ASSOCIATE DEGREE NURSING STUDENT HANDBOOK

An Equal Opportunity/Access Educator/Employer

Revised January 2018
WELCOME

Welcome to the Associate Degree Nursing program at Gateway Technical College. The faculty wishes you success as you undertake this exciting and demanding step in your education as a professional nurse.

This handbook is designed to supplement the Gateway Technical College Student Handbook and provide you with information specific to the Associate Degree Nursing program. It is important to read the entire handbook, familiarizing yourself with the content.

If you have further questions or need additional information, please contact your ADN Faculty Advisor.

Additional information about Gateway and the ADN program may be found on the Gateway’s Web page at www.gtc.edu/nursing. All ADN course materials can be found on our nursing web site at www.gtc.edu then select “current students” and log into Blackboard.

ACCREDITATION

The Associate Degree Nursing program is fully approved by the following:

Wisconsin Board of Nursing
PO Box 8935
Madison, WI 53708-8935
web@drl.state.wi.us

Accreditation Commission for Education in Nursing, Inc.
3343 Peachtree Road NE
Suite 850
Atlanta, GA 30326
http://www.acenursing.org

The North Central Association
Higher Learning Commission
30 N LaSalle Street, Suite 2400
Chicago, IL 60602-2504
(800) 621-7440; (312) 263-0456; Fax: (312) 263-7462
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I.
GATEWAY TECHNICAL COLLEGE
GATEWAY TECHNICAL COLLEGE
CORE ABILITIES

ACT RESPONSIBLY

Among the skills and attitudes of acting responsibly are:

1. Exert a high level of effort and perseverance toward goal attainment.
2. Display high standards for attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.
4. Judge accurately the amount of work he/she can accomplish.
5. Take good care of tools and equipment.
6. Show up on time and ready to work.
7. Apply ethical work values such as keeping confidentiality, putting in a full day’s work and following health and safety standards.
8. Assess personal values and uses them to guide actions and decisions.
9. Recognize one’s responsibility to personal, social, professional, educational, and natural environments and makes informed decisions based on that responsibility.

COMMUNICATE CLEARLY AND EFFECTIVELY

Among the skills and attitudes essential to communicating clearly are:

1. Select appropriate means to convey a message.
2. Speak clearly so others can understand.
3. Write with clarity so others can understand.
4. Ask questions for clarification.
5. Participate in discussions and group presentations.
6. Interpret nonverbal communications.
7. Use active listening skills.
8. Apply standards of spelling, English, grammar, and punctuation.
9. Read for content, structural analysis and word meanings.
10. Distinguish between fact and opinion.

DEMONSTRATE ESSENTIAL COMPUTER SKILLS

Among skills and attitudes essential to demonstrating computer skills are:

1. Demonstrate Level 1 computer literacy skills as determined by District policy.
2. Demonstrate ability to send and receive electronic mail.
3. Demonstrate ability to perform research utilizing the Internet.
4. Demonstrate ability to use a word processing software program.
5. Demonstrate the ability to use occupational specific software.
DEMONSTRATE ESSENTIAL MATHEMATICAL SKILLS

Among the skills and attitudes essential to demonstrating essential mathematical skills are:

1. Perform computations using appropriate methods.
2. Demonstrate knowledge and application of measurement.
3. Demonstrate knowledge and application of formulas.
4. Apply mathematical problem solving steps.

DEVELOP THE SKILLS REQUIRED TO SUCCESSFULLY SEEK AND OBTAIN EMPLOYMENT

Among the skills and attitudes essential to successfully seek and obtain employment are:

1. Identify job possibilities.
2. Write a resume.
3. Complete an application for a job.
4. Participate in an effective interview.
5. Accept or reject a job offer.
6. Develop a record keeping system for job search.
7. Research job clusters to determine possible careers.
8. Determine career choices and alternatives using personal information and career research.
9. Set long range and short range goals.
10. Develop a plan of action to achieve goals.
11. Network with peer groups and people in one’s career field.

RESPECT SELF AND OTHERS AS MEMBERS OF A DIVERSE SOCIETY

Among the skills and attitudes essential to respecting self and others as members of a diverse society are:

1. Communicate in a culturally sensitive manner.
2. Act with a sense of equity.
3. Work well with individuals and groups from diverse backgrounds.
4. Value individual and cultural differences.
5. Act consistently with a cultural context.
6. Take responsibility for own behavior.
7. Express ideas self-confidently.
8. Behave assertively.
9. Set personal goals.
10. Maintain confidentiality.

THINK CRITICALLY AND创造性

Among the skills and attitudes essential to think critically and creatively are:

1. Apply the principles and strategies of organized thinking.
2. Practice analytical, explorative, and innovative thinking.
3. Apply problem-solving steps.
4. Make decisions based on analysis.
5. Evaluate information, ideas, and problems.
6. Accept all ideas during brainstorming sessions.
7. Collect data through probing questions and research.
8. Respect the contributions of others.
9. Use techniques such as brainstorming to acquire alternative solutions.
10. Make inferences and connections.
11. Demonstrate open mindedness.
12. Demonstrate comparison skills.
13. Persist in the search for truth.

**WORK COOPERATIVELY**

Among the skills and attitudes essential to working cooperatively are:

1. Contribute to a group with ideas, suggestions, and effort.
2. Complete one’s share of tasks necessary to complete a project.
3. Encourage team members by listening and responding appropriately to their contributions.
4. Build on an individual team members’ strengths.
5. Resolve differences for the benefit of the team.
6. Challenge existing procedures, policies, or authorities responsibly.
7. Participate as a member of a team (e.g., following instruction, providing feedback, cooperating with establishing team goals).
8. Work to satisfy internal and external customer’s expectations.
9. Appropriately respond to praise and criticism; accept advice.
10. Display a positive attitude.
11. Empathize with others.
12. Maintain a safe and healthy work environment for self/group.
13. Interpret nonverbal cues accurately.
14. Perform competent and effective leadership of a group.
15. Evaluate outcomes.

**VALUE LEARNING**

Among the skills and attitudes essential to valuing learning are:

1. Set personal learning goals.
3. Identify own learning needs.
4. Access appropriate resources for learning.
5. Apply effective learning processes.
6. Help others to learn effectively.
AFFIRMATIVE ACTION/EQUAL OPPORTUNITY POLICY H-110

POLICY STATEMENT:

The Gateway Technical College District Board, hereinafter referred to as the Gateway District Board, will be fair and impartial in all its relations with its student, employees, and applicants for employment without regard to race, color, national origin, ancestry, creed, religion, political affiliation, marital status, parental status, pregnancy, family or medical leave, disability, age, gender, sexual orientation, arrest record or conviction record, retaliation, union or nonunion affiliation, membership in the National Guard, state defense force or any reserve component of the military forces of the U.S. or Wisconsin.

For further information and policy updates, please refer to the Gateway Technical College Student Handbook.
II. Associate Degree Nursing Program
WISCONSIN TECHNICAL COLLEGE SYSTEM NURSING
CURRICULUM PHILOSOPHY

This philosophy incorporates Wisconsin Technical College System (WTCS) faculty beliefs regarding nursing education as shaped by the WTCS nursing mission statement.

Nursing is the dynamic interpersonal goal-directed process that seeks to promote optimal health within the context of individuals, family, community and society. The concepts of caring and integrity are central to nursing and communicated through both attitude and action. Nursing uses the nursing process, a problem solving approach to provide holistic, patient centered care to individuals, families, and groups. Nurses assess health and make clinical decisions to manage and provide safe and effective nursing care according to standards of practice within the legal, ethical and regulatory frameworks. Nursing is based on knowledge and science and is demonstrated by evidence-based practice. Through collaboration with other healthcare professionals, nursing is responsive to the needs of the community across the health-illness and lifespan continuum.

Individuals, families, and groups are diverse, complex living beings, in which physical, psychological, cultural and spiritual health processes are in constant interaction. This constant interaction provides the capacity for change. Individuals have inherent worth, dignity and autonomy in healthcare decisions.

Nursing education facilitates the development of knowledge, attitudes and skills appropriate to the learner’s level of nursing practice. Nursing education integrates concepts from nursing and other disciplines and takes place in institutions of higher learning. As a practice discipline, nursing education requires the use of performance based instruction with measureable competencies. Faculty and learners create a safe, cooperative environment which stimulates the spirit of inquiry, clinical reasoning, and self-directed life-long learning. Excellence in nursing education is achieved by providing students with a rigorous and dynamic curriculum using technology, partnerships and resources. Graduates are prepared to meet community specific healthcare needs as entry level practitioners.

System-wide Curriculum
The WTCS nursing programs provide a seamless curriculum, which is flexible and accessible for learners on a statewide basis. Prior learning, experience and career mobility are valued and efforts are aimed at facilitating articulation between levels of nursing. Information gathering within the community network that includes advisory committees, employers, and healthcare consumers enhances curriculum review and revision.
Mission Statement:
The nursing programs within the Wisconsin Technical College System (WTCS) are committed to educational excellence. We prepare nurses with the knowledge, skills and attitude to enhance and restore the well-being of individuals, families, and the community by using the nursing process.

Vision Statement:
- The Wisconsin Technical College nursing programs provide a quality, dynamic learning environment, which prepares a diverse workforce of nurses to meet community needs.

We Value:
- Diversity
- Evidence-based practice
- Holistic, patient-centered care
- Honesty, integrity and fairness
- Life-long learning
- Safe and cooperative work environments
- Partnerships with students, businesses, government, educational systems, and communities
- Wise use of technology and resources entrusted to us

Revised 4/23/2011
CONCEPTUAL FRAMEWORK

The conceptual framework of the Associate Degree State Nursing Curriculum is derived from the mission and philosophy of the nursing program. This conceptual model is a visualization of the interrelationships between the nursing students, the values of the program, and main concepts that are threaded throughout the program outcomes and competencies.

The compass symbolizes the direction of the student’s growth throughout the program as well as their future endeavors. The star focuses on the program itself, the customers and student resources. Eight core values defined in the mission are noted in the inner circle. The middle circle describes the threads of the nursing program, necessary for growth and direction for the student. The threads add structure to the content and attainment of program outcomes. The outer circle depicts the environment where nursing care is provided and student learning develops.

Three major concepts are integrated into this conceptual framework. The first concept is the tradition of nursing care in a holistic, patient-centered environment. The second concept is the Nursing Process and the integration of the process into every nursing course. The third concept is the outcomes that are woven throughout the program, which help to organize the course content. The program outcomes are also the framework for evaluation of student progress, direction and performance. All of the concepts utilize evidence-based practice and information from the sciences, technology, and humanities.
GATEWAY TECHNICAL COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
CONCEPTUAL FRAMEWORK
# ADN and PN Program Outcomes

Listed below are the final Associate Degree Nursing and Practical Nursing program outcomes for the WTCS Aligned Nursing Programs.

<table>
<thead>
<tr>
<th>PN1: Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to caring, advocacy, and quality care while adhering to evidence-based practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exhibit caring behaviors in collaboration with the healthcare team through advocacy on behalf of patients, families and caregivers</td>
</tr>
<tr>
<td>• Practice within the PN legal and ethical frameworks for nursing</td>
</tr>
<tr>
<td>• Demonstrate responsibility and accountability for learning, actions, and patient care</td>
</tr>
<tr>
<td>• Provide quality care within the PN scope of practice complying with evidence-based standards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADN1: Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving professional identity as a nurse committed to evidence-based practice, caring, advocacy and quality care</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exhibit caring behaviors through advocacy on behalf of patients, families and caregivers</td>
</tr>
<tr>
<td>• Practice within the RN legal and ethical frameworks for nursing</td>
</tr>
<tr>
<td>• Demonstrate responsibility and accountability for learning, actions, and management of the patient care team</td>
</tr>
<tr>
<td>• Provide and evaluate quality care within the RN scope of practice utilizing evidence-based research</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>PN2: Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Utilize appropriate communication strategies based on patient need</td>
</tr>
<tr>
<td>• Reinforce accurate, complete and pertinent information to patients, families and the healthcare team</td>
</tr>
<tr>
<td>• Evaluate and modify communication strategies on an ongoing basis</td>
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</table>

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<td>• Evaluate and modify communication strategies on an ongoing basis</td>
</tr>
</tbody>
</table>

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<tr>
<th>PN3: Integrate knowledge of social, mathematical, and physical sciences, pharmacology, and disease processes while participating in clinical decision making</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Maintain a questioning and open mind to consider new approaches, ideas and best practices</td>
</tr>
<tr>
<td>• Apply theoretical knowledge and skills to assist in the care of patients</td>
</tr>
<tr>
<td>• Provide rationale for judgments and decisions used in the provision of safe, quality care</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADN3: Integrate social, mathematical, and physical sciences, pharmacology, and pathophysiology in clinical decision making</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Maintain a questioning and open mind to consider new approaches, ideas and best practices</td>
</tr>
<tr>
<td>• Incorporate theoretical and evidence based knowledge and skills to analyze relevant data to support clinical decision making</td>
</tr>
<tr>
<td>• Make judgments substantiated with evidence that integrate nursing science in the provision of safe, quality care, that promotes the health of patients in the family and community context</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>PN4: Provide patient centered care under supervision by participating in the nursing process across diverse populations and healthcare settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assist with the application of the nursing process (assessment, diagnosis, planning, implementation and evaluation)</td>
</tr>
<tr>
<td>• Demonstrate unbiased respect for diversity through holistic and patient centered care</td>
</tr>
<tr>
<td>• Provide nursing care to promote health, safety and well-being, and self-care management</td>
</tr>
<tr>
<td>• Contribute to a positive patient and family experience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADN4: Provide patient centered care by utilizing the nursing process across diverse populations and healthcare settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate application of the nursing process (assessment, diagnosis, planning, implementation and evaluation)</td>
</tr>
<tr>
<td>• Demonstrate unbiased respect for diversity through holistic and patient centered care</td>
</tr>
<tr>
<td>• Provide and direct nursing care to promote health, safety and well-being, and self-care management</td>
</tr>
<tr>
<td>• Contribute to a positive patient and family experience</td>
</tr>
<tr>
<td>PN5: Minimize risk of harm to patients, members of the healthcare team, and self through safe individual performance and participation in system effectiveness</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>• Implement and monitor practices for infection prevention</td>
</tr>
<tr>
<td>• Utilize national patient safety resources, initiatives and regulations</td>
</tr>
<tr>
<td>• Report errors and participate in system improvements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PN6: Collaborate as an active member of the multidisciplinary healthcare team to provide effective patient care throughout the lifespan</th>
<th>ADN6: Lead the multidisciplinary healthcare team to provide effective patient care throughout the lifespan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Function within the PN scope of practice as a member of the healthcare team</td>
<td>• Function within the RN scope of practice as a member of the healthcare team</td>
</tr>
<tr>
<td>• Adapt communication to the team and situation to share information or solicit input</td>
<td>• Adapt communication to the team and situation to share information or solicit input</td>
</tr>
<tr>
<td>• Implement the recommendations of others in helping the patient and/or family achieve health goals</td>
<td>• Coordinate the contribution of others who play a role helping the patient and/or family achieve health goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PN7: Use information and technology to communicate, manage data, mitigate error, and assist with decision-making</th>
<th>ADN7: Use information and technology to communicate, manage data, mitigate error, and support decision-making</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Access data from a variety of sources</td>
<td>• Access data from a variety of sources</td>
</tr>
<tr>
<td>• Document patient care in an electronic health record according to established standards</td>
<td>• Plan and document patient care in an electronic health record</td>
</tr>
<tr>
<td>• Apply technology and information management tools to support safe processes of care</td>
<td>• Apply technology and information management tools to support safe processes of care</td>
</tr>
<tr>
<td>• Gather data to support quality improvement activities</td>
<td>• Analyze data from a quality system to improve practice</td>
</tr>
<tr>
<td>• Adhere to security measures to protect the confidentiality of all forms of health information</td>
<td>• Adhere to security measures to protect the confidentiality of all forms of health information</td>
</tr>
</tbody>
</table>
III. NURSING PROGRAM INFORMATION
NURSING INFORMATION

There is a growing need for healthcare services and you can make a difference by preparing for a career that changes lives and helps others in need.

Registered nurses (RNs) record patients’ medical histories and symptoms as well as help perform diagnostic tests and analyze results. They also operate medical machinery, administer treatment and medications, and help with patient follow-up and rehabilitation. Some nurses may work to promote general health by educating the public on warning signs and symptoms of disease. RNs may also run general health screenings or immunization clinics, blood drives and public seminars on various conditions.

Gateway Technical College’s Nursing Associate Degree Program is accredited by the Accreditation Commission for Education in Nursing, INC. (ACEN) The program includes classroom instruction and supervised clinical experiences in local hospitals and other healthcare facilities. The degree program is offered at the Kenosha Campus and the Burlington Center but students can also take classes online. Courses include anatomy, physiology, microbiology, chemistry, nutrition, psychology and other behavioral sciences.

Gateway graduates can find nursing careers in a wide variety of places. These include hospitals, schools, home health settings, clinics, cancer centers hospice, nursing homes and correctional facilities. Job responsibilities can include patient care, patient education, explaining post-treatment home care needs, diet, nutrition, and exercise programs, self-administration of medication and physical therapy.

Nursing students begin their clinical practicum in the first semester in the program and continue until the last semester. Supervised clinical experiences are provided in hospital departments such as pediatrics, psychiatry, maternity and surgery, but can also occur in long term care facilities, public health departments, home health agencies and ambulatory clinics.

Students also receive hands-on training using the Human Patient Simulator which helps students practice technical skills by simulating real life emergencies in a controlled lab setting. The simulators look and act like an actual real-life patient providing students with the opportunity to demonstrate their knowledge, technical ability and critical thinking skills. Community health fairs and other service learning efforts help students gain further real world experience and put the skills students have learned in the classroom into practice.

Nursing students also have the opportunity to learn as part of Gateway’s study abroad program. In the past they have traveled to other countries to provide healthcare services to communities in need. Gateway’s Student Nursing Association is an organization students can join. These groups provide students with opportunities for networking and professional development. Students are also encouraged to join one of the several organizations available for career advancement and professional development. These organizations and career resources include:

- American Nursing Association, A.N.A.
- Nursing Career Resources
- Department of Safety and Professional Services (access to the Wisconsin Board of Nursing Licensure Applications)
- National Association of Black Nurses
- National Association of Hispanic Nurses
- Nurse Practice Act
- National Student Nurse Association
- Wisconsin Nurses Association
JOB AND SALARY OUTLOOK

According to the Bureau of Labor Statistics, registered nurses constitute the largest national healthcare occupation, with 2.6 million jobs. The nursing industry is expected to grow 26 percent through 2020. Advances in technology are treating a greater number of health problems causing a greater need for nurses.

The median annual salary of registered nurses was $67,490 in 2015. Salary is dependent on the area of employment, qualifications of the nurse and area of specialty.

CERTIFICATION AND LICENSING

Gateway Technical College’s Nursing program prepares students for the National Council Licensure Examination (NCLEX). This exam is used by the National Board of Nursing to test entry-level candidates on their competency of nursing skills and practices for licensure as registered nurses.
ASSOCIATE DEGREE NURSING PROGRAM

CRIMINAL BACKGROUND REVIEWS

Our healthcare facilities require that schools of nursing have health occupation students complete a Background Information Disclosure (BID) document and a Criminal Background Check (CBC) to determine if a student is eligible to enroll or continue in the nursing program. Information regarding accessing the necessary documents and web links are found on the Gateway Technical College web page for the Nursing Program at www.gtc.edu/requirements, then select Nursing.

A BID and a CBC must be completed as part of both the admission and petition process. The BID and CBC data expires every two years. Students need to renew the documents after having started the program. It is the student’s responsibility to complete and maintain currency on all necessary documents. Students who do not have a current BID or CBC will not be allowed to remain in a nursing course that includes direct patient contact, such as a course held in clinical settings. Students’ background check and BID must be current throughout the clinical section for which they wish to register. Should a students’ information need to be updated prior to registering for the clinical section, students should allow a minimum of two weeks as the background check and BID must be completed and processed prior to student being able to register.

A BID or CBC that reveals the student to have been charged and/or convicted of some crimes may bar the student from attending the clinical course. Gateway must provide the clinical facility with documents of students who have a positive CBC. Personnel at the clinical facility will review the BID and CBC. If the student has not claimed charges or convictions on the BID they are immediately rejected by the clinical facility for dishonesty. This includes charges that have been expunged. It is important for the student to be completely honest on the BID. The clinical facility may also reject a student for certain crimes. In those cases, the Dean of Nursing or the Program Chair will inform the student that they will be removed the clinical course.

ASSOCIATE DEGREE NURSING PROGRAM

CRIMINAL BACKGROUND CHECKS

Gateway Technical College utilizes an online Criminal Background Check (CBC)/Screening service. Nursing Applicants and nursing students are required to complete a Background Information Disclosure (BID) form and request their CBC through CastleBranch (formerly known as CertifiedBackground/CertifiedProfile/Certified).

Background Information Disclosure forms are available for download through the student’s myCB (formerly known as CertifiedProfile) account. The BID form gives applicants an opportunity to disclose any charges that might be on their records. The BID form and CBC must both be completed through CastleBranch in order to be processed by Gateway Technical College. Failure to complete the BID form could result in delays in processing.

7/1/16
This document is to provide early guidance for nursing students who have convictions on their criminal background checks. These guidelines reflect Wisconsin state law and regulatory expectations, and had the involvement of both schools of nursing and healthcare systems.

The single most important recommendation is complete disclosure by students to both the school and the healthcare setting, even for crimes that have been expunged. Failure to fully disclose and accept accountability may result in losing opportunities.

The following criminal background check issues will likely be approved for clinical placements:
- Dismissed crimes
- One DUI or underage drinking, in any timeframe, if disclosed.
- Misdemeanor or less, single event, 10 years ago with no further issue.

The following criminal background check issues will likely prevent assignment to a clinical experience:
(Review of each individual circumstance is necessary.)
- Lack of full disclosure of convictions, with honest description and accountability.
- A pattern of more than three convictions.
- A pattern of convictions within the past 10 years.
- Conviction for a violent crime, including conviction of a reduced charge resulting from a violent crime.
- Convictions for drug related offenses, including theft, sale, and possession.
- Convictions for falsification of records.
- Convictions of theft related crime including shoplifting.
- Convictions of any serious crime within the past three years.

All other convictions (including expunged crimes) identified on a criminal background check will require a more detailed, individualized review.
HEALTH REQUIREMENTS

All forms must be submitted to your myCB account and are available for download in your account once you place your order for the Medical Document Manager. If you have had any of the requirements completed recently, you can take the Gateway forms to your healthcare provider and have them transcribe the information onto a Gateway form then submit your forms to your myCB account. For website links and information click on Nursing from the following link: https://www.gtc.edu/student-services/registrar/additional-program-requirements

Official documentation by a qualified healthcare provider is required! To be considered a qualified healthcare provider, an individual must be licensed in and by the State of Wisconsin to provide services as a Medical Doctor (MD), Doctor of Osteopathic Medicine (DO), Nurse Practitioner (APNP), Physician’s Assistant (PA), or Registered Nurse (RN).

INITIAL PHYSICAL

Must be done within 6 months of entry into the clinical portion of the program.

Note: It often takes up to 2 months to get a doctor’s appointment so plan accordingly. Schedule an appointment enough in advance to have it completed prior to the deadline set for your class. If you do not have a physician, there are a number of clinics that will see you for a school physical. Be sure to mention that you are a Gateway student and that you simply need a school physical. Once an initial physical has been submitted, you will be required to submit a completed Physical Renewal – Communicable Diseases form to your myCB account annually.

IMMUNIZATIONS

Mantoux TB Test or QuantiFERON (Lab Results)

- The TB skin test must be read in 48-72 hours by a qualified healthcare provider. The person interpreting the test must indicate results as positive or negative and sign their name and professional title in the space provided.
- If you are in the program longer that 1 year, you must have the Mantoux test repeated annually.
- If you are having this done at the health department, try to have the results prior to seeing your physician for a physical.
- Do not have this test done on a Thursday unless you are sure you can have it read on a Saturday.
- A baseline x-ray OR negative quantiFERON is required if the Mantoux test is positive.
- If you have had a previous positive skin test, an x-ray or negative quantiFERON done within the 12 months prior to clinical start date will be accepted.
- Once an x-ray that is negative for active disease is submitted, it is not required annually as long as you are without symptoms.
- The lack of symptoms must be documented by a qualified healthcare provider annually on the TB Assessment form and submitted to your myCB account.

Measles, Mumps and Rubella (MMR)

- Documentation of 2 doses of the MMR vaccine, after the 1st birthday is required. If you need to have the two shots prior to clinical, start at least two months before they are due. There must be at least one month between administrations of the vaccinations.
• MMRs should not be given to a woman who is known to be pregnant or is considering becoming pregnant within three months. If you are unable to have the immunizations you will be required to have them after the birth of your child.
• Submission of an Immunization Registry is acceptable.

Associate Degree Nursing students must have Rubella and Rubeola titers drawn to determine immunity. **Both of these titers must be done.** Allow one week for the results to be returned after the blood has been drawn. **Results given to the health records screener should denote immunity, not just a numerical result.** If your titer results are negative or equivocal (meaning they do not have immunity), you will need to receive the MMR vaccination to provide them with the necessary immunity. You could start clinical (with permission from the clinical site) after one dose of the MMR with the 2nd dose scheduled one month later, if time does to permit both does to be given prior to the clinical start date.

**Influenza**

• Documentation of the influenza vaccination is required for all students and staff annually.
• If you are unable to receive the vaccination due to health reasons or religious convictions, you will be required to fill out the Immunization Declination Waiver Form and have your healthcare provider or clergy complete the appropriate sections. Certain clinical agencies may refuse to accept this waiver and you may be required select a different clinical section.

**Varicella Vaccine**

• Documentation of 2 doses of the Varicella vaccination or titer to determine if immunity exists is required.
• Submission of an Immunization Registry is acceptable.

**Tetanus**

• Vaccination must be within 10 years. If it has been 8-9 years, renewal is recommended.
• Submission of an Immunization Registry is acceptable.

**Hepatitis B**

• Documentation of 3 doses of the Hep B vaccination or titer to determine if immunity exists.
• This is not required at this time, but **highly** recommended for students who have patient contact and/or work with bodily fluids.
• It is required that you read the **information provided about HBV**.
• Submission of an Immunization Registry is acceptable.

**UA Drug Screen**

• All Associate Degree Nursing students must undergo a 10 panel urine drug screen prior to clinical start. This test is to be ordered through CastleBranch and the test must be performed at either Quest Diagnostics in Kenosha or Aurora Lakeland Medical Center in Elkhorn. Results will be submitted directly to your myCB account and provided to Gateway Technical College. Allow approximately 5-7 business days for processing. Please be sure to respond to any requests from CastleBranch immediately to prevent further delays.
CPR

- A copy of your current CPR certification for the Healthcare Provider MUST be submitted along with the health records to your myCB account.
- CPR Certification MUST be from American Heart Association or American Red Cross and it MUST be signed.
- CPR Certification expires every two years and must remain current to remain in clinical courses.
- NO online CPR classes will be accepted!!!

MEDICAL RESTRICTIONS

- If you have any type of medical restrictions during the course of your clinical experience, you MUST obtain a waiver/release from your healthcare provider and return to the health records department prior to entry into the clinical area.

Please keep copies of everything submitted to CastleBranch/Gateway Technical College!

If you have questions regarding your health records please contact:
CastleBranch @ 888-723-4263 extension 7194 or servicedesk.cu@castlebranch.com - Representatives are available
M-F 7am-7pm CST & Sunday 9am-5:30pm CST

For further questions or information please contact:
Gateway Technical College – Admissions Office @ 262-741-8100 or admissionsgroup@gtc.edu
EXPOSURE TO COMMUNICABLE DISEASE

Healthcare providers who sustain an exposure to body fluid of a patient have a small risk of contracting infectious diseases. This information has been prepared to help you understand the risks and the protocol we have developed to minimize the risks. Please read all the information and discuss any questions you may have with your Faculty Advisor.

I. Hepatitis

Hepatitis B virus (HBV) can be transmitted by an infected person's blood through a wound. Vaccination (a series of three injections) imparts active immunity and is highly successful in preventing this disease. These vaccinations are highly recommended for all healthcare workers, including students. Hepatitis B Immune Globulin (HBIG) is an injection of serum containing large numbers of antibodies specific to Hepatitis B, and imparts an immediate and temporary passive immunity. It is usually used in cases of exposure to the blood or semen of a known carrier of Hepatitis B. The communicable Disease Center (CDC) has identified recommendations for Hepatitis B prophylaxis. For Gateway Technical College students in cases of possible exposure a Maxient report will be completed.

There are types of viral hepatitis which are not addressed by this protocol. One is Type C, formerly called non-A, non-B. An injection of Immune Globulin (IG) may prevent this. The other is Type A, which is now known to be transmitted percutaneously.

II. Human Immunodeficiency Virus

The chance of getting HIV from exposure is low, estimated to be about 1 in 300 exposures to HIV positive patients. Anyone who has sustained a significant exposure to blood or body fluid should take personal precautions to avoid potential HIV transmission until all testing is complete and HIV infection has been ruled out. These precautions include: 1) use condoms (and spermicide) during sexual intercourse, 2) delay pregnancy, 3) do not share razors or other objects that may be contaminated with blood, 4) do not donate blood, plasma, body organs, other tissue or sperm, 5) notify dental and medical providers of the possible exposure.

Zidovudine, commonly called AZT, is an antiviral drug which is currently FDA-approved for treatment of persons with HIV after they become immune-suppressed. It is being widely used for this purpose in the U.S. and other countries. Studies have shown that it arrests the reproduction of the virus and prolongs life in these patients.

Some medical centers are offering AZT as prophylaxis, or preventive therapy, in cases of possible occupational exposure to HIV. This is an experimental therapy, and it is not FDA-approved for this purpose. No controlled studies in humans have been done to prove or disprove the efficacy of AZT as preventive therapy. Some animal studies have indicated possible success; but it has reportedly failed twice in humans. Anemia, granulocytopenia (decreased white blood cell count), severe headache, nausea, insomnia, and myalgia occurred more frequently in patients on AZT than in those on placebo. A complete list of reported reactions is available in the PDR.

Those who elect to take AZT must agree to be monitored for toxicity at intervals. The drug should be started within a few hours of exposure to increase any possible chance of effectiveness. It is given five times per day for four weeks. If you elect to take the drug, contact your physician immediately.
GATEWAY TECHNICAL COLLEGE
POST-BLOOD BORNE PATHOGEN EXPOSURE PROTOCOL

1. First Aid:
   Needle stick/cut – a.) Allow bleeding but do not squeeze
       b.) Wash thoroughly with soap/warm water at least 1 full minute
       c.) Initiate first aid and seek treatment if indicated

   Mouth – Rinse with water or mouthwash for 5-10 minutes

   Eyes – Flush with water/normal saline or eyewash for at least 10 minutes!

   Open areas of skin – Wash thoroughly with soap/warm water, including under nails and in the creases. Use plenty of friction!!!

2. Inform instructor.

3. Identify source individual, if possible.

4. Instructor should contact clinical agency for their review of source risk category.

5. Clinical agency rep. should contact source individual for consent to test for HIV/Hepatitis B/Hepatitis C.
   a.) Blood tested – results given to student and student’s healthcare provider.
   b.) Source not tested/unknown – treated as if positive with consideration of risk status.

6. Student should seek medical evaluation A.S.A.P. preferably within two (2) hours for a high risk exposure.

7. Complete clinical agency’s incident form (to be done by student with assistance from instructor).

8. Complete Gateway’s forms included in folder:
   a.) Gateway Accident/Incident report
       1. original to college nurse
       2. copy to student
       3. copy to instructor

   b.) Determination of Exposure to Blood/Body Fluids – May need instructor’s assistance with this form.
       1. copy to student’s healthcare provider. Bottom portion should be signed by provider.
       2. copy to college nurse.
       3. copy to student.

   c.) Post exposure recommendations
       Review with student before having student sign

   d.) Acknowledgement/Release form

Records of incident kept on file at Gateway for 30 years from date of occurrence.
The Federal American with Disabilities Act (ADA) prohibits discrimination of persons with disabilities. In keeping with this law, Gateway Technical College will provide reasonable accommodations to students with disabilities. However, we feel obliged to inform students of the functional abilities demanded by a particular occupation.

Students should have the ability to:

**Gross Motor Skills:**
- Move within confined spaces
- Maintain balance in multiple positions
- Reach above the shoulders (e.g., IV poles)
- Reach below the waist (e.g., plug electrical appliance into wall outlet)
- Reach out front

**Fine Motor Skills:**
- Pick up objects with hands
- Grasp small objects with hands (e.g., IV tubing, pencil)
- Write with pen or pencil
- Key/type (e.g., use a computer)
- Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
- Twist (e.g., turn objects/knobs using hands)
- Squeeze with finger (e.g., eye dropper)

**Physical Endurance:**
- Stand (e.g., at client side during surgical or therapeutic procedure)
- Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance (e.g., work on your feet a minimum of 8 hours)

**Physical Strength:**
- Push and pull 50 pounds (e.g., position client, move equipment)
- Support 50 pounds of weight (e.g., ambulate client)
- Lift 50 pounds (e.g., pick up a child, transfer client, bend to lift an infant or child)
- Carry equipment/supplies
- Use upper body strength (e.g., perform CPR, physically restrain a client)
- Squeeze with hands (e.g., operate a fire extinguisher)

**Mobility:**
- Twist
- Bend
- Stoop/Squat
- Move quickly (e.g., response to an emergency)
- Climb stairs
- Walk
Hearing:
- Hear normal speaking-level sounds (e.g., person-to-person report)
- Hear faint voices
- Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)
- Hear in situations when not able to see lips (e.g., when masks are being used)
- Hear auditory alarms (e.g., monitors, fire alarms, call bells)

Visual:
- See objects up to 20 inches away (e.g., information on computer screen, skin conditions)
- See objects up to 20 feet away (e.g., client in room)
- Use depth perception
- Use peripheral vision
- Distinguish color and color intensity (e.g., color codes on supplies, flushed skin/paleness)

Tactile:
- Feel vibrations (e.g., palpate pulses)
- Detect temperature (e.g., skin, solutions)
- Feel differences in surface characteristics (e.g., skin turgor, rashes)
- Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks)
- Detect environmental temperature

Smell:
- Detect odors (e.g., foul smelling drainage, alcohol breath, smoke, gasses or noxious smells)

Environment:
- Tolerate exposure to allergens (e.g., latex gloves, chemical substances)
- Tolerate strong soaps
- Tolerate strong odors

Reading:
- Read and understand written documents (e.g., flow sheets, charts, graphs)
- Read digital displays

Math:
- Comprehend and interpret graphic trends
- Calibrate equipment
- Convert numbers to and from metric and American systems (e.g., dosages)
- Tell time
- Measure time (e.g., count duration of contractions, CPR, etc.)
- Count rates (e.g., drips/minute, pulse)
- Read and interpret measurement marks (e.g., measurement tapes and scales)
- Add, subtract, multiply, and /or divide whole numbers
- Compute fractions and decimals (e.g., medication dosages)
- Document numbers in records (e.g., charts, computerized data bases)
Emotional Stability:
- Establish professional relationships
- Provide client with emotional support
- Adapt to changing environment/stress
- Deal with the unexpected (e.g., client condition, crisis)
- Focus attention on task
- Cope with own emotions
- Perform multiple responsibilities concurrently
- Cope with strong emotions in others (e.g., grief)

Analytical Thinking:
- Transfer knowledge from one situation to another
- Process and interpret information from multiple sources
- Analyze and interpret abstract and concrete data
- Evaluate outcomes
- Problem solve
- Prioritize tasks
- Use long-term memory
- Use short-term memory
- Critical: Identify cause-effect relationships
- Thinking: Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information
- Make decisions independently
- Adapt decisions based on new information

Interpersonal Skills:
- Establish rapport with individuals, families, and groups
- Respect/value cultural differences in others
- Negotiate interpersonal conflict

Communication Skills:
- Teach (e.g., client/family about healthcare)
- Influence people
- Direct/manage/delegate activities of others
- Speak English
- Write English
- Listen/comprehend spoken/written work
- Collaborate with others (e.g., healthcare workers, peers)
- Manage information

*Functional Abilities approved by Wisconsin Technical College System ADN Programs
IV.
ACADEMIC POLICIES & PROCEDURES
ASSOCIATE DEGREE NURSING
REGISTRATION GUIDELINES

Nursing students must follow all of the Gateway guidelines for registration and must follow our program specific guidelines to register for nursing courses.

Gateway Guidelines:
Below is a listing of references to assist you in registering for courses at Gateway:

- The Gateway web page at www.gtc.edu
- Gateway Master Class Schedule which can be found on WebAdvisor at www.gtc.edu
- Academic Advisors in Student Services
- ADN Faculty Advisors

Associate Degree Nursing Guidelines:
Below are additional guidelines and protocols you must consider when registering for nursing courses (543-XXX):

- Students should check their academic progress by clicking on the “my progress” screen in the self-service section in WebAdvisor. If they see any outstanding courses not completed or have any questions regarding their program, they should meet with their faculty advisor.
- Contact your Faculty Advisor to assist with course planning.
- Course offerings are listed on WebAdvisor. The locations for clinical courses will be listed under the notes section.
- Register for courses on the day you are eligible. Your registration date will be located in Web Advisor under the link “When can I register?”.

ADN Protocols
The following protocols MUST be followed in registering for nursing courses. If you do not follow these protocols, you may be dropped from your nursing courses. This could impact your final course selections and may jeopardize enrollment in the course sections you desire.

1. You must register for nursing courses that occur in the same semester. For example, you may NOT register for a second semester course and a third semester course at the same time. Either you would register for second semester courses or for third semester courses, but you may NOT mix semesters. You must successfully complete all classes required within a semester before progressing to the next semester.

2. Students may drop-add a clinical selection up to 6 weeks before the start of the semester. There will be no allowed changes in clinical schedules 6 weeks prior to the start of the semester. Our healthcare partners, such as hospitals and long-term care facilities, who provide clinical learning opportunities, require us to send your documents to them 4 weeks before the semester begins. They request that we do not change student rosters after that point in time. Consequently, you will not be allowed to register for clinical after those documents have been sent.

3. Students who withdraw from a course during the semester must wait until the date the course would have ended and final grades are posted in WebAdvisor before they are allowed to re-register for the same course. This allows ongoing students to have first priority for nursing courses.

4. Students must successfully complete all fourth semester courses at GTC in order to graduate from GTC.
Nursing Courses at Other Technical Colleges

Students who want to register for nursing courses at other Wisconsin Technical College System colleges must follow the protocols listed below:

1. Students must complete 25% of total program credits and 25% of core nursing course credits at Gateway to be eligible to graduate from the Gateway ADN Program.

2. Students must complete a “Request for Course Transfer” form and submit to the Program Chair. The student must indicate the course title, course number, the name of the college the student desires to attend, and the Dean of the nursing program. Transfer of credits will be accepted ONLY from the college the student requested to attend to take the identified credits. The request MUST be made before registration for the course. The Chair will send a letter to the Dean of the nursing program at the technical college stating the student is in good standing. The student will provide the chair of the ADN program with evidence of course registration once the registration has occurred. Upon completion of the course, the student will submit an unofficial transcript or similar evidence of course completion to the Chair of the nursing program. An official transcript will be requested by the student and sent to GTC Student Services for processing. A GRADE OF C OR HIGHER IS REQUIRED. It may take up to 3-4 weeks for the grade to be transferred. The grade will appear on WebAdvisor as a TR grade. If the student decides to change the technical college where they would like to take a nursing course, a new Request for Course Transfer form must be submitted before the course begins. The ADN Program Chair must grant approval prior to the start of the course.

3. Any nursing courses taken at another college will be considered an attempt and may impact progression through the nursing program.

4. Questions related to financial aid benefits should be directed to a Student Finance Specialists discuss any issues that might occur.

5. Students must successfully complete all fourth semester courses at GTC in order to graduate from GTC.
FACULTY ADVISING

Faculty Advisors – Are intended to be mentors and advise students throughout their studies.

Student Responsibility – Contact Faculty Advisor

- Once each semester for educational/course planning
- To request approval to register for nursing courses
- In cases of academic/course failure and/or withdrawals
- As a resource for questions regarding the nursing program
- For guidance and direction in the profession of nursing

Your Faculty Advisor will be listed in your WebAdvisor account under the “my profile” link or contact the department associate.
Nursing faculty believe that test scores and course performance are highly correlated to success on the NCLEX-RN. With this belief, students may not enroll in a nursing course more than twice. Also, any scores below an 80% indicate below minimum level knowledge of course competencies.

The grading scale in the Associate Degree Nursing Program:

A = 100-93%
B = 92-86%
C = 85-80%
F = below 80%

NOTE: No grade will be rounded up

In addition, students must attain a minimum test score average of 80% in every theory course. If the student does not achieve the 80% test score average they will fail the course regardless of the other course work.

Students must meet all clinical competencies in clinical courses. If the student does not achieve 80% for the Clinical Evaluation Tool (CET) the student will fail the clinical course regardless of any other course work.
POLICY FOR STUDENT RE-ENTRY REQUEST

The Gateway ADN program has established a protocol that allows nursing students to request re-entry into the ADN program if they have not been successful in a core nursing course (543) after two attempts. The process is consistent with the core values of Gateway Technical College and learning outcomes of the nursing program. On occasion a student may experience a unique or unusual event that may impact the ability to be successful. This is considered an extenuating circumstance. In this case, a student may appeal to take the course a third time.

The guidelines are as follows:

1. The re-entry request form must be submitted within 21 days after unsuccessful completion of the nursing course for the 2nd time. Late submissions will not be accepted.
2. The re-entry request form must be completed in a comprehensive manner including appropriate supporting documentation.
3. All pertinent areas of the re-entry request form must be completed.
4. The re-entry request must be submitted to the Dean of Nursing.

Process of the request once submitted:

1. The dean will review all submitted re-entry requests.
2. The dean will then submit the re-entry request to the Nursing Faculty Appeals and Recommendation Committee.
3. The committee will then review all requests per the rubric guidelines (note when the review process occurs).
4. A recommendation will be provided to the dean on whether the student will be allowed re-entry into the ADN program.
5. The dean will make the final decision regarding the recommendation and notify the student via email and certified mail.

Considerations for students:

1. The committee meets twice a year; the week before the spring and fall semester.
2. The committee will deny a request if information is missing (see the rubric).
3. The committee may recommend re-entry if the student takes supportive courses in order to be successful on the third attempt.
4. If support courses are recommended, the student will have two semesters to complete the course(s) and can take the course only once.
   The student must obtain a final grade of at least a B in the course.
5. Once the course is completed, the student will present transcripts to the Dean of Nursing and will allowed to register for the unsuccessful nursing course.
**RUBRIC FOR STUDENT RE-ENTRY REQUEST**

One or more of the criteria may result in approval of or denial of the appeal.

<table>
<thead>
<tr>
<th><strong>Consideration of Approval of Request</strong></th>
<th><strong>Denial of Request</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason stated shows extenuating circumstances with appropriate documentation. Can include physician letter with date of diagnosis, date of medication adjustment, date of new medication, etc.</td>
<td>Extenuating circumstance not identified and/or supported documentation is not submitted</td>
</tr>
<tr>
<td>Documentation supportive of student rationale for re-entry</td>
<td>Documentation is inconclusive regarding rationale for re-entry</td>
</tr>
<tr>
<td>Review of transcripts demonstrate timely progression through the ADN program</td>
<td>Review of transcripts demonstrate that there are at least two core nursing courses that have been repeated at least twice</td>
</tr>
<tr>
<td>Review of Instructor comments suggest student behavior is consistent with core values and learning outcomes</td>
<td>Review of Instructor comments suggest student behavior is not consistent with core values and learning outcomes</td>
</tr>
<tr>
<td>Student met with faculty advisor to develop a plan for success</td>
<td>Student has not meet with the faculty advisor</td>
</tr>
<tr>
<td>Student has defined a plan for success that is reasonable and appropriate</td>
<td>Student has not defined a plan for success or the plan is not reasonable and appropriate</td>
</tr>
<tr>
<td>If student has developed a plan for success to be implemented while waiting for the committee to meet, plan has been implemented as stated</td>
<td>If student has developed a plan for success to be implemented while waiting for the committee to meet, plan not implemented as stated</td>
</tr>
</tbody>
</table>

Developed 8/31/17
Gateway Technical College
Associate Degree Nursing
Student Appeal for a Third Attempt at a Course

If you have been unsuccessful in a core nursing course twice and wish to appeal for re-entry into the nursing program to attempt the course a third time, this form must be filled out completely with supporting documentation and submitted to the Dean of Nursing. Please refer to the policy in the ADN Student Handbook.

Please complete the form below and submit to the Dean of Nursing.
Student Name ___________________________   Date ____________________
Student ID Number:__________________________   Email Address:____________
Street Address:_____________________________________________________
City:_______________________           State:_________________   Zip Code:________________

Course requesting to repeat ______________________

Dates you have taken the course: Attempt 1________________ Attempt 2:___________

Name of your Faculty Adviser ________________________________________________

Dates you met/spoke with Faculty Adviser ________________________________________

State other support resources used ______________________________________________

Rationale for request:
_____ Death in the family. Submit obituary, prayer card, other evidence to validate.
    Relationship _____________________   Date of loss ______________

_____ Personal Illness. 
    Submit letter from health care provider stating that your illness impacted your 
    ability to be successful in your course. Letter must state date when illness was diagnosed.  
    NO PERSONAL HEALTH INFORMATION to respect HIPAA regulations.

_____ New or change in medication that impacted ability to be successful in course. 
    Submit letter from health care provider stating that there was a prescription for a new 
    medication or a change in medication regime and date that the medication was ordered. 
    NO PERSONAL HEALTH INFORMATION to respect HIPAA regulations.

_____ Illness of immediate family member.  Relationship ____________Date ____________
    Submit letter from health care provider stating that the illness impacted your 
    ability to be successful in your course. Date illness was diagnosed. NO PERSONAL 
    HEALTH INFORMATION to respect HIPAA regulations.

_____ Other. Describe situation in detail and attach to this form.

Develop and submit a completed plan that will improve your ability to be successful if you are given approval to take this course for a third time. The plan should be developed with your faculty advisor.

Revised 8/31/17
STUDENT RE-ENTRY AND DISMISSAL

Nursing faculty and administration desire to assist nursing students achieve their goal to become a Registered Nurse. Assistance to be successful will be provided whenever possible. Students who are finding it difficult to learn required competencies in the course or who are not performing satisfactorily on nursing tests or quizzes should seek assistance immediately. Do not delay as this may impact the final outcome of your course grade and progress in the program.

If you are not satisfied with personal learning or grades, you should consider the following:

- Make an appointment to meet with your instructor if you:
  - Are unsure of how to prepare for class or for quizzes
  - Do not understand the content from class
  - Did not perform satisfactorily on a quiz or test
  - Do not understand the syllabus or what is required for you to be successful in the class

- Make an appointment to meet with your faculty advisor

- Make an appointment to meet with the Disability Support Services if you:
  - Believe that a learning disability is impacting your ability to read or study
  - Believe that a learning disability is impacting your ability to learn in class
  - Believe that a learning disability is impacting your ability to perform satisfactorily on a quiz or exam

- Make an appointment to meet with Learning Success Center if you:
  - Need to improve test taking skills
  - Would like to improve study skills
  - Have testing anxiety
  - Have time management concerns

- Meet with a nursing tutor (see instructor for tutor schedule) to review or improve knowledge in:
  - Drug Calculations
  - Nursing Process
  - Nursing theory, particularly related to Nursing Pharmacology, Complex Health Alterations I or Complex Health Alterations II

- Review HESI, case studies, test taking tutorials to improve your knowledge

- Join or participate in student study groups

- Take a nursing elective course, such as the following:
  - 510-803 Test Taking Strategies for Nursing
  - 510-151 Nursing Care for Endocrine and Electrolyte Disorders
  - 510-152 Nursing: Applied Pediatric Concepts
  - 510-153 Pharmacology Applications
  - 510-154 Pathology for Health Professionals
  - 543-199 Clinical Reasoning

- Go to the Health Technology Learning Center (HTLC) to review theory associated with nursing skills, nursing assessment and/or review audio-visual materials. There are also materials on reserve in the Library.
RE-ADMISSION TO NURSING PROGRAM AFTER DISMISSAL

Students who fail the same core nursing course twice are dismissed from the nursing program according to the academic dismissal policy in the ADN handbook. If a student is dismissed and wants to be re-admitted into the nursing program they should follow the following policy.

1. The Re-Entry process will include the following criteria which must be met by the student and submitted to adnapppeals@gtc.edu email address:
   a. Completion of a HESI Exam demonstrating a previous level of competence with a benchmark score of ≥ 850. “Previous level of competence” refers to the last theory course that was successfully completed prior to the letter of dismissal (this excludes first semester theory courses). Student may have two attempts. Program Chair will facilitate testing. The previous course must be within a two year limit from the date of the re-entry application.
   b. Submission of a general letter by the student requesting re-entry, highlighting factors that contributed to unsuccessful completion of the course, a plan for addressing those factors and rationale for return. Documents relevant to the situation (i.e. MD notes, obituary notices, etc.) and HESI listed above must be submitted.
   c. A Pathway to Success showing progression and follow through, completed by the student with assistance as needed from the Faculty Advisor.
   d. Current transcript will be reviewed by the committee.

2. The student will meet with a committee to present their case for entry. A decision regarding re-entry will be made by the Nursing Re-entry Committee to determine re-entry. The committee will consist of:
   - 2 Nursing Faculty who have not had the student in a previous class/clinical (assigned by dean in a rotating manner).
   - 1 Non-nursing faculty
   - Dean of Nursing
   - Student from a health program

The Dean of Nursing will notify the student of the results of the re-entry decision within 14 days
   a. A student who has been denied re-entry to the program may re-apply to the ADN program with no credit for previous ADN program courses. A student may only re-enter the program once. If the student disputes the re-entry denial they may appeal the decision by moving to step 3 of the GTC Student Due Process Rights policy J290.
   b. A student who has not been successful in an ADN program course in over 2 years is not eligible to apply for re-entry and must re-apply to the ADN program with no credit awarded for previously completed ADN courses. This is related to the changing healthcare environment.
   c. If the re-entry is approved, the student will re-enter the ADN program without retaking previously successfully completed courses. The Nursing Re-Entry Committee will review the documents, develop a re-entry plan, and establish a meeting time with the student.

4. Re-entry to the Nursing Program will occur the following semester. The student will be required to complete the 510-804 Nursing: Assessment Skills Review prior to re-entering ADN program courses. The student may choose to return with part-time or full time course work based upon personal situations and with the knowledge of requirements necessary to be successful. The Re-Entry Plan will indicate that two unsuccessful attempts in any subsequent course will result in dismissal from the program with no option to return.

5. All Re-Entry students will be required to meet with the Faculty Advisor each semester to obtain Program Chair or Dean approval to register for classes.
Re-entry into the ADN program is allowed once. This includes re-petitioning, LPN Bridge, or re-entering through the re-entry process.

First year nursing students who are dismissed from the nursing program will be “deactivated” in the ADN program code. First year nursing students who choose to re-enter the ADN program must re-apply for admission to the ADN program and must meet the current ADN admission and petition requirements.

First year students may re-apply only once to re-enter the ADN program.
Assumptions to guide student decisions
- Students self-assess to see what level of need they are at
- Each student is expected to collaborate with instructor to develop plan for success
- The higher the level, the greater risk of being unsuccessful

**Level 1**
- Physical & Emotional Behavior
  - Preparation issues:
    - Social and Academic Challenges
    - Situational Challenges

**Consider these solution interventions**
- Recommend academic support for assessment and assistance
- Recommend assessment to special needs
- Recommend to discuss financial issue with counselor
- Recommend displaced homemaker resource
- Provide tutoring schedule
- Consider frequent meetings during office hours
- Encourage participation or develop study group within cohort
- Recommend testing strategies course
- Recommend taking practice ATI test frequently
- Make arrangement for remedial work in HPS lab
- Recommend participation in mentoring program
- Provide student with available time mgmt./computer class
- Establish meeting times to assess progress
- Include advisor in communication loop
- Recommend Critical Thinking Boot Camp
- Complete self-assessment learning survey
- Consider career fair for identifying alternate professions.

**Level 2**
- Adult basic education student
  - Weak assessment scores
  - Personal issues

**Consider these solution interventions**
- Create student support groups
- Encourage participation study groups
- Build stability through cohort relationships
- Encourage participation in SNA
- Build a communication process between semesters
- Encourage mentoring between graduates and student
- Provide child care resources
- Recommend testing strategies course
- Recommend academic support
- Consider early referral to special needs
- Consider computer assistance program to support student’s distant learning
- Assess time management decisions
- Assess preparation process
- Include advisor in communication loop

**Level 3**
- Financial issues
- Personal issues
- Family commitments
- Physiological issues
- Child care
- Environmental disasters

**Consider these consultations to identify solutions**
- Program Counselor
- Faculty Advisor
- Special Needs
- Academic Advising
- Student Educational Plan
- Gateway Foundation financial support
- Community programs
Pathways to Success Algorithm
Level #1 - At-Risk Criteria for Students

Assumptions to guide instructor’s decisions:
• Students that exhibit 3-5 at-risk criteria should consider interventions in level two of retention algorithm.
• Students that exhibit 5-9 at-risk criteria should consider interventions in level three of retention algorithm.
• Student & instructor connection is the cornerstone to promote student success.
• Plan for success should be defined and documented in an anecdotal note.

Physical & Emotional Behavior
Late for class
Not communicating with instructor
Sleeping in class
Lack of participation/late assignments
Short attention span
Impulsive
Anxious
Defeatist attitude
Untidy study materials
Health issues
Unrealistic assumptions and unmet expectations

Preparation Issues:
Low GPA
Part-time student
Took science course singularly
Low science score
Weak English grades
Weak TEAS scores
Weak computer skills
ATI scores below level 2 proficiency

Social and Academic Challenges:
Advanced standing student
Academic plateau
Lack of overall experience within the health care system
"Technical" vs. "College" expectations

Situational Challenges:
Weak time management skills
Weak organization skills
Weak computer skills
Lack of social and communication skills
Limited awareness of support opportunities

Interventions
Consider solution interventions
Document Anecdotal

1 - 2 Risks
Continue to monitor
Document Anecdotal

3 - 5 Risks
Go to level 2
Document Anecdotal

5 - 9 Risks
Go to level 3
Document Anecdotal

Not Identified
Document Anecdotal

YES
One on one consultation

Continue to Monitor

Continue to Monitor
Pathways to Success Algorithm

Level #2 - At-Risk Criteria for Students
(For students who present 3-5 at-risk criteria)

Assumptions to guide instructor’s decisions
- Student’s that exhibit 5-9 at-risk criteria should consider interventions in level three of retention algorithm
- Develop or add to student plan for success

Social Challenges prior to nursing course
Adult basic education student
Weak assessment score/s
Family issues (student volunteered)
Referral From Level 1

Not Identified
Document Anecdotal

Continue to monitor
One on one consultation

YES

Consider Collegial Review w/2-3 faculty members

Consider the following interventions:
Build student support groups
Encourage participation in study groups
Encourage in participation in SNA
Build a communication process between semesters
Encourage mentoring between graduates and student
Encourage exploration of child care resources
Recommend testing strategies course
Recommend patho-physiology course
Recommend academic support
Consider early referral to special needs
Consider computer assistance program to support student’s distant learning
Assess time management decisions

Dean, Associate Dean,
Division Chair Consult:
Keep Dean, Associate Dean,
Division Chair, & Advisor
informed about student issues

Continue to monitor
Documental Anecdotal Note
Pathways to Success Algorithm
Level # 3 - At-Risk Criteria for Students
(For students who present 5-9 at-risk criteria)

Refer from Levels 1 & 2
- Financial Issues
- Personal Issues
- Personal Commitments
- Physiological Issues
- Child Care
- Environmental Disasters

- Continue to monitor
- Not Identified
- Continue to monitor
- Document Anecdotal

- Yes
- Consider Colleagial Review w/2-3 faculty
- One-on-one consult

Consider the following consultations:
- Program Counselor
- Faculty Advisor
- Special Needs
- Academic Advising
- Community Programs
- or-
- Student Educational Plan
- Gateway Foundation support

- Complete anecdotal note
- Offer an incomplete in a class
  if appropriate
- Develop plan for success;

- Continue to monitor
- Dean, Associate Dean, Division Chair Consult:
  Keep Dean, Associate Dean,
  Division Chair, & Advisor
  informed about student issues

Lead developer: John E. Ujlela, MSN, RN, CNL
Co-developer: Carol Erickson, MSN, RN, CNL
Information source: available upon request
Supported by the American Society of Nephrology and the National Institute of Diabetes and Digestive and Kidney Diseases
Gateway Technical College is an equal opportunity/section 508/employment and educator.

www.gtc.edu
ACADEMIC DISMISSAL

1. Any student who attempts a single Associate Degree Nursing (ADN) course (543-XXX) twice and receives a grade of “F” or “W” * in both attempts will be removed from the ADN Program. The student may not register for any ADN Program course (543-XXX). If there are extenuating circumstances, the appeal process, as outlined in the Gateway Student Handbook, may be used.

Nursing courses that are dropped before the starting date of the course or between the starting date of the course through twenty percent of the course will not be considered an attempt. ** (Effective Fall 2009)

2. A LPN to ADN Bridge student will only be able to apply to enter as a bridge student one time. If the student has two unsuccessful attempts (identified as grades of “F” or “W”) in any one course, the student will be dismissed from the Nursing Program. The student will not be allowed to return as a LPN Bridge student. (Effective January 2012)

3. Students who will not continue in the ADN program are encouraged to contact the Academic Advisor to discuss options available.

* If you drop a class after 20% of class meetings have elapsed, you will receive a “W” (Withdrawal) grade. This is considered an attempt. Questions regarding withdrawals should be referred to Student Services. https://www.gtc.edu/student-services/Registrar/Add-Drop-Policies

** To drop a course, go to the 'Register and Drop Sections' of WebAdvisor. To withdraw from a course, visit Student Services and fill out the appropriate paperwork.
POTENTIAL REASONS FOR DISMISSAL

The student may be dismissed from assigned experiences, the course, or the program for the incidences listed below. This is not all inclusive and there may be other situations that warrant the student’s dismissal. Any hours missed from classroom, clinical, or other assigned activities will be considered absent hours.

a. Any behaviors that threaten the health or safety of clients, client’s family, members of the healthcare team, nursing students, and/or nursing faculty are subject to disciplinary action that may include immediate removal from the nursing program. Some actions may result in permanent expulsion from the nursing program.

b. Students may be dismissed if, in the judgment of the faculty, the actions of the student may be detrimental to the program or the profession.

c. Students may be dismissed from the course and/or program for breaks in confidentiality.

d. Students may be dismissed from the clinical if they are perceived to be emitting any strong odor including perspiration, perfume, aftershave, tobacco, or alcohol.

e. Students will be dismissed if they are under the influence of alcohol or drugs.

f. Students will be dismissed from clinical experiences if inadequate preparation is evident. Hours missed are counted as absence hours.

g. Students may be dismissed from the course or the program in situations of plagiarism, cheating, theft, or any other dishonest behaviors.

h. Students may be dismissed from the course or program if confidentiality is violated (See appendix for Confidentiality Statement).
In the Associate Degree Nursing Program, a student who has been dismissed from the Associate Degree Nursing Program and who wishes to activate their Student Due Process Rights must initiate Step 2 of the appeal process within 21 calendar days after the last day of the academic term in which the student has a concern. Appeals after that period of time will not be considered. The student must utilize the Student Due Process Rights process found in the Gateway Technical College Student Handbook.
TRANSFER CREDIT EVALUATION

Awarding Transfer Credit:

1. **Official transcripts required from each institution** We must have an official transcript from the institution where the credit was earned in order to grant transfer credit. We cannot grant credit for courses listed on a third party transcript.

2. **Credit accepted from regionally accredited institutions** Gateway Technical College accepts transfer credit from regionally accredited institutions. See attachment for list of regionally accrediting organizations.
   - The Council for Higher Education Accreditation (CHEA) website and the US Department of Education (USDE) Office of Postsecondary Education (OPE) websites facilitate finding institutional accreditation information.
   - The direct links to these search resources are: http://www.chea.org/search/search.asp#inst or http://www.ope.ed.gov/accreditation/Search.asp
   - Type the institution name and click “Search”. Institutions with that name or similar names will be returned. Select the one you are working with, and the location and accreditation information will be returned.

3. **Transfer credit** Within 7-10 business days of your acceptance in an associate's degree or technical diploma program your transfer credits will be evaluated. Upon completion, students will receive an email alert to their Gateway email address, inviting them to view their unofficial transcript transfer credits on WebAdvisor. Transfer courses are denoted with a "TR". A grade of C or higher is required for courses to transfer into Gateway.

4. **Credit for prior learning** Gateway recognizes that students come to us with knowledge and skills gained through a variety of previous educational, life and work experiences. Whether the knowledge and skills were gained while attending high school or college or while in the military or at work, Gateway assesses the learning experience. Credit for Prior Learning provides students an avenue to receive credit for these past experiences and accelerate the completion of educational goals. For more information, please contact cfpl@gtc.edu.
MATH COMPETENCY

A Core Ability of Gateway Technical College includes:

“Demonstrate Essential Mathematical Skills.”

In addition, the Associate Degree Program Outcomes includes:

“Integrate social, mathematical, and physical sciences, pharmacology, and pathophysiology in clinical decision making.”

To support these skills, the nursing faculty believes that nursing students need to be proficient in math calculation skills. An expectation of GTC is to ensure that each nursing student is competent with math skills used within the professional environment. Therefore, each nursing student within the nursing curriculum will be assessed accordingly, per the instructor’s choice, using a simple to complex math assessment process. The student’s performance on each math assessment is documented in either the medication and/or professionalism portion of at least but not limited to, two comprehensive clinical evaluation tools (CET). A score of 90% on each assessment is expected.

Voted FC May 2011
Policy effective September 2011
STUDENT ABSENCE POLICY

The ADN Student Absence Policy is consistent with the Gateway Technical College Mission and core abilities, which state that the student will act responsibly. Although this policy specifically addresses clinical absence, attendance in classroom activities is expected, and the student is responsible for content missed from such an absence.

Definitions:

Clinical absence: Course work hours designated for clinical correlation of theory, including clinical orientation, HPS, observational activities, health fairs, and clinical hours.

Clinical tardiness: Any portion of clinical time missed, including late arrivals and early departures. Clinical tardiness can be regarded as clinical absence at the discretion of the instructor.

Students must follow guidelines as written and in the order listed below. Failure to follow these guidelines will result in an incomplete.

Guidelines:
The length of the clinical varies by course and section. Clinical absence make-up will be based upon the number of clinical hours the student is absent. The intention of the make-up work is to provide the student with an alternative learning assignment for the time missed. Clinical time is essential in demonstrating competency in a clinical work.

Up to 3 hours: The student will write a 3 page scholarly paper using APA format on a topic of clinical reasoning and critical thinking. The paper must use at least two recent (within three years) nursing journal articles demonstrating evidence based practice.

3 hours or more: The student will be assigned a simulation(s)/case study(ies) using the human patient simulator for a ratio of 1:3, simulation hours:clinical hours. The student will actively participate in the simulation and submit the preparation work for review. The student must be prepared to perform the necessary skills that may be included in the scenario/case study.

A student may have to schedule more than one simulation/case study experience if the clinical absence is beyond 6 hours (2 hour HPS experience). Example: if a student misses 12 hours of clinical time, the student needs to schedule 4 hours of simulation.

If the student is not prepared or does not satisfactorily complete the HPS scenario, it is considered another absence and a repeat scenario needs to be scheduled and the unsatisfactory will be reflected in the student's CET. Any student who cancels the scheduled clinical make-up or does not show up for the scheduled time will be considered absent and this will be considered another absence for the student. This will be reflected in the student's CET. If this occurs, the student will need to make up the hours for the first and second absence.

It is the students’ responsibility to schedule the clinical make-up with the HPS staff on either the Kenosha or Burlington Campus. Students must be flexible in location when scheduling. The make-up hours must be completed within 2 weeks of the missed clinical day. If unable to schedule the hours within that timeframe due to unavailability of hours, the student should consult with their clinical instructor and schedule the hours ASAP before the end of the clinical rotation. If unable to schedule hours before the end of the clinical rotation, the instructor may give the student an incomplete and a limited timeframe to complete the make-up. Students must
give at least 24 hour notice if canceling the clinical make-up due to the time needed for faculty to set-up and prep for the scenario. Even with notice, this is considered a clinical absence.

Any clinical absence hours exceeding 12 hours of clinical time will result in a 1% grade reduction for every hour of absence exceeding the 12 hours. This reduction will be taken from the final course grade. Upon successful completion of alternative assignments, students may not achieve a grade higher than 80% for the clinical absence. Specific grading guidelines regarding the absence policy are found in each course syllabus.

FCApril2015

Clinical Illness:
Healthcare organizations have an expectation that nursing students are free of diseases and/or infections. At the instructors’ discretion, students who arrive to clinical ill/contagious and/or infectious, will be dismissed from the clinical site and this will count as a clinical absence, possibly requiring HPS make-up depending upon the number of hours missed.

4/15/16
STUDENT UNIFORM – DRESS CODE POLICY

1. Students will be clean, odor-free, and modest. Uniforms will be loose enough to allow students to engage in full activities and movement (including bending and reaching) while still maintaining modesty.
   
   a. No uniforms that are too tight, form fitting, or restrict movement.
   b. No uniforms that are excessively loose or expose cleavage, midsection, underwear or posterior.

2. Uniform tops will be solid white, clean, and modest. Uniform style must be cotton or polyester blend. Sleeves will be long enough to accommodate the Gateway Technical College Nursing Patch.
   
   a. No uniforms that are thermal, denim or transparent. No ornamentation.
   b. No discoloration, stains, odors, rips or frays.
   c. No cap sleeves or sleeveless tops.

3. Undergarment will be clean white cotton. Sleeves may be long or short, but if short, they must be covered by the uniform top. Undergarments must be tucked into pants. The collar may be collarless, mock turtleneck, or turtleneck.
   
   a. No embellishments, lace, lettering, symbols or pictures.
   b. No thermal or transparent tops.
   c. No discoloration, stains, odors, rips or frays.
   d. Short sleeves and hem may not exceed uniform cut.

4. Lab coat should be white and clean. Uniform style must be cotton or polyester blend. It must be ¾ length.
   
   a. No lab coat may exceed ¾ length.
   b. No sweaters, sweatshirts, coats, or hats may be worn over the uniform except for arriving to or leaving the clinical site.

5. Solid maroon pants and skirts will be clean and modest. Uniform style must be cotton or polyester blend. They should be loose fitting and cover the body modestly without binding or gaping with all activities. Pants hemline should be no longer than toe length. Skirts hemline should fall below the knee, but no longer than mid-calf.
   
   a. No hemline should touch the ground, no fraying of hem.

6. Socks and nylons must be clean, white, and completely cover the ankle. Nylons may also be skin tone.
   
   a. No holes in socks.
   b. No runs/snags in nylons.

7. Shoes must be clean white nursing shoes, athletic shoes, or closed crocs with a heel strap. Footwear should be leather or vinyl. Shoes may have a simple athletic design or a single color that does not dominate the shoe’s white color.
   
   a. No cloth, denim, high tops, clogs or sandals allowed.
   b. No loose fitting shoes.

8. Gateway Technical College Nursing School Patch must be neatly affixed on the left sleeve of all uniforms and lab coats.
a. May not be affixed with pins.
b. Should not be “curling” on the sleeve.

9. Hair is clean, neat, natural color, and off the collar and face of the student. Long hair must be held up and away from the face and contained with elastic bands and clips that are plain, black, navy, tortoise shell, or white. Beard and facial hair must be neat and well groomed.

   a. Hair must not fall forward when leaning over.
   b. Hair should not be touched during clinical; this is an infection control issue.
   c. Hair clips and bands are only used form containing hair, it is not to be used as personal style adornment.

10. Deodorants are to be used. Cosmetics and perfume should be minimal and non-offensive. Fingernails are clean, neatly trimmed, and less than ¼ inch beyond the fingernail. Clear nail polish, if worn, must be intact.

   a. No offensive odor: body odor, tobacco, heavy perfumes/aftershaves, or strong lotions.
   b. No artificial nails, enhancements or acrylic overlays of any length.
   c. Fingernails should not be sharp and polish may not be chipped.

11. Body jewelry limited to watch, plain wedding band, and up to two pairs of plain post earrings or small hoop earrings.

   a. No hoop earrings in pediatrics or when caring for confused clients.
   b. No other visible body piercings. No tongue piercings. Clinical agencies have varying policies related to body piercings.
   c. No necklaces or bracelets.

12. All visible tattoos are covered for men and women.

   a. Any exceptions will need to be dealt with on a case-by-case basis prior to the start of clinical according to the policy of the clinical agency.

13. Nametags should be worn and visible at all times on the outer uniform top, over the left clavicle area.

14. Required accessories are watch with a plain, non-decorative band and sweep second hand, stethoscope (no adornments), bandage scissors, penlight, small notebook, pencil, black pen, and hemostat. White waist pack may be worn if appropriate for the facility.

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NON-HOSPITAL CLINICAL ASSIGNMENTS

Within the course, the student may be assigned to attend clinics, community settings, health expos, health fairs, field trips, or other related sites. The student may be allowed to wear non-uniform personal attire. The student is reminded that they continue to represent Gateway and the nursing profession and should dress in a professional manner. Guidelines for this are below, but are not all inclusive:

1. Clothes should be clean and neatly pressed.
2. Denims, jeans, shorts, and athletic shoes are not acceptable.
3. Skirts or dresses should be below the knee.
4. Cosmetics should be minimal and hair clean and neat.
5. Clothing worn should be appropriate to the setting the student is assigned to attend.

CAMPUS

a. On campus the student continues to be a representative of the nursing program and the nursing profession. Students are encouraged to dress accordingly.

b. Uniforms may be worn on campus if clean and neat. Soiled uniforms may harbor pathogens and are not appropriate on campus as well as clinical.

PROFESSIONALISM

a. The student is expected to adhere to the American Nurses Association Nursing Code of Ethics.

b. Students must maintain health requirements and current CPR certification.

c. Students, faculty, health professionals, patients, and administrators have the right to respect and safety. Aggressive, disrespectful, dishonest, and unsafe attitudes, verbalizations, and/or actions will not be tolerated.

d. All assignments are to be completed on time.

e. Confidentiality is required of all students. Any patient information that is learned through direct data collection or patient interaction, as well as anything that is learned by written words, professional or personal discussions, fellow student discussion, instructor input, or any other means is strictly confidential. The student may use this information for discussions of learning in private or secured environments including hospital or campus classroom settings. The information must not be discussed in public places including hallways, elevators, lobbies, hospital or campus cafeterias, or any other setting or environment that is not specifically designed for patient care or academic learning. Any breaches in confidentiality may cause the student to be dismissed from the course or the program.
TRANSPORTATION TO CLINICAL SITES

The Nursing Program uses a variety of clinical facilities for student learning experiences. The facilities are located in various areas of the community and require students to provide transportation to and from the facility.

a. Students are responsible for their transportation to and from healthcare agencies for clinical experiences.

b. Under no circumstances are students allowed to transport patients/clients in their private vehicles.
SOCIAL MEDIA POLICY

POLICY
The purpose of this policy is to identify responsibilities and consequences related to student individual social media accounts. According to the American Nurses Association (ANA) nursing students have the obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Online content and behavior has the potential to enhance or undermine not only the individual’s nurse’s career but also the nursing profession.

PROCEDURE
1. School of Nursing Students will be held to the American Nurses Association principles for Social Networking: *ANA’s Principles for Social Networking*
   a. Nurses must not transmit or place online individually identifiable patient information.
   b. Nurses must observe ethically prescribed professional patient — nurse boundaries.
   c. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
   d. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
   e. Nurses should bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities.
   f. Nurses should participate in developing institutional policies governing online conduct.
2. The following must be avoided in individual social media accounts
   a. Do not take, share or post information or photos gained through nursing student educational experiences including but not limited to: patient nurse relationship, simulation, classroom participation, community events.
   b. Do not post or allow content posted by others to remain posted that is obscene, threatening, slanderous, intimidating, defamatory, libelous, illegal, discriminatory or in violation of privacy laws. This pertains to classmates, program faculty and staff, clinical sites, and Gateway Technical College.
3. An offense that violates any of the above will result in:
   a. Immediate notification to the School of Nursing Dean.
   b. Suspension from all nursing courses pending investigation.
   c. Potential program dismissal.
4. This policy is in addition to the Computer, Networking, and Information Resources - Policy H-190 found in the Gateway Student Handbook.

References:
V.
HEALTH TECHNOLOGY LEARNING CENTER
HEALTH TECHNOLOGY LEARNING CENTER

Mission Statement

- Provide a state of the art learning, teaching, and research environment for students and faculty.

- Collaborate with faculty and staff to integrate patient simulation into the curriculum, and be an available resource center for students, faculty, and internal and external associates within the Gateway Tri-County Community.

- Contribute to improving the quality of patient care by using patient simulation to enhance mastery of clinical reasoning, professional communication and patient care skills.

- Promote and provide resources to support the acquisition of basic and advanced clinical skills and behaviors that are essential for students to master.

- Provide an ideal learning environment through supervised practice, during the students’ academic endeavors.

- Collaborate with healthcare professionals to offer opportunities to use the HTLC to develop or improve patient care skills and outcomes.

September 2012
GATEWAY TECHNICAL COLLEGE

HEALTH & TECHNOLOGY LEARNING CENTER (HTLC) POLICY

Everyone must help to make the HTLC a learning, practice center. When in the lab, please respect lab personnel, equipment, materials, and other students by practicing consideration and professional conduct. Please read and heed the following courtesies:

- We must make an attempt to keep the lab as quiet as possible for the instructors that are teaching and students who are practicing skills. However, if you find it is too noisy, ear plugs are available and there are computers in the quiet areas of the library.
- Report any difficulties with equipment to the lab assistants. Place a note on the equipment that is out of order, explaining the problem (if you know what it is) and place the note on the desk, or alert a lab assistant.
- You are expected to know the theory and principles underlying each skill, and to have a degree of technical expertise when demonstrating the skills in the lab.
- Do not disturb students, lab staff and instructors during a demonstration. If you have questions ask prior to the performance of the skill.
- Please self-enroll into the new Associate Degree Nursing Student Blackboard page. Here you will be able to access current lab hours, forms you will need and videos for the skills you will be performing. To enroll please follow these directions.
  - Log onto Blackboard
  - Click on: Community Tab
  - Type in: Student_Pages into the organization search box
    (You must type in the underscores)
  - Click: Enroll (small box under title of page that has arrows on it)
  - Follow the prompts and you will be signed up

ALL areas of the lab are to be as close to a clinical setting as possible. When finished practicing or demonstrating a skill, the units, the manikins and equipment are to be CLEANED UP and left like you would leave a hospital room…better than you found it. We can only keep the lab clean and safe if everyone does their part. Lab staff will be available to assist you.

- FOOD OR DRINK will be allowed at lecture tables, per instructor’s discretion.

- Gateway is a SMOKE-FREE College.

- No children are to be in the Nursing Skills Lab at any time. Equipment and supplies that could be dangerous to them are plentiful and we cannot be responsible for them.

- Used sharps (needles) will be placed in a red sharps box.
DRESS CODE: PROFESSIONAL ATTIRE IS REQUIRED WITHIN THE HTLC

- Business casual with lab coat
- Any color, clean scrubs
- Clinical Uniform
- NO JEANS, SHORTS, SWEATPANTS, FLIP-FLOPS, OR OPEN TOED SHOES

HUMAN PATIENT SIMULATION

When doing any simulations with the Human Patient Simulators, students are expected to dress as they would for clinical, in Clinical Uniform.
VI.

GATEWAY INFORMATION
STUDENT SERVICES

Whether you are thinking about going back to school or you are ready to graduate from Gateway, the Student Success team is here to help you navigate your educational journey. With our enhanced services, you will find an expert to answer any questions you may have. We are excited to become a partner in creating your future.

http://www.gtc.edu/student-services

BOOKSTORE

A Follett’s bookstore is located on the Elkhorn, Kenosha, and Racine Campuses year round. Students can rent and purchase new, used, and digital textbooks, as well as purchase their required course supplies at these locations. While it is not mandatory to do so, students may find it advantageous and convenient to purchase necessary materials from the Follett campus bookstores. Students may also purchase course materials online through the Gateway Bookstore website.

Gateway Technical College selected Follett to provide students with course materials, general reading books and references, supplies, computer products, and spirit apparel and accessories. Follett works to bring the best selection at fair prices to the college and you.

http://www.gtc.edu/bookstore

LIBRARY

USING THE GATEWAY LIBRARY

The Gateway libraries have a broad selection of clinical and professional resources to support the training and education of nursing students. This includes print and electronic books, study guides, professional journals, evidence-based medical databases, citation software, and reference librarians to instruct and assist with student research assignments.

Nursing Resources (http://libguides.gtc.edu/content.php?pid=131763) is a specialized online guide created by the Gateway librarians that recommends, describes, links, and includes point-of-use directions for library resources available to the students and instructors.

You may access library resources from home, clinical sites, nursing skills labs, libraries – anywhere that you have Internet access. When off-campus, some library resources will ask you to login to verify that you are a Gateway student. Your username and password are the same as for WebAdvisor and Blackboard.

We encourage students to contact Library staff by email or phone for assistance. Research appointments are also recommended. Click here (www.gtc.edu/library) for Gateway library locations, hours, and staff contacts.

ACADEMIC SUPPORT CENTERS

Tutoring Services, located within Gateway's Learning Success Centers, provides tutoring and small group work for any student enrolled in Gateway Technical College courses. The LSC Instructors also provide instructional tips and strategies on successful study skills. Tutoring Services for currently enrolled students is included in the cost of tuition.

http://www.gtc.edu/tutoring
SUPPORT SERVICES

Gateway offers a variety of support services to help students succeed in their program of study including tutoring, supplemental instruction, and disability services.

A variety of specific support programs are also offered. These support programs are designed to support and assist students in a variety of different ways from providing workshops to one-on-one assistance:

- Displaced Homemaker Program
- Health Profession Opportunity Program (HPOP)
- Multicultural Program
- Non-Traditional Occupations
- TRIO Student Support Services

http://www.gtc.edu/support-services

STUDENT SUPPORT COUNSELING

At Gateway Technical College, we provide private and confidential counseling for students free of charge at the Elkhorn, Kenosha, and Racine Campuses. Our Student Support Counselors have Master's Degrees in Counseling, are Licensed Professional Counselors by the State of Wisconsin, and are members of the American Counseling Association and the American College Counseling Association.

Student Support Counselors can help you address:
- Personal or Relationship Issues
- Transition and Change
- Stress Management
- Communication Skills
- Grief and Loss
- Community Referrals
- Cultural/Diversity Concerns
- Self Awareness/Advocacy
- Coping Strategies

DISABILITY SUPPORT SERVICES

Gateway Technical College is committed to assisting the academic needs of every learner to ensure scholastic excellence is achieved and maintained.

We invite you to contact faculty members to learn more about their program area and how they prepare students for a career or help a working professional continually build on the skills they already have to continue to succeed.

Gateway offers accommodations within every Disability Support Services office at every campus. Disability Support Services provides a full range of support services/reasonable accommodations at the request of learners with documented disabilities to give them equal access to learning opportunities at Gateway in order to reach their educational goals.
Once you have decided on your program and career goal, Gateway is there to ensure you have the tools and opportunities possible to succeed.

MISSION STATEMENT

Disability Support Services provides a full range of support services/reasonable accommodations at the request of learners with documented disabilities to give them equal access to learning opportunities at Gateway in order to reach their educational goals.

In accordance with Section 504 of the Vocational Rehabilitation Act, Gateway provides a wide range of services that assist special needs students in developing independence and self-reliance within the Gateway campus community. Reasonable accommodations will be made for students with documented disabilities. Gateway’s intent is to provide equal access to programs and facilities.

http://www.gtc.edu/student-services/disability-services
### STUDENT SUPPORT SERVICES

**Dean of Learning Success**  
Tammi Summers  
262-564-2538

**Learning Success Associate**  
Danyanna Dunn  
262-564-2342

**Racine LSC Welcome Desk**  
262-619-6216

**Kenosha LSC Welcome Desk**  
262-564-2006

**Elkhorn LSC Welcome Desk**  
262-741-8020

### Disability Support Services

**Elkhorn/Burlington Center**

Sue Stokes-Nelson (DSS Instructor)  
262-741-8420

Patty Nesheim (DSS Instructor)  
262-767-5342

Donna Piccolo (DSS Specialist)  
262-767-5340

Robin Reif (DSS Instructor)  
262-741-8424

**Kenosha**

Dawn Kaiser (DSS Instructor)  
262-564-2570

Elizabeth Gridley (DDS Specialist)  
262-564-2744

**Racine**

Pam Herr (DSS Instructor)  
262-619-6520

Elizabeth Mulhollon (DSS Instructor)  
262-619-6478

### Deaf & Hard of Hearing Specialist

Lisa Sadowski  
262-564-2564

### TRIO Program

Emily Raclaw (Elkhorn & Burlington)  
262-741-8526

Theresa Barry-Watson (Kenosha)  
262-564-2318

Debbie Hilker (Racine)  
262-619-6680

### Support Services Programs

Julani Bayan (Multicultural Program – Kenosha)  
262-564-2546

Jomarie Coloriano (Multicultural Program – Racine)  
262-619-6440

Mary Xiong (Multicultural Program – Elkhorn)  
262-741-8032

Anthony First (Veterans Support Services – District Wide)  
262-619-6492

### Student Support Counselors

Nicole Gustafson Binger (Kenosha)  
262-564-2332 (office)  
800-247-7122 (appt.)

Katie Lohre (Racine)  
262-619-6586 (office)  
800-247-7122 (appt.)

Vicki Wahler (Elkhorn/Burlington)  
262-741-8380 (office)  
800-247-7122 (appt.)

Revised 2/21/18
VII.

STUDY HINTS
STUDY HINTS

The following hints are designed to help students in the nursing program develop sound study habits for classroom and clinical settings. Success in a health career requires self-discipline and sensible work and study procedures. Your major goal or concern as a student cannot be just to achieve a good grade point average, but must be to provide quality care as a competent healthcare provider. Your ability to safely apply material learned in actual patient care situations is the real test of your ability, as is your performance on the licenser exam following graduation.

The hints are suggestions for you to utilize. You may need to modify them for your study habits and daily living patterns. If you need assistance in developing good study habits, as for assistance from instructors, student support services, and fellow classmates. Remember, health occupations programs are often very difficult and frustrating, but can also be very rewarding.

HOW TO STUDY

SET UP A STUDY SCHEDULE

Create a schedule for one week. Record your normal activities for an average week. Include school, home and work demands. Then, review the schedule to determine study times.

1. Block out regular hours each day for review of class notes.
2. Block out short but regular periods for a cumulative review of all material.
3. Schedule time to prepare for the next class period (reading, written work, etc.).
4. Schedule enough free time so unexpected events or exam studying will not upset your total schedule.
5. Expect to spend a minimum of 2 – 3 hours per credit per week for study time.

Stick to this for one week. At the end of the week, assess how much time you actually spent studying versus how much time you had scheduled. Revise your schedule as needed.

STUDYING CLASS NOTES

Begin to study as soon as possible after the lesson. Look for the following:

1. The whole lecture. What was it about? Try to summarize it in 3 sentences.
2. Do you have all the details presented? Go back and fill in the missing parts (check with a friend or the instructor). Highlight key points as you review your notes.
3. Try to identify the information related to the care of the patient. Use the problem solving process as a framework.
   a. What is special about assessment?
   b. What are common needs or problems?
   c. What actions should be planned and implemented in the care of the patient?
   d. What is the rationale for selected actions?
   e. How could the effectiveness of your care be evaluated?
4. Read over your notes slowly.
5. Turn main points into questions and state or write your response. Check notes or text to see if you are correct.
PREPARING FOR CLASS

Before studying, determine the type of assignment as identified in your syllabus.

1. SCAN. Make a quick survey of the material to recognize general topics. Review Broad Competencies to help organize content. Look at bold-faced headings, pictures, and charts in text.
2. READ each section before class. After class go back and read throughout each major section.
3. STUDY. Work with the assigned material so you learn the facts and principles presented. You should be able to discuss them in class and apply them in clinical without referring to the text.
4. REVIEW. Reread and recite facts and principles from materials previously assigned. You may need to refer to other course materials to enhance your understanding (A & P, Micro, etc.).

PREPARING FOR CLINICAL ASSIGNMENTS

Before starting, determine the type and purpose of the assignment. If you are to select your patient assignment, consider the following:

1. Clinical objectives not completed.
2. Class content completed prior to clinical

After patient assignment is known:

1. Scan the chart - a quick survey of the doctor’s orders, physician progress notes, nurses notes, lab results, medication sheets, recognizing key points.
2. Take notes in an organized manner. If you have to do a care plan, begin filling in assessment data under each of the basic needs. It may take a few minutes longer, but can increase understanding and save you time later.
3. Review patient plan of care for special cares.
4. Ask the staff if there are any special concerns for your patient.
5. Go meet the patient. Introduce yourself as a student. Explain your objectives. Ask the patient about any special concerns.
6. Review your class notes or text about the patient’s diagnosis, care, skills, and medications.
7. Write out medication cards and any other assigned preparation cards expected (A & P, Pathophysiology, Surgical, etc.).
8. Outline care plans (on paper or mentally).
9. On the day of clinical, scan chart for any changes since last preparation occurred.

Be aware of your own learning style. Use all measures that will help you become the best nurse you can be. Remember that you are not just preparing to pass an exam, the course or the program. You are preparing for a future in professional nursing!
VIII. STUDENT ORGANIZATIONS & ACTIVITIES
STUDENT NURSE ASSOCIATION (SNA)

The Gateway Technical College SNA organization provides students with an active voice in professional nursing and acquaints the student nurse with a future role as a member of a professional discipline and/or organization. The purpose of the group is to aid the development of the individual student and to encourage students to be aware of and contribute to improving the healthcare of all people.

Each semester will elect SNA representatives to promote SNA activities in their level and fourth semester students will be the official SNA officers. Meetings will be held once per month.

There is a minimal fee to join the organization. Students are welcome to join before they begin their clinical nursing courses.

Functions of the SNA include:

- To promote and encourage participation in community affairs and activities toward improved healthcare and the resolution of related social issues
- To promote community and incoming student understanding of the technical nursing program
- To speak for nursing students to the public, institutions, organizations, governmental bodies and legislation
- To promote and encourage students participation in interdisciplinary activities
- To influence the development of relevant approaches to nursing education
- To intensify recruitment efforts and to promote educational opportunities regardless of the person’s race, creed, sex, national origin, or economic status
- To promote collaboration relationships with WSNA and SNA
- To promote collaboration relationships with the American Nurses’ Association, the National League for Nursing, the International Council of Nurses, the Wisconsin Nurses’ Association, the Wisconsin League for Nursing, as well as other nursing organizations
- To promote collaborative relationships among related public health organizations
- To achieve approval of the NSNA and WSNA, GTC SNA’s bylaws must be updated and/or revised annually
- SNA is active on both Kenosha and Burlington campus

Updated 7-21-2010
IX. GRADUATION REQUIREMENTS & LICENSURE
Gateway Technical College
Nursing Program
Application for Licensure Exams

HOW DO I APPLY FOR GRADUATION ONLINE?

1. Login to WebAdvisor
2. Click on the Students tab
3. Under the Academic Profile section click on Application for Graduation
4. Follow the onscreen instructions and select the program you are planning to graduate from.
5. After you click submit, a confirmation email will be sent to your mail.gtc.edu email address.
6. This means that your application has been accepted for processing.
7. Any questions about the application for graduation can be directed to the Registrar’s Office.

LICENSURE TO BECOME A LICENSED PRACTICAL NURSE OR REGISTERED NURSE IN WISCONSIN

You will apply for your license and the NCLEX exam by accessing the Wisconsin Department of Safety and Professional Services (DSPS) online application process (OLAS). To apply for licensure, you will need to:

1. Apply for licensure.
2. Apply to take the exam.

To apply for your license and for the NCLEX exam, you will need to have access to a computer, personal information, social security number, and a method to pay for your applications online.

1. Go to the On Line Application System (OLAS) at the Wisconsin Department of Safety and Professional Services at the web link. You can go directly through this web link: https://olas.wi.gov/.
2. You will need to create an account. See tab.
3. Complete the Application Process. Be certain that you are applying for the correct license.
4. Do NOT print or submit any “paper” forms or copies to DSPS or to Program Dean. Application process MUST be all on-line.
5. Graduates are to use specific program codes with the on-line application forms. The program codes for the GTC graduates are to be included with the application form online:

   Registered Nurse   NCLEX – RN/ADN   US50407800
   Practical Nurse   NCLEX-PN   US50105900

When you have successfully completed the application process, the Dean of Nursing will have access to your application. When verification of program completion has been confirmed, the Dean of Nursing will submit your application to the DSPS. You will receive an e-mail confirmation within 24 - 48 hours that the application process has been completed and you are eligible to sit for your exam.
If you are seeking licensure outside of the State of Wisconsin, you will need to contact that state’s department of licensure to secure application materials directly from them. Web pages and licensure information for each state can be located by going to the National Council of State Boards of Nursing: http://www.ncsbn.org. Gateway faculty and/or the Dean of Health Services may assist you in completing those forms on an individual basis.

** DO NOT COMPLETE A PAPER COPY OF APPLICATION. ENTIRE APPLICATION TO BE COMPLETED ELECTRONICALLY **

Arrest or Conviction Record:

Eligibility for admission to the National Council Licensure Examination requires specific information from the applicants. The application form does ask “Have you ever been convicted of a crime (misdemeanor or felony) or are you subject to a pending criminal charge?” If you have been accused and/or convicted of a municipal ordinance violation or have been accused and/or convicted of a felony crime it may prevent you from being eligible to obtain a nursing license under Wisconsin State Statutes 111.321, 111.322, and 111.335. It does not necessarily mean you will be excluded from taking the National Council Licensure Exam, but you must follow specific guidelines. Your court records will be reviewed by the legal counsel of the Board of Nursing. This information is given to prospective nursing students before starting the nursing program so that the requirements by the state will be known to the student prior to admission.

CAREER & EMPLOYMENT SERVICES

Career and Employment Services is committed to empowering students and alumni to develop sound career decisions through the career counseling process, and create career and employment plans. These plans support students' educational, personal, and professional development in the world of work. Through our ongoing Career Exploration and Job Seeking Skills workshops, and Career Development events, we educate students in the areas of career planning, employment trends, job searching, networking, and connect students with employment opportunities and employers.

https://www.gtc.edu/career-employment-services

GRADUATION

As a candidate for the associate in Applied Science Degree (A.A.S.) from Gateway Technical College, you will be an important participant in the Gateway graduation ceremony. This ceremony is a special recognition of your scholastic achievements at Gateway. It is a formal cap and gown ceremony and graduates are encouraged to take part. The commencement ceremony is held during the last week of school. August and December graduates will be a part of the May graduation ceremony. You will be notified when to purchase your cap and gown and of the other ceremony details during April or October. It is necessary to fill out a graduation card in order to be considered a candidate for graduation and receive notifications.
Traditionally, nursing program graduates have implemented an additional ceremony giving special recognition to their new status as graduate nurses. This ceremony has been titled “Pinning” and is organized and implemented by the graduation candidates and faculty. The “Pinning” ceremony is a time-honored nursing school tradition, dating back before the turn of the twentieth century. Nursing students have conducted an Honors or Pinning Ceremony to mark the passage of student nurse role to the practice role. It is an event that you will want to share with your family and friends.

In the Nursing Associate Degree program at Gateway, the graduate students receive their nursing pins after meeting the necessary requirements for completion of the nursing program. Dates, sites, and ceremonial information are given during the semester. Pinning ceremonies are held in May and December. Information can be found under the community tab in Blackboard, Associate Degree Nursing Student pages. All graduating students are encouraged to be part of the pinning ceremony. Student volunteers are welcomed to help plan the event.
STUDENT RECOMMENDATION FORM

The Student Recommendation Form is used for employment references. Students can submit the form to their teacher to be sent to the employer.

Note: It is the Instructor’s choice to agree/disagree to complete this form.

The student must provide the form with their signature and an addressed envelope with the employers name on it to the instructor. If the student would like to have a copy of the completed Student Recommendation Form, the student should also provide a self-addressed envelope. Forms will be completed and sent directly to the employer/students. Forms will not be handed back to the student.

If the employer requests the form back immediately, the student can provide the teacher with the employer’s fax number and request that the form be faxed.

The form can be obtained on the Student Employment Services Website at: www.gtc.edu, Employment, Student Employment Services. Under the Students/Graduates column you will find the link to the form.

Summary:

1. Print out form (www.gtc.edu) and sign it.
2. Submit signed form and employer-addressed envelope to your teacher.
3. If you want a copy, include a self-addressed envelope.
4. If needed by the employer ASAP, provide a fax number to the teacher.
GATEWAY TECHNICAL COLLEGE
Student Recommendation Sheet
Student Employment Services (S E S)

Student Name __________________________________________ Date ____________________

Program __________________________________________________________________________

Instructor Name (Please print) _______________________________________________________

Please list the class or classes you have taken with this Instructor: ______________________________
____________________________________________________________________________________
____________________________________________________________________________________

RELEASE OF INFORMATION:
I do hereby give my permission to Gateway Technical College to forward or release information about me, which may include instructor evaluations and personal student directory data. I understand this directory data will be released only to prospective employers.

Date __________________ Student Signature ____________________________________________

Instructor:
Please rate the student in terms of the following characteristics by circling the appropriate number and/or write a description narrative, which states the student’s abilities below.

<table>
<thead>
<tr>
<th>PROGRESS</th>
<th>NEEDS IMPROVEMENT</th>
<th>AVERAGE</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has student advanced in skill &amp; knowledge during the past period?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INITIATIVE</th>
<th>NEEDS IMPROVEMENT</th>
<th>AVERAGE</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does student exhibit creativity and problem solving capabilities?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RELIABILITY</th>
<th>NEEDS IMPROVEMENT</th>
<th>AVERAGE</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does student exhibit personal integrity and a sense of responsibility?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WORK ATTITUDE</th>
<th>NEEDS IMPROVEMENT</th>
<th>AVERAGE</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does student have a good attitude toward work?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COOPERATION</th>
<th>NEEDS IMPROVEMENT</th>
<th>AVERAGE</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does student work well with others?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Attendance: (Circle one) Excellent Good Fair

Comments: __________________________________________________________________________

___________________________________________________________________________________

Narrative Statement: (Optional) __________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

Instructors Signature __________________________________________ Date ________________

PLEASE NOTE: Student Employment Services does not maintain credential files for students. 11/09
UNIVERSITY TRANSFER OPPORTUNITIES

Nursing graduates wishing to further their education can transfer to a four-year college or university to obtain a bachelor’s degree. Gateway holds program-to-program or general credit transfer agreements with over 35 colleges and universities making the transition from Gateway an easy one. Please refer to Gateway’s webpage:

https://www.gtc.edu/student-services/registrar/transfer/transfer-another-college-or-university
X.

SIGNATURE FORMS
WISCONSIN TECHNICAL COLLEGE SYSTEM

ASSOCIATE DEGREE NURSING (ADN) PROGRAM

Statement of Understanding

The Americans with Disabilities Act of 1990 (42 U.S.C. § 12101, et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) prohibits discrimination of persons because of her or his disability. In keeping with these laws, colleges of the Wisconsin Technical College System make every effort to insure a quality education for students. The purpose of this document is to ensure that students acknowledge that they have been provided information on the functional abilities required of a student in the Associate Degree Nursing program. In addition, information was given to the student on reasonable accommodations to meet the Functional Abilities at this time.

This form is to be completed upon admission to the ADN program and at the time of ADN Clinical Placement.

______ (initials) I have read and I understand the Functional Ability Categories specific to a student in an Associate Degree Nursing program.

______ (initials) I am able to meet the Functional Abilities as presented, and have been provided with information concerning accommodations or special services if needed at this time.

Name of Student (Please print)

____________________________________  __________________________________
Signature of Student                     Date

____________________________________
Student ID #

80
CONFIDENTIALITY

Protecting the privacy of information is referred to as “confidentiality” and is an important part of how healthcare is delivered to the people in communities we interact with. As required by the federal Health Insurance Portability and Accountability Act of 1996 (“HIPAA”), all healthcare providers, and caregivers must protect the patients’ medical records and other health information. Patients can expect that steps are taken to ensure that communication about them is kept confidential.

Each healthcare facility has established policies and procedures to protect the confidentiality of protected health information (PHI) about their patients. PHI (Protected Health Information) includes any personal information that the patient provides. Some examples are:

- Name
- Date of birth
- Phone number and address
- Insurance and social security numbers
- Medical history

PHI (Protected Health Information) includes any information the healthcare facility creates. Some examples are:

- Medical Record Number
- Billing information
- Medical information

Healthcare workers can protect privacy by following the “need to know” rule, which states, “Use only the minimum necessary information needed to do your job.” This rule pertains to students as well. As a nursing student you will have limited access to the PHI and will be trained on the policies and procedures of each facility that you may encounter.

You will be responsible to understand and follow the policies and procedures set forth by the individual facilities.
GATEWAY TECHNICAL COLLEGE
ASSOCIATE DEGREE NURSING

Confidentiality Statement

I understand and agree that as a nursing student at Gateway Technical College, I must hold all client information in the strictest confidence. Furthermore, I understand that intentional or careless violation of client confidentiality is breach of nursing ethics, a violation of state and federal law, and will result in disciplinary action up to and including dismissal from the program.

I further acknowledge that I have received and read a copy of Sections 146.81 to 146.84 of the Wisconsin Statutes (appendix) which regulate healthcare records in the State of Wisconsin.

Name (Print legibly) __________________________________________________________

________________________________  _______________________________  ______________________
Date                                      Signature                                             Witness

____________________________________
Student ID #
STUDENT HANDBOOK INFORMATION FOR THE ELECTRONIC HEALTH RECORD ACCESS

ELECTRONIC HEALTH RECORD ACCESS

During the experience as a student nurse at Gateway Technical College, you will be providing supervised care for patients at a variety of clinical agencies. In order to document your care in the medical record, you will need to gain access to the clinical agency’s medical record system. Many clinical agencies are using an electronic health record system. Each individual who accesses the record needs to have his or her own unique access code when utilizing the electronic system. The clinical agencies need information for the students prior to their arrival on the clinical unit. The request for computer access and ultimate delivery of the unique access code may take as long as 3 weeks to process.

This means the clinical instructor needs to provide this information prior to your actual first day of class. In order to expedite the processing of the request for access to clinical records, the student will need to sign a form, which will give the nursing faculty at Gateway Technical College permission to share information with the clinical agency. The information, which has been requested, has included name, birth date, and the last 4 numbers of your social security number. The information the clinical agencies have been requesting is for the purpose of creating a unique identifier for access to the medical record. The clinical agency will enter this information in their database and create a unique identifier for access to the medical record. As a result, the student should be able to arrive on the clinical unit and the instructor should have a unique computer access code for the student. The student should be able to review the patient’s chart for clinically relevant information and be able to document care.

The form the student signs will provide permission for Gateway Technical College to share the requested information with clinical agencies as requested while students are participating in the clinical environment during their student nurse experience with the Associate Degree Nursing Program. The form will be signed at the preregistration meeting with incoming students. The form will be transferred to the image file of colleague and become part of the student’s record. Transfer and LPN Bridge students will need to complete the form in their first clinical experience at GTC.

Print Name__________________________________
Signature ___________________________________
Student ID # _________________________________
Date________________________________________
ADN STUDENT HANDBOOK
ACKNOWLEDGEMENT STATEMENT

I, ________________________________, do verify that I have received and read the
(print)
Associate Degree Nursing Student Handbook. I understand that I am responsible for the
information contained herein.

_______________________________________
Signature

___________________________________
Date

This form is saved electronically for the ADN Program
PATIENT SIMULATION LAB
CONFIDENTIALITY STATEMENT / PHOTOGRAPHY RELEASE

Gateway Technical College supports the College Honor Code. The Honor System is binding to all members of the school community. This includes the Human Patient Simulation Lab (HPS Lab).
Students are expected to keep all events, procedures, and information used in conjunction with the HPS Lab strictly confidential. This includes patient history information obtained prior to the actual simulation experience, as well as information obtained and used in the pre and post conferences.
Students are not to share information about their simulation experience with other students.
Violation of this confidentiality statement is a violation of the College Honor Code and will lead to consequences for the student, possibly up to and including removal from the nursing program.

I, __________________________________, have read the statement above and understand it. I agree to allow Gateway Technical College to record and/or photograph my performance in the HPS Lab for teaching purposes.

Date: _____________________

Printed Name of Student: _________________________________________

Signature of Student: ________________________________________________

Student ID #: ___________________

This form is saved electronically for the ADN Program
ADN YEARLY ACKNOWLEDGEMENT FORM

STUDENT NAME: ________________________________________  STUDENT ID: ____________________

Go to www.gtc.edu/student-services/registrar/additional-program-requirements, select Nursing, and locate the links to the ADN Handbook and Functional Abilities for the Nursing Program. Initial each statement, sign, and date the form!

___ I have previously submitted my Initial Physical Form and attest that my health status related to communicable diseases has **not** changed within the past 12 months.  *If there has been a change, I understand that I must meet with my Program Dean prior to continuing in clinical courses.

___ I do verify that I have read the Associate Degree Nursing Student Handbook. I understand that I am responsible for the information contained herein.

___ I have read the functional abilities for the Nursing program and attest I am able to meet the functional abilities as presented with or without accommodation and I understand that I may receive information concerning accommodations or special services if needed upon my request.

Student Signature: ________________________________________  Date: ______________

Please upload this form to your myCB account at https://mycb.castlebranch.com using the Yearly Acknowledgement Form requirement. For assistance with uploading this form please contact CastleBranch via phone at 888-723-4263 extension 7194 or email at servicedesk.cu@castlebranch.com.

* NOTE: For those with Clinical Requirement To-Do lists dated prior to 2016, please return to your instructor.

Equal Opportunity/Access Education/Employer
Igualdad De Oportunidades