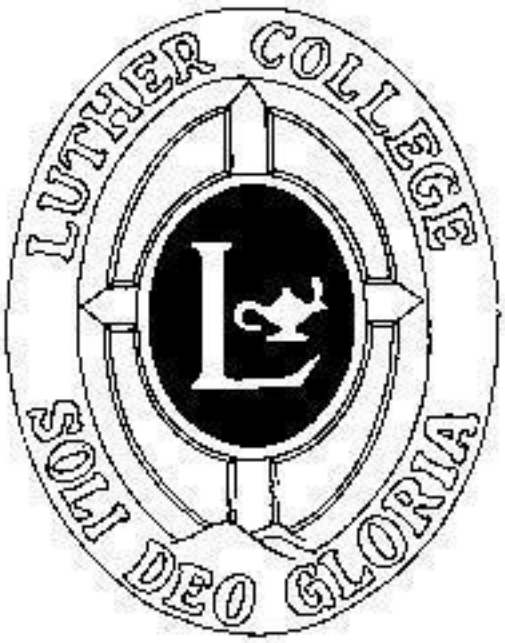
LUTHER COLLEGE

Department of Nursing



STUDENT HANDBOOK

Department of Nursing Contact Information

DECORAH CAMPUS
Phone: (563) 387-1057
FAX: (563) 387-2149
Luther College Department of Nursing
700 College Drive
Decorah, IA 52101

Administrative Assistant: Kim Bridges
Office open weekdays
School year hours:
Mon–Fri 8:00a–4:00p
Office closed 12:00p-1:00p

Summer hours:
Variable, by appointment

Web: www.luther.edu/nursing

ROCHESTER CAMPUS
Phone: (507) 288-6872
Luther College Department of Nursing
Zumbro Lutheran Church
624 3rd Ave. SW
Rochester, MN 55902

Administrative Assistant: Kerith St. Louis
Office staffed part-time during school year:
Mon-Wed 8:15a–3:15p

Email: nursing@luther.edu

The Luther College nursing program is currently fully accredited by the Commission on Collegiate Nursing Education and approved by the Iowa Board of Nursing.

Table of Contents

	Page
Preface	**6**
Department of Nursing: Program Introduction	**6-10**
Department History	**7**
Mission Statement, Vision, Values	**8**
Program Objectives	**9**
Nursing Program Information	**11-13**
Academic Admission and Progression	**11**
Admission	**11**
Direct Entry	**11**
Criteria	**11**
Notification	**12**
Minimum Standards for Progression	**12**
Probation	**13**
NCLEX-RN Preparation	**13**
Graduation Requirements	**14**
All College Requirements	**14**
Nursing Major Requirements	**14**
Mid-Year Graduation	**14**
Student Organizations	**15**
NSNA	**15**
IANS	**15**
LSNA	**15**
Department Events	**16**
All-Department Banquet	**16**
Senior Pinning Ceremony	**16**
Other Activities	**16**
Department Staffing and Committees	**16**
Department Staffing	**16**
Committees	**16**
Nursing Faculty Department Meetings	**16**
Luther College Committees	**16**
Student Resources and Services	**17**

Expenses Related to Nursing Program **17-19**
Background Checks **17**
Malpractice Insurance **18**
Nursing Pin **18**
CPR Certification **18**
Textbooks and Course Lab Manuals/Workbooks **18**
Employment **19**
Nursing 480 Costs **19**
Off-Campus Fees **19**
NCLEX-RN Prep Testing **19**
Financial Aid **19**

Requirements for Participation in Clinical and Simulation Courses **20-24**
Computing Competencies **20**
Zoom Etiquette **20**
Previous Licensure **21**
Arrangements for Clinical Experiences **21**
Nursing Student Health Summary Information **21**
First Year (& Transfer Students) **21**
Sophomore Year **21**
Mantoux Test **22**
Influenza Vaccination **22**
COVID Vaccination **22**
CPR Certification **22**
Health Insurance **22**
COVID-19 Precautions at Luther College Campus **22**
Attire for Patient/Client Interaction **22**
Equipment **23**
Preparation for Clinical Experiences **23**
Attendance at Clinical Experiences **23**
Transportation **24**
Required Agency Orientations **24**

Americans with Disabilities Act: Department of Nursing Policy **25**
Core Performance Standards **26**

Student Information **27-29**
Student Responsibilities **27**
Student Clinical/Lab Contracts **27**
Student Civility **27**
Special Accommodations **27**
Student Clinical Evaluations **28**
Summary Evaluation of Graduates **28**
Licensure Responsibilities **28**
Reference Letter Request Policy **29**
Safe Student Reports **29**

Academic Standards **30**
Clinical, Lab and Simulation Expectations **30**
Clinical Evaluation: Google Document Reflection **30**
Student Performance Requirements **31**
Missing/Late Assignments **31**
High Stakes Medication Calculation Exam within the program **31**
Significance of Failing Clinical **32**

Unsatisfactory Clinical Performance **32**

Student Remediation: Performance Improvement Plans **34-38**
Skills and Simulation Labs **38**
Lab Guidelines **39**

Policies and Procedures **39**
Student Health and Welfare **39**
Student Illness or Injury **39**
Pregnancy Policy **39**
Other Health Factors **40**
Chemical Use and Chemical Impairment **40**
Complaint Process **41**
Extended Student Absence **41**
Ethical Responsibilities **42**
Honor Code **42**
Academic Dishonesty **43**
Code of Ethics for Nurses **43**
Bill of Rights and Responsibilities for Students of Nursing **44**
Felony Convictions **45**
Removal From and Readmission to Nursing Clinical Classes/Nursing Program **45**
Procedures for Removal **46**
Procedures for Appeal **46**
Procedures for Readmission to the Nursing Program **47**
Social Media Policy **47-48**

Appendices

APPENDIX A - Curriculum Plan for Nursing Major (started Fall semester 2018) **49-50**
APPENDIX B - Core Performance Standards – Examples **51-52**
APPENDIX C -1- Lasater Clinical Judgment Rubric **53-54**
APPENDIX C-2- Creighton Competency Evaluation Instrument **55**
APPENDIX D - Student Clinical/Lab Contract **56**
APPENDIX E - Student Confidentiality and Integrity Agreement **57**
APPENDIX F – Simulation Lab Confidentiality and Photo Release Agreement **58**
APPENDIX G - Simulation Lab Fiction Contract **59**
APPENDIX H – Student Civility Contract **60-62**
APPENDIX I - Summary Evaluation of Graduate by Nursing Faculty **63-64**
APPENDIX J- Extended Absence Return Documentation **65**

Preface

This handbook has been developed to assist students in the nursing major to become better acquainted with the Department of Nursing and the baccalaureate nursing program at Luther College. The information included in this handbook applies specifically to students enrolled in the nursing major and is prepared to be used in conjunction with the Luther College Student Handbook and the Luther College Catalog. This handbook is intended to be a concise, practical guide for students. We encourage you to seek clarification of any policy you do not understand. The Student Handbook is available online on the Department of Nursing website. At the start of the program, students are introduced to the Handbook and are instructed how to locate it on the website. All students are accountable for the content of the Student Handbook published in the year of admission to the nursing program. The Handbook is reviewed annually and any changes required will be shared with students via e-mail.

Department of Nursing: Program Introduction

Luther College is an independent, residential, liberal arts college affiliated with the Lutheran church. It was originally established by the leaders of the Norwegian Evangelical Lutheran Church in America in 1861 at Halfway Creek, Wisconsin as the "Norwegian Lutheran School for the Education of Ministers." Following a year at Halfway Creek, Luther College moved to the St. Cloud Hotel in downtown Decorah where planning for a permanent building for the school to be constructed on a 32-acre site in West Decorah was begun. At this same time, the purpose of the school to prepare pastors and teachers for the church, and to provide a liberal arts education for men of the church to enter other professions requiring a more basic education was clarified. Luther College embraced the classical curriculum, which followed the pattern of the Latin schools of Europe or the German *Gymnasium* with emphasis on languages and literature, especially the classical languages of Latin and Greek as well as the modern languages of German, Norwegian, and English. Eventually, a radical transformation of the curriculum occurred in 1932 that moved away from the classical curriculum to the inclusion of a variety of elective choices and the Greek and Latin requirement was dropped. In addition, the formal approval of coeducation and the introduction of a series of pre-professional programs in 1936 accommodated the greater diversity of student interests in a new era of the college. Fortunately, coeducation came just in time to permit the college to survive the effects of World War II when for several years there were few enrolled male students. It is apparent that Luther College enjoys a rich history and traditions that are described in *Luther College: Who We Are,* written by Wilfred F. Bunge, first published in 2002 and updated in 2009. Throughout its evolution, the College has retained its steadfast commitment to the liberal arts and an "education that disciplines minds and develops whole persons equipped to understand and confront a changing society."

Luther College is located in Decorah, Iowa, a community of 8,100 people nested in the bluff country of northeast Iowa along the Upper Iowa River. The Minnesota border lies 15 miles to the north; the Mississippi River lies 30 miles to the east. Luther is a place of intersection, founded where river, woodland, and prairie meet. The 200-acre main campus is surrounded by an additional 800 acres featuring biology field sites, and many miles of hiking and cross-country ski trails. These latter acres are devoted to farming, environmental research, and biological studies.

All students receive a solid foundation in the liberal arts through the all-college Paideia (Greek for "education") program. Paideia includes a common yearlong interdisciplinary course for first year students and an upper class values seminar. Luther has more than 60 majors, minors, interdisciplinary minors, and pre-professional and special programs. For the past five years,

Luther has been ranked nationally as one of the top 25 baccalaureate colleges for the number of students studying abroad.

Luther College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the National Council for Accreditation of Teacher Education for the preparation of elementary and secondary school teachers, the Iowa Department of Education, the Council on Social Work Education (baccalaureate level), the National Association of Schools of Music, the Iowa Board of Nursing and the Commission on Collegiate Nursing Education. The management and control of the college is vested in a Board of Regents, consisting of 30 members serving four-year terms plus a bishop designated by the bishops of the Evangelical Lutheran Church in America (ELCA), Region Five, and the president of the college as an ex officio member. The officers of administration, the president of the Alumni Association, a representative from the ELCA's Vocation and Education Unit, and representatives of the faculty and the student body also meet with the regents.

Department History

The question of Luther College offering a major in nursing was raised during the spring of 1973. Drs. Russell Rulon and Phillip Reitan of the Department of Biology were particularly interested in the establishment of such a program. As one faculty member stated: “The Christian concept of service fully justifies Luther’s undertaking to prepare qualified nursing personnel and to give them as well the kind of liberal arts education which we are capable of doing” (Luther College Faculty Memo, December 5, 1973). Coincidentally, the administration of Rochester Methodist Hospital in Rochester, Minnesota indicated a need for graduates of a baccalaureate nursing program and pledged support for such an endeavor by offering facilities for clinical experiences. Their desire was fueled by both a wish for a mix of interdisciplinary students including baccalaureate prepared nurses receiving educational experiences at the facility and the recent closure of their diploma nursing program.

A study was conducted in the fall of 1973 to determine the feasibility of establishing a baccalaureate nursing program at Luther College. It should be noted that at this time there were no such programs in northeastern Iowa where a shortage of baccalaureate prepared nurses existed. The results of the study together with a recommendation that the College endorse a nursing program led to the approval by the College faculty and the Board of Regents of a new baccalaureate nursing program in 1974. This cemented the relationship between Luther College and Rochester Methodist Hospital, particularly since the hospital was situated in a renowned medical center, which would provide an excellent resource for the program. Mayo Clinic physicians and other health personnel used Methodist Hospital for patient care, which allowed for a variety of excellent learning experiences to be identified for the nursing program that included contact with patients from all over the United States and the world. After graduating its first class of 28 in 1978, the Luther College Department of Nursing obtained full approval from the Iowa Board of Nursing and accreditation from the National League for Nursing (NLN) in 1979. NLN accreditation was no longer sought after accreditation by AACN/CCNE (Commission on Collegiate Nursing Education) was achieved in 2003.

The nursing program is delivered on the main campus of Luther College in Decorah, Iowa and off-campus in Rochester, Minnesota, which is 75 miles northwest of Decorah. Students spend their first year, sophomore and senior years in residency on the main campus in Decorah where they receive class and clinical experiences. The junior year is currently spent in Rochester. Students live in apartments and attend classes in space rented by Luther College at Zumbro

Lutheran Church. The Zumbro facility provides classroom space, a student lounge, faculty and administrative assistant offices, and an environment conducive to learning. Clinical experiences are provided at a variety of facilities in the Rochester area.

The Department of Nursing has offered two undergraduate nursing programs, the traditional Bachelor of Arts (BA) and the BA completion program. Students are admitted to the nursing program as first year students or when a student declares a change in major. Transfer students may be admitted to the nursing program based upon analysis of their previous education and experience and on a space available basis. During fall 2011 two initiatives occurred: (1) the Luther College Department of Nursing, Luther College and its Board of Regents approved a proposal to terminate the RN-BA program which was then approved by the Iowa Board of Nursing at the November 30, 2011 meeting and, (2) a direct entry program was approved for high achieving high school students who meet specific criteria.

Over 950 students have completed the Luther College nursing program. Graduates have been employed in over 36 states as well as in such countries as Bolivia, Kenya, China, United Kingdom, Norway, Switzerland, New Zealand, Guam and Malta. Luther nursing graduates have continually strived to make the world a more comfortable, caring place to be as demonstrated by the assimilation of a variety of roles. The nursing department has indeed reinforced the mission of the college—to undertake the Christian concept of service to church, society, and the world.

Revised June 2012

Department of Nursing Mission Statement

At Luther College, we are inspired by our faithful roots to improve the health of all people and serve the greater good. We aspire to prepare graduates who can lead and reform healthcare in complex evolving environments through academic and clinical excellence.

Vision:

Norse nurses are creative leaders in evidence based healthcare practice

Values:

Integrity
Collaboration
Equity
Social Justice
Leadership
Excellence
Innovation
Empathy

Adopted 2021

Table 1. Program Objective and 2021 Nursing Essentials

	Luther College Program Objective (December, 2021)	***Nursing Essentials* Associated Domain (AACN, 2021)**
1	Apply knowledge from the science of nursing with knowledge from the liberal arts and natural and social sciences to develop a foundation for nursing practice and sound clinical judgment.	Domain 1: Knowledge for Nursing Practice Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.
2	Perform person-centered care to guide nursing practice across varied locations and levels of care	Domain 2: Person-Centered Care Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.
3	Assess, collaborate, and advocate for the optimal health of individuals, families, and populations.	Domain 3: Population Health Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities,and others for the improvement of equitable population health outcomes.
4	Incorporate an evidence-based practice approach to clinical decision making.	Domain 4: Scholarship for Nursing Discipline Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.
5	Integrate quality and safety into nursing practice, minimizing risk of harm to patients and providers.	Domain 5: Quality and Safety Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

6	Collaborate with care team members, the patient, and others in the provision of care to enhance the healthcare experience and strengthen outcomes.	Domain 6: Interprofessional Partnerships Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.
7	Integrate clinical judgment in a complex health care environment to provide safe, quality, and equitable care to diverse populations.	Domain 7: Systems-Based Practice Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.
8	Demonstrate safe utilization and implementation of healthcare technology standards across healthcare settings	Domain 8: Informatics and Healthcare Technologies Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
9	Demonstrate professional characteristics and values fundamental to the nursing profession	Domain 9: Professionalism Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.
10	Participate in activities that foster personal well-being and lifelong learning, and acquire nursing expertise and leadership.	Domain 10: Personal, Professional, and Leadership Development Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

Nursing Program Information

Baccalaureate degree (BA) with a major in Nursing

The BA program at Luther College academically qualifies graduates to complete the National Council Licensure Examination for Registered Nurses (NCLEX-RN), just as graduates with bachelor's of science degrees. Successful completion of the NCLEX-RN positions graduates with the RN credential necessary to enter practice.

The BA nursing degree at Luther College integrates liberal arts with science courses, along with nursing didactic, lab, and clinical courses. The nursing program at Luther College is approved by the Iowa Board of Nursing (IBON) and accredited by the Commission on Collegiate Nursing Education (CCNE).

To the best of our knowledge, as of July 1, 2020, the educational requirements for graduates of the nursing program at Luther College meet the same basic academic conditions for licensure in all 50 states. States may vary in fees and have specific requirements beyond the basic academic conditions for licensure. Specific state requirements can be accessed through the National Council of State Boards of Nursing website.

Academic Admission and Progression

Luther's nursing program, with its longstanding connection to Mayo Clinic Rochester, has a very strong reputation. Clinical resources both in the Rochester and Decorah areas limit the number of students who can be enrolled in the program and so the number of qualified program applicants may exceed the number who can be admitted. Students must understand that admission to Luther does not itself mean admission to nursing. Applicants must meet minimum eligibility requirements indicated below; however, obtaining or exceeding minimum criteria does not guarantee admission. Decisions affecting admission to the major will be made at the end of the fall semester. Luther also offers a direct entry program into the nursing major for high achieving high school seniors. Should students not qualify for admission, they are allowed one additional re-application.

Admission

Minimum criteria for admission to the nursing major include:

- A minimum cumulative grade point average (GPA) for college courses taken at Luther College of 2.75.
- A minimum grade of C in all courses required for the nursing major.
- Repetition of any single course required for the major no more than once.
- Repetition of a total of no more than two courses required for the major.

Direct Entry

Students qualified for Direct Entry into the nursing major will be contacted by Admissions. There will be no separate application to complete. Direct Entry is an award to students who meet qualifying criteria from high school. If awarded, these students will be guaranteed placement in the nursing program if they continue to meet all of the progression and admission requirements. The Nursing Department may offer expectations on an individual basis.

Criteria

Direct Entry admission is competitive and meeting the minimum requirements does not guarantee admission. The student will meet all of the following criteria for Direct Entry consideration:

1. Minimum GPA of 3.8
2. One of the two following:
    a. ACT/SAT Criteria:
        i. Minimum 25 Composite on ACT
        ii. SAT Critical Reasoning and Mathematics combined score of 1210
        iii. Minimum Science Reasoning Score of 25 on ACT or minimum 570 Mathematics score on the SAT
    b. Adjusted GPA of 3.65 for combined English, Mathematics, and Science high school courses

- No deficiencies in the minimum high school course requirements of
    - Four years of English
    - Three years of mathematics
    - Three years of social science
    - Two years of natural science (including one year of laboratory science)

Notification
Notification of acceptance of Direct Entry into the nursing major will be mailed.

Minimum Standards for Progression:
All Direct Entry and non-Direct Entry students must meet criteria at the end of each semester in order to continue enrollment in nursing courses. Exceptions may be considered by the Nursing Department and communicated to individual students.

Criteria for Progression and Retention in the nursing major:
1. A minimum cumulative grade point average (GPA) of 2.75 for courses taken at Luther College.
2. A minimum grade of C in each course required for the nursing major.
3. No courses required for the major (nursing courses and correlative courses) have been repeated more than one time.
4. No more than two courses required for the major (nursing courses or correlative courses) have been repeated.
5. A level of health is maintained that does not interfere with the student's ability to function adequately and safely in the nursing major. The student is expected to seek appropriate professional assistance as needed. The faculty may recommend the need for assistance, a leave of absence, and/or withdrawal from the program.
6. Satisfactory performance in all classroom, clinical, and laboratory (including simulation) experiences:
    a. Safe performance in clinical practice.
    b. Appropriate professional behavior.
    c. Preparation of required assignments prior to class, clinical, or lab.
    d. Follow-through with assignments/care at appropriate level.
    e. Evidence of emotional maturity when caring for patients.
7. Students may be **dismissed from a course for breach of ethical responsibilities**. A student dismissed for such a violation will not be allowed to continue in any clinical nursing course that semester. (For example: HIPAA violations, academic dishonesty, a pattern of late or incomplete assignments, misleading and/or misstating facts or events). A student dismissed under such circumstances will meet with the course coordinator and department head to

discuss individual implications for current course schedule and continuation in the nursing program.

Probation:

1. Any nursing student who fails to meet the cumulative GPA requirement of 2.75 for progression in the nursing major after completing the first semester of sophomore-level nursing courses will be placed on probation.

2. A student receiving multiple performance improvement plans (PIPs) in one semester or who have concerning trends or patterns of PIPs over several semesters or in several classes may be placed on probation.

3. A student placed on probation will be notified in writing (e-mail is acceptable) of his/her probationary status prior to the first day of classes for the next semester immediately following the term in which the deficit in academic requirement occurred. A student placed on probation due to an excessive number or type of performance improvement plans will be notified as soon as possible. The student may choose to use his/her academic advisor, other teaching faculty or the nursing department head to assist him/her in exploring concerns, identifying problems and planning actions to meet his/her goals. A formal recommendation delineating appropriate activities may be specified for the student.

4. The student shall be returned to good academic standing and will be so notified in writing when he/she has achieved a cumulative GPA of 2.75 or higher or when performance deficits are addressed and Performance Improvement Plan outcomes are met.

5. The maximum probationary period is one semester. If the student is unable to meet the cumulative GPA progression requirements after this time, he/she will be dismissed from the program. If performance deficits continue to be a concern during the probationary period and significant improvement is not noted, the student may be dismissed from the nursing program.

NCLEX-RN Preparation

The Department of Nursing requires all students to participate in the Assessment Technologies Institute (ATI) program. ATI is a comprehensive online assessment and review program that is designed to provide nursing students with a variety of tools that will assist them throughout their nursing program in a variety of ways. Participation in the ATI program will allow the student to gain experience in taking computerized nursing exams similar to the National Council Licensure Examination (NCLEX), increase confidence in nursing knowledge base and comprehension, identify strengths and weaknesses, and to develop plans for remediation ultimately enhancing success in the nursing program and the NCLEX upon graduation. NCLEX is the licensing examination required for all nurses to practice. Individual subject tests are administered at appropriate intervals throughout the nursing curriculum. Examples of exams utilized are the following: Critical Thinking, Fundamentals of Nursing, Physical Assessment/Wellness, Medical/Surgical, Obstetrics/
Gynecology/Growth and Development, Pharmacology, Pediatrics, Psychosocial Nursing and Pathophysiology. Additional information can be found at https://www.atitesting.com/about.

Luther College ATI Policy [Hyperlink]

Graduation Requirements

All College Requirements: See Luther College Catalog "All-College Requirements" https://www.luther.edu/catalog

Nursing Major Requirements: See Luther College Catalog "Curriculum: Nursing"

Mid-Year Graduation:
The decision to apply for mid-year graduation is a personal choice and should be made in consultation with the student's academic advisor. Mid-year graduation is contingent upon space availability in clinical and lab settings. Should the Nursing Department need to limit the number of mid-year graduates, the department will consider student cumulative GPA, Luther College credit hours earned, and total credit hours earned. The following criteria should be considered in the decision-making process.

a. An intent form provided by the department for mid-year graduation must be completed by the candidate by the end of fall semester of the junior year. This form should be sent to the Department Head. This intent form enables the faculty to assist the student in the enrollment process.
b. The applicant should meet requirements for graduation as discussed under Criteria for Admission and Progression in the Nursing Major in the Department of Nursing Student Handbook and all College Requirements.

Student Organizations

NSNA - The National Student Nurses' Association (NSNA) is the only national organization for students of nursing. The NSNA "mentors the professional development of future registered nurses and facilitates their entrance into the profession by providing educational resources, leadership opportunities, and career guidance". NSNA does this by:

a. promoting and encouraging student participation in community affairs and activities,
b. speaking for students of nursing to the public, institutions, organizations and governmental bodies,
c. promoting and encouraging students' participation in interdisciplinary activities,
d. working to influence the development of relevant approaches to nursing education,
e. intensifying recruitment efforts and promoting educational opportunities for all persons,
f. and promoting collaborative relationships with other nursing and health organizations.

IANS - IANS is the Iowa Association of Nursing Students. As a branch of NSNA, it functions on a state level to meet the national objectives.

LSNA - LSNA is the Luther College Student Nurse Association. The main purpose of the organization is to aid in the development of the individual students and to urge students of nursing, as future health professionals, to be aware of and to contribute to, improving the health care of all people. LSNA also makes recommendations to the Department of Nursing concerning student welfare and professional growth. Objectives include:

a. discussing pertinent matters related to student welfare, health and activities
b. promoting social and professional activities and assist with these activities when necessary

All nursing majors are encouraged to join. The group as a whole will annually elect officers. In addition, each class will annually elect two representatives to serve as liaisons to LSNA and Department of Nursing faculty. A nursing faculty member will serve as advisor. The responsibilities of student representatives include:

a. attending all meetings
b. serving as class contact persons responsible for coordinating departmental/student activities
c. disseminating information to class members through class meetings

Activities and programs will be sponsored on campus and in Rochester throughout the year. Examples of past projects include procuring various educational films relating to the health field, sponsoring speakers, organizing and participating in screening clinics, arranging educational programs in collaboration with the college health service, promoting awareness of the organization on the campus, and participating in state and national organizations. LSNA is annually responsible for planning the departmental banquet.

Department Events

The Luther College Department of Nursing sponsors two major events each academic year. These events are the All-Department Banquet and Senior Pinning Ceremony.

Nursing Recognition Banquet

The All-Department Banquet is held in annually on the Luther College campus. All levels in nursing (first year through seniors) and faculty are invited to participate. LSNA and student representatives from each class will coordinate the planning of the banquet along with a faculty advisor. The banquet consists of a social hour, dinner, and program.

Nursing Pinning Ceremony

The Senior Pinning Ceremony is held each academic year in Mid-Year and May. Dates of pinning will be distributed at the start of each semester for student planning. A standard program is used for the ceremony. Senior students, along with the department head and the department administrative assistant, will coordinate the arrangements. At this ceremony, the seniors receive their Luther College Nursing Pins and are honored at a reception following the program.

Other Activities

Other social activities may be initiated by faculty or students and are encouraged.

Department Staffing and Committees

Department Staffing

The Luther College faculty consists of a combination of full-time and part-time faculty, and is chaired by the Department Heads. There is one full-time administrative assistant in Decorah who works through the summer and one administrative assistant in Rochester who works during the school year only. The two administrative assistants are responsible for coordinating and carrying out the on-going support staff activity on the two campuses to meet the needs of the professional staff and students. The department may utilize work-study students during the school year.

Committees

Nursing Faculty Department Meetings

Meetings are held regularly to discuss current concerns, needs, and problems confronting the department. Students are able to have input to the faculty through their elected class representative and alternate. Students can request time at a faculty meeting to discuss concerns.

Luther College Committees

Luther College nursing students are encouraged to participate in college-wide student committees such as student senate and faculty and staff committees that include student representatives.

Student Resources and Services

Student Services

- **Center for Academic Enrichment**
  Luther College nursing students have access to a variety of services on campus including the following: a) the Center for Academic Enrichment [https://www.luther.edu/cae/] and b) TRIO [https://www.luther.edu/trio/] staff are available to provide support and will activate disability accommodations for students in Decorah as well as Rochester. They are available via email, phone, virtual chat or in person on campus.
- **The Office of Equity and Inclusion** [https://www.luther.edu/diversity-at-luther/] includes:
    - Center for Intercultural Engagement and Student Success
    - Catalyze@Luther
    - College Ministries
    - Inclusive Learning
    - Diversity, Civility, and the Liberal Arts Institute
- **Student Engagement Office** [https://www.luther.edu/studentlife/office/**]**
    - Residence Life
    - Counseling Services
      Counseling Services are also available in Rochester for nursing students through Zumbro Valley Health Center. Contact Rochester faculty or the Student Life Office for more information.
    - Nena Amundson Lifetime Wellness Program
    - Student Activities
    - Career Center
    - Safety and Security
    - Campus Recreational Sports and Intramurals
    - Student Health Service
      On Campus: The Luther College Student Health Service is a comprehensive outpatient clinic that can meet most health needs of students. Medical problems that go beyond the scope of the Health Service are referred to appropriate off-campus facilities. Students can see a nurse at no charge or a provider at a minimal charge. Students are responsible for submitting claims to their insurance company.

      In Rochester:
      A variety of resources are available to Luther College nursing students while they are in Rochester (junior year). A current list of resources is provided to students at the beginning of their Rochester year. Students are responsible for any charges.

Expenses Related to Nursing Program

The student is responsible for all additional expenses, unless otherwise noted. In the first semester of admission to the nursing program, estimated costs for each of the following requirements will be clearly communicated with students.

Background Checks
Iowa law requires that nursing education programs initiate the following background checks for students participating in clinical experiences in Iowa facilities: Criminal Background Check through the Iowa Division of Criminal Investigation and Child & Dependent Adult Abuse

Record Checks through the Iowa Department of Human Services. Students will be charged once upon admission to the nursing program for the Iowa Criminal Background Check.

Minnesota law requires that nursing education programs initiate a Background Study through the Minnesota Department of Human Services for all students participating in clinical experiences in Minnesota facilities. Students will be charged for this background study once prior to the Rochester year.

Clinical facilities require that all students participating in clinical experiences in their agencies initiate a national background check. This is to ensure a safe clinical environment for both students and the public and to meet the contractual requirements of the clinical agencies. Luther has established an acceptable screening procedure with Verified Credentials, Inc.
Students will be charged once upon admission to the nursing program for the National Criminal Background Check.

Malpractice Insurance
Luther College comprehensive fee includes the cost of the malpractice insurance required of students before beginning work in the clinical settings.

Nursing Uniform
Luther College nursing uniforms will be required for student attire in clinical activities. Order forms will be distributed in the first semester of admission to the nursing program. The cost of the uniform is incurred by the student.

Nursing Name Badges
Luther College nursing name badges will be required for student attire in clinical activities. Order forms will be distributed in the first semester of admission to the nursing program. The cost of the name badge is incurred by the student.

Nursing Lab Kits
Luther College nursing lab kits will be required for student resources in clinical and laboratory settings and activities. The book store and the Simulation Lab Director will coordinate the ordering and purchasing of nursing lab kits. The cost of the kits is incurred by the student.

Nursing Pin
Upon completion of the nursing program, each student is eligible to wear the Luther College nursing pin. It was designed by the first graduating class of 1978 and reflects the philosophy of Luther College and the nursing department. (See design on the front page of the handbook.) It can be ordered through the Luther College Book Shop during the senior year and will be received during the pinning ceremony. The cost of the pin is incurred by the student and is voluntary.

CPR Certification
Cardiopulmonary Resuscitation (CPR) Certification is required for all nursing students prior to beginning clinical courses. Each student must maintain current certification through the American Heart Association (BLS for Healthcare Providers) throughout the nursing program. The cost of the certification is incurred by the student.

Textbooks and Course Lab Manuals/Workbooks

Textbooks and manuals are available through the Luther College Book Shop.

NCLEX-RN Preparation
Students are assessed a fee during four semesters of the nursing program for NCLEX-RN preparation. Fee includes cost of course related testing, study materials and review session following graduation in preparation for NCLEX-RN.

Off-Campus Fees
During the junior year the College assesses a fee to offset a portion of the costs of the off-campus program. Students are responsible for the residential cost during the Rochester year.

Nursing 480 Capstone Costs
Students who participate in capstone experiences off-campus are required to find and finance individual housing arrangements. Faculty may not be available to provide housing support. Any additional costs related to meeting individual clinical facility health-related requirements are incurred by the student. When offered, students may also incur additional cost if they choose to enroll in a summer capstone, which will include summer tuition, available on the Registrar's website.

Financial Support Considerations

Employment
Employment is discouraged when it interferes with the student's ability to meet course requirements. The student may not wear any identifiable part of the student uniform (i.e., school insignia, name pin) while working as a health care employee. By law, an unlicensed student may not assume professional nurse responsibilities when working for pay. He/she may only accept employment as a nurse aide/orderly, nurse technician, or in a non-nursing capacity. Summer technician/internship programs following the junior year are available from a variety of institutions and are the responsibility of the student to seek and find support. Summer internships are not required for the major. Some summer internships require faculty support and the department cannot guarantee faculty availability for this purpose.

Financial Aid
Several scholarships are available for nursing majors. Nursing students seeking their first bachelor's degree benefit from the Bernice Fischer Cross and Bert S. Cross Perpetual Endowment for the Luther College Mayo Nursing Program and Health Sciences Program. This endowment is used for equal-share assistance for Luther College nursing students seeking their first bachelor's degree who are enrolled in the curriculum provided in the Mayo Medical Center in Rochester, Minnesota. This is not a need-based scholarship. Please refer to the Luther College catalog, call the Financial Aid Office for details, or contact the Department Head.

Requirements for Participation in Clinical and Simulation Courses

Note: Simulation, laboratory, and clinical experiences are all considered to be part of the clinical requirements of the nursing program. Consideration for participation, preparation, and evaluation for "clinical" experiences will be related to all of these types of learning activities.

Computing Competencies

Specific Skills required for your program of study

- Keyboarding and basic word processing skills: Typing, saving documents, opening documents, copying and pasting, cutting, printing and spell check, Manipulate text, images, and data as needed, create file folders and file management
- Use email systems to communicate with others in the Luther community
- Use presentation applications such as Powerpoint, Prezi, Google Slides
- Comply with required Luther College policies and procedures for safe computing (see LIS website): Strong passwords, apply updates to software, use Sophos virus software
- If students would like assistance with any of these skills please contact a librarian at Preus Library, refer to http://linkedinlearning.luther.edu/ (Using Norsekey and Password), or https://study.com/academy/course/information-systems-and-computer-applications.html

Zoom Etiquette

In order to ensure a respectful learning environment in Zoom/Google Hangout, the Luther College Nursing Department has developed the following guidelines:

Come Prepared

1. Join early – up to 5 minutes before the meeting start time
2. If you haven't used Zoom before, click the Luther College link to download Zoom prior to the day of the meeting and familiarize yourself with any features you may need to use – mute/unmute, stop/start video, screenshare, etc.
3. List your first and last name
4. Find a quiet space without interruptions and background noise
5. Have a plain background that is appropriate
6. Recommended to have your video on with good lighting and your camera at around eye level **(expectation is that video is on unless there is a compelling reason)**.
7. Dress as if you are in the classroom setting: Your nursing uniform is required for labs and clinical zoom meetings.
8. Never share meeting links with people not invited to attend the meeting
9. It is an expectation that your video is on during discussion and lab times.

During the Lab or Discussion Class

1. Mute your microphone when you are not speaking
2. Raise your hand when you would like to speak and/or submit a question in the chat box
3. Limit distractions - do not multitask and have other applications open on your computer
4. Do not record or take screenshots during the meeting without the consent of the instructor and/or other students

Previous Licensure
Clinical participation is not allowed by persons who have been denied licensure by the Iowa Board of Nursing or whose license is currently suspended, surrendered, or revoked in any country or US jurisdiction due to disciplinary action.

Arrangements for Clinical Experiences
Clinical experiences are arranged under the direction of the course and clinical coordinator in collaboration with the Department Head(s). Clinical agencies (Mayo Clinic Rochester, Veterans Memorial Hospital, Winneshiek Medical Center, Winneshiek Public Health, etc.) expect all clinical requests to be submitted by Luther College and not by individual students. Students are expected to communicate clinical learning needs and preferences to the course and clinical coordinator. Students should not contact clinical agencies to arrange additional clinical learning opportunities.

Nursing Student Health Summary Information
The Nursing Department is required to provide documentation to clinical agencies in order to promote safety. Documentation of health information, insurance, and CPR certification is a shared responsibility of the student and Nursing Department. Failure of the student to submit documentation as directed may result in removal from clinical nursing courses.

First Year (& Transfer Students)
A complete physical examination is required upon admission to Luther College. The examination form will be sent by the Admissions Office upon acceptance to the College. It should be completed by the student's health care provider and forwarded to the Luther College Health Service prior to entering college and will be kept on file in the Health Service Office.

Sophomore Year
Prior to entering the first nursing course, the following information must be recorded within the Student Passport System (SPS) prior to fall enrollment in the first required nursing class. ***This data must be completed and submitted to the nursing department the last day of spring semester classes prior to enrollment in the first required nursing course.***

1. Dates of the following vaccines:
    a. Poliomyelitis – most recent booster
    b. Diphtheria – most recent booster
    c. Tetanus – most recent booster
    d. Pertussis – most recent booster (within specified time period per clinical agency requirements)
    e. MMR (measles, mumps, rubella) – two doses. If two dose series was not completed, immunity must be verified by titer results for all three diseases.
2. Verification of Varicella (Chicken Pox) – vaccination date or year of disease.
3. Verification of Hepatitis B Vaccine – recommended but not required. Student must either provide dates for three (3) doses of the vaccination or sign waiver declining the vaccine.
4. Mantoux test must be completed upon admission and annually while enrolled in nursing courses. Reporting is required to the SPS by June 15.
5. COVID-19 vaccination per clinical facility and Luther College protocol

Mantoux
Initially a two-step Mantoux test must be completed for incoming nursing students during June with results submitted to SPS prior to June 15. Upper class nursing students complete a one-step Mantoux and submit results in May prior to leaving campus. If a student is not able to receive the Mantoux test, it is necessary to obtain negative results through a chest x-ray for TB prior to beginning clinical courses.

Influenza immunization
Influenza immunization is required for all nursing students prior to October 31 of each year.

Failure to complete SPS documentation will impact eligibility for clinical experiences.

CPR Certification
American Heart Association BLS for Healthcare Providers certification is required for all nursing students prior to beginning nursing courses. Proof of certification is due in the Nursing Department office before students are allowed to participate in clinical experiences and must not expire prior to the end of the semester. **Each student must maintain current certification. Proof of recertification is required to the nursing department every two years for clinical participation and must be received by the nursing department by the first day of the month after expiration month.**

Health Insurance
Students who participate in nursing clinical experiences are required to have health insurance coverage. Proof of health insurance coverage must be provided on an annual basis prior to the start of any off-campus clinical experience. Students must bring their health insurance cards to the Nursing Department office each year. Photocopies will be made and kept on file.

COVID-19 Precautions at Luther College Campus:
Students will be aware and follow the guidelines on the Being Community Website [https://www.luther.edu/being-community/updates/] while on Luther College campus. Additionally:

- Masks may be required in some lab and simulation situations.
- Students will be aware and follow the guidelines of clinical agencies during any clinical activity off campus.
- Students will also be aware of and follow the guidelines of the academic and clinical facilities in Rochester when in class or clinical there.
- If a student is having symptoms and considers testing for COVID, faculty may request to see documentation of consultation with health service or provider and results (CDC).

Attire for Patient/Client Interaction
1. Professional dress includes:
   a. Below-the-knee length skirts or dresses or ankle-length dark or khaki pants. No jeans, Capri pants, or leggings with tunic tops.
   b. Clean, wrinkle free shirt or blouse (no t-shirts)
   c. Dress shoes with stockings/hose, no sneakers or athletic shoes, no exposed toes or heels
   d. A watch with a "second" hand
   e. Luther nametag and/or photo ID access card if required, visible on the upper half of the body.

f. Plain badge reel, administered by the Department of Nursing

2. Uniforms used for all clinical courses with the exception of Behavioral Health Nursing (Nursing 376) and Population-based Care (Nursing 421):
   a. The student uniform consists of royal blue pants, and a top as specified by the Department of Nursing, with a Luther emblem. A t-shirt or undergarment worn under the top should be solid white.
   b. Name badge shall be worn visible on the upper half of the body.
   c. White, black, or brown, soft-soled shoes with closed toe, closed low heel and with minimal colored marks are required. No Crocs are allowed. Shoes must be kept clean and be in good condition.
   d. Student uniforms are worn at all times in the clinical agencies unless otherwise designated. Uniforms should be changed prior to attending classes or general student gathering spaces such as the cafeteria on campus.
   e. Clothes worn in clinical experiences should be neat, clean, wrinkle free and in good repair. There should be no wrinkles, dirt, or stains on clinical clothing.
3. Jewelry, nails, and tattoos: Students should follow clinical agency policies regarding piercings, tattoos, and nails.
4. Smart watches are allowed if used professionally. Clinical instructors may request that smart watches are removed if used unprofessionally.
5. Hair longer than shoulder length must be pulled back with a plain hair tie. Beards and mustaches should be neatly trimmed. Hair coloring should adhere to clinical agency policy.
6. The use of cosmetics should be conservative in nature. Perfumes, colognes, and fragranced lotions should not be used.
7. Undergarments should not be detectable through outer clothing.

Equipment

In the clinical agency, students need to have a faculty-approved stethoscope with interchangeable bells and diaphragms suitable for adults and children. Bandage scissors are also useful and recommended. Students should plan on carrying a watch with a sweep second hand and black pen. Students should be prepared to bring with them their individual Laboratory Kit as instructed by lab instructor.

Preparation for Clinical Experiences

Students are expected to demonstrate adequate preparation for clinical and simulation experiences. Students who are unprepared may be told by the instructor to leave the clinical setting and given a failing grade for that clinical experience.

Attendance at Clinical Experiences

Attendance and punctuality at required clinical experiences are mandatory. Tardiness or unexcused absences are considered a clinical failure for the day. Students with more than two absences will meet with the clinical faculty member and course coordinator to discuss how to meet the course objectives.

In the event of illness or emergency, the student must notify the instructor personally prior to the assigned clinical time that the student will be absent. In the event of illness or injury, the instructor reserves the right to request a health care provider's note. Students involved in campus associated extracurricular activities (e.g. music ensembles or athletics) for which attendance to lab/clinical will be disrupted (2 occurrences or less) must make arrangements to make up the lab/clinical or attend another scheduled lab/clinical with their instructor prior to the absence. A

note from the campus coach and/or activity coordinator is required to be excused from lab/clinical activities and a makeup session offered. More than two occurrences are not allowed.

Transportation
Students will be required to provide their own transportation and parking expenses when they are enrolled in nursing courses in Rochester, Decorah, and surrounding areas. Clinical experiences occur in hospitals and community settings as well as in client's homes in Rochester, Decorah, and surrounding areas.

Required Agency Orientations
Required agency orientations will be provided prior to beginning each clinical course including safety training, confidentiality, emergency codes, etc.

Americans with Disabilities Act: Department of Nursing Policy

The Americans with Disabilities Act (ADA), 1990, was promulgated by the United States Congress to prohibit discrimination against qualified individuals with disabilities. Disability is defined in the Act as a person with a) physical or mental impairment that substantially limits one or more of the major life activities of such individuals; b) a record of such impairment; or c) being regarded as having such an impairment. A "qualified individual with a disability" is one who, with or without reasonable accommodation or modification, meets the essential eligibility requirements for participation in the program. Also see online College Catalog, "Disability Services"

Examples of disabilities likely to be covered by ADA:

- Physical Impairments: Orthopedic, visual, speech, and hearing impairments: cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV (symptomatic or asymptomatic), tuberculosis, addictions.
- Mental Impairments: Mental handicaps, organic brain syndrome, psychiatric disorders, learning disabilities.
- Examples of "record of such impairment": history of psychiatric illness; addiction to drugs or alcohol; physical illness; erroneously diagnosed with a condition.
- Examples of "regarded" as having a disability: See SASC website

Core Performance Standards

Core Performance Standards
The Department of Nursing, in defining nursing as a practice discipline with cognitive, sensory, affective and psychomotor performance requirements, has adopted a list of "Core Performance Standards" (see table below). Each standard has an example of an activity, which a student would be required to perform while enrolled in the Luther College nursing education program. Admission to and progression in the nursing program is not based on the standards. Rather, the standards are used to assist each student in determining whether accommodations or modifications are necessary.

Table 2. Core Performance Standards

ISSUE	STANDARD	SOME EXAMPLES of Necessary Activities (Not All Inclusive)
Critical Thinking	Critical thinking ability sufficient for clinical judgment	Identify cause-effect relationships in clinical situations, develop nursing care plans
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds	Establish rapport with patients/clients and colleagues
Communication	Communication abilities sufficient for interaction with others in verbal and written form	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces	Moves around in patient rooms, work spaces, and treatment areas, administer cardio-pulmonary procedures
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care	Calibrate and use equipment; position patients/clients
Hearing	Auditory ability sufficient to monitor and assess health needs	Hear monitor alarm, emergency signals, auscultatory sounds, cries for help
Visual	Visual ability sufficient for observation and assessment necessary in nursing care	Observes patient/client responses
Tactile	Tactile ability sufficient for physical assessment	Perform palpation, functions of physical examination, and/or those related to therapeutic intervention, e.g. insertions of a catheter

Additional examples provided in Appendix B

Student Information and Responsibilities

Student Responsibilities

Each nursing student at Luther College has unique personal, intellectual, emotional, and spiritual strengths, which are further developed during their learning experiences at Luther College. The student is aware of and accepting of his/her responsibility as an active, contributing member of the academic community. The student at Luther College has a right to a sound education, to self-evaluation, to organize and participate in an organization directed toward achieving professional goals and to protection of his/her academic rights. The learning process is enhanced through a collaborative relationship between teacher and student with the teacher also acting as a resource person. The student is expected to be responsible for his/her own learning and growth. In addition, the student nurse should assume responsibility for the following:

a. Knowledge about the curriculum plan for nursing majors. (See Appendix A)
b. Knowledge about criteria for progression/retention in the nursing major. (See College Catalog)
c. Knowledge about the governance and authority within Luther College.
d. Representation in recruitment of new faculty members.
e. Maintenance of confidentiality.
f. Participation in the development and evaluation of the curriculum.
g. Collaboration with other members of the health team in providing nursing care with respect for the dignity of human beings.
h. His/her appearance and conduct in the clinical area, which is reflective of professional nursing.
i. Attendance in all classes, clinicals, and exams as scheduled including final exams.
j. Upload all required documentation to the Student Passport Site (SPS) by required due dates set by the Department of Nursing

Student Clinical/Lab Contract

At the beginning of each clinical/lab course, students will be asked to sign the Department of Nursing clinical/lab contract (Appendix D). Faculty discuss the importance of the contract with students each semester.

Contracts for Clinical and Lab Behaviors

Each student will sign contracts at the start of nursing courses defining expected student behaviors:

- Student Confidentiality and Integrity Agreement (Appendix E)
- Simulation Lab Confidentiality and Photo Release Agreement (Appendix F)
- Simulation Lab Fiction Contract (Appendix G)

Student Civility

Students are expected to display civil behavior in all interactions with faculty, staff, and peers and including clinical agency staff, patients, and families. Incivility will not be tolerated given its negative impact on the work and learning environments. At the start of nursing courses, students will read and sign the Student Civility Contract, which will be in effect during enrollment in the nursing program (Appendix H).

Special Accommodations

Any student needing classroom or exam accommodations due to the impact of a disability or medical condition must register for services with the Disability Services' Office in the Center for

Academic Enrichment (CAE). The office will verify the need for accommodations and develop a plan to be distributed to appropriate instructors. The instructor needs to be contacted privately at least one week prior to the use of accommodations; student and faculty will discuss the most effective methods to implement the approved accommodations. The CAE office is located in Room 108, Preus Library, and can be reached at (563) 387-1270. Accommodations are not allowed for Performance Examinations.

Accommodations received from Disability Services for private testing space will be accommodated according to space, staff, and faculty availability. If accommodations for extra testing time are granted, the nursing department will coordinate with ATI to award the extra testing time. Students will be allowed to wear noise-canceling ear plugs; music ear plugs are not an option for NCLEX and will not be an option in the program.

For printing of examinations: When an examination is administered online, students may only be allowed to have this examination printed with an accommodation from CAE. Some exams, due to formatting, are not able to be provided in printed format.

For class recordings: Students are prohibited from audio and video recordings of the course. Faculty may record a class and may share with all students for the purpose of learning. For the student with accommodations for note-taking, students work with CAE to request and coordinate note-takers.

Summary Evaluation of Graduates

A summative evaluation is completed on each nursing major after completion of the curriculum. Students are evaluated individually for attainment of the program objectives. Students will complete the Summary Evaluation of Graduates Form in collaboration with their faculty advisor (Appendix I). The faculty advisor will review clinical evaluations across the curriculum to support the summary evaluation process, while the student records examples of achievement of program objectives. This completed form, signed by the student, is kept in the student's permanent file in the Department of Nursing and may be used to assist in completing references requested at a later date.

Licensure Responsibilities

Pre-licensure students enrolled in the nursing program at Luther College are preparing for licensure as registered nurses. On completion of the basic nursing program, a student is eligible to take the National Council Licensure Examination for Registered Nurses or NCLEX-RN. This examination is administered by each State Board of Nursing and must be passed by each graduate to register as a nurse. The examination may be taken in Iowa or in another state. Licensure by endorsement is available through other states once the examination has been passed and an application is filed with that other state.

The NCLEX-RN will be administered through a computerized testing service on an individual basis. Students will be notified through the nursing program regarding application procedures and costs as the time for the examination and licensure approaches (see Felony Convictions p. 34)

Reference Letter Request Policy
Please refer to the attached Reference Letter Request Policy. Student may request for faculty to write reference letters during their time as a student, or afterward as an alum of the program. We ask for reasonable consideration for faculty to assist you in your endeavors.

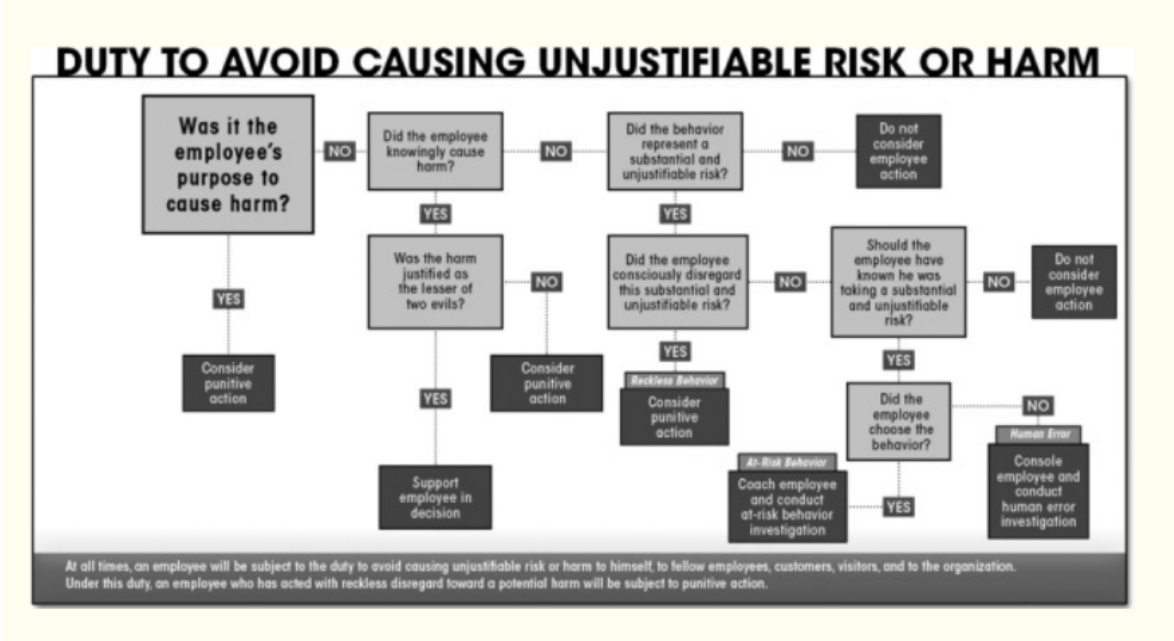
Safe Student Reports
The Luther College Department of Nursing is committed to our core values of leadership, reforming, social justice, and wellness/resilience. These core values guide departmental practices in the classroom, lab, and clinical learning environments. It is expected that mistakes will occur in tandem with learning. To balance the need for a just learning environment with safe patient care environment, the following practices are in place and based on the work of Barnsteiner and Disch (2017):
The shared accountability model is used to illustrate the roles of students, faculty, and the Department of Nursing.

1. Student role:
    a. Come to class, lab, or clinical prepared as outlined by faculty
    b. Be mentally and physically capable of completing assigned care
    c. Act in an ethical manner, including disclosure and honesty in reporting
2. Faculty role:
    a. Come to class, lab, or clinical prepared to lead student learning
    b. Guide students in and demonstrate professional standards for quality and safe patient care
    c. Act in an ethical manner, including support for a just learning environment
3. Department of nursing role:
    a. Create and implement policy that supports just learning environment
    b. Track data regarding errors and near-misses to inform system improvements
    c. Create a just culture through consideration for system accountability

The Department of Nursing is participating in the Safe Student Reports research study, sponsored by the National Council of State Boards of Nursing (NCSBN). This study provides a framework for anonymous reporting with the intention of highlighting the importance of a just culture in nursing education while examining trends related to student near-misses and errors.

- SSR does not apply to students first learning a skill. SSR includes any skill that has been validated, including medication administration, transfer of patients, equipment use, etc.
- Near-miss is defined as outlined in the SSR study: "An event or situation that could have resulted in an accident, injury, or illness, but did not, whether by chance or through timely intervention."
- Error is defined as outlined in the SSR study: "Incident or occurrence that had potential to place patient at risk for harm or resulted in actual harm."
- When a near-miss or error occurs, the student and instructor will debrief together:
    - Complete the SSR worksheet, then submit to AA and DH for data entry into SSR database.
    - Debrief on the *what*, not the *who:*
    - What happened?
    - Has it happened before?
    - Could it happen again? And what could be done to prevent?
    - What caused it to happen?
    - Who should be told? (Barnsteiner & Disch, 2017)

- No record is maintained in the student file unless there is need to note reckless behavior (ie, student falsely reports assessment data; student arrives without preparation for lab or clinical).
- If the student feels faculty or department treatment is unfair, complaint policy is outlined in the Nursing Student Handbook and by college policy.



(Rogers, Griffin, Carnie, Melucci, & Weber, 2017)

Academic Standards

Clinical, Lab and Simulation Expectations

Students will be evaluated during clinical and lab experiences using a combination of self-evaluation and faculty evaluation. See appendix C for faculty evaluation tools.

Missing or Late Class and Clinical/Lab Assignments:

- Students are allowed to submit one assignment up to 72 hours late without penalty per course, with notice to the instructor.
- 10% per 24 hours late (0 points >72 hours late) without advance notice.
- Students must complete all of the assignments for the course in order to pass.
- Clinical or lab preparatory work or quizzes will be graded at 0 without advanced notice of absence.
- Advance notice is at least 60 minutes prior to the class, lab, or clinical via email to the faculty member.

High Stakes Medication Calculation Examination:
Definition high stakes: An exam that a student must pass at 90% in order to pass a course within the program, given the following process:

Administration of high stakes:

1. Administer a pre-test: if score 90% on pre-test, would not need to take the high stakes final.
2. All students who did not attain the 90% on the pre-test would take the high stakes final.
3. Students would be offered one remediation and one re-take
    a. The student must achieve 90% on the retake and points awarded for the retake will be 70% of the final percentage received.
    b. If the student does not successfully achieve 90% on the clinical calculations exam on the 2nd attempt, the student will receive 0 for the retake and a letter grade of C minus, even if all the remainder of the course points are above 73%.
4. If a student does not pass the Pharmacology/Science 250 retake exam, the student would be required to pass an external medication calculation course at 73% or higher, and re-take the Luther College Pharmacology/Science 250 exam one time at 90% or higher.
    a. If student does not pass the Science 250 high stakes exam, the students would need to retake pharmacology course (if they have not already repeated 2 courses).

Medication Calculation Prerequisite Evaluation prior to clinical practice: Establish competency prior to medication administration in clinical; Clinical course-specific vs. at start of each semester med/surg course

1. Faculty can assign students to review and take the at-home ATI course-specific modules and quizzes as part of a specific course
2. Students take a 10-point medication quiz inside of medical surgical, pediatric/OB, behavioral health, N425, N421, and N480 specific to that course at the start of each of those semesters. Students must pass the quiz at 90% to be able to pass medications in clinical/sim.
3. Students must pass the quiz at 90% to be able to pass medications in clinical.
4. Students would be offered one remediation and need to successfully pass a re-take quiz at 90% within one week of the first quiz. A student may take multiple re-take quizzes, but they need to be at least 24 hours apart.
    a. The submitted quiz grade for the course will be the first quiz score.
5. If a student does not pass the Luther College re-take quiz within one week, the student would be required to pass an external medication calculation course at 73% or higher, and re-take the Luther College prerequisite quiz one time at 90% or higher before passing medications in clinical that semester.
    a. The student may continue clinical during this time, but not pass medications.
    b. If a student does not pass the re-take prerequisite quiz by week 3 of clinical, the students would need to retake that clinical course (if they have not already repeated 2 courses).

If students need to miss more than **three** clinical weeks without passing medications, they would receive no higher than a C- in the course.

Clinical Evaluation
Clinical evaluation occurs in a formative and summative manner, incorporating student reflection, faculty observation, and performance evaluation. Throughout the semester, students are to write a self-evaluation of their clinical experiences. Additionally, formal evaluation occurs through the Lasater Clinical Judgment Rubric (Appendix C-1). Students need the following to progress in the nursing major:

- Nurs 421/425/480: Attain at least 5 "accomplished"
- Nurs 373*: Attain at least all "developing" and 4 "accomplished" by course completion**and corresponding specialty course*
- Nurs 371*: Attain at least all "developing" and 2 "accomplished" by course completion **and corresponding specialty course*
- Nurs 237: Attain at least 9 "developing" by course completion

Lab and Simulation Evaluation
CCEI: Students will attain 75% of CCEI score, according to CCEI Grading Table (see appendix C-2)

Reflections vs. Google Docs
Reflections must extend beyond what happened in clinical: It should be an in-depth analysis and reflection of your performance during clinical, reflecting your thought processes and actions, demonstrating what you learned, and creating goals/plans for future learning. Consider the questions and process below, based on Gibb's (1988) model of reflection: what did you learn, what does it mean, and what will you do next? Reflections should be submitted as directed in the course syllabus, and clinical instructors will grade your reflections based on course-specific rubrics.

Throughout the nursing program, students are expected to maintain the outlined Academic and Professional Standards (see "Student Performance Requirements" in Table 3).

Table 3. Academic and Professional Standards

Student Performance Requirements	**Unsatisfactory Performance**
Communication	
Use correct terminology (in speaking and in writing, including word choice, spelling and pronunciation).	Inappropriate, incorrect, disrespectful terminology with fellow students, faculty, staff, patient, family, and documentation.
Write in a neat, legible manner. Accurate charting.	Misleading or misstating facts or events.
Communicate knowledge and experiences in a collegial group (i.e., small group, clinical lab group). Students will complete	Unprofessional behavior (incivility), as observed by faculty member, staff, student, patient, or family. Lack of

a Civility Contract (Appendix H) that sustains through the entirety of the program.	preparation or inability to respond to questions or prompts during clinical, lab, or debrief.
Professionalism/Accountability	
Complete assignments on time.	Pattern of unsatisfactory or late written work.
Be on time for clinical assignments except by prior arrangement with the clinical instructor.	Unexcused tardiness or absenteeism.
Be responsible for getting completed assignments to the instructor.	Failure to resubmit written material, if requested by faculty.
Seek guidance/assistance when appropriate.	Administering medications without approval and/or supervision of instructor or RN.
Identify own learning needs and seek experiences to meet these needs.	Failure to accomplish goals set in remediation or performance improvement plan.
Be responsible for the content of each class, as well as materials, handouts, and announcements. Be responsible for understanding the expectations for college work is 2-3 hours outside for every one credit of class time, e.g. for a 4-credit course it would be 8-12 hours.	Being unprepared to care for patients, not being able to discuss the patient's pathophysiology or medications, treatments, procedures and/or nursing interventions.
Turn off all electronic devices during exams and as requested by faculty.	Inappropriate or personal cell phone use (including vibrating mode) when with the client or at the clinical agency. Inappropriate internet or intranet usage while at the clinical agency. Note: The only appropriate cell phone usage would be to utilize an electronic medication resource, calculator, or nursing resource. If you are utilizing a cell phone, please follow appropriate decontamination procedures. Follow individual course policy regarding cell phone use in clinical agencies.
Treat fellow students, faculty/staff, patients, family members with respect	Unprofessional behavior (incivility), as observed by faculty member, staff, student, patient, or family

Please review the Luther College Department of Nursing Student Handbook for information on "Attire for Patient/Client Interaction" (page 17).	Failure to adhere to the dress code. Please note that you will be sent home if you are not in compliance with the Dress Code as described in the handbook. This includes the Simulation Experiences.
Clinical Judgment/Competency	
Evaluate self, according to course, clinical, and/or lab objectives/criteria.	Failure to identify and accomplish goals set in remediation or performance improvement plan.
Demonstrate clinical judgment in alignment with the clinical and/or lab objectives/criteria.	Being unprepared to care for patients, not being able to discuss the patient's pathophysiology or medications, treatments, procedures and/or nursing interventions.
Demonstrate safe nursing skills in alignment with the clinical and/or lab objectives/criteria.	Unsafe practice. Administering medications without approval and/or supervision of instructor or RN.
HIPAA Violation**	
HIPAA and confidentiality compliance	Breach in confidentiality. Violation of HIPAA (copying information written or verbal included).
Serious Risk or Harm to Patient**	
Safe nursing practice	Unsafe nursing practice, resulting in serious risk or actual patient harm

**Unsatisfactory student performance in regards to HIPAA confidentiality or serious risk of patient harm could result in removal from the clinical unit, and up to the removal from the course and/or program.

Performance Improvement

Students are expected to maintain academic and professional standards throughout the nursing program. Academic standards will be outlined in the class syllabus and the professional standards are outlined in **Table 3.**

Performance Improvement is intended to increase the likelihood that a student meets the course or Department of Nursing objectives and complies with established academic and professional standards. In the event that a student is not performing safe and satisfactory clinical practice the student will receive both verbal and/or written feedback. The student will then be expected to work with faculty and staff to remediate the weakness identified. The deficiencies are divided into two pathways, the "Skills Competency Remediation" and "Remediation of Professionalism/Academic and Clinical Judgment" outlined below.

Skills Competency Remediation:

1. Faculty, student, and/or staff recognize unsatisfactory clinical performance.
2. The faculty will schedule a time to meet with the student to discuss the clinical performance deficiency.
3. The faculty member will send the Student Competency Remediation plan (see table below) to the clinical/lab faculty, Simulation Lab Assistant, or Simulation Lab Director for initiation of remediation. The student will get a copy of the remediation plan.
4. Student will be contacted by the Simulation Lab Assistant or Director to set up an appointment to practice skills. Remediation may involve instructor facilitated learning, simulation, or hands-on practice in the nursing lab.
5. Evaluation of the remediation in either a clinical rotation or a simulation will occur within 2 weeks of completed remediation or as soon as schedule permits.
6. A specific skill should only be remediated one time. If the remediated skill is not improved, faculty and staff will initiate a Performance Improvement Plan. When unacceptable performance continues after remediation and/or across courses, the student may be removed from the clinical area or may receive extra lab practice time with lab staff. Consequences of repetitive unsatisfactory performance across courses, semesters, or clinical settings may include removal from the clinical setting and/or receiving no higher than a C- in a course.
7. A student may remediate a skill using the process outlined in #6 up to 2 times a year. If more than 2 different remediations are needed in a school year, a performance improvement plan will be initiated.

Remediation of Professionalism/Academic and Clinical Judgment

1. Faculty, student, and/or staff recognize unsatisfactory professional behavior as outlined in Table 3 in Unsatisfactory Performance. Course Coordinator notified.
2. Course coordinator schedules a time to meet with the student and provide a verbal warning, to discuss performance issues and review the expected behaviors and corrective steps. Student goal is identified and evaluation plan is agreed upon. Student may receive remediation if applicable.
3. If repeated unsatisfactory professional behavior is noticed a second time, a written Performance Improvement Plan (PIP) (see Table below) is created with the course coordinator and student. The student will meet with the faculty member to review the PIP. The PIP will include a written description of the improvements that need to be made to pass the evaluation. A date to complete the remediation will also be discussed and jointly approved by both parties.
4. Department Head and Simulation Director are notified of the written warning by the course coordinator.
5. Course coordinator collaborates with the simulation staff to review and meet the remediation plan, if necessary. A date may be agreed upon to complete remediation.
6. If the behavior is not able to be evaluated in a certain time frame, evaluation of the improved behavior may continue throughout the program. When unacceptable

performance continues after remediation and/or across courses, the student may be removed from the clinical area or may receive extra lab practice time with lab staff. Consequences of repetitive unsatisfactory performance across courses, semesters, or clinical settings may include removal from the clinical setting, receiving no higher than a C- in a course, or even dismissal from the program.

Students will be tracked globally while in the program. Concerns or patterns across courses and clinical performance, including Performance Examination results, may prevent a student from progressing in the nursing major. Students who have concerning trends or patterns of relevant performance improvement over multiple semesters or in multiple classes may be placed on probation or dismissal within the nursing major.

*Remediation is most ideally completed on the Decorah campus due to lab facilities and students in Rochester may be required to travel to Decorah for remediation purposes.

Table 4

PERFORMANCE IMPROVEMENT PLAN

Background	
Date	
Identify Satisfactory Performance not being met	
Description of circumstances or unsatisfactory behaviors demonstrated and dates observed	
Faculty and Student plan to meet Satisfactory Performance	

Student signature_____

Faculty signature _____

Evaluation Outcomes	
Evaluation date	

Student Signature _____ (Date) _____

The PIP for this objective has been met in its entirety on (Date) _____
by (Name) _____

Table 5. Skill Competency Remediation Documentation

Student Performance concerns:
Detailed improvement plan:
Expected Outcome (with completion date):

Student Signature & Date_____

Faculty Signature & Date_____

Table 6. Verbal Warning Documentation

Student Performance concerns:
Improvement plan:
Expected Outcome (with completion date):

Student Signature & Date_____

Faculty Signature & Date_____

Skills and Simulation Labs

The Luther College Skills and Simulation Labs located in Valders Hall of Science offer a learning space created to provide students an environment dedicated to the active growth of clinical judgment. Nursing students participate in various laboratory experiences throughout the curriculum, where focus is placed on the development of competent nursing assessment, interventions, and outcome evaluation, to promote patient safety. The labs house numerous equipment and supplies, affording students hands-on learning opportunities to prepare for clinical experiences in the healthcare setting. The simulation lab contains low-, mid-, and high-fidelity mannequins where students develop and deliver a complete plan of care, without risk of harm to the patient.

To initially participate in lab activities, incoming nursing students are required to understand and sign the Student Confidentiality and Integrity Agreement. See Appendix F. This agreement, once signed by the student, has no expiration date and remains in effect regardless of participation in future nursing coursework, graduation or leave from Luther College, or any other reason. Once students enter nursing coursework that involves simulation activities, each student is required to understand and sign both the Confidentiality and Photo Release Agreement for Simulation and the Fiction Contract for Simulation. See Appendices F and G. These agreements, once signed by the student, have no expiration date and remain in effect regardless of participation in future nursing coursework, graduation or leave from Luther College, or any other reason.

Behavior in the lab is synonymous with behavior is actual patient care settings. Students will be required to sign the Student Clinical/Lab Contract prior to participation in courses involving either the nursing labs, actual patient care settings, or both. See Appendix E.

Certain lab activities (not all) that involve a simulated clinical experience where the student is participating and/or observing in patient care and reflecting on the experience will be counted as clinical hours.

When classes are not meeting in the labs, remediation and/or additional practice of select nursing care is scheduled through the student's course instructor or the Nursing Lab and Simulation Director. Open labs are scheduled, as appropriate, for each nursing course and vary from semester to semester.

Lab Guidelines

1. At the end of lab sessions, all equipment and supplies should be returned to the place they were found and the lab should be left in order.
2. No mobile device or camera use is allowed in the labs except for during breaks as directed by lab faculty.
3. Students are expected to demonstrate professional behavior while in the lab, even if scheduled lab activities have been dismissed.
4. Only portable equipment may be checked out.
5. Equipment must be signed out by the Nursing Lab and Simulation Director, or as delegated.
6. Any equipment problems should be reported at the time of return.

7. Equipment belonging to the lab may not be borrowed by other agencies except at the discretion of the Nursing Lab and Simulation Director, or as delegated.
8. Faculty, staff, and students are accountable for any lost or damaged equipment signed out in their name.

Policies and Procedures

Student Health and Welfare

All Luther students are required to have private health insurance coverage and to have this information on their health records. Proof of insurance coverage is required by some clinical agencies. Student insurance will cover any injury or illness that occurs during activities within the nursing program.

Since it is the philosophy of the Department of Nursing that persons should be responsible for their own health care, there are no further requirements. However, each person is urged to seek adequate medical care when indicated, as preventive care is preferable to curative treatment. Nurses serve as role models for clients; therefore, promotion of health should be practiced on every level. Students should aim toward an optimum level of health for themselves. It is recommended that students have a physical exam every other year and screenings as per current Center for Disease Control recommendations.

Student Illness or Injury

It is important to notify your instructor and the clinical area as soon as you know you will be unable to attend a scheduled clinical learning experience. If you are aware of having an elevated temperature or of having been exposed to a communicable disease, it is important to report this to your instructor.

If a student misses an assigned clinical experience due to an illness or injury they should notify their instructor. The instructor may require a health care provider verification of the illness as well as a release before the student is allowed to return to the clinical setting.

Pregnancy Policy

- The pregnant student must be in good health and under the care of a licensed health care provider.
- The student should inform her clinical instructor so she is not assigned to situations potentially hazardous to her pregnancy.
- The pregnant student will be allowed to continue in the clinical courses until the assignment becomes detrimental to her health, the pregnancy interferes with her educational experiences, or her licensed health care provider withdraws approval. The student shall have written permission from her licensed health care provider prior to returning to the clinical setting.

Other Health Factors

It is the responsibility of the student to inform the appropriate instructor(s) of any physical or mental condition that might interfere with the safety of the student and/or client while in the clinical area prior to provision of client care in the clinical setting.

Chemical Use and Chemical Impairment
Students may undergo drug panel screening prior to clinical experiences, and Luther College will abide by state and facility requirements.
Students in all clinical programs may be required to complete additional drug/alcohol screens as required by the specific clinical agency, and at the student's cost. Failure to comply with agency requirements may result in dismissal from the site, class and program.

In compliance with the ANA Code of Ethics, the Iowa Board of Nursing and personnel policies with contracted affiliated clinical agencies and with a strong commitment to protect public welfare, the Luther College nursing faculty requires that nursing students provide safe, effective and supportive patient care.

1. The Luther College nursing faculty defines the chemically impaired student as a person who, while in the academic or clinical setting, is under the influence of, or has abused, either separately or in combinations, mind altering substances including alcohol, over-the-counter medications, prescribed medications, illegal drugs, inhalants or synthetic designer drugs. Chemical abuse shall be defined as the misuse of alcohol and other drugs that impair the individual's ability to meet standards of performance in classroom and clinical settings or contribute to inappropriate interpersonal interactions. Chemical dependency is defined as a state of chemical abuse in which there is a compulsion to take a drug, either continuously or periodically, in order to experience its psychic effects or to avoid the discomfort of its absence. No student shall come to clinical settings under the influence of alcohol, marijuana, controlled substances, other drugs or medicines that affect his/her alertness, coordination, reaction, response, judgment, decision-making, or safety. Anyone involved in clinical experiences should not ingest alcohol at least 12 hours prior to the start of the experience.

2. Luther college faculty has a responsibility to intervene when patient safety and clinical performance are compromised by a student who is chemically impaired. Indications or symptoms of chemical impairment, abuse or dependency include (but are not limited to) the following:
    - sleepiness or altered mental status
    - tremors
    - slurred or rapid speech
    - instances of leaving without permission
    - repeated physical illness while in the clinical area
    - repeated mistakes
    - evidence of poor judgment
    - difficulty following or recalling instructions,
    - complaints from clients, family members, other students or facility staff.
    - symptoms of CNS impairment (i.e. unsteady gait, pupil dilation, withdrawal symptoms or hangover)
    - Other symptoms or symptoms of impairment not listed above

Complaint Process
The College written formal plan for handling student complaints is published in the student handbook and college catalog (www.luther.edu/catalog/), and https://www.luther.edu/studentlife/dean/studenthandbook/).

When students have cause to believe that their "right to expect that their professors are competent to render fair evaluations of student academic work, and that such evaluations will be free of prejudice and caprice have been violated," (see Luther College Student Handbook) they may avail themselves of the College grievance procedure. Grievances fall under three categories: lack of information; competence; and prejudice. In addition, when a student feels that his/her academic evaluation has not been fairly rendered, he/she has 30 days after the release of the final grades by the Registrar's Office to file an appeal. In the case of lack of information, the student should first make an effort to resolve the matter by registering a complaint with the instructor. In the event that this fails to produce a resolution the student may submit a formal petition to the department in question. In the case of competence and prejudice, the student may formally request a departmental review of the situation.

The College Student Senate also serves as a forum for student concerns, issues, and problems. Check out the student senate constitution here.

Extended Student Absence
Given an extended absence from nursing course and clinical work, it is the expectation that students demonstrate competence prior to re-entry into all nursing courses.

- All students with an extended absence of up to 12 hours of clinical practice, would be able to use make-up clinical time or activities to replace the hours lost; a student would be able to attain a C or higher.
- All students with an extended absence of more than 12 hours of clinical practice would receive an Incomplete for the course; the student would need to work with the course coordinator to complete the requirements to clear the Incomplete grade. The faculty must receive approval from the Department Head for the plan to complete the course.
- If a student is not able to complete a clinical course, the Return-to-Practice After Extended Absence will be initiated and completed (see below).

Return-to-Practice After Extended Absences

Purpose
To provide guidelines for remediation for Luther College Nursing students who have experienced an extended absence from classes/clinicals.

Standard
Clinical remediation is used to provide one-on-one observation of nursing students in a simulation based clinical setting to ensure leveled competency when returning to the nursing program.

Procedure
When a student has taken an extended leave of absence from the nursing program, they will be required to meet with simulation staff to schedule a minimum of 3 simulations.

The guidelines for the simulation remediation include:

1. The student will be given the opportunity to meet with the simulation staff and review the layout of the simulation space and review the mannequin and ask any questions regarding

the simulation. They will also review the EHR program and have the opportunity to ask questions about that as well.

2. The timeline for the simulation remediation will be completed within a 4 week time period. The schedule for remediation should be decided on between the student and simulation staff before the first remediation is started.
3. The student will be given prep information no later than 3 days prior to the simulation experience.
4. The student will arrive at the simulation center 10 minutes prior to the decided on simulation time to ask any questions and prepare for the simulation (log into ATI, review chart, etc).
5. The simulation time will vary based on the simulation scenario and student performance. The simulation will be stopped at 60 minutes regardless of where the student is in the simulation.
6. The student and the instructor/simulation staff will have a debrief of the simulation and discuss what was done well and areas for improvement.
7. Clinical evaluations are done during and at the conclusion of each lab experience. Students would need to receive an average of 75% successful completion of the three simulation CCEI evaluations based on CCEI Grading Table.
8. A document will be started and shared with the student that will summarize the remediation for the student to review before the next simulation (Appendix J).
9. Nursing faculty and staff will review the remediation document and/or the simulation recordings to determine if the remediation process has been completed satisfactorily.

Ethical Responsibilities

Professional integrity calls for maintenance of ethical guidelines in scholastic endeavors. Students are preparing to assume the role of professional nurses, which entails moral, ethical and legal behavior. Therefore, students are expected to demonstrate integrity in completion of all course work. This refers to clinical, classroom, and related learning experiences.

Honor Code

At Luther College, each student assumes responsibility for maintaining academic integrity though the Honor Code. Each faculty member supports Luther College's commitment to academic integrity by teaching and modeling academic integrity as well as by creating an environment that is supportive of the Honor Code. A student's enrollment at Luther College acknowledges an understanding of the Honor System under which courses are being administered. If students are aware of dishonest work, they are expected to contact the Honor Council.

Academic Dishonesty

Personal and professional honesty is expected in all academic and clinical work. Students giving evidence of dishonesty shall forfeit the grade for that work and may fail the course or the clinical. The following behaviors are examples of violating academic honesty and include, but are not limited to:

a. *Plagiarism*: presenting another person's work or data as your own without acknowledging the source
b. *Fabricating*: intentional falsification or invention of any information or citation.
c. *Cheating*: while an examination is being given

d. *Stealing:* Removing from the premises without permission any property belonging to the Department of Nursing or from any clinical facility with whom the Department has a contract
e. *Facilitating academic dishonesty:* knowingly or intentionally helping or attempting to help someone violate the Luther Honor System
f. *Falsification:* of attendance in non-supervised clinical experiences
g. *Lying:* the deliberate act of deviating from the truth

Group work is acceptable only when the assignment is made for group processing. Professional integrity calls for maintenance of ethical guidelines in scholastic endeavors. This refers to clinical, lab, classroom and related learning experiences.

Code of Ethics for Nurses

As guests in various agencies throughout clinical experiences, students are expected to conduct themselves as professionals.

The *Code of Ethics for Nurses*, adopted by the American Nurses' Association (2014), is a suggested guideline for professional behavior.

a. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
b. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
c. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
d. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
e. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
f. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
g. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
h. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
i. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Bill of Rights and Responsibilities for Students of Nursing

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.

2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures, which provide and safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation, which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information that should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behavior, which it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations that accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.

18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.
19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

Felony Convictions

Chapter 147.3 of the Iowa Code provides for a licensing board to consider past felony convictions of applicants for licensure in the state. It is important to understand that a felony conviction will not automatically preclude anyone from licensure in this state. However, the law (Sect. 147.3, Iowa Code) does provide the opportunity for regulatory boards to review such convictions.

The Iowa Board of Nursing, after review of relevant information, must determine whether or not the felony relates to the practice of the profession before the issuance of a license. The applicant will be asked to appear before the Board at a regularly scheduled meeting to provide clarification or answer questions, as is deemed appropriate. Should the Board find that the felony does relate to the practice, they still may determine that licensure will be granted due to demonstrated successful rehabilitation. The Board's authority in this matter does not extend to institutional requirements for entry into nursing education programs, or exclude one from taking the licensure examination. Should there be additional questions or concerns, please contact the Department Head. All other states in the USA have similar policies regarding prior felony convictions.

Removal From and Readmission to Nursing Clinical Classes/Nursing Program

A Luther College student may be removed from his/her nursing courses, including but not limited to clinical experiences, under the following conditions:

1. The Luther student interacts with any instructor, facility staff, peer, or patients in an inappropriate manner:
    a. Physical or verbal abuse. Allegations regarding sexual misconduct will be referred and follow the policy and procedures outlined in Luther College's Code of Conduct or Title IX Policy.
    b. Impatience, humiliation, or harassment
    c. Inappropriate contacts which imply a friendship rather than a mentor relationship
    d. Discussion of highly personal topics with patients
    e. Violation of confidentiality
    f. Inappropriate language, jokes, innuendoes, or sharing of inappropriate printed and/or media material with patients
    g. Inappropriate use of electronic mail and/or technology in the work setting.
2. The Luther student is found to be in possession or use of drugs or alcohol, which may involve physiological or psychological hazards.
3. The Luther student displays behaviors that reflect academic dishonesty or is dishonest with nursing department faculty regarding assignments, clinical absences, personal concerns or status as a student.

4. The Luther student exhibits behavior that could endanger patients or others.
5. The Luther student fails to comply with the objectives of the clinical experience; fails to demonstrate a growing sense of the profession because of prolonged absence and/or tardiness; or is found guilty of a felony crime during the clinical placement whether or not such is related to the health science setting.

Procedures for Removal

The process begins when it is determined by appropriate persons (clinical faculty, faculty, Nursing Department Head, and clinical agency personnel), that a situation exists which prevents the student from making continual progress during the clinical experience. Specifically, the process begins when circumstances indicate that the student is unable or unwilling to make critical changes or adaptations that would result in progress toward gaining professional skills.

A recommendation for removal from a clinical placement may be made by a clinical instructor, Luther professor(s), or other person(s) knowledgeable about the behavioral concerns. Written documentation regarding the area(s) of concern shall be provided by the individual recommending the removal. Nursing Department Head will consider the nature of the concerns and share that information with the student nurse's academic advisor and the appropriate departmental faculty.

Nursing Department Head will also confer with the student nurse, in person, by phone or by electronic means, to verify the information and gain an understanding of his/her knowledge and explanation related to the concerns. The Department Head will make his/her decision based on the best interest of the cooperating medical facility and the patients being served, taking into consideration the student nurse, to the extent possible.

The Department Head will, after consultation with appropriate college and clinical agency personnel, inform all parties of the date of termination and any other contingencies that must be addressed to ensure the ongoing care of patients. He/she will also inform the Student Life and Registrar's offices at Luther College.

Procedures for Appeal

Students who do not agree with the decision regarding removal from the clinical placement may appeal that decision, in writing, to the Vice President for Academic Affairs and Dean of the College. Such appeal should list the reasons why the student believes the removal unwarranted, under one of the three reasons given in the Faculty Handbook policy 614.0: "lack of information, competence, or prejudice." Such an appeal must be made prior to the end of the semester in which the removal occurred. The decision of the Vice President for Academic Affairs and Dean of the College is final.

Procedures for Readmission to the Nursing Program

1. Once any illness leads to the student being unable to progress (withdrawal from classes or medically-related withdrawal from the college), re-admission is handled by The Office of Student Engagement and the faculty in the Nursing Department. If faculty recommendations are favorable and space is available in the appropriate clinical nursing course, the student may apply to re-enter within two calendar years of the date of withdrawal.

2. Students who wish to return to the Luther College Nursing Program must apply for re-admission by contacting the Office of Student Engagement. Application for re-admission

requires a statement of intent to return and supporting evidence for readiness to rejoin the college. Student Life staff will provide information and assist the student in completing the appropriate forms in cases where students have been on a medical-related withdrawal or who have been removed from nursing classes.

For chronic issues, the department will typically require that a student take a considerable leave from the program. For example, if a student withdraws medically in relation to a chronic health issue or mental health concern in the fall, the committee will not permit his/her return until the following fall, on the assumption that more than several months will be required to manage a chronic health or mental health issue. On the other hand, in the case of a family crisis of short duration, the department would most likely approve a return the upcoming semester. The department head, assisted by the clinical faculty member(s) involved, will provide the student with specific information regarding their evaluation of the student's potential to succeed and recommendations concerning re-entry into the appropriate clinical nursing course.

3. In the situations of chronic or mental health issues mentioned above, the student is required to have a medical and/or mental health provider complete the form, "Medical Release of Information," (forms available in Office of Student Engagement) which requests information on support services and recommendations for the student, as well as documentation that supports that the student is capable of meeting the requirements of a nursing clinical experience.

   Failure to provide documentation or comply with the recommendations may delay or cancel re-entry. In the event that space is not available to accommodate all students recommended for re-entry into a particular clinical nursing course or sequence or in unusual circumstances, priority for re-entry will be based upon recommendations of departmental faculty and the Department Head of Nursing.

4. After the required documentation is provided, it will be reviewed by the Nursing Department, who will then notify the Office of Student Engagement regarding re-admittance.

Social Media Policy

Social media includes personal blogs and other websites, including Facebook, LinkedIn, SnapChat, Instagram, Twitter, YouTube, TikTok or others. These guidelines apply whether a student is posting to his/her own site or commenting on other sites:

1. Follow all applicable Luther College internet usage guidelines
2. Follow all applicable clinical agency internet usage guidelines
3. Maintain confidentiality, you must not post pictures or write about patients, patient family members or the inside of any clinical agency without the express permission of that agency
4. Whether you identify yourself as a nursing student or not, your social media activities should be consistent with the profession's high standards of conduct.
5. Be professional; use good judgment and practice mutual respect toward peers, faculty and other nursing students. For example:
   a. Do not wear your uniform into social settings (bars) where pictures may be taken of you and posted online.
   b. Do not friend faculty until after you graduate from the program.

c. In the “about me” section of your blog or social media site, be clear that “the views expressed on this site are my own and do not reflect the views of my nursing program or clinical agencies.”
d. Do not make disparaging remarks about patients, other nursing students, faculty, staff nurses or facilities.
e. Cyber-bullying is considered lateral violence and affects the patient care team and the effectiveness of care. This may result in sanctions by the college or an employer.

Luther College nursing faculty and affiliated clinical agencies strongly discourage “friending” of patients on social media websites except in the unusual situation where a friendship pre-dates the clinical relationship. If you communicate on sites or blogs that are affiliated with Luther College in any way, be aware that you represent Luther’s nursing program and professional language and behavior is expected.

Students are made aware of the fact that in the workplace as a future RN, instances of inappropriate use of social and electronic media may be reported to the Board of Nursing, this varies according to jurisdiction. The BON may investigate a nurse on the grounds of unprofessional conduct, unethical conduct, moral turpitude, mismanagement of patient record, revealing privileged communication and breach of confidentiality. Such allegations and potential disciplinary action may affect your job review, your ability to get a job, and may result in civil or criminal penalties.

APPENDIX A

LUTHER COLLEGE
Department of Nursing
CURRICULUM PLAN FOR NURSING MAJOR (web page)
(Adopted fall semester 2013; revised fall 2022)

YEAR ONE:

FALL	JANUARY	SPRING
Paideia 111: _____ 4 credits ❑ Bio 115: Human Anatomy (NWL) _____ 4 credits ❑ Psych 130: General Psychology (HBSSM)_____ 4 credits ❑ (if needed) Language: _____ 4 credits ❑	185 Seminar: _____ 4 credits ❑ SUMMER: After Year One Your choice of job, camp counselor, or internship at Luther or away. Visit the Career Center for more options.	Paideia 112: _____ 4 credits ❑ Bio 116: Intro-Human Physiology _____ 4 credits ❑ Health 125: Prin. of Nutrition _____ 2 credits ❑ HP 100: Personal Fitness & Wellness _____ 1 credit ❑ ES 110 Skills:_____1 credit ❑ Language: _____ 4 credit ❑

YEAR TWO:

FALL	JANUARY	SPRING
Bio 190: Clinical Microbiology _____ 4 credits ❑ Nurs 234: Pathways to Practice I _____ 2 credits ❑ Nursing 235: Pathways to Practice I Lab _____ 2 credits ❑ Sci 240: Pathophysiology _____ 4 credits ❑ Psych 240: Developmental Psych (HB) _____ 4 credits ❑ (if needed)	(Your choice of off campus experience, directed readings /research, or student-designed study.) _____ 4 credits ❑ SUMMER: After Year Two Your choice of job, camp counselor, or internship at Luther or away. Visit the Career Center for more options.	Nurs 236: Pathways to Practice II_____ 2 credits ❑ Nurs 237: Pathways to Practice II Clinical _____ 2 credits ❑ Sci 250: Clinical Pharmacology (Quant) _____ 4 credits ❑ Elective: _____ ❑ Psych 240: Dev. Psych (HB) or Elective _____ 4 credits ❑ (if not completed in fall)

YEAR THREE: Rochester, MN @ Mayo Facilities

FALL	JANUARY	SPRING
Nurs 370: Health & Healing I _____2 credits ❑ Nurs 371: Health & Healing I Clinical_____ 2 credits ❑ Nurs 374: Behavioral Health Care _____ 2 credits ❑ Nurs 377: Family/Child Nursing_____4 credits ❑ Nurs 376: Behavioral Health Clinical **OR** Nurs 378: Family/Child Nursing Clinical _____ 2 credits ❑ Nurs 386: Ambulatory Care Nursing I_____ 2 credits ❑	(Your choice of off campus experience, directed readings/ research, or student-designed study.) _____ 4 credits ❑ SUMMER: After Year Three **Study Away Option:** Nottingham, England Nurs 420: Population-Based Care_____2 credits ❑ Nurs 420: Population-Based Care Clin.____ 2 credits ❑ **AND/OR** Nurs 480: Sr. Leadership Capstone____ 4 credits ❑ (160 hours—Med/surg) **Courses contingent upon faculty and clinical space availability.*	Nurs 372: Health & Healing II_____ 2 credits ❑ Nurs 373: Health & Healing II Clinical _____ 2 credits ❑ Nurs 382: Gerontological Nursing _____ 2 credits ❑ Nurs 376: Behavioral Health Clinical **OR** Nurs 378: Family/Child Nursing Clinical _____ 2 credits ❑ Nurs 384: Evidence Based Practice _____ 2 credits ❑ Nurs 388: Ambulatory Care Nursing II_____ 2 credits ❑ Nurs 390: Nursing Leadership in Health Care _____ 2 credits ❑

YEAR FOUR:

FALL	JANUARY	SPRING
Nurs 420: Population-Based Care _____ 2 credits ❑ Nurs 421: Population-Based Care Clinical _____ 2 credits ❑ Nurs 490: Senior Project _____ 1 credit ❑ Nurs 425: Synthesis of Nsg Prac. Across Lifespan ___ 2 credits ❑ Electives:_____ ❑	Nurs 480: Sr. Leadership Capstone _____ 4 credits ❑ (160 hours—Med/surg, **if not taken during summer after year three**)	Nurs 425: Nsg. Prac. Across Lifespan _____ 2 credits ❑ (if needed) Nurs 490: Senior Project (if needed) _____ 1 credit ❑ Nurs 421: Population-Based Care (if needed) _____ 2 credits ❑ Electives: _____ ❑

Requirements to enter/remain in the program: 2.75 GPA (Luther cumulative), C or better in nursing and nursing-support courses
Recommended: Sci 110: Medical Terminology, Statistics

GENERAL REQUIREMENTS CLASS ABBREVIATIONS FOR REGISTRATION

Common Ground

Paideia I (2 courses)_____ 8 credits ❑
Religion (2 courses) _____ 8 credits ❑
Language (0–3 courses) _____ 0–12 credits ❑
Wellness (2 courses) _____ 2 credits ❑

BL Biblical studies
Paid Paideia I
Rel Religion
Skl Skills
Wel Wellness

Fields of Inquiry: Human Knowledge and Its Methods

The Natural World (2 courses) _____ 8 credits ❑
Human Behavior (2 courses) _____ 8 credits ❑
Human Expression (2 courses) _____ 8 credits ❑

NWL Natural World–Lab
NWNL Natural World–Non Lab
HB Human Behavior
HBSSM Human Behavior–Social Science Methods
HE Human Expression
HEPT Human Expression–Primary Texts

Integrative Understanding

Paideia II (0–2 courses)_____ 0–8 credits ❑
Senior Project (1 course) _____ 1 credit ❑

Paid2 Paideia II

January Term

First-Year J-Term Seminar (1 course) _____ 4 credits ❑
Second Required J-Term*(1 course) _____ 2–4 credits ❑

Perspectives

Intercultural (1 course) _____ 4 credits ❑
Historical (1 course) _____ 4 credits ❑
Quantitative* (1 course) _____ 4 credits ❑
Ethical*
Research*
Speaking and Public Presentation*
Writing*

E Ethical
Hist Historical
Intcl Intercultural
Quant Quantitative
R Research
S Speaking and PublicPresentation
W Writing

*Requirements met by Paideia II and nursing classes

APPENDIX B

LUTHER COLLEGE
Department of Nursing

CORE PERFORMANCE STANDARDS – EXAMPLES

(The Americans Disability Act, Southern Regional Education Board: https://www.sreb.org/publication/americans-disabilities-act)

PHYSICAL ACTIVITY REQUIREMENTS

- **CONSTANT**
  Reaching: Extending hand(s) and arm(s) in any direction.
  Standing: Maintaining an upright position.
  Walking: Moving about on foot to accomplish tasks.
  Lifting: Raising objects from a lower to higher position or moving objects horizontally from position to position.
  Fingering: Writing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.
  Talking: Expressing or exchanging ideas by means of the spoken word – those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
  Hearing: Perceiving the nature of sounds at normal range; ability to receive detailed information through oral communication, and to make fine discriminations in sound, such as when auscultating and percussing.
  Repetitive Motions: Substantial movements (motion) of the wrists, hands, and/or fingers.

- **FREQUENT**
  Balancing: Maintaining equilibrium to prevent falling when assisting patients with activity.
  Stooping: Bending body downward and forward by bending spine at the waist (for example, emptying suction canister that is below waist level or obtaining supplies from low shelves)
  Kneeling: Bending legs at knee to come to rest or kneel.
  Crouching: Bending the body downward and forward by bending leg and spine.
  Pushing: Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
  Pulling: Using upper extremities to exert force in order to draw, drag, haul or tug objects in a sustained motion.
  Grasping: Applying pressure to an object with the fingers and palm.
  Feeling: Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of the fingertips and palms.

- **OCCASIONAL**
  Climbing: Stairs, stools, ramps

VISUAL ACUITY REQUIREMENTS

- Ability to read pertinent printed material and distinguish colors.
- Ability to include inspection during patient assessment.
- Ability to accurately read measurements on patient related equipment--some examples include: thermometers, mechanical gauges, glucometers, IV pumps, and computer monitor displays

INTELLECTUAL/EMOTIONAL REQUIREMENTS

Students are required to:

- Identify relevant data during client assessments
- Analyze data using principles of logical or scientific thinking to formulate nursing diagnoses
- Evaluate the outcomes of client care
- Collaborate with other health care professionals to meet common goals.
- Adaptability to performing a variety of duties, often changing from one task to another without loss of efficiency or composure.
- Demonstrate professional and ethical conduct as outlined in the Student Handbook.

EQUIPMENT/TOOLS

Students will routinely use the following equipment:

- Standard medical and nursing equipment and special equipment found in the assigned area.
- Computers

CLASSROOM, LABORATORY, AND CLINICAL CONDITIONS

- Students in this classification have been identified as having the likelihood of occupational exposure to blood or other potentially infectious materials and, therefore, are included in the OSHA Exposure Control Plan with all its specifications for preventing contact with the above material.
- The student may be required to wear a facemask, gown, and/or gloves.
- The student is subject to inside environmental conditions, for example, protection from weather conditions, but not necessarily from temperature changes.
- The student is subject to hazards in the work area and may be exposed to chemotherapy spills, chemical cleaners, radioactive implants/isotopes, and/or sharp instruments.
- The student is subject to a range of noise levels from quiet to moderate: phones, pagers, mechanical alarms (i.e. IV pumps, ventilators, cardiovascular monitors, pulse oximeters), and occasional construction noise.

APPENDIX C-1 LASATER CLINICAL JUDGMENT RUBRIC

Noticing and Interpreting

Effective NOTICING involves:	**Exemplary**	**Accomplished**	**Developing**	**Beginning**
Focused Observation	Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information	Regularly observes/monitors a variety of data, including both subjective and objective; most useful information is noticed, may miss the most subtle signs	Attempts to monitor a variety of subjective and objective data, but is overwhelmed by the array of data; focuses on the most obvious data, missing some important information	Confused by the clinical situation and the amount/type of data; observation is not organized and important data is missed, and/or assessment errors are made
Recognizing Deviations from Expected Patterns	Recognizes subtle patterns and deviations from expected patterns in data and uses these to guide the assessment	Recognizes most obvious patterns and deviations in data and uses these to continually assess	Identifies obvious patterns and deviations, missing some important information; unsure how to continue the assessment	Focuses on one thing at a time and misses most patterns/deviations from expectations; misses opportunities to refine the assessment
Information Seeking	Assertively seeks information to plan intervention: carefully collects useful subjective data from observing the client and from interacting with the client and family	Actively seeks subjective information about the client's situation from the client and family to support planning interventions; occasionally does not pursue important leads	Makes limited efforts to seek additional information from the client/family; often seems not to know what information to seek and/or pursues unrelated information	Is ineffective in seeking information; relies mostly on objective data; has difficulty interacting with the client and family and fails to collect important subjective data
Effective INTERPRETING involves:	**Exemplary**	**Accomplished**	**Developing**	**Beginning**
Prioritizing Data	Focuses on the most relevant and important data useful for explaining the client's condition	Generally focuses on the most important data and seeks further relevant information, but also may try to attend to less pertinent data	Makes an effort to prioritize data and focus on the most important, but also attends to less relevant/useful data	Has difficulty focusing and appears not to know which data are most important to the diagnosis; attempts to attend to all available data
Making Sense of Data	Even when facing complex, conflicting or confusing data, is able to (1) note and make sense of patterns in the client's data, (2) compare these with known patterns (from the nursing knowledge base, research, personal experience, and intuition), and (3) develop plans for interventions that can be justified in terms of their likelihood of success	In most situations, interprets the client's data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or complicated cases where it is appropriate to seek the guidance of a specialist or more experienced nurse	In simple or common/familiar situations, is able to compare the client's data patterns with those known and to develop/explain intervention plans; has difficulty, however, with even moderately difficult data/situations that are within the expectations for students, inappropriately requires advice or assistance	Even in simple of familiar/common situations has difficulty interpreting or making sense of data; has trouble distinguishing among competing explanations and appropriate interventions, requiring assistance both in diagnosing the problem and in developing an intervention

LASATER CLINICAL JUDGMENT RUBRIC
Responding and Reflecting

Effective RESPONDING involves:	Exemplary	Accomplished	Developing	Beginning
Calm, Confident Manner	Assumes responsibility: delegates team assignments, assess the client and reassures them and their families	Generally displays leadership and confidence, and is able to control/calm most situations; may show stress in particularly difficult or complex situations	Is tentative in the leader's role; reassures clients/families in routine and relatively simple situations, but becomes stressed and disorganized easily	Except in simple and routine situations, is stressed and disorganized, lacks control, making clients and families anxious/less able to cooperate
Clear Communication	Communicates effectively; explains interventions; calms/reassures clients and families; directs and involves team members, explaining and giving directions; checks for understanding	Generally communicates well; explains carefully to clients, gives clear directions to team; could be more effective in establishing rapport	Shows some communication ability (e.g., giving directions); communication with clients/families/team members is only partly successful; displays caring but not competence	Has difficulty communicating; explanations are confusing, directions are unclear or contradictory, and clients/families are made confused/anxious, not reassured
Well-Planned Intervention/Flexibility	Interventions are tailored for the individual client; monitors client progress closely and is able to adjust treatment as indicated by the client response	Develops interventions based on relevant patient data; monitors progress regularly but does not expect to have to change treatments	Develops interventions based on the most obvious data; monitors progress, but is unable to make adjustments based on the patient response	Focuses on developing a single intervention addressing a likely solution, but it may be vague, confusing, and/or incomplete; some monitoring may occur
Being Skillful	Shows mastery of necessary nursing skills	Displays proficiency in the use of most nursing skills; could improve speed or accuracy	Is hesitant or ineffective in utilizing nursing skills	Is unable to select and/or perform the nursing skills
Effective REFLECTING involves:	**Exemplary**	**Accomplished**	**Developing**	**Beginning**
Evaluation/Self-Analysis	Independently evaluates/ analyzes personal clinical performance, noting decision points, elaborating alternatives and accurately evaluating choices against alternatives	Evaluates/analyzes personal clinical performance with minimal prompting, primarily major events/decisions; key decision points are identified and alternatives are considered	Even when prompted, briefly verbalizes the most obvious evaluations; has difficulty imagining alternative choices; is self-protective in evaluating personal choices	Even prompted evaluations are brief, cursory, and not used to improve performance; justifies personal decisions/choices without evaluating them
Commitment to Improvement	Demonstrates commitment to ongoing improvement: reflects on and critically evaluates nursing experiences; accurately identifies strengths/weaknesses and develops specific plans to eliminate weaknesses	Demonstrates a desire to improve nursing performance: reflects on and evaluates experiences; identifies strengths/weaknesses; could be more systematic in evaluating weaknesses	Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance but tends to state the obvious, and needs external evaluation	Appears uninterested in improving performance or unable to do so; rarely reflects; is uncritical of him/herself, or overly critical (given level of development); is unable to see flaws or need for improvement

APPENDIX C-2

LUTHER COLLEGE
Department of Nursing

Creighton UNIVERSITY
College of Nursing

Creighton Competency Evaluation Instrument (C-CEI)

Student(s) Name: Scenario: Evaluator:	0= Does not demonstrate competency 1= Demonstrates competency NA= Not applicable			Date: _____/_____/_____
ASSESSMENT	Circle Appropriate Score for all Applicable Criteria If not applicable, circle NA			**COMMENTS:**
1. Obtains Pertinent Data	0	1	NA	
2. Performs Follow-Up Assessments as Needed	0	1	NA	
3. Assesses the Environment in an Orderly Manner	0	1	NA	
COMMUNICATION				
4. Communicates Effectively with Intra/Interprofessional Team (TeamSTEPPS, SBAR, Written Read Back Order)	0	1	NA	
5. Communicates Effectively with Patient and Significant Other (verbal, nonverbal, teaching)	0	1	NA	
6. Documents Clearly, Concisely, & Accurately	0	1	NA	
7. Responds to Abnormal Findings Appropriately	0	1	NA	
8. Promotes Professionalism	0	1	NA	
CLINICAL JUDGMENT				
9. Interprets Vital Signs (T, P, R, BP, Pain)	0	1	NA	
10. Interprets Lab Results	0	1	NA	
11. Interprets Subjective/Objective Data (recognizes relevant from irrelevant data)	0	1	NA	
12. Prioritizes Appropriately	0	1	NA	
13. Performs Evidence Based Interventions	0	1	NA	
14. Provides Evidence Based Rationale for Interventions	0	1	NA	
15. Evaluates Evidence Based Interventions and Outcomes	0	1	NA	
16. Reflects on Clinical Experience	0	1	NA	
17. Delegates Appropriately	0	1	NA	
PATIENT SAFETY				
18. Uses Patient Identifiers	0	1	NA	
19. Utilizes Standardized Practices and Precautions Including Hand Washing	0	1	NA	
20. Administers Medications Safely	0	1	NA	
21. Manages Technology and Equipment	0	1	NA	
22. Performs Procedures Correctly	0	1	NA	
23. Reflects on Potential Hazards and Errors	0	1	NA	

COMMENTS

Total: _____
Total Applicable Items: _____

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For more information, please contact Martha Todd, MS, APRN @ mtodd@creighton.edu

Revised 4/22/2014

APPENDIX D

LUTHER COLLEGE
Department of Nursing

Student Clinical/Lab Contract

Student: _____

Course: _____

As a student at Luther College, I am required to meet the following clinical/lab behaviors in order to remain in good standing in the nursing program:

- adhere to department policies and those of cooperating agencies
- maintain confidentiality
- adhere to ethical and legal standards
- demonstrate accountability for actions
- provide adequate safety measures for clients
- demonstrate sufficient preparation for nursing care of clients
- request guidance and supervision when necessary
- keep commitments inherent to my role as a student in the Luther College Nursing Department

I understand that if the clinical faculty determine that I am not meeting the criteria of this contract during any clinical experiences, I will be removed from patient care for that experience. I will be required to meet with the clinical faculty and department head as soon as possible prior to the next clinical experience. The meeting will be used to discuss the seriousness of the incident and consequences, which may include probation or failure of the course. A second infraction would mean failure of the course.

Student Signature: _____ Date: _____

My signature verifies I have read this contract and agree to uphold these standards and terms in my clinical experiences.

APPENDIX E

LUTHER COLLEGE
Department of Nursing

Student Confidentiality and Integrity Agreement

I, (please print your name) _____, agree to respect the learning environment in the laboratory as part of the nursing curriculum beginning in NURS 235; for all subsequent nursing coursework; for any activities involving use of the lab not directly related to nursing coursework; and for any activities involving laboratory equipment checked out for use in the non-laboratory setting. I recognize that all of us have a right to a non-threatening learning environment. I agree to work with my peers to create a safe and stimulating learning experience. I will foster this type of environment by maintaining confidentiality surrounding events involving subjective assessment (i.e. gaining a health history) and objective assessment (i.e. performing a physical exam) of my lab partner or peer as well as the content of quizzes and exams. I will not tolerate destructive criticism and/or punitive or negative discussion, either in the lab or at another location. I recognize that all lab experiences are part of learning and collaborative practice. I understand that if I violate confidentiality, I will be excused from lab and will lose all points possible for the date(s) associated with the violation; and further sanctions may be administered by the instructor, as needed.

Student Signature: _____ Date: _____

APPENDIX F

LUTHER COLLEGE
Department of Nursing

Simulation Lab
Confidentiality and Photo Release Agreement

I, (please print your name) _____, agree to respect the learning environment in the Nursing Simulation Laboratory at Luther College. I recognize that all of us have a right to a non-threatening learning environment. I agree to work with my peers to create a safe and stimulating learning experience. I will foster this type of environment by maintaining confidentiality of the entire simulation experience including, but not limited to:

1. Details of the simulation scenario
2. Participant performance
3. Debriefing sessions

I will not tolerate destructive criticism and/or punitive or negative discussion, either in the Nursing Simulation Laboratory or at another location, regarding another participant's performance. I recognize that all simulation experiences are part of learning and collaborative practice.

I understand that if faculty and/or staff determine I am not meeting criteria of this contract, I will be removed from all simulation experiences. I will be required to meet with the simulation faculty and/or staff and department head as soon as possible prior to the next simulation experience. The meeting will be used to discuss the seriousness of the incident and consequences, which may include loss of points associated with the breech, probation, or failure of the course. A second infraction would mean failure of the course.

I give my permission for the Luther College Department of Nursing to video record my performance in Simulation Laboratory clinical scenarios. These videoed sessions will be used to provide debriefing opportunities as well as leadership evaluation and quality improvement opportunities to appropriate instructors and participants. Individuals who may view my performance in a videoed simulation is limited to the following:

1. Other participants directly involved with or assigned to the specific simulation the participant is taking part in, either as providers of care or as observers
2. Faculty and/or staff facilitators of the specific simulation experience the participant is involved in
3. Faculty and/or staff coordinators of the nursing course or other educational session (i.e. continuing education for RNs) that the specific simulation is associated with and in which the participant is enrolled
4. Faculty and/or staff training with the Nursing Lab & Simulation Director in facilitating simulation activities

I understand that the videos will only be used for educational purposes. I certify that I am 18 years of age or older.

Student Signature: _____ Date: _____

APPENDIX G

LUTHER COLLEGE
Department of Nursing

Simulation Lab
Fiction Contract

The simulation instructors acknowledge that simulation cannot be exactly like real life, but will make the simulation as real as possible within the availability and restraints of resources and technology.

For an effective simulation, it is important for both the instructor and the participants to collaborate to create an engaging simulation and learning environment. The instructor's obligation is to create a simulated environment that is as real as possible. It is the participant's role to do their part to act, as best they can, as if the simulation were real, acknowledging that the participant will likely act differently in the simulated environment versus the clinical environment.

Given the simulator's (mannequin's) limitations, the simulation faculty/staff will do their best to make the simulation as real as possible. It makes the experience more enjoyable and effectual if you conduct yourself as if you are in a real clinical situation. To the extent possible, you should engage with the simulator and actors as if they are real patients, family members, or members of the healthcare team.

Faculty and staff take their role seriously during a simulation and we ask that you do as well.

Participant Signature _____

Participant Name (Print) _____

Date _____

APPENDIX H

LUTHER COLLEGE
Department of Nursing
Student Civility Contract
(Adapted with permission from Clarke University)

According to the American Nurses Association, incivility may be exhibited through behaviors such as rudeness, condescension, passive aggressiveness, bullying, psychological abuse, or deliberate undermining of activities. These types of incivility may lead to an unhealthy work and learning environment in which students feel pressured by peers to look the other way, and thus fail to demonstrate care and compassion for the person experiencing such incivility.

Students in the Department of Nursing are expected to conduct themselves ethically, honestly, and with integrity. This requires the demonstration of mutual respect and civility in academic and professional discourse. Additionally, adherence to the Luther College code of conduct, Department of Nursing Student Handbook, and course/clinical guidelines are a basic expectation of students in all interactions with faculty, staff, and patients. Throughout your academic career at Luther College, it is expected that students show the following qualities:

- **Attentiveness:** The student regularly attends class. All extended absences are for relevant and serious reasons and approved, where applicable, by the appropriate authority. The student is engaged throughout the class period and refrains from use of electronic/communication devices during class or clinical unless instructor approved (i.e. cell phone use, lap tops)
- **Demeanor:** The student has a positive, open attitude towards peers, teachers, and others during the course of nursing studies. The student functions in a supportive and constructive fashion in group situations and makes good use of feedback and evaluations.
- **Maturity:** The student functions as a responsible, ethical, law-abiding adult who makes a positive impact on the adult learning environment.
- **Cooperation:** The student demonstrates his/her ability to work effectively and in a fair, balanced manner in large and small groups and with other members of the health team, giving and accepting freely in the interchange of information and workload.
- **Responsibility:** The student has nursing school performance as his/her primary commitment (i.e. organized and prepared for class, self-directed with problem-solving, use of appropriate resources). Student/student and student/faculty academic interchanges are carried out in a reliable and trustworthy manner.
- **Authority:** A student shows appropriate respect for those placed in authority over him/her both within the College and in society.
- **Personal Appearance:** The student's personal hygiene and dress reflect the high standards expected of a professional nurse.
- **Communication:** The student demonstrates an ability to communicate effectively verbally, nonverbally, and in writing with peers, teachers, patients, and others. Effective communication is also timely with respect to the environment (i.e. initiating conversations with instructor regarding student performance, alerting instructor about class/clinical concerns)

- **Professional Role:** The student conducts self as a professional role model at all times and in compliance with the ANA Code of Ethics. The student demonstrates the personal, intellectual and motivational qualifications of a professional nurse, including self-care. Self-care is demonstrated by health promotion and maintenance (i.e. adequate rest, proper hygiene, constructive coping)
- **Judgment:** The student shows an ability to think critically regarding options, reflecting his/her ability to make intelligent decisions in his/her personal and academic life.

Examples of uncivil behavior are below but not inclusive:

- Demeaning, belittling or harassing others
- Rumoring, gossiping about or damaging a classmate/professor's reputation
- Habitually interrupting as others speak
- Not paying attention or listening to others who address you
- Not responding to email, letters, or voice mail that requires a reply
- Sending emails that are inflammatory in nature
- Speaking with a condescending attitude
- Raising your voice, yelling, or screaming at instructors, peers, or clinical staff
- Habitually arriving late to class
- Knowingly withholding information needed by a peer, instructor, or clinical staff
- Discounting or ignoring solicited input from instructors/faculty regarding classroom and/or clinical performance or professional conduct.
- Overruling decision without direct discussion and rationale
- Not sharing credit for collaborative work or not completing an equitable share of collaborative work assigned
- Threatening others; this refers to physical threats, verbal/nonverbal threats, and implied threats.
- Displays of temper, tantrums
- Using up supplies or breaking equipment without notifying appropriate staff/faculty

Expectation of Students:

- Follow conventions of good classroom manners and student responsibilities as outlined above.
- Refrain from making generalizations and use data (facts, observations, measurements, etc) to support your perspective.
- Refrain from verbal, emotional or sexual harassment.
- Refrain from electronic harassment via text, email, Facebook, or any other electronic media.
- Listen respectfully to each other. Respond respectfully and reflectively to ideas aired in the classroom. Understand that disagreements can result in learning opportunities.
- Refrain from personal insults, profanity and other communication-stoppers.
- Recognize and tolerate different levels of understanding of complex social and cultural issues among your classmates and the professor.
- Arrive timely to class/clinical sessions.
- Bring the required supplies and be ready to be actively engaged in the learning process.
- Focus on the business at hand – the class, its content, learning and the professor.
- Turn cell phones off or to vibrate before the start of class.

- Refrain from texting during class time.
- Pick up trash upon leaving the room.
- Refrain from sleeping in class.
- Turn in assignments on time.
- Be courteous in class. (This does not mean that you have to agree with everything that is being said. However, your point will be much more credible if conveyed without rudeness, aggression, or hostility. If you strongly disagree with your professor, it is a good idea to speak with him/her after class)
- Respect the rules of the syllabus. Faculty are not going to negotiate assignments or grades earned.

By signing this contract, I acknowledge receipt and understanding of this contract. I understand that any behavior or action determined to be a breach of this contract may result in my being subject to disciplinary action, including possible dismissal from the nursing program.

Student Name (please print):_____

Student Signature: _____Date:_____

APPENDIX I

LUTHER COLLEGE
Department of Nursing

Summary Evaluation of Graduates by Nursing Faculty

Name: _____ Date of Graduation: _____

Please place a check mark in the columns below to indicate the extent to which you believe the student reached the objectives for graduates of the Luther College baccalaureate program in nursing.

Objectives of The Nursing Program	**Meets**	**Exceeds**
1. Apply knowledge from the science of nursing with knowledge from the liberal arts and natural and social sciences to develop a foundation for nursing practice and sound clinical judgment. Example:		
2. Perform person-centered care to guide nursing practice across varied locations and levels of care Example:		
3. Assess, collaborate, and advocate for the optimal health of individuals, families, and populations. Example:		
4. Incorporate an evidence-based practice approach to clinical decision making. Example:		
5. Integrate quality and safety into nursing practice, minimizing risk of harm to patients and providers. Example:		
6. Collaborate with care team members, the patient, and others in the provision of care to enhance the healthcare experience and strengthen outcomes. Example:		
7. Integrate clinical judgment in a complex health care environment to provide safe, quality, and equitable care to diverse populations. Example:		
8. Demonstrate safe utilization and implementation of healthcare technology standards across healthcare settings Example:		

9. Demonstrate professional characteristics and values fundamental to the nursing profession Example:		
10. Participate in activities that foster personal well-being and lifelong learning, and acquire nursing expertise and leadership. Example:		

Comments:

_____ _____

Student Signature Date

_____ _____

Evaluating Faculty Date

APPENDIX J

LUTHER COLLEGE
Department of Nursing

Extended Absence Return Documentation

Name: _____ Date of Graduation: _____

Date	**Simulation Experience**	**Lasater/CCEI Outcomes**	**Overall Comments**	**Simulation Evaluator/ Signature**

- CCEI: 75% average of all, grading based on CCEI Grading Table (Google Link)

By signing below, I attest that the student is prepared to return to clinical practice:

_____ _____

Department Head **Date**