
    - Missed clinical shift without appropriate prior notification (See NSH)
    - Use of disrespectful or dismissive tone toward faculty, staff, or peers.
    - Noncompliance with classroom or clinical behavior expectations (e.g., not participating in discussion, repeated tardiness).
    - Failure to comply with basic testing conduct (e.g., sharing scratch paper, using smart devices, open apps on computer)
- **Action**: DOC is completed. Inform the student the percentage deduction will be applied to the final course grade.

7.5% Deduction – Serious Violation of Expectations

- Behavior that violates professionalism standards or disrupts clinical/classroom.

- Examples:
  - Inappropriate communication or behavior in a clinical setting.
  - Failure to notify faculty/clinical instructor after a clinical incident or absence.
  - Failure to follow testing policies (See NSH)
- **Action**: Mandatory meeting with course faculty and chair of department. DOC is completed. Inform the student the percentage deduction applied to the final course grade.

10% Deduction – Severe Violations (May include Dismissal from program)

- Significant breach of ethical, academic, or clinical standards.
- Examples:
  - HIPAA violation or breach of client confidentiality.
  - Academic dishonesty, including sharing or discussing exam content.
  - Repeated or egregious disrespect to faculty, staff, clients, or peers.
  - Use of personal electronic devices during clinical care.
- **Action**: Mandatory meeting with faculty and chair of department. DOC is completed. Student subject to investigation and possible dismissal from the Nursing Program. Inform the student the percentage deduction applied to the final course grade.

COACHING FORMS & DOCUMENT OF CONCERN (DOC):

A coaching form is a formal documentation intended to coach a student in meeting academic benchmarks, adhering to professional conduct & advising. A Document of Concern (DOC) is formal documentation of breaches of academic integrity, near miss or medical errors or actions/inactions of unsafe practice, violation of established policies and procedures and a plan of corrective action. A DOC will result in a reduction of the final grade in the theory course associated with it. See links in the Appendix section.

The Admissions, Promotion, & Retention (APR) committee trends individual students for repeated unprofessional behavior across courses and semesters. Trends will be communicated to the student with Disciplinary/Corrective Action taken. Students earning three “DOCs” in one nursing course will fail the course with a grade of F. Each DOC is worth 2.5-5% of the total final grade in the theory course you received the DOC in. The accumulation of three (3) “DOCs”throughout the nursing program will result in dismissal from the program.

Faculty will distribute copies to: 1) Student 2) Department File 3) Student’s permanent file.

Coaching Forms and Document of Concern forms are used in each course and are posted on each course's educational site.

LATE SUBMISSION OF WORK

Late submissions of assignments are detrimental to the learning process and can compromise the quality of education and patient care. Therefore, the nursing department adopts a policy regarding late work submissions to promote responsibility and punctuality among students.

1. Submission Deadlines: All assignments will have specified deadlines communicated clearly at the beginning of each term or upon assignment. These deadlines are non-negotiable unless otherwise approved by the course instructor due to extenuating circumstances.
2. Late Submissions: Any work submitted after the designated deadline will be considered late.
3. Late Submission of Work Penalty: A penalty of 10% of the total possible score will be deducted for each day the submission is late, including weekends and holidays.
    a. For example, if an assignment is worth 100 points and is submitted one day late, the maximum achievable score will be reduced to 90 points.
    b. If the same assignment is submitted two days late, the maximum achievable score will be reduced to 80 points, and so forth.
4. Communication: Students who anticipate difficulties meeting a deadline due to unforeseen circumstances such as illness, family emergency, or technical issues are required to communicate with the course instructor as soon as possible.
    a. In such cases, the instructor will evaluate the situation and may grant an extension or make alternative arrangements, considering the circumstances.
5. Late Pass/Fail assignments are part of the overall course grade. If a student opts to take a "Fail" on any assignment the student will fail the course.
6. Academic Integrity: Late submissions do not exempt students from adhering to the principles of academic integrity. All work submitted, whether on time or late, must be the individual's own original work or properly cited according to academic standards. Plagiarism or any form of academic dishonesty will be subject to disciplinary action as outlined in the institution's academic integrity policy. All student submissions may be submitted in a plagiarism checker for originality. Students may be asked to revise the assignment based upon the results, at faculty discretion. Any AI percentage higher than 20% will require an assignment rewrite of the AI flagged content.

CIVILITY POLICY

Civility is defined as demonstrating respect for others within one's community, and consideration of the rights of others including the right to learn. Civility in the Coe College Nursing Department community is the responsibility of both faculty and students.

Students are expected to conduct themselves in a civil manner in all matters related to the Coe College Nursing Department, including classroom, clinical experiences, skill laboratory experiences, and individual conferences with faculty. Please see the Professional Conduct Policy for expectations and remediation. Civil behavior is contrasted to incivility. **Incivility is (not limited to):**

Missing class, cheating, refusing to participate in class activities and discussion, coming to class unprepared, coming late to class, leaving class while still in session (for errands, bathroom breaks, etc.), submitting assignments late, distracting other students and faculty in class.

Inappropriate use of cell phone and laptop/ tablet in class, talking out of turn in class, making demeaning remarks about other students and faculty, excluding others from participating in class activities, or diminishing others in the community.

EVALUATION METHODS

1. Students must pass the lab, clinical and theory components of this course to pass the course or ALL components must be retaken.
2. Students must achieve a satisfactory (Pass) grade for skills laboratory & clinical performance.
    a. If the student does not pass the skills laboratory & clinical portion of a course, the student does not pass the course.
    b. All components of the course must be repeated.
    c. Students must obtain a "pass" on all clinical paperwork (i.e. the Care Map(s)).
    d. Pass/Fail assignments submitted past the due date (class, skills laboratory and clinical assignments) are part of the overall course grade. If a student opts to take a "Fail" on a Pass/Fail assignment, the student will fail the course.
3. In order to satisfactorily pass a course, the students must receive a cumulative grade of 72% ("C") on exams.
    a. A student who earns 72% or greater of the total course points but does not achieve a minimum of 72% on exams would receive a C-, or actual grade if lower, and will need to repeat the course before progressing in the program.
4. Students must have satisfactory completion of all writing assignments and assigned presentations.
    a. For written assignments, students must achieve at least a 72% grade.
    b. If a score of less than 72% is received, the student must revise and resubmit the assignment.
    c. The highest score attainable on the resubmission is 72%.

ASSIGNMENT NAMING INSTRUCTIONS

The assignment naming requirement provides consistency in submitting the portfolio artifacts. When submitting assignments, please use the following name format:

Last Name_Course Number_Assignment Name_Semester/Year

WRITING ACROSS THE COE CURRICULUM

WRITING PLAN FOR NURSING DEPARTMENT

WRITING EMPHASIS (WE) COURSES (4)

NUR 305: Information Literacy & Management (WE)
WE Learning Outcome: How to engage in critical thinking
Demonstrate use of APA format
Particularly how to conduct analysis, how to synthesize information, how to interpret and/or use evidence and data, and how to present one's ideas coherently and stylistically. Critique varied types of research literature: Students learn to write using the language of nursing from both essays and research

NUR 375: Legal and Ethical Issues in Healthcare (WE)
WE Learning Outcome: How to engage in writing as a method for learning and discovery
Demonstrate use of APA format
For deepening knowledge, thinking through questions and problems, and reflecting on connections and growth

NUR 425 Nursing Research (WE)

WE Learning Outcome: How to practice, assess, and develop effective habits for writing
Demonstrate use of APA format
Specifically how to read deeply, how to begin and later practice selection in research, how to be a skilled reader of one's own and others' in-process writing, how to accept and interpret feedback, and how to revise writing, all of which are parts of the process of learning how to have and develop ideas

NUR 455: Leadership and Contemporary Issues in Nursing (WE)
WE Learning Outcome: How to name and describe one's own knowledge for others
Demonstrate use of APA format
For example, in the form of personal statements for application to graduate study, cover letters and resumes for entering and advancing in the workforce, or other forms of self-summary that facilitate transition from the baccalaureate environment through the broader public.

PORTFOLIO POLICY

The purpose of the portfolio is to demonstrate Coe College nursing students document and meet the Nursing Program Outcomes, Iowa Board of Nursing (IBON) and national accreditation standards. All students are to maintain a professional portfolio that will demonstrate their work in the professional sequence of the BSN program. By graduation, the portfolio will demonstrate that the student has met all of the terminal outcomes. Failure to satisfactorily complete the BSN Professional Portfolio will delay program completion and graduation.

Every student is required to complete the professional portfolio on or before the due date specified in the nursing syllabi. Completion of this assignment is required. Students cannot progress through to the next semester if the portfolio reflection **and** assignment submission is not completed. Students are responsible for retaining electronic copies of the following signature assignments. The full portfolio policy can be found in the appendix section of this document.

Guidelines:

1. Every submission must be submitted in PDF formatting
2. When submitting signature assignments, use the following name format:
    a. Last Name_Course Number_Assignment Name_Semester/Year
3. Each student will describe how each signature assignment relates to the corresponding terminal outcome.
4. Portfolios are assessed as Pass/Fail, consistent with course and program policies.
5. Students must demonstrate satisfactory achievement of all BSN terminal outcomes to successfully complete the portfolio requirement.

ASSESSMENT TECHNOLOGY INSTITUTE (ATI) & FORMAL ASSESSMENT TESTING POLICIES

The Nursing Department utilizes ATI RN Content Mastery Series standardized assessments within NUR 345 Mental Health Nursing, NUR 415 Advanced Concepts in Nursing, and NUR 455 Leadership and Contemporary Issues in Nursing. Other ATI RN Content Mastery Series standardized assessments may be implemented in courses as activities or remediation based assignments. These assessments are meant to assist in preparing students for the NCLEX-RN licensure exam. Additional details will be provided in the specific course syllabi.

FORMAL NCLEX REVIEW COURSE

Prior to graduation, students will take an NCLEX-RN review course arranged by nursing department faculty to assist students in meeting the *90% benchmark* on the NCLEX Predictor Exam (comprehensive ATI exam). Student attendance is required for the entire duration of the NCLEX Live Review

NCLEX PREDICTOR EXAM (COMPREHENSIVE ATI EXAM)

Students must complete both Form A and Form B of the online practice assessments with a score of 80% or higher to be allowed to take the Comprehensive ATI Exam. Students can take the practice exams as many times as needed/wanted although they must wait at least 24 hours between attempts on the practice assessments. More information on practice assessments will be provided in the associated course.

Upon completion of the Comprehensive ATI Exam, action is taken based on student scores as follows:

1. Students who score at or above the benchmark of 90% predicted probability of passing the NCLEX-RN exam and who have met all college graduation requirements may order transcripts that indicate they have graduated.
2. Students who meet all college graduation requirements, but score below the benchmark of 90% predicted probability of passing the NCLEX-RN exam, will receive information from faculty on next steps for remediation.
    a. Students are allotted a second attempt. Prior to the second proctored attempt, students are required to submit formal remediation.
    b. For each topic to review that was missed on the first attempt (found on the downloadable student report), students must provide three key points that are directly related to that topic and/or the questions that were missed as a rationale. Each rationale should be at least one full sentence and should be thorough and appropriate. Students must list the topic to review along with the three key points.
    c. This remediation must be completed in order to schedule or complete second attempt proctored exams.
3. Students are required to follow faculty requirements for remediation during the summer (expected completion by **August 15th**) to prepare for the NCLEX-RN exam.

CONTENT MASTERY SERIES (CMS) ASSESSMENTS

ATI RN Content Mastery Series standardized assessments will be utilized within this course and will be worth no more than 7% of the overall exam points. ATI standardized assessment points will be factored into the overall 72% exam average requirement.

Students must complete both Form A and Form B of the online practice assessments with a score of 80% or higher to be allowed into the proctored assessment. You must wait at least 24 hours between practice attempts. If one or both practice assessments are not completed with an 80% or higher prior to the date and time of the first attempt proctored exam, the student will still be required to complete the first attempt and will receive no credit for the first attempt and will be required to take the second attempt.
Grading for the standardized proctored assessments will be based on the following:

First Attempt			Second Attempt*	
Level 3	100%		Level 3	95%
Level 2	90%		Level 2	80%
Level 1	50%		Level 1	50%
Below Level 1	0%		Below Level 1	0%

*Students who achieve a level 2 or 3 on the first attempt may opt out of the second attempt proctored exam. Students who achieved a level 2 or 3 on the first attempt will not be penalized if a level 2 or 3 is not achieved on the second attempt.

Prior to the second proctored attempt, students are required to submit formal remediation. For each topic to review that was missed on the first attempt (found on the downloadable student report), students must provide three key points that are directly related to that topic and/or the questions that were missed as a rationale. Each rationale should be at least one full sentence and should be thorough and appropriate. Students must list the topic to review along with the three key points.

This remediation must be completed in order to schedule or complete second attempt proctored exams. If not completed, students will receive a zero (O) for the ATI proctored exam.

No remediation from practice examinations will be required, however, it is highly encouraged that students utilize ATI books as well as the focused review and/or three critical points remediation. Other ATI modules are available and should be used as appropriate to adequately prepare for the proctored exams

ACADEMIC INTEGRITY

The Nursing Department supports and enforces the Coe College Academic Integrity Policy also located in the Coe College Catalog. Academic integrity includes, although not limited to, cheating, plagiarism, dishonesty, and use of artificial intelligence (AI) when not approved by an instructor.

CONFIDENTIALITY POLICY

Students are prohibited from printing, photocopying, taking photos, or removing client information in any form from the clinical area. Clinical papers that students use or submit will not identify any person, agency, or agency personnel by name. Students are prohibited from posting any information regarding their clinical experiences or experiences in the academic environment on any social media. It is unprofessional for students to post any negative or inflammatory remarks about Coe College, the Nursing Department, the college faculty, or college peers on any social media (See *Professional Conduct Policy*).

Students who violate the confidentiality policy or HIPAA will be subject to an investigation and possible dismissal from the nursing program.

CLINICAL DRESS CODE

The student will ensure client safety by dressing in a manner that decreases the chance of transmitting pathogens and does not interfere with efficient and safe client care. Each student will be expected to meet individual agency and/or unit policies which may vary from those below.

1. The student will project an image of professionalism to those with whom he/she/they has contact by following the criteria listed below. Students may be sent home from clinical and/or receive a Document of Concern (DOC) and be expected to make up any missed clinical hours. Please see the Professional Conduct Policy.
    a. Students will wear appropriately fitted Coe College nursing scrub tops (wine color with Coe Nursing logo) and bottoms (black with no logo) from Kiecks Uniforms and Apparel. Scrub tops must be long enough to cover bare skin with any movement.
    b. Students must wear a photo name badge on the upper chest indicating name and status as a student representative of Coe College whenever in client care areas. Photo name badges are provided by Coe College Student Life Office.
    c. Students must wear shoes that are a solid color (black, white, or gray), closed toe and heel, rubber-soled impervious to body fluids, and plain socks at all times in all clinical areas.
    d. When visiting a clinical area, appropriate business casual dress clothes may be dictated by the affiliating agency, such as slacks or khakis, dress shirt or blouse, polo shirt, and closed toe and heel dress shoes. Sleeveless shirts may not be worn. All bottoms must be knee length or longer.
    e. Lab coats, scrub jackets, and undershirts may be worn during clinical when comfort and/or temperature dictates. All apparel must be a solid color (black, white, gray, or wine). Students are NOT permitted to wear sweaters or sweatshirts.
2. Personal Appearance and Cleanliness:
    a. Uniforms must be washed after each clinical shift.
    b. Hair is to be clean, well-groomed, and styled so it does not fall loose. All hair shoulder length or longer must be restrained. Items used for hair restraint (i.e. hair ties, pins, ribbons, etc.) must be inconspicuous.
    c. Male sideburns, mustaches, and beards must be neatly trimmed.
    d. Fingernails are to be clean and clipped short. Nail polish, nail enhancements and artificial nails are NOT acceptable.
    e. Artificial eyelashes are NOT permitted.
    f. Dangling earrings, necklaces, and/or bracelets are NOT permitted. Rings should be kept to a minimum (wedding bands only).
    g. Students must wear an analog watch or clip-on clock to clinical. If wearing a smartwatch, all notifications must be turned off during clinical shifts.
    h. Ear piercing is the only visible piercing (and only one set is allowed in the clinical area) or as dictated by hospital policies.
    i. No visible tattoos or as dictated by hospital policies.

SKILLS LABORATORY & CLINICAL GUIDELINES

1. Professionalism:
    a. During skills laboratory and clinical sessions, it is expected that students will conduct themselves in a professional manner at all times. See the *Professional Conduct Policy*.
    b. Skills laboratory time is required. Student is required to make up the absence with supplemental assignments or a make up lab time subject to the discretion of the instructor.
        i. Examples of skills laboratory make up time: are skill associated modules completed (completed in the nursing department), arranged time with faculty at a separate time, and attend a different section of the lab.
    c. Clinical: clinical time must be made up, student make arrangements with faculty to make up time in the clinical setting.
2. Equipment Management:
    a. All equipment utilized in the skills laboratory classroom and in clinical settings must be used with appropriate supervision and authorization, and in accordance with associated policies and procedures.
    b. Removal of any equipment from the skills laboratory classroom or clinical settings is strictly prohibited.
    c. Use of sharps is limited to the skills laboratory classroom and clinical settings during assigned skills laboratory sessions, open-laboratory hours, or clinical sessions.
        i. Sharps include, but are not limited, to intravenous (IV) catheter needles, lancets, injection needles (intramuscular, subcutaneous, or intradermal), suture needles, scissors or shears, etc.
    d. In the skills laboratory classroom, sharps should only be used on mannequins and/or injection pads and with faculty supervision. In clinical settings, sharps should only be used on patients. Students' use of sharps on themselves, peers, instructors, preceptors, etc. is strictly prohibited.
    e. After use, all sharps will be disposed of in the appropriate disposal receptacles.
3. Invasive Skills & Procedures:
    a. All invasive skills and procedures performed in the skills laboratory classroom and in clinical settings are to be performed under direct supervision..
    b. Active patient orders are required for invasive skills performed in clinical settings.
    c. Students are prohibited from practicing invasive skills on themselves, peers, instructors, preceptors, etc.
4. Assigned Skills Laboratory:
    a. Students cannot switch assigned skills laboratory section if unable to attend a weekly session
5. Student Evaluation:
    a. Evaluation of a student's skills laboratory and clinical performance will be documented and graded accordingly.
    b. Inability to satisfactorily perform psychomotor skills can result in an Unsatisfactory Grade on the laboratory or clinical evaluation and a failure in the related course.

SIMULATION POLICY

1. Nursing simulation will be less than 50% of clinical hours in a course.
2. Simulation activities will identify the link(s) to course outcomes and/or program outcomes.

3. Simulation activities will be supported by evidence-based practices in healthcare and simulation.
4. At the completion of simulation activities, faculty will lead group debriefing that includes, at a minimum, student reflective thinking regarding areas for improvement and faculty feedback regarding participant performance.
5. Simulation activities will include written feedback from the faculty and students.

DEFINITION OF OBSERVATION

Per Iowa Board of Nursing (IBON): "Observation" means "learning experiences in a relevant setting that meet program outcomes but do not require on-site faculty supervision and where the student does not directly care for patients/clients". The Nursing Department adheres to this definition for observations. All clinical observations will be graded as pass/no pass. All clinical observations are required.

REQUEST FOR STUDENT INFORMATION

1. In accordance with the Family Educational Rights and Privacy Act (FERPA) all student educational records are considered confidential and may not be released without written consent of the student. This includes personal information, enrollment records, schedules, class attendance, student exam scores, or grades.
2. All inquiries regarding confirmation of student (or graduate) enrollment, status, or graduation will be referred to the Registrar's Office

REQUEST FOR REFERENCES

1. Students (or graduates) requesting a reference letter from a faculty member will be required to have a signed *Student Reference Release Of Information Authorization Form*. This form will be filled out fall semester in junior year as part of their Mandatory Clinical Information (MCI) and will be filed in each student advising file.
2. Faculty members will not give verbal references regarding students without written proof of student consent.

ACADEMIC ADVISING

All students who declare nursing as their area for degree completion will be assigned a faculty academic advisor from the Nursing Department. The following guidelines will be utilized.

1. Pre-nursing students will be assigned a nursing faculty as a secondary advisor at the beginning of the first semester of their first year.
2. Students are expected to meet with their advisor (primary and nursing) prior to course registration to plan upcoming coursework.
3. Students should consult with their nursing advisor regarding their academic plan:
    a. Prior to dropping or adding courses.
    b. If the student's cumulative Coe College GPA falls below 2.7
    c. After failing to receive a satisfactory grade in a required course.
4. Student advisor must sign off on all registration materials, including summer session, as well as all drop or add forms.

5. Faculty advise the student on course selection as means of staying on track for the nursing major. It is the student's responsibility to remain on track with general education requirements and for the nursing major. Faculty do not register the student for courses.

STUDENT REQUESTS TO TAKE REQUIRED SUPPORTING COURSES AT A DIFFERENT EDUCATIONAL INSTITUTION

1. Students should identify an appropriate equivalent course offering and submit the following to the Chair of the Coe College Nursing Department:
    a. Official Transcript Form (available in the Registrar's Office or my.coe.edu).
    b. A course number and complete course description.
2. The *Request to Transfer Study form is* required for transferring any supporting courses. The form requires signature of approval from the Department Chair of the course it is replacing and signature of the Nursing Department Chair. Elective courses only require signature approval from the Nursing Department Chair of the course.
3. The student must submit the form to the Registrar's office for final approval. The Registrar's office will notify the student of the final decision.

STUDENT SERVICES, STUDENT LIFE, AND ACADEMIC SUPPORT

Students should consult the Coe College Catalog for resources regarding Student Services, Student Life, and Academic Support. The Learning Commons facilitate access to academic, career, and personal resources for students.

FORMAL COMPLAINT POLICY

1. At any time, a student can provide written feedback related to a specific nursing course or the program using the hyperlinks to Course Feedback and Program Feedback forms located on each course Moodle main page.
2. If a student has a concern related to a specific course, the student should first submit a written summary of the concern (and possible resolutions, if appropriate) to the faculty member and set up an appointment to further discuss the concern.
3. If a student believes the faculty member is not adequately addressing the concern, the student should submit the written summary of the concern (and possible resolutions, if appropriate) to the Chair of the Nursing Department. The Chair will set up an appointment with the student to discuss the concern. The Chair will use discretion regarding the student concern and bring it to the next Department meeting if the student concern requires discussion or action of all nursing faculty.
4. If a student believes the Chair is not adequately addressing the concern, the Provost and Dean of the Faculty is the next contact person.
5. If student concerns remain unresolved, a formal complaint may be filed. The Nursing Department uses the Coe College formal complaint process. "A formal complaint is considered one to be submitted through the Kohawks Concerns Box found on my.coe.edu under the student tab and highlighted on the left hand portion of the screen".
6. Written records of formal complaints and the actions taken will be kept in the Nursing Department files

for 5 years.

NURSING COURSE FAILURE POLICY

1. A course failure in the Nursing Program includes any unsatisfactory grade in a nursing theory, skills laboratory, or clinical course.
    a. An unsatisfactory grade may be a "C-" or lower in a theory course, or an "Unsatisfactory" in a skills laboratory or clinical course.
    b. Students who receive an unsatisfactory grade in any component of a course (i.e., theory, skills laboratory or clinical) must retake all components for the related course.
    c. Required courses in the nursing curriculum cannot be repeated more than one time.
2. If the student wishes to contest an unsatisfactory grade, they must follow the steps described in the *Contesting Grades Policy*.
3. Students who receive an unsatisfactory grade in a required nursing course must meet with their academic advisor **within one week of the posted grade** to determine if they wish to withdraw from or seek readmission to the Nursing Program. Students seeking readmission to the Nursing Program must follow the guidelines identified in the *Readmission Policy.*

CONTESTING GRADES

1. When a student seeks guidance in regard to a contested grade on a test, assignment, or course, the student must initiate a discussion with the course faculty or clinical instructor (depending upon the assignment) **within one week of the posted grade.**
2. If the student fails to achieve satisfaction after the initial discussion with the course faculty or clinical instructor, a request must be made by the student, in writing, to the Nursing Department Chair following the *Formal Complaint* Po*licy*.
3. The Nursing Department Chair may refer the student to the Admissions, Promotion, and Retention (APR) Committee, and the APR committee will then render a decision, and notify the student in writing of the decision.

LEAVE OF ABSENCE

A student may find it necessary to interrupt their studies in the Nursing Program. Under this condition, the student may apply for a leave of absence by:

1. Consulting with their academic advisor or the Nursing Department Chair.
2. Notifying the Nursing Department Admissions, Promotion, and Retention (APR) Committee in writing which specifies the timeframe for their leave of absence and includes a proposal for their return to the Nursing Program.
3. Following the guidelines from the *Leave of Absence Policy* printed in the Coe College Catalog.

DEPLOYMENT/ADMISSION

When a student is called to active military duty or deployed as a result of military orders, as verified by the appropriate documentation, the College will take one or more of the actions listed below vis-à-vis the student's academic standing and financial circumstances. The college's course of action for individuals will be determined

on a case-by-case basis, as decided by the student, the student's respective faculty members/enrollment coordinator, and other college administrators.

If the academic session is two-thirds complete, the student will be afforded the following options:

1. Be permitted to take final exams earlier than scheduled The student would be awarded the letter grade earned for all completed work. There would be no tuition refund under this option.
2. Elect to take a "W" (Withdrawal) for the course with the student's transcript annotated by the Registrar that the student was called to active duty or deployed under military orders.
3. Be permitted to take an "I" (Incomplete) for the course. Follow the college's Incomplete Process with the course instructor to complete assignments and requirements within the agreed-upon timeframe.
4. If the deployment is during the normal withdrawal period during the session, the student will be afforded the following options:
    a. Elect to take a "W" (Withdrawal) for the course with the student's transcript annotated by the Registrar that the student was called to active duty or deployed under military orders.
    b. Be permitted to take an "I" (Incomplete) for the course.

DISMISSAL FROM PROGRAM

At Coe College, a Department of Nursing faculty member has the right to recommend that the Admissions, Promotion and Retention Committee dismiss from the Nursing Program any student whose conduct demonstrates unfitness to meet the standards expected of prospective members of the Nursing profession.

STUDENT RIGHTS

Please refer to the Student Rights section of the Coe College Catalog for complete information.

NURSING STUDENT SENATE (NSS) - SHARED GOVERNANCE

Purpose: Students are empowered to have a role in governance of the nursing program in an effort to improve program quality. The Nursing Student Senate's (NSS) purpose is to foster communication between students and faculty.

1. (2) Student representatives are elected annually by their peers (from each cohort).
    a. During the election process, students can nominate themselves or peers
2. Members include the:
    a. department Chair
    b. two nursing students elected from the senior class
    c. two nursing students elected from the junior class
    d. two pre-nursing students elected from NUR 200 Nursing Issues
    e. two pre-nursing students elected from NUR 100 Nursing Issues.

3. The NSS shall convene once each semester, and/or whenever a member requests a meeting.

4. Meeting times will be established by majority of student availability and communicated to students via email and posted within the Nursing Department.

STUDENT NURSING ASSOCIATION (SNA)

Purpose: This association aims to empower and engage nursing majors on campus and in the community while raising awareness for various health-related issues.

1. Membership: SNA is a student association for Pre-Nursing and Nursing majors.

2. Coe College SNA has the ability to become an affiliate of the National Student Nursing Association (NSNA) if the club meets NSNA requirements.
3. SNA students are encouraged to participate in interdisciplinary activities, recruitment efforts, and educational opportunities regardless of a person's race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability, or economic status.
4. SNA Executive Committee will identify volunteer opportunities and share information with pre-nursing and nursing majors.
5. The association ultimately promotes and encourages collaborative relationships with nursing and health-related organizations.

IDEA COURSE EVALUATIONS

Students are provided an opportunity and asked to provide written constructive feedback on the IDEA Course Evaluations at the end of each semester. If needed and as stated in Formal Complaint Policy, students have opportunities to provide constructive feedback prior to the IDEA Course Evaluations.

EVALUATION OF THE NURSING PROGRAM

Annually each spring, students and alumni will be asked to provide feedback on the Coe College Nursing Program Surveys. These surveys allow students and alumni to provide feedback on the curriculum, classrooms, clinical facilities, and/or program outcomes.

1. Current junior and senior students will be asked to complete the *Nursing Program Feedback & Student Evaluation Surveys*
2. Senior students will also complete the *BSN Senior Exit Survey*
3. Alumni will be asked to complete the *One Year Follow Up Alumni Survey* and *Two Year Follow Up Survey*.

REFERENCES

American Association of Colleges of Nursing (AACN). (2021/2026). *The Essentials: Core competencies for professional nursing education*.

https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf

American Nurses Association (ANA). (2021). *Nursing: Scope and standards of practice* (4th ed.). ANA.

Quality and Safety Education for Nurses Institute (QSEN). (n.d.). *QSEN Competencies: Pre-licensure KSAs*. https://www.qsen.org/competencies-pre-licensure-ksas

APPENDICES

1. **COACHING FORM**
2. **DOCUMENT OF CONCERN (DOC)**
3. **CLINICAL PRECEPTOR AGREEMENT TEMPLATE**
4. **ANA CODE OF ETHICS WITH INTERPRETIVE STATEMENTS**
5. **CONCEPTUAL FRAMEWORK**
6. **BLOOM'S TAXONOMY**
7. **NCLEX-RN TEST PLAN 2023**
8. **NCSBN CLINICAL JUDGMENT MODEL**
9. **ATI CLINICAL JUDGMENT MODEL**
10. **PSYCHOMOTOR SKILLS CHECKLIST**
11. **WRITING EMPHASIS LEARNING OUTCOMES**
12. **PORTFOLIO POLICY**