



**Central Lakes College  
Associate Degree Nursing Program  
Traditional and Advanced Standing Tracks  
Student Handbook 2024-2025**

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**“Make a positive impact on every life, every day”**



The Central Lakes College Associate Degree Nursing program is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) located at 2600 Virginia Ave., NW, Washington, DC 20037.

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## **Introduction**

Welcome to the Central Lakes College (CLC) Associate Degree Nursing (AD Nursing) Program. This program offers comprehensive education for those pursuing a career as Registered Nurses (RNs). It includes concurrent liberal arts and nursing courses, culminating in an Associate of Science Degree in Nursing within a minimum of 2 years (4 semesters) for the **Traditional Track**. The **Advanced Standing Track** is available for current Licensed Practical Nurses (LPNs), featuring a Role Transition course followed by the final 2 semesters of the Traditional Track nursing coursework. Both tracks prepare students for the National Council Licensure Examination (NCLEX-RN) to become licensed Registered Nurses in Minnesota.

College-wide policies and procedures as outlined in the CLC Academic Catalog are applicable to all students. Additional policies and procedures specific to the AD Nursing Program are outlined in this student handbook, and supplement those in the CLC Academic Catalog. All current and future students are expected to adhere to CLC policies and procedures, AD Nursing Program policies and procedures delineated in this student handbook, as well as all policies of clinical agencies in which the student is placed.

## **Disclaimer**

Every effort has been made to ensure the accuracy of the material contained within this handbook as of the date listed on the last page. However, all policies, procedures, clinical information/documentation, program information, and fees are subject to changes at any time by appropriate action of the faculty, the college administration, the Director of Nursing, the Minnesota State Colleges and Universities Board of Trustees, the Minnesota Board of Nursing, or the Minnesota Legislature without prior notification. The provisions of the AD Nursing Program Student Handbook do not constitute a contract between the student, the college, or the nursing program. The information in this handbook is for use as an academic tool and is subject to change at any time. The AD Nursing Program Student Handbook may undergo changes following a student's admission and progression in the nursing program. Students will be responsible for and held to changes in the handbook. Nursing students will be notified of handbook changes via email, verbal announcements in class, and on the student cohort page in D2L.

## **Accreditation/Approval**

The Central Lakes College Associate Degree Nursing Program is accredited by the Commission for Nursing Education Accreditation (CNEA). In addition, Central Lakes College is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. The AD Nursing Program is approved by the Minnesota Board of Nursing.

## **History of the Program**

The CLC Associate Degree Nursing Program received initial Minnesota Board of Nursing approval on August 3, 1979. The first class of 31 students graduated on June 30, 1980. The original program was a part of Brainerd Junior College (later Brainerd Community College) and Central Lakes College since the merger in 1995. The AD Nursing Program was originally developed as a Mobility Nursing Program, which required entering students to have a current, unencumbered practical nursing license (LPN) in the state of Minnesota as a condition of admission. In fall 2015, the Mobility program at CLC was replaced with a "Traditional" 2-year, 4 -semester nursing program, which allowed students to pursue their Associate Degree in Nursing without first becoming an LPN, progressing through concurrent liberal arts and nursing courses, culminating in an Associate of Science Degree in Nursing within a minimum of 2 years (4 semesters). The "Advanced Standing" AD Nursing Program track was also initiated at this time, providing students holding an LPN license a streamlined pathway to becoming an RN by completing required general education courses from the first two semesters of the Traditional program along with a nursing Role Transition course, then joining the Traditional AD

program students in the final two semesters. Today, up to 45 students are admitted to the Traditional AD program track, and 9 or more students (depending upon number of spaces available) are admitted to the Advanced Standing track every fall and spring semester on the Brainerd campus. 45 years after original program inception and with continuous Minnesota Board approval and NLN CNEA accreditation since 2019, the AD Nursing Program continues to offer a quality curriculum that prepare nursing students to pass the NCLEX-RN examination and enter the professional workforce as safe, competent, caring, entry-level nurses with lifelong skills that will enable them to thrive in a multicultural world.

### **Central Lakes College Vision and Mission Statement**

#### **Mission:**

We Build Futures

At Central Lakes College, we-

- provide life-long learning opportunities in Liberal Arts, Technical Education, and Customized Training programs;
- create opportunities for cultural enrichment, civic responsibility, and community engagement; and
- nurture the development and success of a diverse student body through a respectful and supportive environment.

#### **Values:**

Excellence, Innovation, Inclusion, Community

#### **Vision Statement:**

Central Lakes College inspires learning, advances innovation, and transforms lives.

### **Central Lakes College Nursing Program Vision, Mission, and Philosophy**

**Vision:** Promote lifelong learning by providing a geographical and economically accessible nursing program for students that will meet the community's need for caring, competent, entry-level practical and professional nurses.

**Mission:** To build futures by educating students who have the potential for self-development to become practical and professional nurses that will administer safe, client-centered, and holistic nursing care in a variety of healthcare settings.

#### **Associate Degree Nursing Program Motto**

In Fall 2018, the ADN program embraced the motto "Make a positive impact on every life every day" as part of an initiative by CLC President to foster a culture of acceptance, caring, and learning.

**"Make a positive impact on every life every day."**

This motto guides faculty in encouraging students to influence themselves, peers, faculty, clients, and all encounters positively. It is integrated into Nursing Philosophy assignments, included in all syllabi, and emphasized within classroom environments as an ongoing initiative through the duration of the program.

#### **Central Lakes College's Nursing Philosophy Statement**

The Central Lakes College Nursing Programs believe that Nursing is grounded in the biological, psychological, sociological, and spiritual sciences. Nursing is devoted to promoting, maintaining, and restoring the health of individuals, families, and communities (clients) as well as promoting a peaceful, dignified death. Nurses care for diverse clients

across the lifespan in a variety of inpatient and community-based settings by providing safe, culturally sensitive, individualized patient relationship-centered care and by participating as a member of the healthcare team.

Nurses recognize that teamwork and interprofessional collaboration among healthcare professionals is critical to delivering safe, quality patient care. Ongoing quality improvement activities are performed in concert with other members of the health care team. Implementing established evidence-based care, skills in informatics, and patient care technology is essential to the delivery of safe, quality patient-centered care.

Professional values guide interactions with clients and the healthcare team. Nurses demonstrate professional behaviors by exhibiting accountability for their actions, meeting the healthcare needs of clients, and assuming legal responsibility for the care they provide. Nurses demonstrate professional identity by upholding their commitment to the public and by adhering to an established code of ethics.

### **Associate Degree Nursing Role**

The major roles of the Associate Degree Nurse include providing holistic nursing care and participating as a member of the nursing profession. As providers of care, Licensed Registered Nurses (RNs) contribute to the promotion of wellness, use nursing judgment in the identification of current and emerging patient problems, and function as advocates for clients. In addition, RNs manage the care of clients through the development and use of established protocols and evidence-based care, incorporating the nursing process and caring as essential tools. RNs develop and implement a plan of care including delegating to Licensed Practical Nurses (LPNs) and Unlicensed Assistive Personnel (UAP) tasks/activities to assist in providing safe, quality patient care. RNs develop teaching plans and educate clients providing healthcare information and reinforcing education provided to achieve positive clinical outcomes.

### **AD Nursing Program Student Learning Outcomes**

The AD Nursing Program Student Learning Outcomes reflect the four program outcomes of the NLN Education Competencies Model and include outcomes that promote Human Flourishing and the development of Nursing Judgment, Professional Identity, and a Spirit of Inquiry.

#### **Client Centered Care (NLN Human Flourishing)**

The Associate Degree Nursing graduate advocates for individual clients in providing compassionate and culturally competent care through therapeutic communication and holistic assessments based on respect for clients' preferences, values, and needs.

#### **Nursing Judgment**

The Associate Degree Nursing graduate applies the nursing process, evidence-based decision making, and prioritization to develop a plan of care that ensures safe, quality treatment and health promotion for clients, families, and the community.

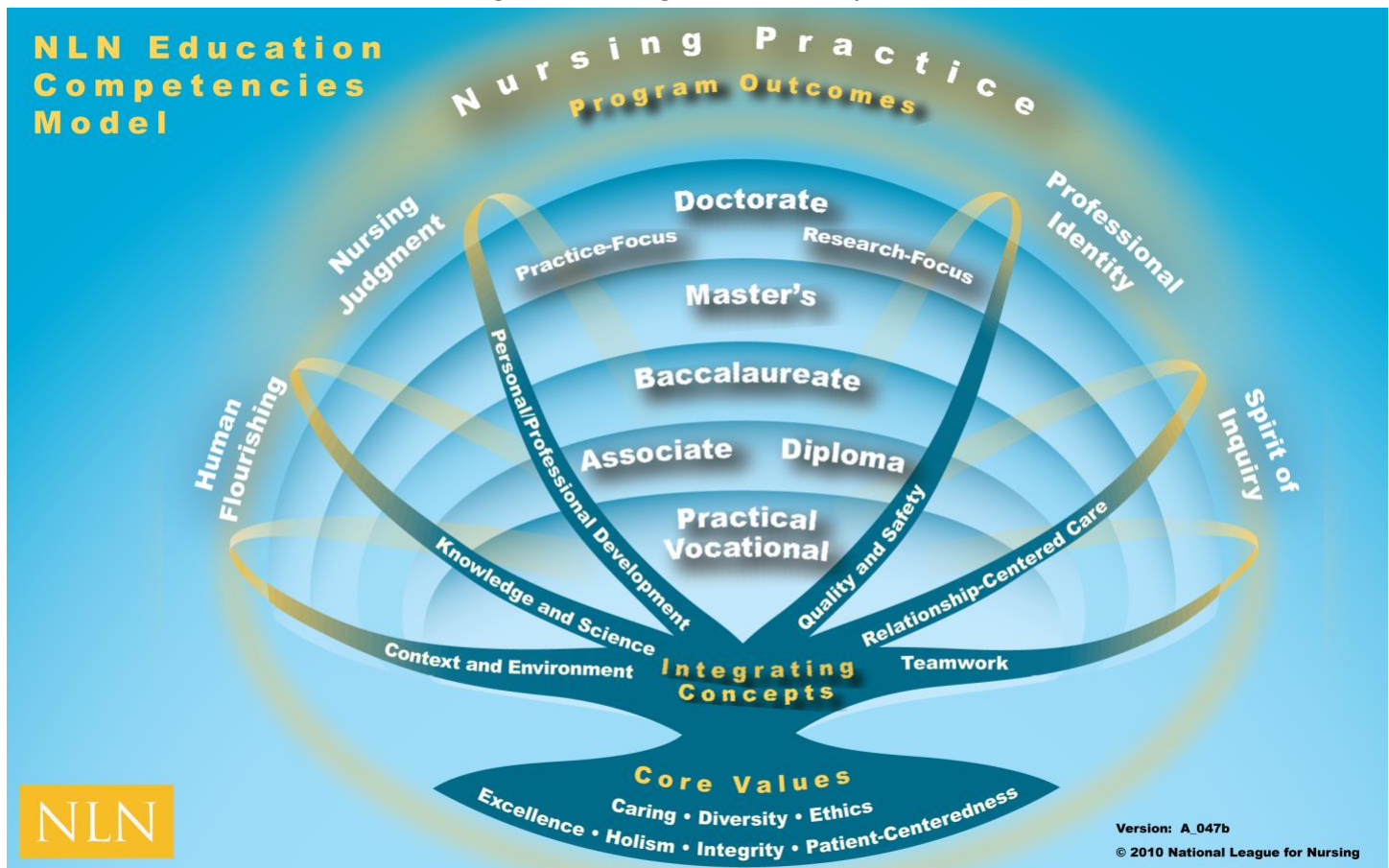
#### **Professional Identity**

The Associate Degree Nursing graduate practices professional nursing in an ethical and legal manner, including case management of clients, which demonstrates leadership, teamwork, delegation, collaboration, and life-long learning.

#### **Quality Improvement (NLN Spirit of Inquiry)**

The Associate Degree Nursing graduate contributes to continuous quality improvement by developing policies and procedures that incorporate evidence-based practice while effectively using resources and technology to achieve optimal client outcomes.

## National League for Nursing Education Competencies Model



The NLN Educational Competencies model is comprised of the following components:

### Core Values

Seven core values are foundational for all nursing practice and are shown at the “root” of the model to indicate that all types of nursing programs must be grounded in each of these fundamental values. These core values include:

- *Caring* – the promotion of health, healing, and hope in response to the human condition.
- *Diversity* – the recognition of differences between persons, ideas, values, and ethnicities and the affirmation of the uniqueness of each.
- *Ethics* – acting in accordance of what is right by the application of an inclusive, holistic, and systematic process for identifying and synthesizing moral issues in healthcare and nursing practice, and for acting as moral agents in caring for clients and organizations.
- *Excellence* – the creation and implementation of “transformative strategies with daring ingenuity” (NLN, 2007).
- *Holism* – consideration of the patient as the combined effect of unique and complex attributes, values, and behaviors influenced by that person’s lived experience when planning, implementing, and managing care for patients.
- *Integrity* – continually striving to do the right thing at the right time for the right reasons by recognizing the human dignity of all individuals, including patients and peers, and accepting accountability for actions, being committed to the improvement of patient care, and advocating for patients.
- *Patient-Centeredness* – the recognition that patients and their families are autonomous beings with needs and desires that deserve respect, demonstrated by the inclusion of patients and families in decisions about their care.



## Integrating Concepts

Nursing students must master varied areas of knowledge and science, be prepared to function in complex environments while maintaining the highest standards of quality and safety, be able to build relationships with others and work comfortably in teams and respond to those in need. This philosophy of nursing education is illustrated by the six integrating concepts of the model, which are depicted as bands around the program types that arise from the core values. The various strands all touch one another and feature an enveloping feedback mechanism, reflective of the idea that students move through all of these realms of nursing not in isolation but within a whole as nursing education is advanced to nursing practice.

The six integrating concepts include:

- *Context and Environment* – the conditions or social systems within which the organization’s members act to achieve specific goals, including organizational structure, leaderships styles, patient characteristics, safety climate, ethical climate, teamwork, quality improvement, and effectiveness.
- *Knowledge and Science* – the understanding and integration of knowledge from the biological and social sciences and the arts and humanities as well as the development of and drawing on the body of knowledge about the practice of nursing to design and implement evidence-based plans of patient-centered care.
- *Personal/Professional Development* – the lifelong process of learning, refining, and assimilating behaviors and values that (a) are consistent with Nursing’s history, goals, and Codes of Ethics; (b) serve to differentiate the practice of nurses from that of other healthcare providers; and (c) give nurses the resolve needed to continually improve the care of patients and ensure the profession’s ongoing sustainability.
- *Quality and Safety* – the degree to which individuals, units, and systems that provide healthcare are consistent with current professional knowledge; minimize the risk of harm to individuals, populations, and providers; and increase the likelihood of desired health outcomes.
- *Relationship-Centered Care* – the integration and demonstration of respect for the dignity and uniqueness of others (including patients, families, communities, and members of the healthcare team) valuing diversity, integrity, humility, mutual trust, autonomy, empathy, civility, and empowerment.
- *Teamwork* – the ability to function effectively within nursing and interdisciplinary teams, cultivating and promoting open communication, mutual respect, and shared decision-making to achieve quality patient care.

## Nursing Faculty

All faculty who teach in the AD Nursing Program hold a minimum of a Master’s Degree in Nursing, or are actively pursuing their Master’s Degree in Nursing. All faculty maintain their expertise as nurse educators and clinical RNs by attending conferences, participating in continuing education, and/or continuing to practice as RNs in various healthcare settings. Along with expertise in teaching and simulation development, faculty members possess significant clinical and professional work experience in the areas of oncology, gerontology, surgical, post-anesthesia care, medical, pediatric, pain management, critical care, mental health, home care and obstetric nursing. Faculty members are also experienced in staff development and nursing management and leadership.

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### Application and Admissions

In addition to the CLC admission requirements, admission to the AD Nursing Program Tracks require a separate application to the nursing program.

Admission to the nursing major is competitive. Application does not assure admission. The priority deadlines for applications are November 1<sup>st</sup> for Advanced Standing Program and February 1<sup>st</sup> for Traditional Program fall start and July 1<sup>st</sup> for both programs for a spring start. However, applications will be accepted after these deadlines until the start of the semester if there are still spaces available. Applicants will be notified of their admission status per the timetable listed on program application form. **Application forms** for the Associate Degree Nursing Program Tracks are available in the admissions department at CLC and can be found online via the hyperlink and from the CLC nursing website.

#### AD Nursing Traditional Track

Application to the Traditional track requires students to complete and pass the TEAS (Test of Essential Academic Skills) and meet Certified Nursing Assistant requirements as listed below.

- **TEAS Test** is a multiple-choice exam that measures entry level skills and abilities of Traditional nursing program applicants. The test may be attempted up to three times. Students must score at 65% or higher for admission for the Traditional Program. If students are unsuccessful in passing the TEAS test with a score of 65% or higher on three attempts, it is recommended that they wait one full calendar year. During that time, it is suggested that the student remediate in one of the following ways: purchase a TEAS study book in the bookstore, takes courses in whichever area of the test they didn't do well in (English, Science, Math or Reading), work with a tutor at one of the campuses or prepare in some other way for retaking the test. There is a fee with Pearson Vue for each test. More information is available at [www.atitesting.com](http://www.atitesting.com) The program reserves the right to accept a standardized TEAS score lower than 65 if needed for enrollment.

**\*Note: Beginning Spring semester 2025, a different exam (Health Science Reasoning Test) may be used to assess readiness for admission to the program. Students should contact the Nursing Admissions Advisor prior to taking a readiness exam.**

- **CNA Requirements:** Applicants must take a minimum 75-hour Minnesota Department of Health approved Nursing Assistant course, such as Central Lakes College's NSGA 1110, **OR** be active on the MN registry of Nursing Assistants in Minnesota.
- There are no other required prerequisite courses, but it is highly recommended that students consider taking some of the required general education courses ahead of time while waiting for admission. Priority admission is given to those on the wait list who have completed at least three (3) of the eight (8) general education courses.

## AD Nursing Advanced Standing Track

Application to the Advanced Standing Track requires students to:

- have successfully completed a Practical Nursing program and possess an unencumbered LPN licensure in Minnesota before the start of the program and
- have completed required pre-requisite general education courses that meet the minimum required grading standard prior to taking NURS 2450, NURS 2541, and NURS 2542 (CHEM 1407, PSYC 2421, ENGL 1410, ENGL 1411, BIOL 2467, and PHIL 2422).
- Admission priority will be given to students who have completed 3 of the 5 required general education courses for the major regardless of application date.
- Once accepted, students in the Advanced Standing Track will take NURS 1547 the semester prior to their starting semester. \*Note: NURS 1547 can be taken while student is in the process of taking their NCLEX PN, but student will not be allowed to progress if they are not licensed as an LPN.
- A student who is accepted to the Advanced Standing program may withdraw after acceptance a maximum of two times to provide other students with an opportunity for admission.

**Age requirement:** When starting either program, student must be 18 years of age by the time of first clinical shift. Clinical starts in the second semester of the Traditional Program.

### After Acceptance or Placement on Alternate List:

#### Orientation Session

Upon acceptance to the AD Nursing Program, students will be informed of the time and date of a **mandatory** orientation session. **If the student does not attend the orientation session, the student may forfeit his or her place and the next individual on the waiting list will be granted admission to the nursing program.** Attendance at the orientation session may be waived **with prior permission** from the Director of Nursing for the following extenuating circumstances only:

- Student– injury, illness or hospitalization – doctor’s statement required
- Family member\*– hospitalization– doctor’s statement required
- A death in the family\*\* – documentation required
- Court ordered appearance – documentation required
- Military service – call to active duty – documentation required
- Religious observation – documentation required
- Study abroad – documentation required
- Team member of a CLC sponsored sporting event

**NOTE:** Documentation for above excused absences must reflect date of absence

Other unusual extenuating circumstances will be reviewed by the Director of Nursing. Students who do not attend orientation due to an excused absence must meet with the DON prior to the start of the semester to review missed information.

\*In the case of hospitalization, a family member is defined as the spouse, minor or dependent children/stepchildren/foster children (including wards and children for whom the student is legal guardian), or parent/step-parent living in the same household as the student.

\*\*In the case of death, a family member is defined as the spouse or domestic partner, the parents and grandparents of the spouse, the parent/stepparents, grandparents, guardian, children, grandchildren, brothers, sisters, wards, or step-children of the student.

### Criminal Background Study

An essential component of the Nursing Program is student participation in clinical experiences where students care for clients at healthcare facilities. Central Lakes College contracts with local healthcare facilities to provide these experiences. Any person who has direct contact with clients and residents at healthcare facilities licensed by the Minnesota Department of Health must have a criminal background study completed. Results of the study must be on file in the Department of Nursing before students begin their clinical experiences. **Any student who does not pass the criminal background study (completely clear) will not be permitted to participate in clinical experiences, thereby rendering the individual ineligible to progress in the Nursing Program and qualify for an Associate Degree in Nursing.**

Criminal background studies are performed upon admission to the program and monitored throughout. The study is paid for by the student and requires the student to obtain fingerprinting completed within 14 days of initiating the study. If the student fails to complete the fingerprinting portion of the background study within the 14 days, the student will be responsible for the cost of initiating another background study plus the cost of fingerprinting. If this is not completed prior to attending clinical, students will be ineligible to participate in the clinical rotation and therefore unable to complete the course and program. Students should direct questions and appeals regarding the status of their background study to the Minnesota Department of Human Services, Licensing Division, 444 Lafayette Blvd., St. Paul, MN 55155-3842. Phone: (651) 296-3971. Web address: <http://mn.gov/dhs/>

### Other Clinical Background Requirements

Students are also required to complete a national criminal background study during the program to meet the standards of our clinical sites. This study is an additional cost at the time of the study. Clinical sites can require further background information prior to attending clinical at that facility. In this event, students will be made aware of these sites prior to registration and additional costs will be the responsibility of the student and not Central Lakes College.

### Immunization Records

Copies of immunization records are required for each nursing student. These records must be kept up to date throughout the duration of the nursing program. It is the students' responsibility to keep required documentation up-to-date and to provide documentation of status as directed by the Nursing Lab Coordinator and Director of Nursing. **If a student does not provide evidence of the required immunizations by established deadlines, the student will not be allowed to attend clinical.**

The following is a list of the immunizations that are currently required by clinical partners:

- Varicella – record of 2 immunizations or a titer showing immunity
- MMR – record of 2 immunizations or a titer showing immunity
- Tdap – one within the last 10 years
- Hepatitis B – Series of 3 immunizations or a titer showing immunity
- Influenza – required every October-March
- Tuberculosis – Either a 2-step Mantoux, annual Mantoux, t-spot, or QuantiFERON Gold (see orientation packet for details related to timing)

Students must upload copies of official immunization records to the on-line clinical compliance management system (Clinician Nexus) as directed. Questions related to immunization requirements should be directed to the Nursing Lab Coordinator.

### Conscientious Objectors to Immunizations

- If a student is a conscientious objector to immunizations, they will be unable to meet the requirements of the college's healthcare partners and clinical sites.
- Students may apply for an exemption to the influenza vaccination only if this option is allowed by a clinical site. If an exemption is approved, students must abide by the facility's conditions of exemption. If a student applies for an exemption, there is no guarantee that an exemption will be approved and/or approved every semester throughout the nursing program. A student's application for influenza vaccine exemption may be denied by a clinical site, new clinical site(s) may be added to the nursing curriculum that do not allow student influenza exemptions, or clinical sites may change their policies regarding exemptions while a student is enrolled in the nursing program. If an influenza vaccine exemption is not allowed by a clinical facility, the nursing program does not guarantee an alternative clinical placement.
- Any student that does not fulfill the immunization requirements set forth by the clinical facility will not be permitted to participate in clinical experiences, thereby rendering the student ineligible to progress in the nursing program.

### Minnesota State Performance Standards for Nursing Programs

- An essential component of the Associate Degree Nursing Program is student participation in clinical experiences where students care for actual clients and residents at healthcare facilities. Central Lakes College contracts with local healthcare facilities to provide these experiences. Therefore, to safely care for patients in clinical settings and achieve course and program outcomes, students must possess specific intellectual and physical capabilities.
- Required capabilities and standards are outlined in Appendix D and are compatible with the scope of practice as defined by the Minnesota Board of Nursing. The examples listed are not intended to be a complete list of all required skills and tasks of the CLC Associate Degree Nursing Program.
- Reasonable accommodations to meet the Minnesota State performance standards may be available for otherwise program-qualified individuals with disabilities. Central Lakes College is committed to a policy of nondiscrimination in employment and education opportunity and works to provide reasonable accommodations for all persons with disabilities. An affirmative action, equal opportunity employer and educator. Students may contact Accessibility Services, [accessibilityservices@clcmn.edu](mailto:accessibilityservices@clcmn.edu) or 218-855-8175 to request disability related accommodations to make these events accessible. Consumers with hearing or speech disabilities may contact the college via their preferred Telecommunications Relay Service.

### CPR Certification

Evidence of current CPR (also known as BLS or Basic Life Support) certification is required. The American Heart Association's "BLS Provider" or the American Red Cross' "Healthcare Provider, Professional Rescuer" meet CPR certification requirements. **The student is responsible for providing a copy of their current CPR certification as directed by Nursing Lab Coordinator and for keeping their certification current throughout the program.** If CPR certification is not current, the student will not be allowed to attend clinical until he/she provides evidence of current CPR certification.

### Liability Insurance

Nursing liability insurance is required. The cost of this insurance is covered by course tuition and is included.

## Drug/Alcohol Policy

The unlawful possession, use, distribution, or sale of alcohol or drugs is prohibited on college property, including off-campus and clinical sites. No student will be allowed to come to class, lab, or clinical under the influence of alcohol, marijuana, controlled substances, or other drugs that may affect performance and compromise patient or student safety. All applicants who have accepted admission to the nursing program are subject to drug testing when a reasonable suspicion exists that a student is under the influence of illegal drugs or alcohol or has violated the CLC policy concerning illegal drug or alcohol use. If it is reasonably suspected that a student is under the influence, the student will be dismissed from the classroom or clinical setting, and drug testing may be initiated at the student's expense according to policy (see Appendix C). Drug testing may be required by clinical agencies.

## CLC Tobacco/Electric Cigarette Use Policy 5.8

Central Lakes College has adopted a tobacco-free and electronic cigarette-free (including cigarettes, cigars, pipes, smokeless tobacco, e-cigarettes, tobacco-like products, and other tobacco or non-prescribed nicotine products) policy that prohibits the use of all tobacco and electronic cigarette-free products within college buildings and state-owned and leased vehicles. In compliance with the Minnesota Statute for public buildings and state-owned vehicles, "All smoking is prohibited in the facilities and in college vehicles." All classrooms, offices, labs, hallways, entrances, restrooms, libraries, theaters, and college vehicles are tobacco-free and electronic cigarette-free areas. Smoking and the use of tobacco and electronic cigarette-free products is permitted only in designated areas on campus grounds. Outside locations where tobacco use is permitted are indicated on maps posted throughout the college facilities. Reference Minnesota State Statute-16B.24 General authority, Subd.9. **Smoking and the use of tobacco and electronic cigarette-free products is prohibited at clinical sites.**

### Authorization for the Release of Student Information

Clinical agencies may require that the names, birthdates, social security numbers, and fingerprints of students who will participate in clinical experiences at their facility be provided to them. Clinical agencies may review this information and assess whether students will be permitted to participate in a clinical placement at their facility. If a student is not permitted to participate, CLC does not guarantee an alternative clinical placement. If no alternative clinical placement is available, the student is not able to complete clinical requirements of the program and is therefore not eligible to progress in the program.

### Student Records

CLC ensures confidentiality and compliance in managing student records, adhering to state, federal, and industry standards. Students, faculty, and the public may access CLC's [Student Data Practices Policy and Procedures](#) and [Student Data Integrity and FERPA Policies and Procedures](#) on CLC's website under "About CLC" > "Important Resources" > "College Policies." All staff and faculty undergo annual data privacy training to uphold these standards. Nursing student records are retained on a secure on-line clinical compliance portal (Clinician Nexus) or stored in the Nursing Department with double-locked and controlled access granted to personnel with legitimate purpose. Nursing-specific records comply with MN Board of Nursing recommendations and are securely maintained for five years.

### Course Requirements

The student is responsible for the successful completion of all degree course requirements listed below:

- All eight (8) of the required general education courses within the nursing curriculum plan of study (see below) must be completed with a "C" (2.0) or better **AND** the cumulative GPA for all 8 courses must be 2.75 or greater.

See CLC Academic Catalog for [grade appeals policy](#). Grade appeal paperwork may be obtained from the administrative secretary at each campus.

- **Traditional Track** students may take general education co-requisites prior to entering the program but must meet the minimum grading standard. For general education courses taken during the program, successful completion of those courses must occur by the end of the designated semester for a student to progress in the program (see program planning form below). More information for the Traditional requirements can be found at the following website: <https://www.clcmn.edu/nursing-rn-a-s-degree-2/>
- **Advanced Standing Track** students must take all pre-requisites and meet the minimum grading standard prior to enrolling in NURS 2540, NURS 2541, and NURS 2542. Both BIOL 2468 and BIOL 2457 can be taken concurrently while in the program. More information for the Advanced Standing Program requirement can be found at the following website: <https://www.clcmn.edu/nursing-a-s-mobility/>
- Students in both the Traditional and Advanced Standing programs must complete nursing courses in sequence as outlined in the Academic Plan (see below). Successful completion of both nursing (NURS) and general education requirements of the AD Nursing Program is necessary to qualify for the NCLEX-RN examination.
- As part of the Leadership course in the final semester, all students are required to take a NCLEX success predictor exam on campus. If a student's results fall below the established standard cut score, remediation is required. After the exam, students meet with nursing faculty to discuss their individual remediation requirements. Confirmation of successful program completion by the Director of Nursing with the Minnesota Board of Nursing is contingent upon completing assigned remediation.

## Traditional Track Program Course Requirements

### General Education/MNTC Requirements

BIOL 2457*	Microbiology (Goal 3).....	4 cr
BIOL 2467*	Anatomy & Physiology I (Goal 3).....	4 cr
BIOL 2468*	Anatomy & Physiology II (Goal 3).....	4 cr
CHEM 1407**	Life Science Chemistry (Goal 3).....	4 cr
ENGL 1410	Composition I (Goal 1).....	4 cr
ENGL 1411*	Composition II (Goal 1).....	4 cr
PHIL 2422	Medical Ethics (Goals 6,9).....	3 cr
PSYC 2421	General Psychology (Goals 2,5).....	4 cr
<b>GRADUATION REQUIREMENT – 31 CREDITS</b>		

### Nursing Course Requirements

NURS 1540	Professional Nursing Fundamentals.....	3 cr
NURS 1541	Professional Nursing Fundamentals Lab..	2 cr
NURS 1542***	Medication Administration Concepts.....	1 cr
NURS 1544*	Professional Nursing Concepts I.....	4 cr
NURS 1545*	Professional Nursing Practicum I.....	2 cr
NURS 2540*	Professional Nursing Concepts II.....	6 cr
NURS 2541*	Professional Nursing Practicum II.....	3 cr
NURS 2542*	Advanced Skills for the Professional Nurse..	1 cr
NURS 2545*	Professional Nursing Concepts III.....	6 cr
NURS 2546*	Professional Nursing Practicum III.....	3 cr
NURS 2547*	Professional Nursing Leadership .....	2 cr

### **TOTAL GRADUATION REQUIREMENT – 64 CREDITS**

*\*Denotes Prerequisites*

*\*\*CHEM 1410, 1414, 1424 or 1425, 2472 or 2473 may be substituted for CHEM 1407.*

*\*\*\*NURS 2522 may be substituted for NURS 1542.*

## Traditional Track Academic Plan

### Semester One – First Year (18 credits)

CHEM 1407**	Life Science Chemistry (Goal 3) .....	4 cr
ENGL 1410*	Composition I (Goal 1) <b>OR</b>	
ENGL 1420*	Honors Composition I (Goal 1) .....	4 cr
NURS 1540	Professional Nursing Fundamentals.....	3 cr
NURS 1541	Professional Nursing Fundamentals Lab..	2 cr
NURS 1542***	Medication Administration Concepts .....	1 cr
PSYC 2421	General Psychology (Goals 2,5) <b>OR</b>	
PSYC 2423*	Honors General Psychology (Goals 2,5) <b>OR</b>	
PSYC 2431+	Human Development (Goal 5) .....	4 cr

### Semester Two - First Year (17 credits)

BIOL 2467*	Anatomy & Physiology I (Goal 3).....	4 cr
ENGL 1411*	Composition II (Goal 1) <b>OR</b>	
ENGL 1421*	Honors Composition II (Goals 1,9) .....	4 cr
NURS 1544*	Professional Nursing Concepts I.....	4 cr
NURS 1545*	Professional Nursing Practicum I .....	2 cr
PHIL 2420	Ethics (Goals 6,9) <b>OR</b>	
PHIL 2421*	Honors Ethics (Goals 6,9) <b>OR</b>	
PHIL 2422	Medical Ethics (Goals 6,9) .....	3 cr

### Semester Three - Second Year (14 credits)

BIOL 2468*	Anatomy & Physiology II (Goal 3).....	4 cr
NURS 2540*	Professional Nursing Concepts II.....	6 cr
NURS 2541*	Professional Nursing Practicum II .....	3 cr
NURS 2542*	Advanced Skills for the Professional Nurse	1 cr

### Semester Four - Second Year (15 credits)

BIOL 2447*	Introductory Microbiology (Goals 3,8) <b>OR</b>	
BIOL 2457*	Microbiology (Goal 3).....	4 cr
NURS 2545*	Professional Nursing Concepts III.....	6 cr
NURS 2546*	Professional Nursing Practicum III .....	3 cr
NURS 2547*	Professional Nursing Leadership.....	2 cr

*\*\*CHEM 1410, 1414, 1424 or 1425, 2472 or 2473 may be substituted for CHEM 1407.*

*\*\*\*NURS 2522 may be substituted for NURS 1542.*

## Advanced Standing Track Program Course Requirements

Successful completion of a Practical Nursing Program.... 8 cr

### General Education/MNTC Requirements

BIOL 2457*	Microbiology (Goal 3).....	4 cr
BIOL 2467*	Anatomy & Physiology I (Goal 3).....	4 cr
BIOL 2468*	Anatomy & Physiology II (Goal 3).....	4 cr



CHEM 1407**	Life Science Chemistry (Goal 3)	4 cr
ENGL 1410	Composition I (Goal 1)	4 cr
ENGL 1411*	Composition II (Goal 1)	4 cr
PHIL 2422	Medical Ethics (Goals 6,9)	3 cr
PSYC 2421	General Psychology (Goals 2,5)	4 cr
<b>GRADUATION REQUIREMENT – 31 CREDITS</b>		

### Nursing Course Requirements

NURS 1547	Professional Nursing Role Transition	4 cr
NURS 2540*	Professional Nursing Concepts II	6 cr
NURS 2541*	Professional Nursing Practicum II	3 cr
NURS 2542*	Advanced Skills for the Professional Nurse	1 cr
NURS 2545*	Professional Nursing Concepts III	6 cr
NURS 2546*	Professional Nursing Practicum III	3 cr
NURS 2547*	Professional Nursing Leadership	2 cr

### GRADUATION REQUIREMENT – 64 CREDITS

\*Denotes Prerequisites

\*\*CHEM 1410, 1414, 1424 or 1425, 2472 or 2473 may be substituted for CHEM 1407.

### Advanced Standing Track Academic Plan

#### Prerequisites (35 credits)

Successful completion of a Practical Nursing Program		8 cr
BIOL 2467*	Anatomy & Physiology I (Goal 3)	4 cr
CHEM 1407**	Life Science Chemistry (Goal 3)	4 cr
ENGL 1410*	Composition I (Goal 1) <b>OR</b>	
ENGL 1420*	Honors Composition I (Goal 1)	4 cr
ENGL 1411*	Composition II (Goal 1) <b>OR</b>	
ENGL 1421*	Honors Composition II (Goals 1,9)	4 cr
NURS 1547	Professional Nursing Role Transition	4 cr
PHIL 2420	Ethics (Goals 6,9) <b>OR</b>	
PHIL 2421*	Honors Ethics (Goals 6,9) <b>OR</b>	
PHIL 2422	Medical Ethics (Goals 6,9)	3 cr
PSYC 2421	General Psychology (Goals 2,5) <b>OR</b>	
PSYC 2423*	Honors General Psychology (Goals 2,5) <b>OR</b>	
PSYC 2431***	Human Development (Goal 5)	3-4 cr

#### Semester One First Year (14 credits)

+BIOL 2468*	Anatomy & Physiology II (Goal 3)	4 cr
NURS 2540*	Professional Nursing Concepts II	6 cr
NURS 2541*	Professional Nursing Practicum II	3 cr
NURS 2542*	Advanced Skills for the Professional Nurse	1 cr

#### Semester Two First Year (15 credits)

+BIOL 2447*	Introductory Microbiology (Goals 3,8) <b>OR</b>	
+BIOL 2457*	Microbiology (Goal 3)	4 cr
NURS 2545*	Professional Nursing Concepts III	6 cr
NURS 2546*	Professional Nursing Practicum III	3 cr
NURS 2547*	Professional Nursing Leadership	2 cr

+BIOL 2457 and BIOL 2468 may be taken concurrently with required courses; however, applications are considered more competitive when completed prior to admission.

## Nursing Course Descriptions

**COURSE:** NURS 1540 *Traditional Track only*

**TITLE:** Professional Nursing Fundamentals

**CREDITS:** 3

**PREREQUISITE:** Admission to AD Traditional Nursing Program.

**DESCRIPTION:** This Course provides an introduction to the theoretical foundation for client assessment and nursing skills. An introduction to the nursing process provides the student with a beginning framework for decision making. The key concepts of client-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety and informatics, professional identity / behavior, nursing judgment, managing care of the individual client are introduced. Basic pathophysiology includes nutrition, elimination, sensory perception, mobility, sexual health, sleep and rest, skin integrity, oxygenation, circulation, and fluid electrolyte balance.

**COURSE:** NURS 1541 *Traditional Track only*

**TITLE:** Professional Nursing Fundamentals Lab

**CREDITS:** 1

**PREREQUISITE:** Admission to AD Traditional Nursing Program.

**DESCRIPTION:** This Course allows for the application of concepts learned in the Fundamentals Course. Fundamental RN skills are taught and evaluated in a realistic, simulated learning environment with an emphasis on the application of the nursing process and use of evidenced-based practices that promote client safety and quality in the performance of nursing psychomotor skills. The goal is to provide exposure to situations that will promote confidence and the ability to provide safe, quality, client-centered care in the clinical setting as the student begins their journey in the RN role. This course focuses on hands on application of nursing clinical reasoning and nursing psychomotor skills.

**COURSE:** NURS 1542 *Traditional Track only*

**TITLE:** Medication Administration Concepts

**CREDITS:** 1

**PREREQUISITE:** None

**DESCRIPTION:** This course is an online course with optional in class learning sessions and in class final to prove mastery of content. It offers a basic review of math and dimensional analysis as applied by health care professionals. Topics include the metric system, preparation of solutions, pediatric dosage, intravenous solutions, and advanced intravenous titration of medications. An emphasis is made on safety throughout the course. Application of content is made through subsequent nursing courses.

**COURSE:** NURS 1544 *Traditional Track only*

**TITLE:** Professional Nursing Concepts I

**CREDITS:** 4

**PREREQUISITES:** NURS 1540, NURS 1541, NURS 1542

**DESCRIPTION:** This course is the beginning course in a three-semester sequence which emphasizes use of the nursing

process and nursing judgment to assess, plan, and implement nursing interventions to promote safe, quality care and human flourishing for individuals, families and groups experiencing alterations in physiological, psychosocial, sociocultural, spiritual and developmental integrity. Teaching and learning principles for providing education to prevent, preserve, and restore health and human flourishing are integrated. Content includes caring for clients across the lifespan. This course focuses on the pathophysiology and RN role for the following: Nursing Process, Teaching and Learning, QSEN, Evidence Based Practice, Pharmacology, Pediatrics, Gerontology, Surgical Nursing and Musculoskeletal System.

**COURSE:** NURS 1545 *Traditional Track only*

**TITLE:** Professional Nursing Practicum I

**CREDITS:** 2

**PREREQUISITES:** NURS 1540, NURS 1541, NURS 1542

**DESCRIPTION:** This clinical course is the first course in a three-semester clinical sequence that focuses on application of the nursing process, including assessment, planning, intervention, and evaluation with adults experiencing chronic illness. Clinical application of communication skills, teaching and learning principles, and various nursing psychomotor skills is emphasized to provide safe, quality client-centered care and promote human flourishing. The clinical site is in a long-term care setting,

**COURSE:** NURS 1547 *Advanced Standing Track only* **TITLE:** Professional Nursing Role Transition

**CREDITS:** 3

**PREREQUISITES:** Admission into the Advanced Standing AD Nursing Program

**DESCRIPTION:** This course is the prerequisite for the Advanced Standing students. It is designed to build on concepts, clinical reasoning and skills attained in a Practical Nursing Program. Content includes scope of practice, nursing process, assessment, communications skills, critical thinking and nursing judgment, and the educator role. Selected nursing psychomotor skills are reviewed with an emphasis on the application of the nursing process and use of evidenced-based practices that promote patient safety and quality in the performance of psychomotor skills. Content also includes gerontology, pediatrics, surgical nursing, and musculoskeletal system. This course focuses on application of clinical reasoning and psychomotor skills through quizzes, worksheets, exams, videos, and audio presentations.

**COURSE:** NURS 2540

**TITLE:** Professional Nursing Concepts II

**CREDITS:** 6

**PREREQUISITE:** NURS 1544 or NURS 1547

**DESCRIPTION:** This course is the second course in a three-semester sequence which emphasizes use of the nursing process and nursing judgment to assess, plan, and implement nursing interventions to promote safe, quality care and human flourishing for individuals, families and groups experiencing alterations in physiological, psychosocial, sociocultural, spiritual, and developmental integrity. Teaching and learning principles for providing education to prevent, preserve, and restore health and human flourishing are integrated. Content includes caring for clients across the lifespan. This course focuses on the pathophysiology and RN role for the following concepts: Mental Health, Fluid and Electrolytes, Renal and Urinary Tract Function, Cardiovascular, Circulatory and Hematological Function, Normal/Intra/Postpartum and Newborn Care, and High-Risk Ante/Intra/Postpartum and Newborn Care.

**COURSE:** NURS 2541

**TITLE:** Professional Nursing Practicum II

**CREDITS:** 3

**PREREQUISITE:** NURS 1544 or NURS 1547

**DESCRIPTION:** This clinical is the second course in a three-semester clinical sequence that focuses on the use of nursing judgment, evidenced-based practice, and informatics in the application of the nursing process, including assessment, planning, intervention, and evaluation with individuals across the lifespan experiencing acute and chronic illness, and families experiencing childbearing. Clinical application of communication skills, teaching and learning principles, and various psychomotor skills is emphasized to provide safe, quality client-centered care. Clinical sites include acute care settings, as well as clinics and various community service agencies.

**COURSE:** NURS 2542

**TITLE:** Advanced Skills for the Professional Nurse

**CREDITS:** 1

**PREREQUISITE:** NURS 1544 or NURS 1547

**DESCRIPTION:** This course is designed to build on concepts, clinical reasoning, and skills attained in a fundamentals nursing courses or a Practical Nursing Program. Content includes application of RN roles including therapeutic communications skills, education, nursing judgment, clinical decision making, management of care, and leadership skills. Selected RN psychomotor skills are taught and evaluated in a realistic, simulated learning environment with an emphasis on the application of the nursing process and use of evidenced-based practices that promote patient safety and quality in the performance of psychomotor skills. The goal is to provide exposure to actual clinical situations that will promote confidence and the ability to provide safe, quality, patient-centered care in the clinical setting as the student continues to develop and transition in the RN role. This course focuses on hands on application of clinical reasoning and psychomotor skills through quizzes, worksheets, exams, videos, audio PowerPoints, skills test-outs, and simulation.

**COURSE:** NURS 2545

**TITLE:** Professional Nursing Concepts III

**CREDITS:** 6

**PREREQUISITE:** NURS 2540, NURS 2541, NURS 2542

**DESCRIPTION:** This course is the final course in a three-semester sequence in which complexity, application of knowledge and evidence-based practice will be emphasized. There is a continued focus on use of the nursing process and nursing judgment to assess, plan, and implement nursing interventions to promote safe, quality patient-centered care and human flourishing for individuals, families and groups experiencing alterations in physiological, psychosocial, sociocultural, spiritual, and developmental integrity. Teaching and learning principles for providing education to prevent, preserve, and restore health and human flourishing are integrated. Content includes caring for clients across the lifespan. This course focuses on the pathophysiology and RN role for the following concepts: Gas Exchange and Respiratory Function, Immunologic Function, Oncology, Endocrine Function, Neurologic Function, Integumentary, Sensorineural Function, Digestive, Gastrointestinal, and Hepatic and Reproductive Function.

**COURSE:** NURS 2546

**TITLE:** Professional Nursing Practicum III

**CREDITS:** 3

**PREREQUISITE:** NURS 2540, NURS 2541, NURS 2542

**DESCRIPTION:** This is the final course in a three-semester clinical sequence that focuses on integration of knowledge, skills, and theory principles with continued emphasis on the use of nursing judgment, evidenced-based practice, and informatics in the application of the nursing process while caring for individuals across the lifespan experiencing acute and chronic illness. Clinical application of communication skills, teaching and learning principles, and various psychomotor skills is emphasized to provide and promote safe, quality client-centered care. Additional course emphasis includes applying leadership skills including prioritization, delegation, supervision, and management components necessary to promote professional development and quality improvement in the transition from Associate Degree Nursing Student to the Registered Nursing role. Clinical sites include acute care settings, as well as various rural health community service agencies.

**COURSE:** NURS 2547

**TITLE:** Professional Nursing Leadership

**CREDITS:** 2

**PREREQUISITE:** NURS 2540, NURS 2541, NURS 2542

**DESCRIPTION:** This is an online course that examines the complexity and nursing judgment required of the professional nursing role and focuses on leadership and management, delegation and supervision, teaching, ethical and legal concepts and the use of informatics in the provision of evidenced-based nursing practice, and the processes of critical thinking and synthesis. This course focuses on the many roles of the professional nurse and builds on all previously learned concepts as the student develops their own art and science of nursing and professional identity. Current trends and issues in nursing will be researched and shared. Students also plan and initiate preparation for NCLEXRN.

### Grading

The academic grading system in NURS courses is as follows:

A	= 93% - 100%	C	= 73% - 76.9%
A-	= 90% - 92.9%	C-	= 70% - 72.9%
B+	= 87% - 89.9%	D+	= 67% - 69.9%
B	= 83% - 86.9%	D	= 63% - 66.9%
B-	= 80% - 82.9%	D-	= 60% - 62.9%
C+	= 77% - 79.9%	F	= Below 59.9%

### Academic Progression/Graduation Requirements

- ← Students must earn an overall grade of 80% (B-) or higher in each nursing course to progress in the nursing program. There is no rounding up of grades across the program in all required nursing (NURS) courses (i.e., a 79.9% does NOT become 80%, it remains a grade of 79.9%).
- ← Each NURS theory (didactic) course in the AD nursing program (NURS 1540, 1544, 1547, 2540, 2545) includes unit exams, midterm exams, and final exams. Students must achieve a cumulative exam average of 80% or higher in each theory (didactic) course. If a student achieves less than an 80% cumulative exam average but has a final course grade of 80% or higher, the final grade for the course will be recorded as 79.9% or a "C+", and the student will be ineligible to progress.

- ← If a student elects to withdraw from a nursing (NURS) course, and the student's grade prior to the withdrawal is below a "B-", a "W" (withdraw) is considered equivalent to course failure. If a student has withdrawn from course(s) and is eligible for re-entry, the student must follow the Readmission procedures outlined below.
- ← Students in the Traditional AD Nursing Program who are unsuccessful in a first semester course must reapply to the program and will be granted readmission on a space available basis. The student will be ranked with other applicants for spaces still available. The student will be required to repeat both NURS 1540 and NURS 1541 if the student is unsuccessful in either of the two courses.
- ← Based on space availability, the Director of Nursing, in consultation with nursing faculty, may permit students who fail to meet the minimum passing standard in either NURS 1542 in the first semester or NURS 2542 in the third semester to advance to the next semester while concurrently retaking the failed course.
- ← Students may repeat a single NURS course throughout the nursing program. A second NURS course failure or a second failure in a repeated course will result in academic dismissal from the nursing program. However, if a second course failure occurs in a final (4<sup>th</sup>) semester course, the student will be allowed one opportunity to repeat the failed course. This policy applies to students in both the Traditional and Advanced Standing tracks.
- ← A student who has been academically dismissed will be allowed a second attempt to enroll in the nursing program but must wait a minimum of two years to re-apply. After two attempts to complete the AD Nursing Program without success, the student is ineligible for readmission to the AD Nursing Program at CLC.
- If a student has been unsuccessful in a NURS course(s), the student will receive an email from the course instructor. The student will also receive notification from the Director of Nursing informing the student of his/her options related to progression and other relevant information/forms.
- If a student who is ineligible to progress does not drop their courses as instructed, the Nursing Advisor will end the student's admission to the nursing program and Records and Registration will drop the student from all nursing courses.
- Student academic progress is monitored by faculty and the DON throughout each semester. Students are also expected to track their academic progress throughout each semester. Students are apprised of their progress via clinical evaluations and by ongoing cumulative grades which are posted online in Desire2Learn (D2L).
- A Student Success Plan will be developed for students with a NURS course grade below the minimum passing standard of 80%, a cumulative exam average of less than 80% in a NURS theory course, or any other concerns that may impact student success. Students will be notified of the initiation of a Student Success Plan and asked to meet with faculty to discuss strategies for success. Students are encouraged to seek assistance to improve grades by utilizing the Academic Advisors, tutoring, and/or by meeting with instructors (see Student Success Plan form, Appendix A).
- The tuition and fees appeal process is unrelated to eligibility for progression /readmission to the AD program. Courses that are dropped through the tuition and fees appeal process are considered attempted credits for the purposes of determining progression and readmission eligibility.

## Re-admission

- Eligible students who fail a course or withdraw from the nursing program voluntarily because of academic, personal or medical reasons during the semester may re-enter the nursing program on a space-available basis at the point they left off if the student's application for re-admission has been accepted.
- Students may re-enter the nursing program after course failure or withdrawal **one (1) time within two (2) years** of their last semester attended. Waiting longer than two years necessitates restarting the program.
- If there are more students seeking re-admission than space available, students applying for re-admission will be ranked using the same criteria outlined in the admission process and requires review by faculty and the Director of Nursing.
- Students who wish to be considered for re-entry to the nursing program must submit a written request to the Director of Nursing. Requests for re-entry must be received one month preceding the application deadline. The written request should provide evidence to support re-admission, including a written plan of action (See Student Success Reflection form in Appendix B) which identifies mechanisms that have been put in place or life circumstances that have changed to enhance the probability of success.
- The decision to grant re-admission to the nursing program is made by the Director of Nursing and nursing faculty. The student will be notified in writing of re-admission status.
- If the student is unsuccessful in a nursing course after re-admission, policies set forth within the academic progression section apply, considering any courses that the student was previously unsuccessful in.
- After two attempts to complete the AD Nursing Program without success, the student is ineligible for readmission to the AD Nursing Program at CLC.
- Continuing evaluation of the AD Nursing Program curriculum results in biannual revision. As a result, re-entering students may be required to attend classes and/or clinical courses which present new content or material which has been added or re-sequenced. To ensure that a student who has been out of the Associate Degree Nursing Program for a period of time has the requisite skill and knowledge to safely and completely care for clients, remediation may be required as a condition of readmission at the discretion of nursing faculty and the Director of Nursing.

## Classroom Etiquette

- It is against policy to audio or video tape an instructor in the classroom, lab, or office areas; unless permission to tape has been asked for and received. Students may not take pictures in the classroom, lab or clinical, unless permission has been granted by faculty for extenuating circumstances.
- Students are prohibited from bringing any minor children to any nursing class as this may disrupt the learning environment for others.
- For infection control purposes, students may not wear their uniform to any classroom setting if that uniform was previously worn in a clinical setting (work or school).
- **Course materials are the intellectual property of the instructors. Materials are for the sole purpose of students enrolled in the course to achieve course outcomes. Sharing and posting of course material is prohibited.**

## Central Lakes College Nursing Exam Procedure

### Computer Requirements:

- Students are required to bring a functioning laptop or iPad tablet to class each day (a chrome book may not be used as it is incompatible with the testing platforms).
- Students are responsible for ensuring their laptop/tablet has an up-to-date operating system, is compatible with D2L Brightspace, is connected to the CLC secure Wi-Fi (eduroam), Respondus Lockdown Browser and other required applications are installed, and is ready for computerized testing.
- Students should ensure computer is on sufficiently in advance of the scheduled test time to ensure updates are installed prior to test.
- Tablets and laptops should have sufficient battery power for the duration of class (classroom desks are equipped with outlets; students may bring computer/iPad chargers to class to ensure sufficient power).
- Students should contact the Technology Help Desk to ensure their computer or iPad tablet meets technology requirements and is ready for computerized testing prior to the first exam date (**Hours:** Monday-Friday 8:00 a.m. – 4:30 p.m. Phone: (218) 855-8200 or (800) 933-0346 ext. 8200 Email: [helpdesk@clcmn.edu](mailto:helpdesk@clcmn.edu). After Hours call 1-844-456-3876 or visit [Student Technology Help web site](#)).
- Students may NOT take quizzes/exams on a mobile phone, borrow a device from another student, use a faculty computer (unless permission is given), or use a computer in another classroom.

**\*If a student has concerns about course requirements, they are encouraged to reach out to their instructor for support. Computers may be borrowed from the library. There are also numerous resources for students on campus that can assist students (see list of Student Services/Resources below and available on the CLC Website by selecting “Student Resources” on the homepage toolbar).**

### Test Proctoring Policy

The following test proctoring policy will be enforced with every nursing exam to mimic security measures followed by the National Council of State Boards of Nursing (NCSBN) and Pearson Vue when taking the NCLEX-RN:

1. All personal belongings will be placed in the front or back of the room (or place designated by the instructor). Personal items include bags, purses, wallets, books, notes, **all** electronic devices with the exception of laptop or iPad used to take exam (includes phones, smart watches, fitness bands, jump drives, cameras or any other electronic device), watches, medical aids/devices, food or drink, gum, candy and lip balm.
2. Students will pull up long sleeves and show empty pockets to ensure prohibited devices have been removed. Students may be asked to pull back hair or pull apart jeans with rips/tears so instructor can visually inspect for prohibited devices and/or writing.
3. Coats, hats, scarves, sweatshirt hoods, gloves, or headphones are prohibited during testing but exceptions may be made by the instructor for specific religious/cultural apparel. Disposable foam ear plugs will be provided to students to reduce noise distraction.
4. Desks are clear except for a writing utensil and scratch paper (and laptop or iPad). A simple calculator will be provided by the instructor as needed. Scratch paper will be distributed once exam has begun to prevent notetaking prior to the exam. Students will place name on and turn in scratch paper before exiting the room.
5. Student discussion of exam content and/or questions with anyone outside of class is prohibited. This includes posting or discussing questions on the internet or social media web sites.
6. Students may not seek help from any other student to answer any test item.



7. No restroom breaks are allowed during an exam unless specifically scheduled or per faculty discretion.
8. Instructors may require students to take exam in an alternative location (room or seating arrangement).
9. Exam times are electronically set in D2L.
10. Students who arrive late may take the exam, but the number of minutes late will be deducted from the total exam time allotted.
11. Students are accountable for protecting exam integrity by not allowing others to view their computer screen or responses.
12. Students will be provided with an opportunity to review their completed exams after all students have finished testing and the item analysis is completed. The exam review process will be conducted at a time and manner that safeguards exam integrity, as determined by faculty discretion.

**Failure to adhere the above Nursing Exam Proctoring Policy may result in consequences ranging from a zero on an exam to program dismissal.**

### **Academic Integrity Policy**

Academic integrity is one of the most important values in higher education. This principle requires that each student's work represents his or her own personal efforts and that the student acknowledges the intellectual contributions of others. The foundation for this principle is honesty and ethical behavior, personal characteristics and behaviors expected of members of the Nursing Profession as outlined in the Nursing Code of Ethics.

Students are expected to adhere to CLC's Academic Integrity Policy. Academic dishonesty refers to misconduct related to academic assignments or examinations, plagiarizing, or other misconduct directly related to the academic learning experience (See CLC [Student Code of Conduct Policy](#)). Plagiarism and cheating will not be tolerated and will result in an automatic 'F' for the assignment and/or course. Students must cite all resources utilized for written work to avoid plagiarism. Academic related violations shall be referred to the academic administrator.

#### **Cheating defined:**

- Copying, in part or in whole, from another's test or other evaluation instrument or obtaining answers from another person during the test
- Submitting the same work that was submitted in a previous course
- Using or consulting sources or materials not authorized by the instructor during an examination
- Altering or interfering with grading or grading instructions
- Sitting for an examination by a surrogate or as a surrogate
- Talking or consulting during the test with another person
- Giving or providing in any way, information to other students that allows the student an undeserved advantage on an exam or quiz, such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class
- Any other act committed by a student in the course of his or her academic work, which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

#### **Plagiarism defined:**

- The act of incorporating the ideas, words, sentences, paragraphs or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work.
- Representing another's artistic/scholarly or similar works as one's own
- The use of automated writing tools may be considered plagiarism and will be handled in accordance with existing policies.

If academic dishonesty is reasonably suspected to have occurred, the instructor may do one or more of the following:

- Give a lower or failing grade on the assignment or exam
- Give a lower or failing grade in the course
- Refer the student to the Vice President of Student Services or other designated administrative authority for student disciplinary action, which may include program or college dismissal.

**Policy Implementation Notification:** In each course, students will be notified about that course's process regarding academic dishonesty. That notification is most often stated in the course syllabus and may contain definitions of academic dishonesty, required documentation style, a reference to the college's Academic Integrity Policy and the Student Code of Conduct, and a statement of consequences for any infraction.

**Due Process:** Students can expect fair treatment in academic matters, and the following steps will be followed in each situation. (See **Due Process for Nursing Programs** form in Appendix G)

1. Notification of the charge
2. Presentation of the evidence supporting the charge
3. An opportunity to respond
4. Notification of the consequences
5. Information about the appeal process

**Consequences:** There is a range of options available to instructors and the Director of Nursing for dealing with cases of academic dishonesty. Consequences for a student in a particular course may include, but are not limited to, failing the course, having a course grade lowered, having an assignment grade lowered or stricken, completing an additional assignment or redoing it, receiving a warning, and/or having the charge dropped. Consequences for a student in a particular program may include removal from a program in addition but not limited to the above consequences.

**Documentation:** A written summary identifying the specific allegation of academic dishonesty, the consequences, and the documentation to support the charge will be provided to the student. Copies will be given to the student, the Director of Nursing, and the appropriate Academic Dean.

Policies and procedures related to [due process](#) are outlined in CLC Policy 3.6.1, Part 4, Subpart G, accessed via the embedded hyperlink ("due process") or via the college website under "About CLC" > "Important Resources" > "[College Policies](#)."

### **Social Media Policy**

- Student nurses have a responsibility to understand the benefits and consequences of participating in social media. This includes both personal and professional social media use. A common myth with social media is that the communication or post is private and accessible only to the intended recipient. Social Media is a public forum and any information posted in this media is considered public. Students should also be cautious of engaging in compromising behavior that may be photographed and tagged in another individual's social media without permission of the student.
- Nursing requires the highest level of ethical behavior at all times and nursing students are expected to comply with the rules of the CLC Nursing Department, the ANA Code of Ethics, and the ANA Social Media Principles, available in Appendix F and <https://www.nursingworld.org/social/>. Examples of unprofessional behavior related to social media use may include, but are not limited to the following:
  - Any identifiable patient information or image or HIPPA violation
  - Blurring of professional patient – nurse boundaries

- Sharing of any information or photos gained through the nurse-patient relationship
  - Lateral violence or cyber bullying which may be behaviors of intimidation or bullying directed towards another individual
  - Any disparaging remarks towards a patient, healthcare organization, or CLC college/nursing program
  - Use of social media in a way that violates the rules of the clinical agency
  - Any harassing, profane, obscene, or sexually explicit social media use that violates CLC's non-discrimination policies.
- A violation of professional behavioral standards related to social media (see Professional Behavioral Standards below) that is reported to the Director of Nursing will be investigated. If a preponderance of evidence is found that the student is in violation of this policy, disciplinary action will be taken. This may include probation, removal from the program, reporting to a place of employment, clinical agency, and/or the Minnesota Board of Nursing.
  - Nurses have an ethical obligation to report when others are engaging in unprofessional behavior. This could include reporting to an instructor, Director of Nursing, charge nurse, employer, or Board of Nursing.

**Students who fail to adhere to the CLC Student Code of Conduct and the moral and ethical standards outlined in the handbook are ineligible to progress in the nursing program.**

#### **Professional Behavioral Standards/Requirements**

Integral to the profession of nursing is a concern for the welfare of the sick, injured, and vulnerable and for social justice; therefore, students enrolled in the Associate Degree (AD) Nursing Program at Central Lakes College (CLC) accept the moral and ethical responsibilities that have been credited to the profession of nursing and are obligated to uphold and adhere to the professional Code of Ethics. The *American Nurses Association (2001) Code for Nurses with Interpretive Statements* outlines the goals, values, and ethical principles that direct the profession of nursing and is the standard by which ethical conduct is guided and evaluated by the profession.

The AD Nursing Program at CLC has an obligation to graduate students who will provide safe, competent nursing care and uphold the moral and ethical principles of the profession of nursing. Therefore, consequences will be administered for students who fail to meet the moral, ethical, or professional behavioral/practice standards of the nursing program as outlined below. Behaviors that violate moral, ethical, and professional practice standards include, but are not limited to, behaviors described in the CLC Academic Catalog Student Code of Conduct as well as:

- unsafe behavior in a clinical setting
- falsifying documentation in a clinical setting
- academic dishonesty (see examples outlined in college catalog)
- behaviors that violate the CLC Student Code of Conduct (see examples outlined in the college catalog)
- transgression of professional boundaries
- breaching of confidentiality/HIPAA (including any type of social media breach)
- physical abuse, verbal abuse, threats, harassment, coercion, and/or other conduct which threatens or endangers the health or safety of any person
- behavior unbecoming of the Nursing Profession (professional behaviors delineated in the *ANA's Code for Nurses with Interpretive Statements* which can be viewed at: <http://www.nursingworld.org/codeofethics>).

**\*Note: The above violations include behaviors conducted in person or via "smart" technology and/or social media – see Appendix F for the American Nurses Association (ANA) social media guidelines.**

Consequences for violating professional behavioral standards range from initiation of a Student Success plan and a lowering of grade for minor infractions, to a Student Success Plan, program probation, and meeting with faculty and the DON following Due Process (Appendix G) for a first “major” infraction, to program dismissal for major and/or multiple professional behavioral violations. A written summary identifying the specific allegation of professional behavioral violation(s), the consequences, and the documentation to support the charge will be provided to the student.

### **Central Lakes College Nursing Program Simulation Philosophy**

Central Lakes College Nursing Programs purposely integrate simulation into the curriculum to assist students to achieve program outcomes in a non-threatening learning environment. Simulation provides safe, evidence-based, patient centered care in a realistic, controlled healthcare environment to replicate clinical learning. Students are provided with the opportunity to apply knowledge, skills, and attitudes acquired in the classroom, lab, and clinical as well as foster clinical reasoning skills while caring for diverse clients across the lifespan.

The following simulation learning objectives from NLN will be an expectation for each simulation scenario.

1. Practice standard precautions throughout the simulation.
2. Employ effective strategies to reduce risk of harm to the client.
3. Perform a focused assessment noting abnormal findings.
4. Recognize changes on client symptoms and/or signs of patient compromise.
5. Perform priority nursing actions based on clinical data.
6. Reassess/monitor client status following nursing interventions.
7. Perform within scope of practice.
8. Demonstrate knowledge of legal and ethical obligations.
9. Communicate with client in a manner that illustrates caring for his/her overall well-being.
10. Communicate appropriately with physician and/or other healthcare team members in a timely, organized, client-specific manner.

### **Nursing Lab Dress Code**

The nursing simulation lab simulates clinical experiences. Therefore, students must adhere to the following dress code: wear regular street clothes (covering midriff and cleavage), a dark gray (pewter) lab coat purchased through the school’s designated vendor, and display student identification. Hair must be tied back to prevent obstruction of the face. Non-compliance with this policy will result in the student being unable to attend lab, marked as an unexcused absence. Student lab supplies may not be removed from the lab. No food or drinks are allowed in the labs. Faculty may choose to allow students to have water only at the tables. Lounging/lying on the beds and/or other equipment in the lab is not permitted. Students will be responsible for assisting faculty to ensure the lab area is cleaned and left in the same condition in which it was found.

### **Clinical Course Registration**

All clinical sites require the college to provide specific demographic, immunization, and schedule information for individual students several weeks prior to attendance to ensure student access to clinical site electronic documentation systems. Therefore, students are not permitted to change clinical sections/sites after June 15<sup>th</sup> for fall semester and

after November 15 for spring semester. If a student changes their section after these dates they will not be allowed to attend clinical and will be required to wait a semester to progress in the program.

## Clinical Participation

### Student Supplies and Course Materials

The student is responsible for personal purchase of the following:

- Stethoscope
- Bandage scissors
- Dark gray (pewter) uniform top and uniform pants, all white, all gray or all black shoes (see description below)
- Penlight (provided)
- Watch with a second hand (no smart watches – see below)

Student supplies and course materials are available in the campus bookstore. Students must have all clinical supplies available in their uniform pocket, not in their backpack or at home.

### Online and Clinical Orientation

Online and/or land-based clinical orientation must be completed prior to the beginning of clinical practicum.

**Attendance and/or evidence of completion is mandatory.** If a student misses a clinical orientation session or does not have proper online orientation completed, he/she will not be allowed to attend clinical.

### Clinical Policies - Uniform, Dress Code, and Technology Use

- Student uniforms include an all-dark gray (pewter) uniform top and uniform pant with solid white, gray, or black socks. *Uniforms must be ordered through the school's designated vendor to ensure uniformity in color and CLC embossed logo.* Shoes may be white, black or gray nursing shoes or white, black or gray tennis shoes with minimal color (if any color student should check with faculty for clarification). Pants must never touch the floor. Undergarments should not be visible above the pant waistline. Tops and pants must overlap so no bare skin is seen at the midriff. Uniforms must be pressed and clean. Uniform samples are available for sizing and uniform orders can be placed on-line or in-person at the local, designated uniform store.
- Students may choose to wear an undershirt with their uniform top. The color must be solid white, gray, or black.
- Student identification (CLC picture badge) must be worn and visible at chest level.
- No more than one ring may be worn.
- Only one small post earring may be worn in each ear. No hoop or dangle earrings may be worn.
- If student has an ear gauge, they must utilize a flesh tone plug during clinical.
- No necklaces or bracelets. The only accepted necklace or bracelet is a Medical Alert.
- No visible body piercing (eyebrow, tongue, nose). Flesh colored plug(s) may be worn.
- Visible tattoos that are considered offensive to the instructor or clinical site must be covered. Students must check with each individual clinical instructor, prior to the first clinical day.
- Hair must be short or pulled back so that vision is not impeded and be of a natural color.
- The student must be well-groomed and free from offensive odors. Male students must shave or have neatly groomed beards and sideburns.
- Odors may cause adverse physical responses for clients; therefore, smoking is not allowed while in uniform. No fragrances may be worn, including cologne, perfume, body lotion, hair spray, or after-shave lotion. No odor of alcohol or THC will be tolerated (see drug and alcohol testing policy, Appendix D).

- Nails must be short and clean. Nail polish and acrylic or false nails are not permitted for infection control and safety purposes.
- Students may NOT chew gum or suck on hard candy. These may be used while on break away from client care areas. Food or drink is NOT permitted in patient care areas.
- “Smart” technology devices are NOT allowed in patient care areas, including but not limited to cell phones, iPods, iPads, laptops, tablets, and smart watches.
- Students may give medications with their primary nurse if it is allowed at the clinical site, they have been checked off prior by their clinical instructor and the clinical instructor has agreed on that specific shift that the student can give medications with the primary nurse.
- Students who have a clinical error or near clinical error will be asked to complete a Student Clinical Error Quality Improvement form. See Appendix H.
- In addition to the above, all policies required by clinical agencies will be adhered to.

**NOTE: Failure to comply with the uniform or dress code policy will result in dismissal from the clinical area.**

### **Attendance**

#### **Lab Courses (NURS 1541 and NURS 2542) Absence Policy**

Concepts related to clinical skills and foundational information for RN role preparation are taught and practiced in the nursing lab setting. Information and skills practice time missed is a lost opportunity and cannot be replicated. Missed lab hours can negatively affect a student’s ability to perform skills in the clinical setting, thereby creating a safety issue. Because of that having unexcused absences in excess of amount stated in the syllabus will cause an immediate “C” grade for the course, with the student falling out of progression. For excused absences, students will be given the opportunity to make up the work. Students will be required to videotape their performance of the missed skill(s) and submit the videotape demonstrating proficiency in that skill. An alternative assignment may be provided at the discretion of the instructor. Make up assignment(s) must be submitted to the instructor within 1 week of the scheduled class date missed.

#### **Clinical Absence Policy**

Students are held to the same standards as those expected in the professional work environment. Students are required to attend clinical on a predictable and consistent basis to meet curriculum standards, student learning outcomes, and course outcomes. Students are expected to arrive on time. For clinical absences, students must notify the nursing instructor prior to the beginning of the clinical shift. If a student does not notify the nursing instructor, the clinical absence is unexcused, regardless of circumstance.

Clinical and lab attendance may be excused for the following extenuating circumstances:

- Student injury, illness, or hospitalization – doctor’s statement required\*
- Family member hospitalization\* – doctor’s statement required\*
- A death in the family\*\* – documentation required\*
- Court-ordered appearances – documentation required\*
- Military service, call to active duty – documentation required\*
- Religious observation – documentation required\*
- Team member of a CLC sponsored sporting event

Any other unforeseen extenuating circumstances not listed above will be reviewed by faculty and the Director of Nursing on a case-by-case basis. \*Note: documentation for above excused absences must reflect date of absence.

\*In the case of hospitalization, a family member is defined as the spouse or domestic partner, minor or dependent children/stepchildren/foster children (including wards and children for whom the student is legal guardian), or parent/stepparent living in the same household as the student

\*\*In the case of death, a family member is defined as the spouse or domestic partner, the parent/step-parents, the parents and grandparents of the spouse, grandparents, guardian, children, grandchildren, brothers, sisters, wards, or step-children of the student.

- **Students may only miss one clinical shift (includes all days of clinical on and off the floor, orientation days and simulations) whether excused or unexcused, to progress in the program. If a student misses more than one clinical event in the clinical course, s/he will receive a failing grade for the course.**
- Clinical shifts that have been missed due to an excused absence may be made up to achieve the attendance requirement and will be arranged between student and faculty. Make-up experiences for excused absences cannot be guaranteed if there are not enough clinical days remaining in the semester to make up the number of clinical days missed, clinical nursing faculty are unavailable, or alternate clinical sections are at maximum capacity.
- If a student chooses to miss clinical for any reason not listed above, the absence will be considered unexcused.
- Clinical shifts that have been missed due to an unexcused absence are not eligible for make-up arrangements.
- If a student is greater than one hour late for a clinical shift or leaves one hour early, this equals an unexcused absence for the clinical shift.
- **If a student has an unexcused absence or chooses to not make up an excused absence their grade will be decreased by one letter grade (i.e., A- to B+).**

#### Clinical Assignment and Evaluation Policy

Throughout each NURS Clinical course, students' clinical performance is evaluated by the instructor, alongside completion of written clinical assignments. Students must meet clinical evaluation and assignment standards to progress in clinical courses as follows:

#### **NURS 1545, NURS 2541, and NURS 2546 Clinical Assignment Policies:**

1. Students must complete 100% of all clinical assignments, whether excused or unexcused absence. If a student fails to complete 100% of clinical assignments but has a final grade above 79.9%, the final grade awarded will be 79.9% or a C+, and the student will not progress in the program.
2. Students must complete 100% of each clinical assignment. If an assignment is submitted incomplete, the student will receive the grade earned from the incomplete assignment but will be required to redo the assignment until it is 100% completed. If a student fails to redo an assignment but has a final grade above 79.9%, the final grade awarded for the clinical course will be 79.9% or a C+, and the student will not progress in the program.
3. Written assignments which are not legible will receive a zero and will be returned to student be redone.
4. Students must achieve 80% cumulative average on clinical assignments to progress in the program.

In addition, there are specific clinical evaluation standards required for progression in the following clinical courses:

#### **NURS 2541 and NURS 2546 Clinical Evaluation Policies:**

Students are required to achieve a cumulative average of 80% on both their clinical assignments and clinical evaluations separately in these courses. If a student earns less than 80% average on all cumulative assignments or clinical evaluation points in the course, but has a final course grade above 79.9%, the final grade for the course awarded will be 79.9% or a C+, and the student will be ineligible to progress in the program.

## Confidentiality/HIPAA

All students are required to sign a HIPAA (Health Insurance Portability and Accountability Act of 1996) form during clinical orientation. This document outlines the appropriate handling of confidential medical information. All students are required to strictly adhere to HIPAA guidelines. Patients have a legal right to confidentiality related to all aspects of their care, and professional nurses have a legal obligation to safeguard the patient's confidentiality. Students may not provide information about their patient(s) to any individual not directly involved with the patient's care, including other staff and classmates. Conversation related to patients is only allowed in the clinical area, clinical conference area, and the classroom for the purposes of furthering nursing education. Discussion related to patients or any clinical occurrences are prohibited in public places such as the cafeteria, lounge, or at home. Any materials or documents with identifying patient information contained on them may not be removed from the clinical setting and must be discarded in a confidential manner.

**\*Failure to adhere to HIPAA regulations may result in probation or program dismissal.**

## Student Costs

Students are charged additional programmatic tuition in NURS courses to cover supplies and services that are required by the nursing program. Items covered in tuition differential may include, but are not limited to: liability insurance, lab supplies, practice materials, gloves and lab maintenance and upkeep, student assessment/exit testing package, Kaplan, and NCLEX-RN review course. Items and costs included in the course tuition are subject to change. Licensure examination application currently costs approximately \$340.00. These costs **are not** covered by differential tuition or course fees. Details related to application to take the licensing exam (NCLEX-RN) will be explained by faculty as graduation nears.

## Transportation

Classroom and clinical experiences are provided at a variety of settings around the region. Students are required to provide transportation to and from these settings. Car-pooling is encouraged.

## Bloodborne Pathogens Exposure

Students participating in lab and clinical experiences are responsible for adhering to universal blood and body substance precautions to prevent exposure to blood and body substances infected with bloodborne diseases. An exposure can be caused by the splattering of blood, body fluids, or other potentially infectious substances into the eyes, mouth, mucous membranes, or non-intact skin. An exposure can also be caused by a puncture from a contaminated needle or other sharp object. In the event of an exposure in the nursing lab, students are required to report the incident immediately to supervising faculty. In the event of an exposure at a clinical agency, the exposure should be immediately reported to the clinical faculty, and the exposure policy of the clinical agency must be followed. Costs associated with exposure or injury that occurs while at clinical will be covered as outlined in the clinical contract and CLC student intern policies.

## Worker's Compensation

It is the position of the clinical facilities and CLC that nursing students are not employees of either the clinical agency or the college for purposes of Worker's Compensation insurance.

## Service Learning

Stewardship and service are core values of the nursing profession, fostered in our nursing programs through experiential service learning requirements. Service learning links academic study to community service through structured reflection;



it engages students in responsible and challenging community service; it provides structured opportunities for students to reflect critically on their experiences; and it emphasizes learning in areas such as communication, critical thinking and community involvement. The AD Nursing Program believes service learning is valuable for two fundamental and interrelated reasons: (1) service as a form of practical experience enhances learning in all areas of a college's curriculum; and (2) the experience of community reinforces moral and civic values inherent in serving others. **Service learning hours are a mandatory curriculum requirement for the AD Traditional Nursing Program.**

- **For Traditional Track students, 15 hours are required.**
- **For Advanced Standing Track students, 10 hours are required.**

A student will have until the end of coursework to complete and submit required documentation related to service learning projects/hours.

### **Student Concerns/Grievance**

The college has established a clear [Student Complaints and Grievances](#) policy, allowing students to seek resolution for disputes related to their education. Students are encouraged to first discuss concerns with appropriate staff or faculty, with the option to bring an advocate if needed. Formal grievances can be pursued if a resolution is not reached. Students also have the right to appeal a grievance decision by filing a written appeal to the Vice President of Academic and Student Affairs. Details on the process can be accessed via the link above ("Student Complaints and Grievances policy"), or via the college website under "Quicklinks" > "Student Help Center" > "Student Complaint Process" or "[College Policies](#)."

Students have the right to appeal a grade via the CLC [grade appeals policy](#).

### **Communication Requirements**

CLC e-mail is the official means of communication with students. All students are expected to check their CLC-mail and Desire 2 Learn (D2L) frequently for official communication, including course updates, assignments, and announcements from nursing faculty.

### **Star Alert Emergency Notification System**

Star Alert is a free Central Lakes College emergency notification system that makes it possible for students and employees to receive notices of campus-related emergencies via text, email, and voice alerts. All students and employees automatically receive notifications to their CLC email account and designated phones. Individuals may also elect to add additional phone numbers or emails to receive voice/text messages. Students automatically receive text messages if they have supplied a text-enabled cell phone number. For more information or to register for Blackboard Star Alert, go to: <https://www.clcmn.edu/star-alert-emergency-notification/>  
Local television and radio stations will carry official announcements of class cancellations and/or closing of CLC campus. An announcement will also be posted to the CLC website.

### **Class Cancellation and Campus Closing**

If classes are cancelled, students are not required to come to class/clinical. If CLC campuses are closed, classes are also cancelled. If classes are running late, students are to arrive at the time indicated the campus will open. If classes run late (2 hours or more) on a clinical date, clinical will be cancelled.

### **Student Services/Resources**

Resources and services available to students include but are not limited to:

### **Student Success Navigator**

The Student Success Navigator serves as a resource for students who are pursuing healthcare careers to connect them to a wide variety of academic and personal support services to promote their learning and success while enrolled in the nursing programs.

Contact: Toy Ross-Sullivan

Office: Staples Campus, B250

Brainerd Campus, W222

Phone: 218-894-5182

Email: [latoya.ross-sullivan@clcmn.edu](mailto:latoya.ross-sullivan@clcmn.edu)

Pronouns: she/her/hers

Schedule:

Brainerd Campus – Monday, Wednesday

Staples Campus – Tuesday, Thursday

Remote – Friday

### **Nursing Academic Advisor:**

All pre, current, and former nursing students may meet with our nursing program specific academic advisor for guidance prior to, during, and after their nursing programs.

Contact: Jodi Elness, MA

Office: C119

[jodi.elness@clcmn.edu](mailto:jodi.elness@clcmn.edu)

218-855-8036

To [Schedule an Appointment](#) (phone, zoom or in person)

**Financial Aid:** The Financial Aid Office at CLC has developed a comprehensive financial aid program based on federal, state, institutional and private resources to help cover the cost of education. CLC annually awards assistance to about 70% of its student body. The CLC Financial Aid staff encourages all students to apply for financial aid.

**Scholarships:** The CLC Foundation is a nonprofit organization formed to solicit, receive and administer gifts, grants, bequests, and donations. Providing financial assistance in the form of scholarships to students at CLC is central to the mission of the Foundation. Scholarships are available for nursing students. Class announcements and/or emails are sent to communicate any opportunities for students to apply.

**Accessibility Services:** Central Lakes College is an affirmative action, equal opportunity employer and educator. We are committed to a policy of nondiscrimination in employment and education opportunity and work to provide reasonable accommodations for all persons with disabilities. Accommodations are provided on an individualized, as-needed basis, determined through appropriate documentation of need. Please contact [accessibility services](#) at [accessibilityservices@clcmn.edu](mailto:accessibilityservices@clcmn.edu), office E138 at 218-855-8175, to meet and discuss reasonable and appropriate accommodations. Syllabus is available in alternate formats by AS upon request.

**Tutoring Center (Learning Commons):** <https://www.clcmn.edu/library/tutoring-center/>

Tutors are available in the Tutoring Center or via ZOOM during a variety of hours each semester. The schedule is located under the resources tab or in the main announcement section of D2L beginning after the second week of the current semester. If you do not see a tutor available for your particular subject, please feel free to reach out to the Tutoring Center Coordinator (Teri Duff) and she will be happy to assist you (Phone: 218-855-8265 or email: [teri.duff@clcmn.edu](mailto:teri.duff@clcmn.edu) ). If you are stuck and no tutor is available, during the evening or on the weekends especially, you can go under the

resources tab and select Tutor.com. Once you have followed the prompts to register an account using your starID/School email and password, you have 15 hours that you are able to use before additional fees would be requested. \*\* These tutors are not CLC tutors, but are an additional resource if CLC tutors are not available at the time you need them\*\* You are encouraged to use CLC tutoring whenever possible as these are tutors who have taken the courses you are enrolled in. Other services coordinated through this area include computer-assisted instruction, study group facilitation and supplemental instruction.

**Veterans Resource Center:** <http://www.clcmn.edu/veterans-resource-center/>

CLC is dedicated to assisting veterans and eligible family members in achieving their educational goals. Military members that are currently serving should advise their instructor of all regularly scheduled military training and duties that conflict with scheduled course requirements. Instructors will work with the student to address issues that arise. For further information on this, refer MnSCU Procedure 5.12.1 Military Service and Disabled Veterans at <http://www.mnscu.edu/board/procedure/512p1.html>.

**Mental Health Support for Students:** Being a student can be stressful, particularly given the current state of the world. Mental health issues, including significant stress, mood changes, excessive worry, or problems eating or sleeping can interfere with reaching your optimal academic engagement and/or performance. Sources of such symptoms might be related to your nursing coursework; if so, please contact one of us on the teaching team. However, these symptoms can also be the consequence of personal struggle, loss, or crisis, which can also affect your well-being in the classroom. Please know that you do not have to do it alone; there are resources and supports available for you on campus:

**The HUB:** Access community resources for financial support, housing, physical wellness, transportation, mental health and/or food. Cozy lounge spaces with free bean-to-cup coffee. Located in E205 near Fireside Lounge and Door #6; Erich Heppner Phone: (218) 855-8260.

**The College Social Worker** – Develop wellness tools and increase stabilization through skills building, education, and resources connection. Kellee Rossina: 218-855-8024, email: [Kellee.rossina@clcmn.edu](mailto:Kellee.rossina@clcmn.edu), Room C107.

**The Clinical Therapist-** from Lakewood Health System, Amanda Mithun. To schedule email Amanda directly at [Amandamithun@lakewoodhealthsystem.com](mailto:Amandamithun@lakewoodhealthsystem.com).

**Mental Health Guides** – Connect with trained student peers to develop wellness tools and practice a variety of skills.

**WeARE** – Vaccination services, confidential reproductive healthcare services, education, and community outreach.

**Food Shelf:** Both campuses have a well-stocked food shelf with dry, refrigerated, and frozen goods in the HUB. Students are made aware of this resource, including location, during course and program orientations.

**TRIO and META 5 MN Family Resiliency Program:** <http://www.clcmn.edu/meta-5-program/>

<http://www.clcmn.edu/trio-sss/> TRIO provides educational student support services to first-generation college students, limited income (Federal income guidelines based on family net income and family size), and/or documented disability. Contact [julie.larson@clcmn.edu](mailto:julie.larson@clcmn.edu) or stop by TRIO-Brainerd Campus, E124, for more information. META 5 provides services for those who have lost their primary source of income due to separation, divorce, disability or death of a spouse. This pre-employment program offers free, customized help for students to transition into the job market and

address a variety of other needs. Meta 5 provides referrals to a broad array of resources including social service agencies, educational institutions and training programs, as well as financial aid resources. Contact [kimberly.pilgrim@clcmn.edu](mailto:kimberly.pilgrim@clcmn.edu) or call 218-855-8010 for more information.

**The Nest – Multicultural Center:** The Nest is a space specifically designed for our Black, Indigenous, LGBTQ+, and students of color, but welcomes all campus community members who seek to be allies. The Nest is located in room C233, adjacent to the Cube on the Brainerd Campus. The NEST has a weekly barbershop that specializes in culturally inclusive haircuts. Contact Keywon at (218) 851-3364 to book an appointment.

**Counseling/Career Center:** <https://www.clcmn.edu/career-transfer-center/>

- The counselor role positions serve to develop and implement retention programming (i.e., new student orientation, interventions for at-risk students, etc.) and council students who are seeking personal and career counseling services.
- The advisor role positions serve to assist students with +80% of their questions regarding financial aid, admissions and academic advising.
- A pool of “generalist” support staff is available at the business area windows for student needs. Generalists can assist students with:
  - Making an appointment with a counselor or advisor
  - Answering other records and registration questions

**Bookstore:** The CLC [bookstore](#) is open on both campuses throughout the school year and sells new and used textbooks, back packs, clothing, candy, movie tickets, and other school supplies. The bookstore also offers online ordering for textbooks and online buyback. The bookstore posts a schedule on the website of buyback dates throughout the year. All textbooks for the Associate Degree Nursing Program tracks are available at the Brainerd campus bookstore.

\*Additional resources may be found on the CLC Website by selecting “Student Resources” on the homepage toolbar.

### **Opportunities for Student Participation/Governance**

**National Student Nurses Association:** All students who have been admitted to the nursing program may enroll in the NSNA organization. Visit [www.nsna.org](http://www.nsna.org) for more information.

**Student Senate:** Mission statement: The Student Senate provides leadership opportunities furthering CLC students' development and builds community through programs, activities, and student organizations.

**CLC Nursing Club:** CLC Nursing Club members are provided with opportunities to participate in various college wide campus activities as well as service learning within the greater community. Nursing Club officers include President, Vice President, Treasurer and Secretary. One club member will be appointed to attend a weekly student senate meeting. All nursing students are a considered a member of the nursing club by virtue of enrollment in the nursing program.

**Nursing Meeting Participation:** Meetings scheduled with DON to offer suggestions, share concerns, and clarify questions.

**Nursing Advisory Board Student Representatives:** Two students will be selected by their peers to attend the Advisory Board meetings to voice questions, offer suggestions and share concerns in a professional manner.

Students will:

- Be on time and professionally participate

- Listen to any feedback
- Remember that personal student issues will be handled in a private and confidential manner and should be addressed via the Central Lakes College policy and the nursing program handbook policies.

#### Appendix A Student Success Plan



# Central Lakes College Associate Degree Nursing Program Student Success Plan

Student Name:	Semester:	Date:
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**This form notifies you that a Student Success Plan will be developed because of:**

Absences/Pattern of tardiness	Pattern of lack of preparation for clinical practicum
Academic dishonesty	Pattern of late/incomplete submission of clinical assignments
Breach of confidentiality/HIPAA violation	Less than 80% passing rate in any nursing course
Disrespectful behavior to staff/faculty/client(s)/student(s)	Client safety compromised
Inappropriate/Unprofessional behavior	Failure to meet minimal standards of care
Less than 80% average on Exams	

**Instructor Comments:**

**In order to pass the following course(s):**

NURS 1540 Professional Nursing Fundamentals	NURS 2540 Professional Nursing Concepts II
NURS 1541 Professional Nursing Fundamentals Lab	NURS 2541 Professional Nursing Practicum II
NURS 1542 Medication Administration Concepts	NURS 2542 Advanced Professional Nursing Skills
NURS 1544 Professional Nursing Concepts I	NURS 2545 Professional Nursing Concepts III
NURS 1545 Professional Nursing Practicum I	NURS 2546 Professional Nursing Practicum III
NURS 1547 Professional Nursing Role Transition	NURS 2547 Professional Nursing Leadership

**You will need to meet the terms of the agreed upon Student Success plan outlined below. Please identify your behavior and describe a plan for the correction of the behavior(s).**

In my own words, I have developed a Student Success Plan because (be specific and professional):
My plan for passing the above course(s) is as follows (provide minimum of 3 specific & measurable strategies): *May circle strategies on back

**Failure to meet the terms of this success plan will result in a failing grade for the indicated course(s), and will result in a failure to progress in the program. I understand that the terms of the Associate Degree Nursing Program Success Plan will last for the duration of this semester. At that time the nursing faculty will review my situation to determine if I will continue with the success plan for the next semester. If I am to remain on a student success plan for the next semester, I will be notified of that decision once a determination has been made. This form will be placed in my permanent ADN file. I have read and understand the above information and agree to the terms of this document:**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor(s) Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Date	Intervention or Student Contact Information



**Strategies to Promote Success in Nursing School**

1. Minimize outside of school commitments as much as possible, (work, volunteering socializing etc.) to allow more time for school work
2. Have time set aside each day for studying.
3. Utilize a calendar (electronic or hard copy), organize school assignments so none are missed.
4. Enlist family support for childcare, housekeeping, cooking etc.
5. Put social media away when studying and in class.
6. Print power points prior to class and use them to take notes or bring along lap top and take notes on it right on the power points themselves.
7. Tape lectures and listen to them later if is helpful.
8. Review lecture notes the same day they are presented as a review
9. Write out information for unit outcomes/ reading guides
10. Read/review all reading material. Pay particular attention to bold headings, boxes, tables, images and their descriptions. Be sure to read Key concepts at end of chapters.
11. Answer any questions at end of text book chapters.
12. Utilize online textbook resources
13. Complete and remediate all Kaplan questions.
14. View Kaplan test taking strategies tutorial and other Kaplan resources
15. Form a study group, or study with others as you commute.
16. Use lecture notes as a reading guide to assist you in helping pick out most important concepts.
17. Prior to test, review unit outcomes, Remediate things you don't know. You need to be responsible for your learning.
18. Utilize internet resource, YouTube, Khan academy, Crash Course Biology, RegisterednurseRN.com for additional instruction
19. Review all information provided on your content page, including additional resources.
20. Utilize lab time and remediate skills independently that you are not proficient at( if applicable).
21. Take Care of yourself, eat right, get enough sleep, exercise.
22. Ask Questions / Seek help in and out of class if you don't know something we are here to help.
23. When getting a test question wrong analyze why you got it wrong. Did you just not know it, did you read it wrong, did you apply theory incorrectly?
24. Utilize the learning commons, tutor as available
25. Make notecards, study tools and games to help learn the material.
26. Reduce test anxiety before and during tests by using the bathroom and or taking a walk prior to test and think positive thoughts, deep breathing, and imagery.
27. Sit toward front of class
- 28. You are responsible for your learning only you can determine what you don't know.**
29. Other:

## **Central Lakes College Associate Degree Nursing Program Student Success Plan**

**Student Success Plan Examples:** The following are some examples of why a student may be placed on a Student Success Plan – this is not an exhaustive list. If you have more questions, please see an instructor for clarification.

### **Absences/Pattern of Tardiness:**

- Identified trend of being late to clinical or classroom.
- Identified trend of absences in clinical or classroom.

### **Academic Dishonesty:**

- Any violation of CLC's Academic Integrity Policy.
- Incorrect or lack of APA citations.
- Self-plagiarizing and all forms of plagiarism.
- Doing group work when an assignment has not been designated as group work.
- Using unapproved electronic devices during test.

**Breach of Confidentiality/HIPAA Violation:**

- Walking away from computer without logging off.
- Using client names on assignments instead of initials.
- Removing documents with client information from the facility.
- Sharing of any client information via any form of social media.

**Disrespectful Behavior to Staff/Faculty/Client(s)/Student(s):**

- Challenging instructor's authority
- Using cell phones or having side conversations in class.
- Sleeping in class.
- Talking negatively about staff, faculty, clients and students to others without discussing the issue with the person directly involved.
- Unprofessional verbal and non-verbal interactions with faculty or staff.
- Inability to receive constructive feedback in a professional manner.

**Inappropriate/Unprofessional Behavior:**

- Violation of clinical/lab dress code.
- Poor attitude (i.e. pattern of asking to leave clinical early, negative non-verbal behaviors).
- Excessive amount of time looking up information at clinical instead of doing client care.
- Taking breaks longer than allotted time.

**Lack of preparation for Clinical Practicum:**

- Insufficient knowledge of medications before administration.
- Not looking up policies/protocols prior to procedures.
- Failure to be ready with daily evaluation information on multiple occasions.

**Late or Incomplete Submission of Written Clinical Assignments:**

- One incomplete may result in Student Success Plan
- Two incompletes will result in Student Success Plan
- Four incompletes will result in failure to progress in program.

**Less than 80% passing rate in any nursing course:**

- Less than 80% at any time before or at midterm and continuing throughout the semester.

**Client Safety Compromised:**

- Near miss error/Medication error.
- Failure to calculate safe dosages in all clients (i.e. pediatric dosage range).
- Bed left in high position, bed alarm not on, side rails down, no call light, etc.
- Violation of facility policy/protocol.
- Unsafe response to unusual occurrence.

**Failure to meet minimal Standards of Care:**

- Identified trend of incomplete charting by end of clinical shift.
- Not reporting on/off to primary nurse.
- Insufficient ADLs/cares/treatments for assigned clients.
- Late medications without reasonable exception (i.e. NPO, multiple IVs at same time, etc.)





## Appendix B: AD Nursing Program Success Reflection/Readmission Plan of Action

1. Reflect on your previous enrollment in the CLC AD Nursing program. Why do you think you were unsuccessful? Identify at least three factors that were barriers to your success when you were enrolled in the AD Nursing program previously:
2. Which courses/units were the easiest for you when you were enrolled previously? Why do you think these were the easiest?
3. Which courses/units were the most challenging for you when you were enrolled previously? Why do you think these were the most challenging?
4. How many hours a week did you spend preparing for each class when you were enrolled previously? Do you think it was enough time?
5. How did you grow during this time? In other words, what did you learn about yourself, your study skills, study habits, nursing knowledge and mindset?
6. Describe what you will do differently this time to help ensure your success in the AD program. Include at least 4 items/strategies. BE SPECIFIC!
7. For each of the following, list 3 strategies you can use to promote success in the specific category (you may want to research ideas on the internet):
  - In classes
  - Taking notes
  - Study habits
  - Being able to apply, not just remember, material
  - Reading textbooks or assigned materials
  - Time management (school life balance)
  - Stress reduction prior to exams
  - During the exam
  - Remediation after exams

## Appendix C: Drug Testing Policy

### Purpose:

The American Nurses Association *Code for Nurses with Interpretive Statements* (2001) outlines the goals, values, and ethical principles that direct the profession of nursing and is the standard by which ethical conduct is guided and evaluated by the profession. According to the Code of Ethics, members of the nursing profession are obligated to take appropriate action regarding any instances of impaired practice by individuals that place the rights or best interests of the patient in jeopardy (Provision 3.5). Nurses must be vigilant to protect the patient, the public, and the profession from potential harm when nursing practice in any setting appears to be impaired (Provision 3.6). The Central Lakes College (CLC) Nursing Department is therefore committed to providing and maintaining an environment that is free from the influence of illegal drugs and alcohol in order to help maintain the health, safety, and well-being of students and faculty on campus, and patients, employees, and visitors in the clinical setting. The CLC Nursing Department has therefore adopted this policy that applies to all students.

### Policy:

- The illegal use, possession, transfer, manufacture, distribution, dispensation, sale, and being under the influence of drugs and inhalants while attending classroom or clinical activities on or off campus are prohibited.
- Diverting drugs from CLC will be considered theft and grounds for immediate dismissal.
- Tampering with the collection of a specimen will be grounds for discipline up to and including dismissal from the nursing program.
- The use and possession of properly prescribed drugs or medications is permitted provided they do not interfere with the student's performance in the classroom, lab, and/or clinical setting. The student is obligated to notify his/her instructor if there is a question about the ability to perform while taking prescribed medications.
- Returning to the classroom, lab, or clinical setting after consuming alcoholic beverages is a violation of this policy and grounds for discipline.

### Testing:

In order to carry out our commitment to an alcohol and drug free environment, all students admitted to the nursing program at CLC are subject to testing in accordance with Minnesota State law. The policy serves as the notice required under statute and will be provided to all students who are requested to undergo testing.

**Reasonable suspicion:** Students may be required to be tested if CLC nursing faculty reasonably suspects that the student:

1. is under the influence of drugs or alcohol and/or;
2. has violated CLC nursing department rules prohibiting drug and alcohol use.

In order for "reasonable suspicion" to exist, there must be a basis for forming a belief that testing is justified based on specific facts and rational conclusions drawn from those facts. If an instructor becomes aware of student behavior that leads the instructor to believe the student may be in violation of the Drug and Alcohol-Testing policy, the following guidelines shall be used:

1. There are no hard and fast rules about situations requiring testing. Rather, educated judgment should be used in every situation. The key to when to administer a drug and alcohol test is when observable behavior can be documented.
2. Time is of the essence. A drug and alcohol test should be administered within a fairly short period of time after the suspicious behavior is observed. As a general guideline, the test should be accomplished within two (2) hours of observing the behavior.

3. The conduct in question should be observed by two (2) individuals (instructors/supervisory personnel) whenever possible. However, the decision to request a test may also be based on a single instructor's determination.
4. The decision whether to request a drug or alcohol test should be based on observable behavior at the time. While past events, such as errors in judgment, declining school performance, and accidents may be considered, these factors alone should not form the basis for the decision to request a drug or alcohol test.
5. In determining whether a drug and alcohol test should be requested, consideration may be given to factors such as whether the student's conduct may affect the health, safety, or well-being of any other person; whether the student has direct contact with other students, patients, employees, or faculty; and security concerns.
6. A student who has sustained or caused another student to sustain a personal injury, has caused an accident during on or off-campus school-related activities, or has operated or helped operate machines, equipment, or a vehicle involved in an on or off-campus school-related accident should not be asked to submit to drug and alcohol testing unless reasonable suspicion is observed that the student is under the influence of illegal drugs or alcohol, or has violated the policy concerning illegal drug and alcohol use.
7. A Determination Checklist should be completed by the individual(s) who have observed the behavior and have determined that the drug and alcohol test should be requested. The form should be completed as soon as possible after the incident occurs.
8. The fact that a test was requested or administered is not to be communicated, either orally or in writing to anyone except those within the organization who have a need to know this information to perform their job functions or as required by law.

**Additional Considerations:**

**Prescriptions Medications:** Physician prescribed drugs or controlled substances can adversely affect performance and patient safety in the clinical setting. Therefore, students taking such medications should talk to the prescribing physician to determine if taking such medications poses a threat to the student's health or safety on the job, or that of others. If it is believed such a threat exists, the student is obligated to inform his or her instructor.

**Right to Refuse:** A student has the right to refuse to be tested. However, a refusal will be treated as a failure to comply with this policy and may result in disciplinary action up to and including dismissal from the nursing program.

**Confidentiality:** Test results reports and other associated information acquired during the testing process is confidential information and will only be disclosed as permitted or required by law, or with the written consent of the student being tested.

**The Laboratory:** The laboratory selected to perform the testing will be certified by the National Institute on Drug Abuse, the College of American Pathologists, or the Minnesota Department of Health and Human Services.

**Costs:** Costs incurred related to initial and confirmatory drug and alcohol testing under the reasonable suspicion drug testing policy are the responsibility of the student.

**Negative Test Results:** Students who test negative on an initial or confirmatory test will be provided with written notice of the test results within three (3) days after the CLC nursing program has been notified of the result. Students whose initial or confirmatory drug test results are negative who have missed clinical time due to reasonable suspicion drug testing will be provided with the opportunity to make up the clinical days that have been missed.

**Positive Test Results:** A confirmatory test will automatically be performed on all samples that result in a positive test on an initial test. Positive test results will be reported to the Dean of Nursing. Individuals who test positive on the confirmatory test will be notified in writing of the test result and has the right to explain the result within three (3) days after the CLC nursing program has been notified of the results.

**Consequences of Positive Test Results:**

**Drug Tests:** Any student who tests positive for marijuana, cocaine, opiates, amphetamines, and/or phencyclidine (PCP) on a confirmatory drug test has violated the alcohol and drug policy and is therefore ineligible to progress in the nursing program, and will be referred to a substance abuse professional. A student who has violated the Drug Testing Policy will be eligible to apply for readmission to the nursing program after one calendar year from the semester in which the violation occurred. The student must provide documentation of completion of substance abuse treatment in order to be considered for readmission to the nursing program.

**Alcohol Tests:** Any student who tests positive for alcohol in any amount on a confirmatory test has violated the drug and alcohol policy and is therefore ineligible to progress in the nursing program, and will be referred to a substance abuse professional. A student who has violated the Drug Testing Policy will be eligible to apply for readmission to the nursing program after one calendar year from the semester in which the violation occurred. The student must provide documentation of completion of substance abuse treatment in order to be considered for readmission to the nursing program.

**Training:** The college shall ensure instructors designated to determine whether reasonable suspicion exists to require a student to undergo testing receive at least 60 minutes of training on alcohol misuse and receive at least an additional 60 minutes of training on controlled substance use. The training shall cover physical, behavioral, speech, and performance indicators of probable alcohol and/or controlled substance misuse.

### **Reasonable Suspicion Determination Checklist and Collection Procedures**

The following process should generally be followed when determining the need for a reasonable suspicion drug and alcohol test. The instructor shall obtain the facts and use this form to document the circumstances for the requested drug testing, including information from the student that may provide an alternative explanation for the observed behavior if reasonable to do so under the circumstances. Documentation should include the sources of information (direct observation, co-student report, third party report, police, etc.), date and time of observations, and other witnesses. The request for testing must be based on more than mere speculation, rumors, or intuition, and must be based on objective, observable symptoms of manifestations associated with being under the influence of an illegal drug or alcohol

#### **DETERMINATION CHECKLIST:**

The purpose of this form is to assist the instructor in documenting the facts and circumstances behind a decision to request a student to undertake a reasonable suspicion drug test.

Circle the pertinent items based on your observation of the student. Ask a second instructor or other professional, if available, to observe the behavior of the suspected impaired student and complete a duplicate form.

#### **1. Walking/Standing:**

Normal	Stumbling	Staggering	Falling	Swaying
Unsteady	Holding On	Unable to Walk		

#### **2. Speech:**

Normal	Shouting	Silent	Slobbering	Threatening	Whispering	Slow
Slurred	Rambling/Incoherent					

#### **3. Demeanor:**

Normal	Sleepy	Crying	Silent	Talkative	Excited
Fighting					

#### **4. Actions:**

Normal	Resistant	Fighting/Threatening	Erratic	Drowsy
Hostile	Profanity	Hyperactive		

**5. Eyes:**

Normal    Bloodshot    Watery    Glassy    Droopy Closed  
Blank Stare

**6. Face:**

Normal    Flushed Pale    Sweaty

**7. Appearance/Clothing:**

Normal    Unruly    Messy    Dirty    Partially Dressed  
Bodily Excrement Stains    Stains on Clothing

**8. Breath:**

Normal    Alcohol Odor    Faint Alcohol Odor    No Alcohol Odor    Marijuana Odor

**9. Movements:**

Normal    Fumbling    Jerky    Slow    Nervous    Hyperactive

**10. Eating/Chewing:**

Gum    Candy    Mints    Other (Identify, if possible):

**11. Judgment (if observed or indicated if not observed):**

Normal    Violated Safety Procedures    Caused Harm to Self or another Person  
Errors in Decisions    Caused Equipment Damage    Errors in Actions    Not Observed

**12. Other Observations:** Completed documentation will be kept on file.

- Discuss the situation with the student in a private location. Important: Explain to the student the behavior(s) observed and allow the student an opportunity to explain. Be sure to document the response.
- Inform the student there is a reason to believe they may have violated the Drug and Alcohol policy. Ask questions to determine the facts and make the determination that there is or is not reasonable suspicion to warrant a test. Use this form to document this information.

- **Are you feeling ill?**    Yes    No    No response  
If yes, what are your symptoms?

- **Are you under a doctor's care?** Yes    No    No response  
If yes, who is your Doctor?

If yes, call the doctor immediately.

- **Did you drink alcohol or an alcoholic beverage today?** Yes    No    No response  
If yes, what did you drink?

Comments: *(When? Where? With whom? How much?)*

If yes, refer to the Student Acknowledgement section.

- **Do you need to be referred for medical care?**    Yes    No    No response
  - Inform the student that any refusal to cooperate is grounds for discipline, up to and including dismissal from the nursing program.
  - If the student admits to violation of the policy, have them complete the corresponding section on this form.

- If the student does not admit to using drugs, alcohol or other violations of this policy, and there is a reasonable suspicion the student has violated the policy, testing may be necessary. Testing will be conducted by an approved lab or the emergency room of the clinical agency where the suspicious behavior has been observed if the student is in the clinical setting.
- Following the testing, the student is to be suspended from the clinical setting until the results of the confirmatory testing are known.
- If there is reason to believe the student is impaired, the student is to arrange for alternate transportation home or a taxi voucher will be offered. If it is felt that medical attention is necessary, the student will be referred to ER.

**INSTRUCTOR ACKNOWLEDGEMENT:**

Based on the above, it is determined that reasonable suspicion exists to have this student tested for drugs and alcohol.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Based on the above, it is determined that reasonable suspicion does not exist and the student is allowed to return to the classroom/clinical setting.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

**STUDENT ACKNOWLEDGEMENT:**

I have been provided with a copy of the Student Drug and Alcohol-Testing Policy and have had an opportunity to review the policy. I admit that I have violated the Policy and do not wish to undergo testing. I understand in admitting my violation of the Drug and Alcohol-Testing Policy, I am admitting to a positive, unexplained test. Therefore, I will be offered the opportunity to participate, at my own expense or pursuant to coverage under a student benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined after consultation with a chemical dependency professional.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Print Name: \_\_\_\_\_

**Drug and Alcohol-Reasonable Suspicion Testing Consent Form**

The Central Lakes College (CLC) Nursing Program has adopted a Drug and Alcohol-Testing Policy that provides for the testing of students when reasonable suspicion of drug or alcohol use exists. An assessment of your behavior suggests that reasonable suspicion exists; therefore, you are being requested to consent to a urinalysis. You have the right to refuse to be tested; however, a refusal will be treated as a failure to comply with the Drug and Alcohol Testing Policy and my result in disciplinary action up to dismissal from the nursing program.

By signing your name below, you are consenting to a drug and alcohol test. Precautions will be taken to maintain the confidentiality of test results.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print name: \_\_\_\_\_



**MnSCU Performance Standards for Nursing Programs  
In conjunction with: CLC AD Nursing Program Course Outcomes**

An essential component of the Associate Degree Nursing Program is student participation in clinical experiences where students care for actual patients and residents at healthcare facilities. Central Lakes College contracts with local healthcare facilities to provide these experiences. Therefore, in order to safely care for patients in clinical settings and achieve course and program outcomes, students must possess specific intellectual and physical capabilities. Required capabilities and standards are outlined below\*, and are compatible with the scope of practice as defined by the Minnesota Board of Nursing. The examples listed are not intended to be a complete list of all required skills and tasks of the CLC Associate Degree Nursing Program.

Reasonable accommodations to meet the following standards may be available for otherwise program-qualified individuals with disabilities. Central Lakes College is committed to a policy of nondiscrimination in employment and education opportunity and works to provide reasonable accommodations for all persons with disabilities. Accommodations are provided on an individualized, as-needed basis, determined through appropriate documentation of need. Please contact the Accessibility Coordinator, for more information if you think you may need an accommodation for a disability at 218-855-8175, Office E138.

Capability	Standard	Examples	AD Nursing Program Course Outcomes
<b>INTELLECTUAL</b>			
Cognitive Perception	<p>The ability to perceive events realistically, to think, clearly and rationally, and to function appropriately in routine and stressful situations.</p> <p>Students must be able to independently and accurately assess or contribute to the assessment of a client.</p>	<ul style="list-style-type: none"> <li>Identify changes in client health status</li> <li>Prioritize multiple nursing activities in a variety of situations</li> </ul>	<p><i>NURS 1541, NURS 2542</i>  <b><u>Nursing Judgment</u></b>                      Demonstrate critical thinking and nursing judgment substantiated with evidence in the application of the nursing process and performance of professional nursing skills in complex simulated patient scenarios. (QSEN Competencies: Evidence Based Practice; Safety)</p> <p><i>NURS 2545</i>  <b><u>Nursing Judgment</u></b>                      Utilize advanced level critical thinking and nursing judgment to accurately plan client priorities and preferences, including use of available resources, referrals, and evidence-based practice standards. (QSEN Competencies: Patient-Centered Care; Evidence Based Practice)</p> <p><i>NURS 1541, NURS 2542</i>  <b><u>Human Flourishing</u></b></p>

			<p>Apply knowledge of cultural diversity in the performance of holistic health assessment and client education across the lifespan in a simulated healthcare setting. (QSEN Competencies: Patient Centered Care)</p> <p><i>NURS 2546</i>  <b><u>Nursing Judgment</u></b>          Demonstrate knowledge and integration of theoretical concepts to promote physiological and psychosocial adaptation to acute and chronic illness, including disease prevention, health promotion and maintenance.</p>
<p>Critical Thinking</p> <p>Careful thought, reasoned judgment. Differentiated from personal opinion and superficial memorization of facts by the ability to obtain and use an appropriate quantity and quality of data for a given situation. Critical thinkers question assumptions, routines, and rituals, reconsider “known facts” when new information becomes available and develop new “rules” when old ones fail or unavailable.</p>	<p>Critical thinking skills demanded of nurses require the ability to learn and reason, to integrate, analyze and synthesize data concurrently. Students must be able to solve problems rapidly, consider alternatives and make a decision for managing or intervening in the care of a client.</p>	<ul style="list-style-type: none"> <li>• Able to make effective decisions in the classroom and in the clinical sites.</li> <li>• Develop/contribute to nursing care plans that accurately reflect client concerns.</li> <li>• Able to make decisions reflective of classroom learning in the clinical sites.</li> </ul>	<p><i>NURS 2546</i>  <b><u>Human Flourishing</u></b>          Apply an advanced level of nursing process to accurately assess, plan, implement, and evaluate holistic, patient-centered care as it relates to the diagnosis and treatment of actual or potential nursing and collaborative health problems to clients and families across the lifespan. (QSEN Competencies: Patient Centered Care)</p> <p><i>NURS 2546</i>  <b><u>Human Flourishing</u></b>          Evaluate and modify existing plan of care utilizing RN role functions of planning and promoting a higher level of wellness and health promotion. (QSEN Competencies: Patient Centered Care)</p> <p><i>NURS 1541, NURS 2542</i>  <b><u>Nursing Judgment</u></b>          Demonstrate critical thinking and nursing judgment substantiated with evidence in the application of the nursing process and performance of professional nursing skills in complex simulated patient scenarios. (QSEN Competencies: Evidence Based Practice; Safety)</p> <p><i>NURS 2546</i>  <b><u>Nursing Judgment</u></b> Utilize advanced level critical thinking and nursing judgment to accurately plan client priorities and preferences, including use of available resources, referrals, and evidence-based practice standards. (QSEN Competencies: Evidence Based Practice)</p>
Capability	Standard	Examples	AD Nursing Program Course Outcomes
<b>MOTOR SKILLS</b>			
Motor Skills	Ambulatory capability sufficient to maintain a	<ul style="list-style-type: none"> <li>• Position clients</li> </ul>	<p><i>NURS 1541, NURS 2542</i>  <b><u>Nursing Judgment</u></b></p>



	center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client.	<ul style="list-style-type: none"> <li>Reach, manipulate, and operate equipment, instruments and supplies e.g. syringes, sterile equipment, and monitors</li> <li>Perform/use electronic documentation</li> <li>Lift, carry, push and pull</li> <li>Perform CPR</li> </ul>	<p>Apply concepts of quality and safety in the performance of professional nursing skills in a simulated healthcare setting. (QSEN Competencies: Quality Improvement, Safety)</p> <p><i>NURS 1545, NURS 2541</i></p> <p><b><u>Nursing Judgment</u></b></p> <p>Apply the knowledge and science of nursing for accurate performance of psychomotor skills such as medication administration and various other therapeutic nursing interventions or treatments. (QSEN Competencies: Evidenced Based Practice; Safety)</p> <p><i>NURS 2546</i></p> <p><b><u>Professional Identity</u></b></p> <p>Integrate the use of information and technology to enhance patient safety through navigation and documentation in the patient's electronic medical record using correct documentation procedures.</p>
Mobility	Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client.	<ul style="list-style-type: none"> <li>Propel wheelchairs, stretchers, etc., alone or with assistance as available</li> <li>Transport supplies to client room</li> <li>Work around bedside with other personnel</li> <li>Lift a child</li> <li>Move and lift clients in and out of bed, wheelchair or cart</li> <li>Assist with transfer and walking of patients who may require substantial support</li> </ul>	<p><i>NURS 1541, NURS 2542</i></p> <p><b><u>Nursing Judgment</u></b></p> <p>Apply concepts of quality and safety in the performance of professional nursing skills in a simulated healthcare setting. (QSEN Competencies: Quality Improvement, Safety)</p> <p><i>NURS 1545, NURS 2541</i></p> <p><b><u>Nursing Judgment</u></b></p> <p>Apply the knowledge and science of nursing for accurate performance of psychomotor skills such as medication administration and various other therapeutic nursing interventions or treatments. (QSEN Competencies: Evidenced Based Practice; Safety)</p>
Activity Tolerance	Ability to tolerate lengthy periods of physical activity.	<ul style="list-style-type: none"> <li>Move quickly and/or continuously</li> <li>Tolerate long periods of standing and/or sitting</li> </ul>	<p><i>NURS 1541, NURS 2542</i></p> <p><b><u>Nursing Judgment</u></b></p> <p>Apply concepts of quality and safety in the performance of professional nursing skills in a simulated healthcare setting. (QSEN Competencies: Quality Improvement, Safety)</p> <p><i>NURS 1545, NURS 2541</i></p> <p><b><u>Nursing Judgment</u></b></p> <p>Apply the knowledge and science of nursing for accurate performance of psychomotor skills such as medication administration and various other therapeutic nursing interventions or treatments. (QSEN Competencies: Evidenced Based Practice; Safety)</p>

Capability	Standard	Examples	AD Nursing Program Course Outcomes
<b>COMMUNICATIONS</b>			
Communication	<p>Communicate in English with others in oral and written form.</p> <p>Able to communicate with clients and members of the healthcare team in order to plan and deliver safe care.</p>	<ul style="list-style-type: none"> <li>Utilize oral and written communication skills sufficiently for teaching/learning and for interaction with others</li> <li>Read, understand, write, and speak English</li> <li>Explain treatment procedures</li> <li>Initiate and/or reinforce health teaching</li> <li>Document client responses</li> <li>Clarify communication received</li> </ul>	<p><i>NURS 1541, NURS 2542</i></p> <p><b>Human Flourishing</b> Demonstrate patient-centeredness and caring behaviors in the utilization of verbal and non-verbal communication techniques that promote safety. (QSEN Competencies: Patient Centered Care)</p> <p>Role-play effective communication techniques that promote patient safety, teamwork, and collaboration in the simulated healthcare setting.</p> <p><i>NURS 2546</i></p> <p><b>Nursing Judgment</b> Demonstrate effective interpersonal communication in the delegation and supervision of the healthcare team. (QSEN Competencies: Teamwork and Collaboration)</p>
Interpersonal Relationships	Interact with clients, families, staff, peers, instructors, and groups from a variety of social, emotional, cultural and intellectual backgrounds.	<ul style="list-style-type: none"> <li>Establish rapport with clients, families, and colleagues</li> <li>Respond in a professional/therapeutic manner to a variety of client expressions and behaviors</li> </ul>	<p><i>NURS 2547</i></p> <p><b>Human Flourishing</b> Integrate communication patterns and teamwork that serve to enhance interpersonal relationships with peers, instructors, members and patients of the healthcare team. (QSEN Competencies: Teamwork and Collaboration)</p> <p><i>NURS 2546</i></p> <p><b>Human Flourishing</b> Apply knowledge of holistic health assessment integrating cultural diversity and client education across the lifespan. (QSEN Competencies: Patient Centered Care)</p>
Capability	Standard	Examples	AD Nursing Program Course Outcomes
<b>SENSES</b>			
Hearing	Auditory ability sufficient to hear normal conversation and/or assess health needs	<ul style="list-style-type: none"> <li>Ability to monitor alarms, emergency signals, auscultatory sounds, e.g. B/P, heart, lung, and bowel sounds, cries for help, and telephone interactions/dictation</li> <li>Communicates with clients, families and colleagues</li> </ul>	<p><i>NURS 2546</i></p> <p><b>Human Flourishing</b> Apply an advanced level of nursing process to accurately assess, plan, implement, and evaluate holistic, patient-centered care as it relates to the diagnosis and treatment of actual or potential nursing and collaborative health problems to clients and families across the lifespan. (QSEN Competencies: Patient Centered Care)</p> <p><i>NURS 1541, NURS 2542</i></p> <p><b>Human Flourishing</b></p>

			<p>Demonstrate patient-centeredness and caring behaviors in the utilization of verbal and non-verbal communication techniques that promote safety. (QSEN Competencies: Patient Centered Care)</p> <p>Role-play effective communication techniques that promote patient safety, teamwork, and collaboration in the simulated healthcare setting.</p>
Vision	Visual ability sufficient for observation, assessment, and performance of safe nursing care.	<ul style="list-style-type: none"> <li>• Observes client responses</li> <li>• Discriminates color changes</li> <li>• Accurately reads measurement on client related equipment</li> <li>• Read medication labels</li> <li>• Read syringe accurately</li> <li>• Evaluate for a safe environment</li> </ul>	<p><i>NURS 1541, NURS 2542</i>  <b><u>Nursing Judgment</u></b>          Demonstrate critical thinking and nursing judgment substantiated with evidence in the application of the nursing process and performance of professional nursing skills in complex simulated patient scenarios. (QSEN Competencies: Evidence Based Practice; Safety)</p> <p><i>NURS 1545, NURS 2541</i>  <b><u>Nursing Judgment</u></b>          Apply the knowledge and science of nursing for accurate performance of psychomotor skills such as medication administration and various other therapeutic nursing interventions or treatments.(QSEN Competencies: Evidenced Based Practice; Safety)</p>
Tactile	Tactile ability sufficient for physical assessment, inclusive of size, shape, temperature and texture.	<ul style="list-style-type: none"> <li>• Performs palpation, e.g. pulse</li> <li>• Performs functions of physical examination and/or those related to therapeutic intervention e.g. insertion of a catheter</li> </ul>	<p><i>NURS 1541, NURS 2542</i>  <b><u>Nursing Judgment</u></b>          Demonstrate critical thinking and nursing judgment substantiated with evidence in the application of the nursing process and performance of professional nursing skills in complex simulated patient scenarios. (QSEN Competencies: Evidence Based Practice; Safety)</p> <p><i>NURS 1545, NURS 2541</i>  <b><u>Nursing Judgment</u></b>          Apply the knowledge and science of nursing for accurate performance of psychomotor skills such as medication administration and various other therapeutic nursing interventions or treatments.(QSEN Competencies: Evidenced Based Practice; Safety)</p>
Capabilities	Standard	Examples	AD Nursing Program Course Outcomes
<b>PSYCHOSOCIAL</b>			
Psychosocial Behaviors	Possess the emotional health required for full use of intellectual abilities, the exercise of good judgment, and the	<ul style="list-style-type: none"> <li>• Demonstrate professional abilities of trust-worthiness, empathy, integrity, confidentiality</li> </ul>	<p><i>NURS 2546</i>  <b><u>Professional Identity</u></b>          Role model professional attitude and practice within the ethical and legal framework that is committed to excellence,</p>

	prompt and safe completion of all responsibilities.	<ul style="list-style-type: none"> <li>• Be able to change, and display flexibility</li> <li>• Learn to function in the face of uncertainties and stressful situations</li> </ul>	<p>diversity, and personal/professional development during RN role transition. (QSEN Competencies: Teamwork and Collaboration)</p> <p><b><u>Nursing Judgment</u></b> Demonstrate ability to consistently provide a high quality, safe and effective caring environment to clients and families across the lifespan. (QSEN Competencies: Patient Centered Care; Safety)</p> <p><i>NURS 2547</i></p> <p><b><u>Professional Identity</u></b> Role model personal and professional development that exhibits workplace participation readiness. (QSEN Competencies: Teamwork and Collaboration)</p> <p><i>NURS 1541, NURS 2542</i></p> <p><b><u>Professional Identity</u></b> Demonstrate personal and professional growth in a simulated healthcare setting. (QSEN Competencies: Patient Centered Care; Evidence Based Practice; Safety; Informatics; Teamwork and Collaboration; Quality Improvement)</p>
Capabilities	Standard	Examples	AD Nursing Program Course Outcomes
<b>ENVIRONMENTAL</b>			
Environmental Adaptability	Ability to tolerate environmental stressors.	<ul style="list-style-type: none"> <li>• Work with chemicals and detergents</li> <li>• Tolerate exposure to odors</li> <li>• Work in close proximity to others</li> <li>• Work in areas of potential physical violence</li> <li>• Work with infectious agents and blood-borne pathogens</li> <li>• Work in environments that may have allergens, such as latex</li> </ul>	<p><i>NURS 1545, NURS 2541</i></p> <p><b><u>Nursing Judgment</u></b> Demonstrate ability to provide a high quality, safe and effective caring environment to patients and families across the lifespan.(QSEN Competencies: Evidence Based Practice; Quality Improvement; Safety)</p> <p><i>NURS 2546</i></p> <p><b><u>Nursing Judgment</u></b> Demonstrate knowledge and integration of theoretical concepts to promote physiological and psychosocial adaptation to acute and chronic illness, including disease prevention, health promotion and maintenance.</p>

\*The above table was adopted from the MnSCU Performance Standards for Nursing Programs developed by a task force of representatives from nursing education in Minnesota. Educational institutions represented were: Bemidji State University, The College of St. Scholastica, Lake Superior College, Itasca Community College, Rainy River Community College, Mesabi Range Community and Technical College, Hibbing Community College, and Riverland Community and Technical College. Adaptations were made from the Core Performance Standards of the University of Arizona, Minnesota West Practical Nursing Program, and Iowa Community Colleges.

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Revised 10/11/02, 1/21/03 and 3/28/03. Presented and revised by Minnesota Practical Nursing Education and Associate Degree Education Directors' Association on 1/29/2010. Adopted for use by CLC AD Nursing Program on May 21, 2013

## Appendix E: Additional Information on Performance Standards

### MnSCU Performance Standards for Nursing Programs

These technical standards are required abilities for effective performance in MnSCU nursing education programs. The standards are compatible with the scope of practice as defined by the Minnesota Board of Nursing. The examples show how a standard may be applied in entry-level nursing education programs. The examples listed are for illustrative purposes only and not intended to be a complete list of all tasks in an entry-level nursing program.

Reasonable accommodations to meet standards may be available for otherwise program-qualified individuals with disabilities. Student may contact the college/university's Disability Services Office as soon as possible for more information if you may need an accommodation for a disability.

- Intellectual
  - Cognitive Perception
    - The ability to perceive events realistically, to think clearly and rationally, and to function appropriately in routine and stressful situations
    - Students must be able to independently and accurately assess or contribute to the assessment of a client.
  - Critical Thinking
    - Critical thinking skills demanded of nurses require the ability to learn and reason, to integrate, analyze and synthesize data concurrently. Students must be able to solve problems rapidly, consider alternatives and make a decision for managing or intervening in the care of a client.
- Motor Skills
  - Motor Skills
    - Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client
  - Mobility
    - Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client.
  - Activity Tolerance
    - Ability to tolerate lengthy periods of physical activity.
- Communication
  - Communication
    - Communicates with others in English, in oral and written form.
    - Able to communicate with clients and members of the healthcare team in order to plan and deliver safe care.
  - Interpersonal Relationships
    - Interact with client, families, staff, peers, instructors, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
- Senses
  - Hearing
    - Auditory ability sufficient to hear normal conversation and/or assess health needs.
  - Vision
    - Visual ability sufficient for observation, assessment, and performance of safe nursing care.

- Tactile
  - Tactile ability sufficient for physical assessment, inclusive of size, shape, temperature, and texture.
- Psychosocial
  - Psychosocial Behaviors
    - Possess the emotional health required for full use of intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities.
- Environmental
  - Environmental Adaptability
    - Ability to tolerate environmental stressors.

# AMERICAN NURSES ASSOCIATION - FACT SHEET -

## Navigating the World of Social Media

The number of individuals using social networking sites such as Facebook, Twitter, LinkedIn, and YouTube is growing at an astounding rate. Facebook reports that over 10% of the world's population has a Facebook presence while Twitter manages more than 140 million Tweets daily. Nurses are making connections using social media. Recently, the College of Nurses of Ontario reported that 60% of Ontario's nurses engage in social networking (Anderson & Puckrin, 2011).

Social networks are defined as "web-based services that allow individuals to 1) construct a public or semi-public profile within a bounded system, 2) articulate a list of other users with whom they share a connection, and 3) view and traverse their lists of connections and those made by others within the system" (Boyd and Ellison, 2007).

These online networks offer opportunities for rapid knowledge exchange and dissemination among many people, although this exchange does not come without risk. Nurses and nursing students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Online content and behavior has the potential to either enhance or undermine not only the individual nurse's career, but also the nursing profession.

### Benefits

- Networking and nurturing relationships
- Exchange of knowledge and forum for collegial interchange
- Dissemination and discussion of nursing and health related education, research, best practices
- Educating the public on nursing and health related matters

### Risks

- Information can take on a life of its own where inaccuracies become "fact"
- Patient privacy can be breached
- The public's trust of nurses can be compromised
- Individual nursing careers can be undermined

### ANA's Principles for Social Networking

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient — nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

### References

- Anderson, J., & Puckrin, K. (2011). Social network use: A test of self-regulation. *Journal of Nursing Regulation*, 2(1), 36-41.
- Boyd, S., & Ellison, N.B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer Mediated Communication*, 13(1), 210-230.

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1-800-274-4ANA

[www.NursingWorld.org](http://www.NursingWorld.org)



**Appendix G: Due Process Form**

**Associate Degree and Practical Nursing Programs**

Due Process: Students can expect fair treatment in academic matters, and the following steps will be followed in each situation:

1. Notification of the charge:
  
  
  
  
  
  
  
  
  
  
2. Presentation of the evidence supporting the charge:
  
  
  
  
  
  
  
  
  
  
3. An opportunity to respond:
  
  
  
  
  
  
  
  
  
  
4. Notification of the consequences:
  
  
  
  
  
  
  
  
  
  
5. Information about the appeal process:

Signatures of all attending Date: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Appendix H: Student Clinical Error Quality Improvement Form**



**Central Lakes College Nursing Program**

**Student Clinical Error Quality Improvement Form**

**Student:** \_\_\_\_\_ **Primary RN:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_ **Site:** \_\_\_\_\_

**Date of Occurrence:** \_\_\_\_\_

**Description of clinical error or near miss (potential) error:**

**If medication error Circle the pertinent "right"(s) involved:**

1. Right client
2. Right drug
3. Right dose
4. Right route
5. Right time
6. Right documentation

**Factors contributing to the error or near miss (potential) error:**

**Impact of error on client (real or potential):**

**Assessments and Intervention(s):**

**Describe Quality Improvement Plan to prevent a re-occurrence:**