



**Central Lakes College
Associate Degree Nursing Program
Student Handbook
2014 – 2015**

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Introduction

Welcome to the Central Lakes College (CLC) Associate Degree Nursing (AD Nursing) Program. This program is designed to provide educational mobility for Licensed Practical Nurses (LPNs) interested in becoming Registered Nurses (RNs), and will build on the foundation provided in your practical nursing curriculum.

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 Dean 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 & 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.

Accreditation/Approval

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. Graduates of the CLC AD Nursing Program obtain an Associate of Science Degree (AD) in Nursing and are eligible to take the National Council Licensure Examination (NCLEX-RN). The AD Nursing Program is currently in the process of seeking national nursing accreditation.

History of the Program

The CLC Associate Degree Nursing (AD Nursing) Program received its 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 is a Mobility Nursing Program requiring that entering students already hold a LPN license in the state of Minnesota. The original program has expanded from one cohort of approximately 30 students at one campus (Brainerd) to two cohorts of up to 50 students each at both Brainerd and Staples campuses. Thirty-four years after original program inception and with continuous Minnesota Board of Nursing approval since then, the AD Nursing Program offers a quality curriculum that prepares nursing students to pass the NCLEX-RN examination and enter the professional workforce.

Central Lakes College Vision and Mission Statement

Vision: CLC, Minnesota's leading Community and Technical College for lifelong learning.

Mission: We Build Futures.

AD Nursing Program Vision

Promote lifelong learning by providing a geographical and economically accessible mobility program for Licensed Practical Nurses that will meet the community's need for caring, competent, entry-level professional nurses.

AD Nursing Program Mission

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

AD Nursing Program Theoretical Framework and Philosophy

The Theoretical Framework and Philosophy of the Associate Degree Nursing Program at Central Lakes College is based on the *2010 National League for Nursing (NLN) Education Competencies Model and the *Quality and Safety Education for Nurses (QSEN) competencies.



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 and Apprenticeships

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 to 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.

Specific to each integrating concept are three essential dimensions of nursing education and formation, termed “apprenticeships”, which include:

- Knowledge - the learning of theory and scientific methods
- Practice – the mastery of skillful practice by the integration of clinical reasoning in the performance of technical skills
- Ethical Comportment - the formation of professional identity and attitude, demonstrated by acting in accordance with a set of recognized values and responsibilities.

These three apprenticeships provide the detailed knowledge, skills, and attitudes which student nurses must become familiar with that will then enable them to integrate the identity and actions of the professional nurse.

QSEN Competencies

- Patient-Centered Care
- Teamwork and Collaboration
- Evidence-Based Practice
- Quality Improvement
- Safety
- Informatics

The seven core values listed above are fundamental to the profession of nursing and provide the foundation for nursing practice. The integrating concepts and the QSEN competencies reflect the fact that 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 to respond to those in need. The four broad program outcomes are the culmination of all students’ learning experiences and are built upon the seven core values, six integrating concepts, and the QSEN competencies so that the nursing program graduate will:

- promote and enhance *human flourishing* for patients, families, communities, and themselves;
- show *sound nursing judgment*;
- continually develop their *professional identity*; and
- maintain a *spirit of inquiry* as the graduate nurse moves into practice and beyond.

These four program outcomes encompass Nursing Practice as conceptualized by the 2010 NLN Education Competencies Model. The AD Nursing Program has developed student learning outcomes based on this model.

AD Nursing Program Student Learning Outcomes

The 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.

The graduate of the Central Lakes College AD Nursing Program is able to:

Human Flourishing

1. demonstrate comprehensive, holistic assessments that include diversity in the dimensions of physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status of the client in context of environment.
2. effectively utilize therapeutic verbal and non-verbal communication techniques through culturally competent care that is directed toward promoting positive outcomes and establishing trusting client-centered relationships.

Nursing Judgment

3. apply the knowledge and science of nursing by performing within the scope of practice of a Registered Nurse (RN).
4. collaborate with the healthcare team, including use of nursing judgment to accurately plan patient priorities and preferences, utilize available resources and referrals, and develop shared accountability and mutual respect for safe, ethical, patient-centered holistic nursing care.

Professional Identity

5. demonstrate development of personal/professional behaviors by implementing one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving professional identity as a nurse committed to evidence-based practice, life-long learning, service learning/civic engagement, caring, advocacy, excellence, and safe quality care for diverse patients within a family and community context.

Spirit of Inquiry

6. analyze assessed information to determine effective clinical decision-making through a spirit of inquiry that results in problem resolution, individualizing care through use of the nursing process, and assuring the delivery of accurate, safe care that moves the client and support person toward positive outcomes.

American Associate of Colleges of Nursing QSEN Education Consortium. (2012). Graduate-Level QSEN competencies: Knowledge, skills and attitudes. Retrieved from <http://www.aacn.nche.edu/faculty/qsen/competencies.pdf>

National League for Nursing (NLN). (2010). *Outcomes and competencies for graduates of practical/vocation, diploma, associate degree, baccalaureate, master's, practice, doctorate, and research doctorate programs in nursing*. New York, NY: author.

AD Nursing Program Philosophy

The philosophy of the CLC Associate Degree Nursing Program reflects the interrelationship between the four central concepts of the Nursing meta-paradigm, including person, environment, health, and nursing, and incorporates the core values, integrating concepts, and nursing program outcomes of the National League for Nursing's (NLN) Educational Competencies Framework as well as the Quality and Safety Education for Nurses (QSEN) Competencies.

Beliefs about Person

A person is a holistic and autonomous being with physical and psychosocial needs and desires worthy of dignity and respect.

A person is the combined effect of unique and complex attributes, values, and behaviors influenced by that person's experience.

Beliefs about Environment

The environment is comprised of both internal and external variables with genetic, physiological, socioeconomic, cultural, political, legal, ethical, and spiritual dimensions that influence human health and

flourishing. The environment acts upon and influences the person's health, and the person acts upon and influences the health of the environment.

Beliefs about Health

Health is a dynamic and fluctuating state, which may be viewed on a continuum.

The optimal state of health for the person is that which maximizes human flourishing.

Beliefs about Nursing

Nursing, as a profession, provides a unique service to society and is distinguishable from other healthcare professions.

The function of nursing is to promote health, healing, and hope, and to respond to individuals, families, and communities in need.

Nursing is the promotion of patient-centered care that enhances human flourishing for patients, families, and communities through teamwork and collaboration; the use of evidence-based practice; the integration of technology and informatics; and the endeavor of continuous quality improvement.

Beliefs about Learning

The learner realizes goals through his/her own efforts and is responsible for his or her own acts.

The learner strives for an "ideal self" against which measurements and evaluations are made.

The adult learner is self-motivated, takes initiative and responsibility for learning outcomes, and strives to actively apply knowledge.

Beliefs about Nursing Education

Nursing education must enable students to understand and integrate knowledge from the biological and social sciences, the arts and humanities, and the body of knowledge about the practice of nursing to create and implement evidence-based plans of patient-centered care.

Nursing education must enable students to build relationships and communicate effectively with others and work comfortably in teams in order to promote a culture of open communication, respect, and shared decision-making to achieve quality patient care.

Nursing education must afford the student maximum opportunity to develop as a person by providing an environment which will cultivate the development of self-discipline, sound nursing judgment, professional identity, and a spirit of inquiry.

Nursing education should promote personal and professional growth, including the desire for a lifelong process of learning, refining, and internalizing behaviors and values that are consistent with Nursing's history, goals, and Code of Ethics and provide students with the desire to continually improve the care of patients and ensure the sustainability of the profession.

Nursing education utilizes a variety of learning resources including the community, academic, and clinical settings.

Nursing education prepares students to function in complex environments while maintaining the highest standards of quality and safety.

Beliefs about Nursing Faculty

Nursing Faculty must adhere to the beliefs of nursing education, select appropriate learning experiences for which learning objectives can be met, create a positive and stimulating learning environment, evaluate the learner's progress according to established criteria and provide learner's with feedback in a professional and timely manner, and act as a resource and role model within the educational system, community, and nursing profession.

All faculty who teach in the AD Nursing Program hold a minimum of a Master's Degree in Nursing. One faculty member is currently enrolled in a Doctor of Nursing Practice (DNP) program, and two faculty members have obtained NLN Certification in Nursing Education (CNE). All faculty maintain their expertise as nurse educators and clinical RNs by attending conferences, participating in continuing education, and 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, and obstetric nursing. Faculty members are also experienced in staff development and nursing management.

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Admissions

Students who are a Licensed Practical Nurse (LPN) and are licensed in the state of Minnesota are eligible to apply to the AD Nursing Program. **Application forms for the Associate Degree Nursing Program are available in the admissions department at CLC and may also be found online at the CLC nursing website.**

Application:

Admission to the nursing major is highly competitive. Application does not assure admission. Application deadline is included on the application information.

In addition to the CLC admission requirements, applicants must complete the application procedures and the requirements after acceptance outlined below to be eligible to begin the nursing program.

Application materials, including transcripts and all other documentation, must be received by dates specified on the application timeline. If a student file does not meet the minimum requirements outlined below, or is missing any of the required application materials by the application deadline, the file will be considered incomplete and the student will not be considered for admission to the nursing program.

Applicants will be notified of their admission status per time table listed on program application form. Applicants who have been selected for admission to the nursing program must indicate acceptance by returning the signed acceptance form.

After Acceptance or Placement on Alternate List: Orientation Session

Upon acceptance into the 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 forfeits 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 Dean 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

NOTE: documentation for above excused absences must reflect date of absence

*In the case of hospitalization, a family member is defined as the spouse, minor or dependent children/step-children/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/step-parents, 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 they care for patients and residents at healthcare facilities. CLC contracts with local healthcare facilities to provide these experiences. Any person who has direct contact with patients and residents at healthcare facilities licensed by

the Minnesota Department of Health must have a criminal background study completed. Results of the study are to be on file in the Department of Nursing before students begin their clinical experiences. The application for the criminal background study is completed during the orientation session. **Any student who has not passed the criminal background study and been cleared to provide direct patient care will not be permitted to participate in clinical experiences, thereby rendering the individual ineligible to progress in the nursing program and qualify for a degree in nursing.** Students should direct questions and appeals to the Minnesota Department of Human Services, Licensing Division, 444 Lafayette Blvd., St. Paul, MN 55155-3842. Phone: (651) 296-3971. Web address: www.dhs.state.mn.us.

Immunization Records

A completed Pre-Clinical Participation Health Record Form and copies of immunization records must be on file (see Appendix D) by August 1st if admitted to fall semester start and by December 22 if admitted to spring semester start. These files must be kept up-to-date throughout the nursing program. It is the students' responsibility to keep required documentation up-to-date and to provide documentation of status to the Nursing Lab Coordinator. **If a student does not have the required immunizations, the student will not be allowed to attend clinical until the appropriate documentation is on file.**

Conscientious Objectors to Immunizations

If a student is a conscientious objector to immunizations, documentation of this status must be provided to the Nursing Lab Coordinator to be placed in the student's file. **If a student does not have the required immunizations, a clinical site may refuse to accept the student at its facility. The nursing program does not guarantee an alternative facility placement, and if no alternative facility placement is available, the student cannot complete the clinical requirements of the program and therefore will not be eligible to progress in the AD Nursing Program. This policy includes students who are conscientious objectors to immunizations.**

MnSCU 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 patients and residents at healthcare facilities. CLC 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 in Appendix C, 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 MnSCU performance standards may be available for otherwise program-qualified individuals with disabilities. CLC 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. Students should contact Andria Belisle, Disability Coordinator, for more information related to accommodation for a disability at 218-855-8175, or abelisle@clcmn.edu, Office E138.

CPR Certification

Evidence of current CPR (also known as BLS or Basic Life Support) certification is required by August 1 for fall start and December 22 for spring start. The American Heart Association's "Basic Life Support Healthcare Provider" or the American Red Cross' "CPR for the Professional Rescuer" meet CPR certification requirements. **The student is responsible for providing a copy of their current CPR certification to the Nursing Lab Coordinator by the deadline 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.

Drug Testing

The CLC Department of Nursing is committed to maintaining an environment that is free from the influence of alcohol and illegal drugs in order to ensure student, employee, faculty, and client safety in the classroom, lab, and clinical setting by adopting a drug testing policy that is applicable to all students who have been admitted to the nursing program. 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 Department of Nursing policy concerning illegal drug or alcohol use. See Appendix B for Drug and Alcohol Testing Policy.

Authorization for the Release of Student Information

Clinical agencies may require that the names and birthdates 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.

Course Requirements

The student is responsible for the successful completion of all degree course requirements listed below. Nursing courses must be successfully completed in sequence to be eligible to graduate and take the National Council Licensing Examination for Registered Nurses (NCLEX-RN). Students must have successfully completed all requirements of the AD Nursing Program to be eligible to take the NCLEX-RN examination.

General Education Requirements:

ENGL 1411 Composition II	(4 credits)
PSYC 2421 General Psychology	(4 credits)
PSYC 2431 Human Development	(3 credits)
*CHEM 1405 Life Science Chemistry and	(3 credits)
*CHEM 1406 Life Science Chemistry Lab or	(1 credit)
*CHEM 1407 Life Science Chemistry	(4 credits)
*BIOL 2467 Anatomy and Physiology I	(4 credits)
*BIOL 2468 Anatomy and Physiology II	(4 credits)
*BIOL 2457 Microbiology	(4 credits)
PHIL 2420 Ethics	(3 credits)

* Prerequisites for admission to the nursing program

Nursing Pre-Requisite:

*NURS 2522 Medication Administration Concepts	(1 credit)
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Nursing Requirements:

**Advanced standing credits (12 credits)

Semester 1:

NURS 2520 Concepts in Role Transition for the Professional Nurse	(1 credit)
NURS 2501 Professional Nursing Concepts through the Lifespan I	(6 credits)
NURS 2513 Professional Nursing Practicum I	(3 credits)

Semester 2:

NURS 2500 Professional Nursing Leadership	(2 credits)
NURS 2502 Professional Nursing Concepts through the Lifespan II	(6 credits)
NURS 2514 Professional Nursing Practicum II	(3 credits)

TOTAL: 64 credits

**Advanced standing means academic credit granted a Licensed Practical Nurse in recognition of prior nursing education and nursing experience. (MN Board of Nursing Rules Statute 6301.2200: Subpart 2. Pg.1). Students admitted to the Associate Degree Nursing Program must be a Licensed Practical Nurse in order to meet program admission requirements. As such, students admitted to the program are awarded advanced standing credits with the expectation that they possess a level of knowledge that has prepared them for success and that they recognize areas where self-review and remediation are needed in order to handle the level of difficulty of the academically rigorous and accelerated pace of the Associate Degree Nursing Program.

Nursing Course Descriptions

COURSE: NURS 2500

TITLE: Professional Nursing Leadership

CREDITS: 2

PREREQUISITE: NURS 2501, NURS 2513, and NURS 2520.

DESCRIPTION: This course 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.

COURSE: NURS 2501

TITLE: Professional Nursing Concepts Through The Lifespan I

CREDITS: 6

PREREQUISITE: Admission to AD Nursing Program.

DESCRIPTION: The beginning course in a two-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. Concepts related to teaching/learning needs in the RN role in 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: Nursing Process, Teaching and Learning, Pharmacology, Nutritional-Metabolic Pattern: Fluid and Electrolytes, Elimination Pattern: Renal and Urinary Tract Function, Sexuality Reproductive Pattern: Reproductive Alterations, Ante/Intra/Postpartum and Newborn Care, Activity-Exercise Pattern: Cardiovascular, Circulatory and Hematological Function, Activity-Exercise Pattern: Gas Exchange and Respiratory Function, Surgical Nursing, and, Cognitive-Perceptual Pattern: Mental Health. **Concurrent enrollment in NURS 2513 is required. Failure to pass (i.e. earn a “Satisfactory” grade) NURS 2513 would result in a failing grade in NURS 2501.**

COURSE: NURS 2502

TITLE: Professional Nursing Concepts Through The Lifespan II

CREDITS: 6

PREREQUISITE: NURS 2501, NURS 2513, NURS 2520

DESCRIPTION: The second course in a two-semester sequence in which complexity, application of knowledge and evidence-based practice will be emphasized. There will be 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. Concepts related to teaching/learning needs in the RN role in 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: Cognitive-Perceptual Pattern: Mental Health, Pediatrics, Nutritional-Metabolic Pattern: Immunologic Function, Nutritional-Metabolic Pattern: Oncology, Nutritional-Metabolic Pattern: Endocrine Function, Cognitive-Perceptual Pattern: Neurologic Function, Nutritional-Metabolic Pattern Skin/Integrity: Integumentary, Cognitive-Perceptual Pattern: Sensorineural Function, Nutritional-Metabolic Pattern: Digestive and Gastrointestinal Function, Nutritional-Metabolic Pattern: Metabolic Function, and Activity-Exercise Pattern: Musculoskeletal. **Concurrent enrollment in NURS 2514 is required. Failure to pass (i.e. earn a “Satisfactory” grade) NURS 2514 would result in a failing grade in NURS 2502.**

COURSE: NURS 2513

TITLE: Professional Nursing Practicum I

CREDITS: 3

PREREQUISITE: Admission to AD Nursing Program.

DESCRIPTION: Clinical component 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 in order to provide safe, quality patient-centered care and promote human flourishing. Clinical sites may include acute and long term care settings, as well as clinics and various community service agencies. Satisfactory/Unsatisfactory grading. **Concurrent enrollment in NURS 2501 is required. Concurrent enrollment in NURS 2501 is required. Failure to pass NURS 2501 would result in a failing grade (i.e. "Unsatisfactory") in NURS 2513.**

COURSE: NURS 2514

TITLE: Professional Nursing Practicum II

CREDITS: 3

PREREQUISITE: NURS 2501, NURS 2513, NURS 2520

DESCRIPTION: Clinical lab component 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, and families experiencing childbearing in order to provide safe, quality, patient-centered care and promote human flourishing. Additional course emphasis includes applying leadership skills including prioritization, delegation, supervision, and management components necessary to promote professional development and a spirit of inquiry in the transition to the graduate AD registered nursing role. Clinical sites may include acute and long term care settings, as well as clinics and various community service agencies. Satisfactory/Unsatisfactory grading. **Concurrent enrollment in NURS 2502 is required. Failure to pass NURS 2502 would result in a failing grade (i.e. "Unsatisfactory") in NURS 2514.**

COURSE: NURS 2520

TITLE: Concepts in Role Transition for the Professional Nurse

CREDITS: 1

PREREQUISITE: Admission to AD Nursing Program.

DESCRIPTION: This course is designed to build on concepts, clinical reasoning and skills attained in a Practical Nursing curriculum. Role differences between the LPN and RN, including scope of practice, advanced communications skills, critical thinking and nursing judgment, educator role, and nursing leadership and management skills are integrated. Selected RN psychomotor skills will be 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 transitions to the RN role. This course focuses on hands on application of clinical reasoning and psychomotor skills through quizzes, worksheets, exams, videos, audio PowerPoint's, skills test out, and simulation.

COURSE: NURS 2522

TITLE: Medication Administration Concepts

CREDITS: 1

PREREQUISITE: PNUR 1140 or LPN license.

DESCRIPTION: This course offers a basic review of math and dimensional analysis as applied by healthcare professionals. Topics include the metric system, preparation of solutions, pediatric dosage, I.V. solutions, and advanced I.V. titration of medications. Application of content will be made through subsequent nursing courses.

COURSE: NURS 2525

TITLE: AD Progression Proficiency

CREDITS: 1

PREREQUISITE: Re-admission to AD Nursing Program.

DESCRIPTION: This course is designed for students who are re-admitted or have re-entered the nursing program and have had a lapse of one semester or greater to remediate AD nursing theory and psychomotor skills to meet proficiency expectations. This includes all topic content from NURS 2501 and NURS 2520. It is expected that the student will prepare and remediate independently all of the topics and skills prior to testing out. To successfully pass this course, the student must complete all unit exams, receive 80% on NURS 2501 final exam and pass all skills proficiency testing at a satisfactory level*.

Progression/Graduation Requirements

- Academic progress is monitored each semester per requirements of the CLC Counseling and Career Center. A Student Success Plan will be developed for students with a grade lower than 80% in any Associate Degree Nursing course. Students will be notified of the need for a Student Success Plan by faculty. Students are encouraged to seek assistance to improve grades by utilizing the Career and Counseling Center, tutoring, and/or by meeting with instructors (see Student Success Plan form, Appendix A).
- Academic dismissal will result from failure to maintain a “C” level of scholarship in nursing courses and/or failure to meet the objectives for all components of clinical courses. A student earning a grade below a “C” cannot progress in the NURS course sequences. Each student is expected to track his/her academic progress throughout each semester. Early recognition of challenges to success is aided by the Student Success Plan (See Appendix A). **Achievement at the 80% level in all NURS courses must be maintained with no rounding up of grades across the program in all required nursing courses (a 79.9% is not 80%).** Academic counseling and tutoring services are available.
- All courses within the nursing curriculum plan of study, including required liberal arts and science courses, must be completed with a “C” (2.0) or better. See CLC Academic Catalog for grade appeal procedures. Grade appeal paperwork may be obtained from the administrative secretary at each campus.
- Students may repeat a course with a nursing prefix (NURS) once. Up to two courses in the nursing program may be repeated (i.e. students may repeat up to two nursing courses once. If the student fails the same nursing course a second time or fails more than two separate nursing courses, the student is ineligible to progress in the program). Students are apprised of progress via clinical evaluations and by cumulative grades which are posted online on Desire2Learn (D2L). The tuition and fee appeal process is unrelated to eligibility for progression/readmission to the AD Nursing 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.

ATI Exit Exam/ NCLEX-RN Review Course

In preparation for taking the NCLEX-RN, a comprehensive assessment examination is required as part of NURS 2502 course completion and will be administered during the last half of spring semester. This exam will identify areas of student weakness that require self-remediation and additional study prior to taking the licensure examination. The cost of this assessment examination is covered by NURS differential tuition. Bonus points will be awarded in the exam category in NURS 2502 for the following ATI exit scores:

- >70% (91% or higher probability score) = 10 points
- >64.7% (81%- 90.9% probability score) = 5 points
- 64% and below (79% or lower probability score) = 0 points

In preparation for taking the NCLEX-RN, a comprehensive live NCLEX-RN review is required as part of NURS 2502 and will be scheduled during spring finals week. The cost of this review is covered by NURS differential tuition.

Service Learning

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. **10 Service learning hours are a mandatory curriculum requirement for the AD Nursing Program.** A student will have until the end of spring coursework to complete and submit required documentation related to the service learning projects they participated in.

Grading

The academic grading system is as follows:

A = 96% - 100%	C = 80% - 82.9%
A- = 93% - 95.9%	D+ = 77% - 79.9%
B+ = 91% - 92.9%	D = 73% - 76.9%
B = 88% - 90.9%	D- = 70% - 72.9%
B- = 86% - 87.9%	F = Below 69.9%
C+ = 83% - 85.9%	

Student Removal from Nursing Program

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, students who fail to meet the moral, ethical, or professional behavioral standards of the nursing program are not eligible to progress in the nursing program. Students who do not meet academic or clinical standards and/or who violate the student Code of Conduct as described in the CLC Academic Catalog and the AD Nursing Program Student Handbook are also ineligible to progress in the AD Nursing Program. Behaviors that violate academic, moral, and ethical 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;
- academic dishonesty (see examples outlined in college catalog);
- behaviors that violate the 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 either in person or via “smart” technology and/or social media.**

Academic Integrity Policy

Academic integrity is one of the most important values in higher education and the nursing profession. This principle requires that each student's work represent his or her own personal efforts and that they student acknowledges the intellectual contributions of others. The foundation for this principle is student academic honesty. Central Lakes College nursing students are expected to honor the requirements of the Academic Integrity Policy. The following are some examples of unacceptable academic practices that will be viewed as policy violations.

Types of Academic Dishonesty

- **Plagiarism:** Using the words and/or ideas of another author without proper acknowledgement so they appear to be your work. This includes quoting, paraphrasing, or copying of part or all of another's work without acknowledging the source.
- **Cheating:** Using. Or attempting to use, unauthorized materials in any academic exercise or having someone else do your required work: e.g. cheat sheets or copying from another's paper, test, and/or homework
- **Fabrication:** Inventing or falsifying information: for instance, creating data for a required lab experiment that was not done or was done incorrectly.
- **Enabling Academic Dishonest:** Assisting others in committing an act of academic dishonesty.
- **Deception or Misrepresentation:** lying about or misrepresenting your academic work or academic records.
- **Multiple Submission:** Submitting work without an instructor's permission as if it is new work, even though it has already been used in another class.

Policy Implementation Notification: In each class students will be notified about that class' process regarding academic dishonesty. That notification is most often stated in the class 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 in the class for any infraction.

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.

Consequences: There is a range of options available to instructors and the director for dealing with cases of academic dishonesty. Consequences for a student in a particular class 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 (letter) 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 kept by the instructor or director and sent to the appropriate Academic Dean.

Academic Policies Due Process for Nursing Programs (see form in appendix)

Central Lakes College Nursing Department 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 ethics at all times and nursing students are expected to comply with the rules of the Nursing Department and the ANA Code of Ethics in their social media use. Unprofessional behavior with social media that is reported to the Dean of Nursing will be investigated. If a preponderance of evidence is found that the student is in violation with 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. See Appendix D for complete Social Media Policy and signature form.

Students must ask for and receive permission prior to taping the instructor in classroom, lab, or office areas. Unless permission to tape has been asked for and received, taping is not allowed. Students may not take pictures in the classroom, lab or clinical setting.

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.

Students with concerns are encouraged to first discuss issues with faculty. If a student is unable to resolve issues to his/her satisfaction, the student is directed to the Grade Appeals and Student Grievance Policy and Procedures published in the CLC Academic Catalog.

Re-admission

If a student elects to withdraw from a course, and the student's grade prior to the withdrawal is below a "C", a "W" (withdraw) is considered equivalent to course failure. If a student has been unsuccessful in a first-semester (summer or fall) course(s), or has withdrawn because of personal issues, the student may apply for readmission to the program. If the student's application for readmission is accepted, the student's application will be included in the pool of new applicants, and the student will be rank ordered according to admission criteria.

Students may be readmitted to the nursing program and repeat second-semester courses in which they have been unsuccessful on a space-available basis. If a student chose to withdraw from the nursing program voluntarily

because of personal issues during the second semester, the student may re-enter the nursing program on a space-available basis if the student's application for re-admission has been accepted. 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. Students who are re-admitted to the nursing program to repeat second semester courses must successfully complete NURS 2525 (AD Progression Proficiency), a one credit independent study course (see course description*- To successfully pass this course, the student must complete all unit exams, receive 75% on NURS 2501 final exam and pass all skills proficiency testing at a satisfactory level) **if they have had a lapse of one semester or greater to remediate AD nursing theory and psychomotor skills to meet proficiency expectations** OR re-take NURS 2501 and NURS 2520. Documentation of the successful completion of all re-admission criteria must be on file prior to the start of the semester in which the student will re-enter. This needs to be reviewed by faculty and the Director of Nursing.

Continuing evaluation of the AD Nursing Program curriculum results in yearly 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.

Students may be re-admitted to the nursing program one (1) time within two (2) years of their last semester attended. Students who wish to be considered for re-admission to the nursing program must submit a written request to the Dean of Nursing. Requests for re-admission 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 which identifies mechanisms that have been put in place or life circumstances that have changed to enhance the probability of success. The decision to re-admit a student to the nursing program is made by the Dean of Nursing and nursing faculty. The student will be notified in writing of re-admission status. If re-admission is granted, it will be on a space-available basis. In order to ensure that a student who has been out of the nursing program for a period of time has the requisite skill and knowledge to safely and competently care for patients, the student must successfully complete NURS 2525 (AD Progression Proficiency), a one credit independent study course (see course description) **if they have had a lapse of one semester or greater** OR re-take NURS 2501 and NURS 2520. If the student is unsuccessful in a nursing course after re-admission, and there are two grades below a "C" on the transcript, the student is ineligible to progress in the program. After two attempts to complete the AD Nursing Program without success, the student is ineligible for readmission to the AD Nursing Program at CLC.

Attendance

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 in order to meet curriculum standards, student learning outcomes, and course outcomes. Students are expected to arrive on time. For clinical absences, students must notify both the scheduled clinical site/unit, as well as the nursing instructor prior to the beginning of the clinical shift.

Essentia Health: St. Joseph's Medical Center- 218-829-2861

Lakewood Health System- 218-894-1515

Lakewood Health System Care Center- 218-894-8080

St. Gabriel's Hospital- 320-632-5441

Clinical 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*

*Note: documentation for above excused absences must reflect date of absence

Any other unforeseen extenuating circumstances not listed above will be reviewed by faculty and the Dean of Nursing on a case by case basis.

Students must attend a minimum of 90% of the clinical course, whether excused or unexcused, in order to progress in the program. Clinical hours that have been missed due to an **excused absence** may be made up in order to achieve the 90% attendance requirement. It is the student's responsibility to make necessary arrangements with involved faculty, including pre-approval of make-up date. Make-up experiences for excused absences **cannot** be guaranteed if 1) there are not enough clinical days remaining in the semester to make up the number of days missed; 2) alternate clinical sections are full. **If a student does not attend at least 90% of the clinical course, s/he will receive a failing grade for the course.**

NURS 2513/2514 are taken concurrently with NURS 2501/2502 Professional Nursing Concepts through the Lifespan I and II. Upon successful completion of both courses and **NO CLINICAL ABSENCES or TARDY'S**, students will be awarded a 1% increase of NURS 2501/2502 final grade. **A student must have a passing grade in the course before the addition of any bonus points. Bonus points cannot be applied to a failing grade.**

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

Clinical Assignment Policy

Written assignments have been designed to maximize student learning. Written assignments provide students with the opportunity to synthesize nursing theory and clinical learning. The instructor reserves the right to change assignments for individual students based on assessed learning needs.

Complete assignments; legible, neat, on time, and with correct use of the English language, are expected. Since care and precision are important parts of nursing, grades decrease for carelessness in spelling, grammar, punctuation, poor logic, or lack of clarity. Assignments are graded on quality, not quantity. Substandard assignments are not acceptable. If the student submits a substandard assignment, it is assumed that s/he did not have a sufficient knowledge base to complete the assignment. All substandard assignments graded as Unsatisfactory (U) or Needs Improvement (NI) must be revised and resubmitted within 1 week of the return assignment date/time. If the assignment is not revised to a satisfactory level on the first attempt or is outside of the timeline listed above, the assignment will be counted as an incomplete assignment. Three or more assignments graded as U or NI on the first submission demonstrates a pattern of the students' inability to apply the nursing process in the RN role and/or lack of care taken in written assignments. Each time an assignment is re-submitted, the original grade of NI or U counts towards the total number of NI's or U's. If a student receives three U or NI grades, it will be counted as one incomplete assignment.

An Incomplete may be a result of any of the following:

- Absence from clinical resulting in no clinical assignment

- Late assignment
- Assignment given a needs improvement or unsatisfactory that has not been revised to a satisfactory level within 1 week from the assignment return date
- 3 U or NI assignment grades

FOUR incompletes will result in an unsatisfactory grade for the clinical course and the student will be ineligible to progress in the nursing program.

Completed assignments will be submitted via the Dropbox under Practicum on Desire to Learn (D2L). It is the students' responsibility to ensure by confirmation receipt (D2L) that the assignment was dropboxed successfully. All written assignments are due as follows: Monday clinical assignments due Wednesday by 8am and Wednesday clinical assignments due Friday by 8am. Clinical assignments are due as above unless otherwise indicated by clinical instructor. Late assignments will be counted as an incomplete. Fax and email may be used only with student prearrangement and faculty permission.

Concepts in Role Transition for the Professional Nurse (NURS 2520) Absence Policy

Concepts related to clinical skills and foundational information for RN role preparation are taught and practiced in the nursing lab setting. Information missed is a lost opportunity and cannot be replicated. Missed lab hours must be independently remediated in the nursing simulation lab before any procedures covered during class time can be performed in the clinical area. Students must videotape their performance of the missed skill(s) and submit the videotape demonstrating proficiency in that skill to the instructor within 1 week of the scheduled class date missed.

Communication/Computer Requirements

Computer Requirements

All students must have access to a computer, printer, and the Internet with greater than dial-up speed required in order to meet academic demands of the nursing program. For online exams and quizzes, it is strongly recommended that a student uses a computer with high-speed internet and a wired connection. It is the student's responsibility to assure internet connection meets D2L requirements. Students are accountable for any technical difficulties that may occur during testing if D2L requirements are not met. At a minimum, computers must be equipped with Windows XP or higher, Adobe Acrobat Reader, and Microsoft Office (Word, PowerPoint, Office). New D2L updates allow students to see Word docs and Adobe docs. Students will now have access to Office 365 also. Computers and printers are available for student use at the library and computer commons at both campuses. Students requiring assistance with computer-related issues should contact the Help Desk at extension 8200.

Communication

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 an emergency notification system which a student can voluntarily register for. This alert system is designed to send an emergency alert via text messaging to the student registered cellular phone. For more information or to register for Star Alert, go to:

<https://catalognavigator.clcmn.edu/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=7&chapterid=92>

[&loaduserredits=False&search=true&keywords=Star%20Alert](#) Local television and radio stations will carry official announcements of class cancellations and/or closing of CLC campus.

Class Cancellation and Campus Closing

If classes are cancelled, students do not have to come to school; they are excused. If campuses are closed, classes are also cancelled. If classes are running late, students are to come to school at the time indicated that the campus will open and courses will be in session. If it is a clinical date and classes are running late (2 hours or more), then clinical will be cancelled.

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

Clinical Participation

Student Supplies and Course Materials

The student is responsible for personal purchase of the following:

- Stethoscope
- Bandage scissors
- White uniform, including white shoes
- Penlight
- Watch with a second hand
- Black pen
- Carpuject

Student supplies and course materials are available in the campus bookstore.

Uniform, Dress Code, and Technology Use in Clinical

- Student uniforms include an all-white uniform top and pant with white socks. Shoes may be white nursing shoes or white tennis shoes with minimal color (if any color student should check with faculty for clarification). Pants must never touch the floor. Undergarments should be white or nude and no part must be visible above the pant waistline. Tops and pants must overlap so no bare skin is seen at the midriff. Tops and pants must also be of heavy enough material to avoid transparency. Uniforms must be pressed and clean.
- Student identification must be worn.
- 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.
- No necklaces or bracelets. The only accepted necklace or bracelet is a Medic Alert.
- No visible body piercing (eyebrow, tongue, nose).
- Visible tattoos must be covered.

- Hair must be short or pulled back so that vision is not impeded.
- 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 will be tolerated (see drug and alcohol policy, Appendix B).
- 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, I-pods, and I-pads.
- In addition to the above, all policies required by clinical agencies will be adhered to.

Failure to comply with the uniform or dress code policy may result in dismissal from the clinical area. For infection control purposes, students may not wear their uniform to any classroom setting.

Nursing Lab Dress Code

The nursing simulation lab is considered a simulated clinical experience; therefore, students are required to adhere to the above dress-code policies with the exception of wearing a uniform. Instead of the student uniform, regular street clothes may be worn with white lab coat and student identification. Failure to comply with the lab dress code policy will result in loss of participation points. Student lab supplies may not be removed from the lab. No food or drinks are allowed beyond the classroom area of the labs. Lounging/lying on the beds and/or other equipment in the lab is not allowed. 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.

Online and Clinical Orientation

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

Attendance 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.

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, NCLEX-RN review course, and background study.

*Items and costs included in the course tuition are subject to change

Licensure examination application currently costs approximately \$300.00. 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 punctures from a contaminated needle or other sharp object. In the event of an exposure in the nursing lab, 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.

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. 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 B).

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.

Student Services

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

Learning Commons

The Learning Commons' peer and professional tutors help prepare students for achievement in college classes. The services coordinated through this area include computer-assisted instruction, study group facilitation, supplemental instruction, and tutoring services.

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.

Disability Services

CLC is committed to accommodating the needs of students with disabilities. The Disability Coordinator is the contact person for students needing services and arranging for reasonable accommodations based on students' individual needs. Students are informed of this access through the Nursing Program Handbook, course syllabi, and program and course orientations. Documentation of a disability is required when requesting accommodations. Students requiring accommodation for a disability, whether it is physical, psychological, or learning, contact the Disability Coordinator to make arrangements. The Disability Coordinator is available daily to meet with students and to serve as a resource for faculty seeking guidance on how best to assist students with specific disabilities. URL: <http://www.clcmn.edu/disabilityservices/>.

Multicultural Advising Center

The Multicultural Advising Program is designed specifically to provide students of color with support and referral services to provide quality student services for underrepresented students which might include: low income students, students of color and academically under prepared students, with a focus on assisting African American, American Indian, Asian American, Latino and international students of color.

TRIO/Upward Bound

This Student Support Services program serves up to 180 CLC students every year. The focus of student support services is to foster an institutional climate supportive of the success of low-income, first generation college students and individuals with disabilities. Areas of additional support to increase retention, graduation, and transfer include academic advising, access to technology, financial aid advising, career advising, coordinating campus visits, and transfer plans to four-year institutions. TRIO information can be found at: <http://www.clcmn.edu/trio>. TRIO Upward Bound information can be accessed at: <http://www.clcmn.edu/upwardbound/>.

Food Shelf

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

Veterans Resource Center

The Veterans Resource Center provides information and support to military veterans, their families, and community members. The goal of the Center is to provide a welcoming environment for all who visit or seek services. The Center has, or can locate, information related to veterans' services, financial resources, scholarships, veteran and family support activities, and other community services.

Counseling/Career Center

- The counselor role positions serve to develop and implement retention programming (i.e., new student orientation, interventions for at-risk students, etc.) and counsel 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

CLC Counseling/Career Center information can be found at: <http://www.clcmn.edu/counseling/>.

In the area of personal counseling, students can expect help with referrals to agencies within the community as necessary. The following site provides information on frequently asked questions (FAQ) regarding counseling services.

http://www.clcmn.edu/counseling/frequently_asked_questions.htm.

In addition, a CLC and community-based resource guide can be accessed at:

<http://www.clcmn.edu/studentlife/pdf/CLC%20Student%20Resource%20Guide.pdf>.

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.

Opportunities for Student Participation

National Student Nurse's Association

All students who have been admitted to the nursing program may enroll in the NSNA organization. Visit www.nсна.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 have the opportunity to participate in various college wide campus activities as well as service learning within the greater community. The Nursing Club has four officers including a President, Vice President, Treasurer and Secretary. One club member will be appointed to attend a weekly student senate meeting. Nursing club opportunities are available on each campus and may be a combined club serving Brainerd and Staples campuses.

Nursing Meeting Participation

Faculty Meetings

Conversations with Connie

Nursing Advisory Board Member

Objective: Student nurses will be represented at the nursing faculty meetings for the purpose of having a voice in their program, in the following ways:

- clarifying questions
- offering suggestions
- sharing concerns

Student Representatives: Two students from each nursing cohort, who are active in their nursing club, will be selected by their peers at the beginning of each semester to attend the first 15-20 minutes of the program nursing faculty meeting to voice questions, offer suggestions and share concerns in a professional manner.

Examples of each may be:

- Clarifying questions: “In open lab hours, do students need to set up appointments or can we just drop in?”
- Offering suggestions: “We really like clear rubrics, can there be one made for.....”
- Sharing concerns: “Is there equity between the cohorts across campuses?”

Role of Student Representatives: Students will be welcomed to the meeting and will be first on the meeting agenda. Students will:

- Be on time and professionally participate
- Listen to any feedback
- Review faculty response via email
- 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

Role of Faculty Regarding Student Representatives: Students are welcomed to the meeting and will be first on the meeting agenda. Faculty will:

- Be on time and professionally participate
- Listen to student questions, suggestions and concerns. Discussion of possible solutions will occur once students leave the meeting. Faculty will respond via email.
- As appropriate remind that personal student issues will be handled in a private and confidential manner with the student’s faculty (theory/lab/clinical) and per Central Lakes College policy and the nursing program handbook.

Appendices

Appendix A: Student Success Plan



Central Lakes College Associate Degree Nursing Program Student Success Plan

Student Name:

Semester:

Date:

This form notifies you that a Student Success Plan will be developed because of:

- Absences/Pattern of Tardiness
- Academic Dishonesty
- Breach of Confidentiality/HIPAA Violation
- Disrespectful Behavior to Staff/Faculty/Client(s)/Student(s)
- Inappropriate/Unprofessional Behavior
- Lack of preparation for Clinical Practicum
- Late or Incomplete Submission of Written Clinical Assignments
- Less than 80% passing rate in any nursing course
- Client Safety Compromised
- Failure to meet minimal Standards of Care

Instructor Comments:

In order to pass the following course(s),

NURS 2501 Professional Nursing Concepts through the Lifespan I (*Concurrently on Probation for NURS 2513 Professional Nursing Practicum I*)

NURS 2513 Professional Nursing Practicum I (*Concurrently on Probation for NURS 2501 Nursing Concepts through the Lifespan I*)

NURS 2520 Concepts in Role Transition for the Professional Nurse

NURS 2502 Professional Nursing Concepts through the Lifespan II (*Concurrently on Probation for NURS 2514 Professional Nursing Practicum II*)

NURS 2514 Professional Nursing Practicum II (*Concurrently on Probation for NURS 2502 Nursing Concepts through the Lifespan II*)

NURS 2500 Professional Nursing Leadership

NURS 2525 AD Progression Proficiency

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):

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:

Director Signature: _____ Date:

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: Drug Testing Policy

Central Lakes College Practical and Associate Degree Nursing Programs

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 of 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 beverages 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: _____

Print name: _____

Date: _____

Appendix C: MnSCU Performance Standards for Nursing Programs



MnSCU Performance Standards For Nursing Programs and 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 Andria Belisle, Disability Coordinator, for more information if you think you may need an accommodation for a disability at 218-855-8175, or abelisle@clcmn.edu, Office E138.

Capability	Standard	Examples	AD Nursing Program Course Outcomes
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.	<ul style="list-style-type: none"> Identify changes in client health status Prioritize multiple nursing activities in a variety of situations 	<p><i>NURS 2519</i> <u>Nursing Judgment</u> 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) <i>NURS 2502</i> <u>Nursing Judgment</u> 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) <i>NURS 2519</i> <u>Human Flourishing</u> 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) <i>NURS 2514</i></p>

			<p><u>Nursing Judgment</u> 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 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"> • Able to make effective decisions in the classroom and in the clinical sites. • Develop/contribute to nursing care plans that accurately reflect client concerns. • Able to make decisions reflective of classroom learning in the clinical sites. 	<p><i>NURS 2502</i> <u>Human Flourishing</u> 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) <i>NURS 2514</i> <u>Human Flourishing</u> 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) <i>NURS 2519</i> <u>Nursing Judgment</u> 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) <i>NURS 2502</i> <u>Nursing Judgment</u> 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
MOTOR SKILLS			
Motor Skills	<p>Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client.</p>	<ul style="list-style-type: none"> • Position clients • Reach, manipulate, and operate equipment, instruments and supplies e.g. syringes, sterile equipment, and monitors • Perform/use electronic 	<p><i>NURS 2519</i> <u>Nursing Judgment</u> Apply concepts of quality and safety in the performance of professional nursing skills in a simulated healthcare setting. (QSEN Competencies: Quality Improvement, Safety) <i>NURS 2513</i> <u>Nursing Judgment</u> Apply the knowledge and science of nursing for accurate performance of psychomotor skills such as medication administration and</p>

		<p>documentation</p> <ul style="list-style-type: none"> • Lift, carry, push and pull • Perform CPR 	<p>various other therapeutic nursing interventions or treatments. (QSEN Competencies: Evidenced Based Practice; Safety)</p> <p><i>NURS 2514</i></p> <p><u>Professional Identity</u></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	<p>Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client.</p>	<ul style="list-style-type: none"> • Propel wheelchairs, stretchers, etc., alone or with assistance as available • Transport supplies to client room • Work around bedside with other personnel • Lift a child • Move and lift clients in and out of bed, wheelchair or cart • Assist with transfer and walking of patients who may require substantial support 	<p><i>NURS 2519</i></p> <p><u>Nursing Judgment</u></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 2513</i></p> <p><u>Nursing Judgment</u></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	<p>Ability to tolerate lengthy periods of physical activity.</p>	<ul style="list-style-type: none"> • Move quickly and/or continuously • Tolerate long periods of standing and/or sitting 	<p><i>NURS 2519</i></p> <p><u>Nursing Judgment</u></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 2513</i></p> <p><u>Nursing Judgment</u></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
COMMUNICATIONS			
Communication	Communicate in English	<ul style="list-style-type: none"> • Utilize oral and 	<i>NURS 2519</i>

	with others in oral and written form. Able to communicate with clients and members of the healthcare team in order to plan and deliver safe care.	written communication skills sufficiently for teaching/learning and for interaction with others <ul style="list-style-type: none"> • Read, understand, write, and speak English • Explain treatment procedures • Initiate and/or reinforce health teaching • Document client responses • Clarify communication received 	<u>Human Flourishing</u> Demonstrate patient-centeredness and caring behaviors in the utilization of verbal and non-verbal communication techniques that promote safety. (QSEN Competencies: Patient Centered Care) Role-play effective communication techniques that promote patient safety, teamwork, and collaboration in the simulated healthcare setting. <i>NURS 2514</i> <u>Nursing Judgment</u> Demonstrate effective interpersonal communication in the delegation and supervision of the healthcare team. (QSEN Competencies: Teamwork and Collaboration)
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"> • Establish rapport with clients, families, and colleagues • Respond in a professional/therapeutic manner to a variety of client expressions and behaviors 	<i>NURS 2500</i> <u>Human Flourishing</u> 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) <i>NURS 2518</i> <u>Human Flourishing</u> Apply knowledge of holistic health assessment integrating cultural diversity and client education across the lifespan. (QSEN Competencies: Patient Centered Care)
Capability	Standard	Examples	AD Nursing Program Course Outcomes
SENSES			
Hearing	Auditory ability sufficient to hear normal conversation and/or assess health needs	<ul style="list-style-type: none"> • Ability to monitor alarms, emergency signals, auscultatory sounds, e.g. B/P, heart, lung, and bowel sounds, cries for help, and telephone interactions/dictation • Communicates with clients, families and colleagues 	<i>NURS 2502</i> <u>Human Flourishing</u> 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) <i>NURS 2519</i> <u>Human Flourishing</u> Demonstrate patient-centeredness and caring behaviors in the utilization of verbal and non-verbal communication techniques that promote safety. (QSEN Competencies: Patient Centered Care) Role-play effective communication

			techniques that promote patient safety, teamwork, and collaboration in the simulated healthcare setting.
Vision	Visual ability sufficient for observation, assessment, and performance of safe nursing care.	<ul style="list-style-type: none"> • Observes client responses • Discriminates color changes • Accurately reads measurement on client related equipment • Read medication labels • Read syringe accurately • Evaluate for a safe environment 	<p><i>NURS 2519</i> <u>Nursing Judgment</u> 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 2513</i> <u>Nursing Judgment</u> 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"> • Performs palpation, e.g. pulse • Performs functions of physical examination and/or those related to therapeutic intervention e.g. insertion of a catheter 	<p><i>NURS 2519</i> <u>Nursing Judgment</u> 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 2513</i> <u>Nursing Judgment</u> 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
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.	<ul style="list-style-type: none"> • Demonstrate professional abilities of trust-worthiness, empathy, integrity, confidentiality • Be able to change, and display flexibility • Learn to function in the face of uncertainties and stressful situations 	<p><i>NURS 2514</i> <u>Professional Identity</u> Role model professional attitude and practice within the ethical and legal framework that is committed to excellence, diversity, and personal/professional development during RN role transition. (QSEN Competencies: Teamwork and Collaboration)</p> <p><u>Nursing Judgment</u> Demonstrate ability to consistently provide a high quality, safe and effective caring environment to clients and families across</p>

			<p>the lifespan. (QSEN Competencies: Patient Centered Care; Safety) <i>NURS 2500</i></p> <p><u>Professional Identity</u> Role model personal and professional development that exhibits workplace participation readiness. (QSEN Competencies: Teamwork and Collaboration) <i>NURS 2519</i></p> <p><u>Professional Identity</u> 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
ENVIRONMENTAL			
Environmental Adaptability	Ability to tolerate environmental stressors.	<ul style="list-style-type: none"> • Work with chemicals and detergents • Tolerate exposure to odors • Work in close proximity to others • Work in areas of potential physical violence • Work with infectious agents and blood-borne pathogens • Work in environments that may have allergens, such as latex 	<p><i>NURS 2513</i></p> <p><u>Nursing Judgment</u> 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) <i>NURS 2514</i></p> <p><u>Nursing Judgment</u> 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, which were 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.

Presented to Minnesota Practical Nursing Education Directors' Association DA on 5/3/02; 1/24/03, and 4/4/03.

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 D: Student Forms

Pre Clinical Participation Health Record Form



**Central Lakes College
Practical Nursing and Associate Degree Nursing Program
Pre-Clinical Participation Health Record Form**

Please bring this completed form along with required documentation and copies of lab results and health tests to the Nursing Lab Coordinator.

Part A: To be completed by student – Please Print

Name: _____ Student ID # _____

 Last First Middle

Address: _____ Birthdate: _____

 Street City State Zip

Home Phone: _____ Cell: _____

Email: _____ Alternate Email: _____

In case of emergency, notify: _____

 Name Phone

NOTE: The most up-to-date healthcare/immunity requirement proof must be on file for the duration of your Nursing academic career. Proof includes documentation from your clinic/healthcare provider stating the facility, date, requirement, and results. When submitting required documentation, please submit ***copies only***. Keep all originals in a safe place and retain a copy of this form for your records.

Part B: Nursing Program Immunity Requirements, to be completed by the student:

Clinical documentation must be included along with this form.

- **Tuberculosis Immunity:** Must have a two-step Mantoux dated within three months prior to the first clinical course.
 - Two-step Mantoux (Tuberculin Sensitivity) test:
 - First Mantoux: Date: _____ Result: _____
 - **(Second Mantoux should be done one to three weeks after the first.)**
 - Second Mantoux: Date: _____ Result: _____

If either Mantoux is positive, please provides follow up documentation from a Physician, including chest x-ray (CXR) results statement and then yearly completion of the Positive Mantoux test documentation form.

○ Date of X-ray: _____ Results: _____

Either proof of vaccination or immunity through titers must be demonstrated through proper documentation.

- MMR (measles, mumps, rubella):

Date of first dose: _____ Date of second dose: _____
OR

Titer (including all three...measles, mumps, rubella):

Rubella Titer indicating positive immunity Date Titer Read: _____

Rubeola Titer indicating positive immunity Date Titer Read: _____

Mumps Titer indicating positive immunity Date Titer Read: _____

- Varicella (Chicken Pox) vaccination:

○ Date of first shot: _____
○ Date of second shot: _____

OR

Chicken Pox Titer indicating positive immunity Date Titer Read: _____

- **Tetanus/Diphtheria:** Required within the last ten years

Date given: _____
OR

If it has been greater than 10 years since your last Td, it is recommended you receive the Tdap.

Tdap: Recommended once after 19 years of age

Date given: _____

***NOTE:** If student is pregnant and vaccination for Rubella and/or Mumps is necessary in order to meet immunity requirement, vaccination(s) must be completed after delivery. If pregnant, please indicate due date: _____

- **Meningococcal:** Students with anatomical or functional asplenia (born without a spleen or spleen has been removed) should receive a two-dose series of Meningococcal Conjugate vaccine. Initial here if this does not apply to you. _____

Date of first dose: _____ Date of second dose: _____

Hepatitis B Immunity: It is strongly recommended that all students be vaccinated against Hepatitis B. The Hepatitis B series vaccinations may be declined.

- **Hepatitis B***

- Date of first shot: _____
- Date of second shot: _____
- Date of third shot: _____

OR

Hepatitis B Titer indicating positive immunity Date Titer Read: _____

- **Hepatitis B Waiver***

- As a student Nurse at Central Lakes College, I have been given information about the Hepatitis B virus. This information included how the virus is transmitted, complications that may occur if I am exposed, and that a vaccine is available that would give me over 90% protection against this virus.
- At this time, I have voluntarily made the decision not to be immunized against the Hepatitis B Virus. In making this decision, I accept full responsibility for my decision and understand that the OSHA regulations require only healthcare facilities to make this available to their employees. Since I am not an employee of Central Lakes College, in no way will I bring charges against Central Lakes College if I am exposed to the Hepatitis B Virus during my education.
- Student Signature: _____
- Date: _____
- If a student plans to attend clinical at St. Gabriel's Hospital in Little Falls, or Riverwood in Aitkin, the Hepatitis B immunization cannot be waived.
- If a student plans to attend clinical at St. Gabriel's Hospital in Little Falls, or Riverwood in Aitkin, they must show documentation of a current flu shot
Influenza vaccination date: _____

Part C: Healthcare Provider/Examiner, please complete the following:

***Physical and Mental Status:** Nursing students are assigned in clinical areas where they may be subjected to challenging and stressful situations requiring physical and mental stability. This individual's physical and mental status is stable and will allow assignments in all clinical areas and to all patients (assuming use of protective measures ordered by the facility).

*See attached MnSCU Performance Standards for entry-level nursing education programs.

Yes

No-Please advise of any necessary limitations: _____

I certify that this individual has no health problems which would jeopardize his/her or an assigned patient's welfare.

Signature of Healthcare Provider/Examiner Credentials Date

Name of Healthcare Provider/Examiner- Please print Credentials- Please print

Clinical Name and Address

Clinical Phone Number

*Student, please return this completed form along with COPIES of required documentation by mail or in a sealed envelope to the Brainerd campus addressed as follows:

Central Lakes College
Attn: Gayle Ollila, Nursing Lab Coordinator
501 West College Dr.
Brainerd, MN 56401

Portions of this form were adopted from Anoka-Ramsey Community College Pre-Clinical Health Record.

CLC is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law. This information is available in alternative format upon a 48-hour advance request by contacting Disability Services at 800-933-0346. Minnesota Relay Service: 800-627-3529 or 612-297-5353.

5/2013

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.

Data Practices Advisory and Informed Consent/Clinical Placement

The information on the above PRE-CLINICAL PARTICIPATION HEALTH RECORD is collected because the clinical sites where Central Lakes College places student nurses require that the health record about student nurses be made available to them. The information will be used to determine whether a student meets the clinical site’s health requirements for care providers.

I understand that a clinical site may refuse my participation based on data provided on my PRE-CLINICAL PARTICIPATION HEALTH RECORD Form. I understand that if I have not been immunized, a clinical agency may refuse my participation in clinical experiences at their site. I understand that the CLC AD Nursing Program does **not** guarantee that there will be an alternate clinical site available, and that if no alternative facility placement is available, I am not eligible to progress in the program.

I understand that the information collected is private data, and will be disclosed, as needed, to the Dean of Nursing at Central Lakes College and to any clinical site where I am placed as a student, should the clinical site request the data. I understand that I am not legally required to provide this information to the Central Lakes College; however, my refusal to provide the information requested in the PRE-CLINICAL PARTICIPATION HEALTH RECORD FORM could mean that a clinical site may refuse to accept me at its facility. I understand that the Nursing Program does not guarantee an alternative facility placement, and that if no alternative facility placement is available, I am not eligible to progress in the program.

I authorize Central Lakes College to release the information on the PRE-CLINICAL PARTICIPATION HEALTH RECORD FORM to any facility to which I am assigned while I am enrolled in the nursing program should the facility request the information. This authorization is valid for one year from the date of my signature.

I authorize Central Lakes College to release my name and date of birth to the clinical agencies of the Central Lakes College nursing program. I understand that the clinical agencies will review this information and assess whether I may be permitted to participate in a clinical placement at their facility, and if I am not permitted to participate, CLC does not guarantee an alternative clinical placement. If no alternative clinical placement is available, I am not eligible to progress in the program.

Print Name: _____

Signature: _____

Date: _____

AUTHORIZATION FOR THE RELEASE OF STUDENT INFORMATION

Criminal Background Study

An integral part of the Nursing Program is the care of patients/clients in clinical settings. To provide this experience, the College contracts with local clinical facilities. All facilities licensed by the Minnesota Department of Health require criminal background studies for anyone working at their facilities, including students.

MINNESOTA DEPARTMENT OF HEALTH LICENSED FACILITIES SUPPLEMENTAL NURSING SERVICES AGENCIES, EDUCATIONAL PROGRAMS, TEMPORARY EMPLOYMENT AGENCIES, PROFESSIONAL SERVICES AGENCIES

BACKGROUND STUDY PRIVACY NOTICE

Because the Minnesota Department of Human Services is requesting that you provide private information about yourself, the Minnesota Government Data Practices Act requires that you be informed of the following:

1. Purpose and intended use of the information: Minnesota Statutes, section 144.057, requires the Minnesota Department of Human Services (DHS) to conduct background studies on individuals who have direct contact with patients and residents in hospitals, boarding care homes, outpatient surgical centers, nursing homes, home care agencies, residential care homes, board and lodging establishments registered to provide supportive or health supervision services, individuals employed by supplemental nursing services agencies, and controlling persons of a supplemental nursing services agency; and all other employees in nursing homes. The background studies are to be completed according to the requirements in Minnesota Statutes, chapter 245C. The information requested will be used to perform a background study of you that will include at least a review of criminal conviction records held by the Minnesota Bureau of Criminal Apprehension and records of substantiated maltreatment of vulnerable adults and children. DHS may also later require you to submit additional information and/or your fingerprints if necessary to complete your background study. For all individuals who are subject to background studies by DHS, the corrections system will report new criminal convictions for disqualifying crimes to DHS. County agencies and the Minnesota Department of Health report substantiated findings of maltreatment of minors and vulnerable adults to DHS.
2. Whether you may refuse or are legally required to provide the information: Minnesota Statutes, chapter 245C, states that the individual who is the subject of a study must provide sufficient information to ensure an accurate background study.
3. Known consequences that may arise from supplying the information: Individuals who have histories with the characteristics identified in Minnesota Statutes, chapter 245C, will be disqualified from positions allowing direct contact with (and, where applicable, access to) persons receiving services. Health-related licensing boards will make a determination whether to impose disciplinary or corrective action on individuals regulated by health-related licensing boards who have been determined to be responsible for substantiated maltreatment. Individuals who do not have disqualifying characteristics will not be disqualified.
4. Known consequences that will arise from refusing to supply the requested information: Only items identified as "optional" may be left blank. Refusal to provide the information necessary to ensure an accurate and complete background study will result in your disqualification and an order to the agency or facility to remove you from any position allowing direct contact with (and, where applicable, access to) persons receiving services.
5. Identification of other agencies or entities authorized to receive this information: The information you provide will be shared with the Minnesota Bureau of Criminal Apprehension. If DHS has reasonable cause to believe that other agencies may have information pertinent to a disqualification, the information may also be shared with county attorneys, county sheriffs, courts, county agencies, local police, the Federal Bureau of Investigation, the Office of the Attorney General, agencies with criminal record information systems in other states, and juvenile courts. Background study results may be shared with the Minnesota Department of Health, the Minnesota Department of Corrections, the Office of the Attorney General, non-licensed personal care

provider organizations, and health-related licensing boards. If you have a disqualifying characteristic, the facility will be told only that you are disqualified and will not be told what caused your disqualification, unless you were disqualified for refusing to cooperate with the background study or for serious and/or recurring maltreatment of a minor or vulnerable adult. The information about you received as part of a background study is classified as private data and, except for the agencies noted, cannot be shared without your consent.

Because the Minnesota Department of Human Services is requesting that you provide private information about yourself, the Minnesota Government Data Practices Act requires that you receive a copy of the Background Study Privacy Notice.

I understand that a facility may check my criminal background and could use the results to refuse to accept me at its facility. I understand that if I refuse to cooperate with the criminal background check or I have been denied clearance, the clinical facility will refuse to accept me, and that the Nursing Program does not guarantee an alternative facility placement. I understand that if no alternative facility placement is available, I will be ineligible to progress in the Nursing Program.

I acknowledge that I have been given a copy of the Background Study Privacy Notice, and I authorize Central Lakes College to release information contained in its files (including but not limited to reports, records and letters or copies thereof) regarding a background study performed by the Department of Human Services, or a request to the Commissioner of Health for reconsideration of a disqualification, to determine my eligibility to participate in clinical placements to fulfill the requirements of the nursing program at Central Lakes. This information may be released to all Central Lakes College clinical facilities. I understand that the facility will review this information to assess whether I may be permitted to participate in a clinical placement. I understand that I am not legally obligated to provide this information. If I do provide this information, the data will be considered private under state and federal law, and released only in accordance with those laws, or with my consent. I provide this information voluntarily and understand that I may revoke this consent at any time. A photocopy of this authorization may be used in the same manner and with the same effect as the original documents. This authorization expires one year from the date of my signature.

Name (please print): _____ Date: _____

Signature: _____

Student Acknowledgement of Drug and Alcohol-Testing Policy

The Central Lakes College (CLC) Department of Nursing is committed to providing and maintaining a safe environment that is free from the influence of illegal drugs and alcohol. The CLC Department of Nursing has therefore adopted a Drug and Alcohol-Testing Policy that provides for testing of students when a student's behavior indicates that reasonable suspicion of drug or alcohol consumption is present. By signing this acknowledgement, I am agreeing to the following.

- I have read the contents of the Nursing Drug and Alcohol Testing Policy found in the Central Lakes College Associate Degree Nursing Handbook, (Appendix B). I am aware of and fully understand:
 - what conduct the policy prohibits;
 - what disciplinary action, including dismissal from the nursing program, can result if I am in violation of this policy;
 - my rights under the policy including the consequences of exercising certain rights; and,
- I understand that this policy in any form, and as may be found in any student handbook including this policy, are not unilateral student contracts.

Print Name: _____

Signature: _____

Date: _____

Central Lakes College Nursing Department 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 ethics at all times and nursing students are expected to comply with the rules of the Nursing Department and the ANA Code of Ethics in their social media use. Examples of Social Media may include, but are not limited to the following:

- Blogging – Blogger, LiveJournal, Xanga
- Microblogging – Dailybooth, Foursquare, Google Buzz, Posterour, Tumblir, Twitter
- Postcasting – Blubrry
- Social networking – Bebo, Facebook, Google+, LinkedIn, MySpace, Orkut
- Social new sharing – Digg, Reddit
- Social bookmarking/social tagging – Delicious, Diigo, Google Reader, StumbleUpon
- Video hosting – Vimeo, YouTube

Nursing Students are expected to comply with the rules of the Nursing Department and the ANA Code of Ethics in their social media use. Examples of unprofessional behavior 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
- 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.

Unprofessional behavior with social media that is reported to the Dean of Nursing will be investigated. If the preponderance of evidence is found that the student is in violation with 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, Dean, charge nurse, employer or Board of Nursing.

I have read and agree to the terms of Central Lakes College Nursing Department Social Media Policy. I understand that if I engage in behavior that is not professional and becoming of a nurse it could result in disciplinary action. I also understand that if I witness another student engaging in this type of behavior and do not report to the Dean of Nursing I could also be in violation of this policy, and could result in disciplinary action.

Student Name (Signature): _____ Date: _____

Student Name (Print): _____

References/Resources

American Nurses Association (ANA). (2011a). Navigating the world of social media. Retrieved from <http://bit.ly.tkVRri>

American Nurses Association (ANA). (2011b). 6 tips for nurses using social media. Retrieved from <http://bit.ly.HlvVo>

American Nurses Association (ANA). (2011c). Principles for social networking and the nurse. Retrieved from <http://ana.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/NursingStandards/ANAPrinciples.aspx>

National Council of State Boards of Nursing (NCSBN). (2011). White paper: A nurse's guide to the use of social media. Retrieved from https://www.ncsbn.org/Social_media_guidelines.pdf

National Student Nurses' Association, Inc. (n.d.) Social media usage and maintaining privacy, confidentiality and professionalism. Retrieved from https://www.ncsbn.org/NSNA_Social_Media_Recommendations.pdf

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

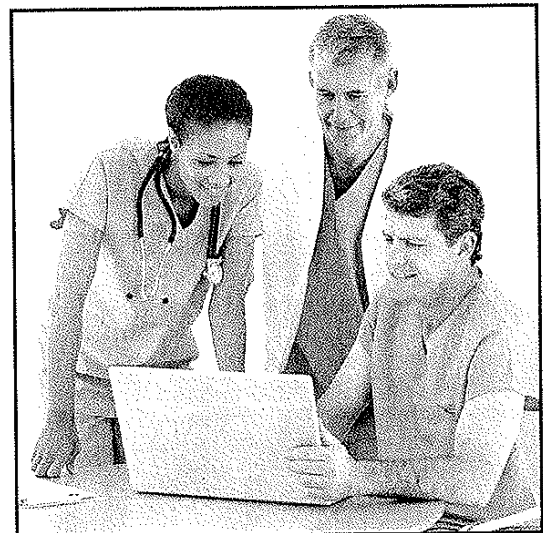
- Information can take on a life of its own where inaccuracies become "fact"
- Patient privacy can be breached
- The public's trust of nurses can be compromised
- Individual nursing careers can be undermined

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.



8515 Georgia Avenue, Suite 400
Silver Spring, MD 20910
1-800-274-4ANA

www.NursingWorld.org



Academic Policies 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: _____

rev 10-22-2012; 11-6-2013

Simulation in Healthcare Education Participation Expectation and Confidentiality Statement

Learning objectives for simulation in healthcare education include but are not limited to the following:) apply basic to complex nursing skills, b) improve critical thinking skills, c) recreation of high risk/low frequency skills, d) assist in development of leadership skills and teamwork, and e) provide instant feedback and situation debriefing.

Each simulation experience is meant to offer you an opportunity to experience a mock up of possible clinical experiences you may encounter in various healthcare settings and environments. It is our expectation that you participate fully in these experiences and treat the environment and the patients in the simulation as though they are your patients.

The experience of simulation may evoke some unexpected actions, patient responses and outcomes. Simulation learning activities are an opportunity to evaluate hospital systems, teamwork activities, as well as individual preparedness during various patient care situations and emergencies. At the end of many simulations, we will take time to debrief in small and/or large groups. This will be your opportunity to discuss how you feel the educational experience has gone and what possible improvements could be made as a system, team, or as an individual. Please be sensitive to your team members and do not share individual performance issues with other peers. We expect professional behavior and attire when in the nursing simulation lab (i.e., Lab coat, stethoscope). Likewise we expect confidentiality to be maintained so that we can facilitate a safe, structured learning environment for all nursing students.

Students will be asked to randomly complete evaluation forms related to their simulation experiences. We appreciate your thoughtful responses regarding your perceptions related to the simulation experience and how we can make improvements for the future.

I, _____, agree to the above contract and listed specifications.

Simulation scenarios may be videotaped for debriefing purposes in order to enhance student learning.

I, _____, grant permission to videotape nursing simulation experiences for learning outcome assessment purposes and educational review with peers and nursing faculty.

Students and faculty participating in simulation scenarios may be photographed for public relations reporting to the Central Lakes College community, the community at large, for presentations within the academic community, or for marketing purposes.

I, _____, grant permission for my photograph and identifying information to be disseminated for public relations reporting to the Central Lakes College community, the community at large, for presentations within the academic community, or for marketing purposes.

Non-discrimination/Equal Opportunity

CLC is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law. This information is available in alternative format upon a 48-hour advance request by contacting Paula Huss in Disability Services, office C111 at 800-933-0346 ext 8175. Deaf and Hard of Hearing users or TTY communication contact the "Minnesota Relay Service at 7-1-1 or 1-800-627-3529."

(Name of Student-please print) _____ (Date)

(Student Signature)

(Address)

(Date of Birth)

(Telephone number)

Program Handbook Review

I have received, read, and understand the contents of the Central Lakes College Associate Degree Nursing Program Student Handbook.

Name: _____
(Please print)

Signature: _____ Date: _____

Last revised 3-21-2014