



**Central Lakes College
Associate Degree Nursing Program
Traditional and Advanced Standing Tracks
Student Handbook 2023-2024
Revised July 1, 2023**

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



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

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Introduction

Welcome to the Central Lakes College (CLC) Associate Degree Nursing (AD Nursing) Program. This program is designed to provide the required education for students interested in becoming Registered Nurses (RNs), and takes students through concurrent liberal arts courses and nursing courses to achieve an Associate in Science Degree in Nursing in a minimum of 2 years (4 semesters) for the **Traditional Track** OR the program can take current Licensed Practical Nurses (LPNs) through a Role Transition course followed by joining the Traditional Track for the final 2 semesters of nursing coursework for the **Advanced Standing Track**. Both tracks will prepare students to take the National Council Licensure Examination (NCLEX-RN) to become a licensed Registered Nurse in the State of Minnesota.

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

Disclaimer

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

Accreditation/Approval

Central Lakes College Associate Degree nursing program is accredited by the Commission for Nursing Education Accreditation (CNEA). In addition, Central Lakes College is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. The AD Nursing Program is approved by the Minnesota Board of Nursing. Graduates of the CLC AD Nursing Program obtain an Associate in Science Degree (AD) in Nursing and are eligible to take the National Council Licensure Examination (NCLEX-RN).

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 began as a Mobility Nursing Program which required 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) each year to a cohort of 45 students starting every semester at the Brainerd campus. Thirty-six years after the 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. As of December 2014, Central Lakes College's Academic Affairs and Standards Council (AASC) approved the start of an AD **Traditional Nursing Program Track** to admit up to 45 students every semester, taking students concurrently through liberal arts courses and nursing courses to achieve the AD Nursing Degree and take the NCLEX-RN examination, without previous nursing experience, while maintaining the mobility option, called the **Advanced Standing Track**.

Central Lakes College Vision and Mission Statement

Mission:

We Build Futures

At Central Lakes College, we-

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

Values:

Excellence, Innovation, Inclusion, Community

Vision Statement:

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

Central Lakes College Nursing Program Vision, Mission, and Philosophy

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

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

Associate Degree Nursing Program Motto

To help promote a culture of acceptance, caring and learning, the ADN program also adopted a motto in Fall 2018. This stems from an initiative by CLC President on positive culture.

“Make a positive impact on every life every day”

This motto will be used by faculty to encourage students to make a positive impact on themselves, their peers, faculty, clients, and anyone who they encounter. It will be included as part of an ongoing, Nursing Philosophy assignment and will be used on all syllabi and within classrooms.

Central Lakes College's Nursing Philosophy Statement

The Central Lakes College Nursing Programs believe that Nursing is grounded in the biological, psychological, sociological, and spiritual sciences. Nursing is devoted to promoting, maintaining, and restoring the health of individuals, families, and communities (clients) as well as promoting a peaceful, dignified death. Nurses care for diverse clients across the lifespan in a variety of inpatient and community-based settings by providing safe, culturally sensitive, individualized patient relationship centered care and by participating as a member of the healthcare team.

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

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

Associate Degree Nursing

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

AD Nursing Program Student Learning Outcomes

The 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:

Client Centered Care (NLN Human Flourishing)

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

Nursing Judgment

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

Professional Identity

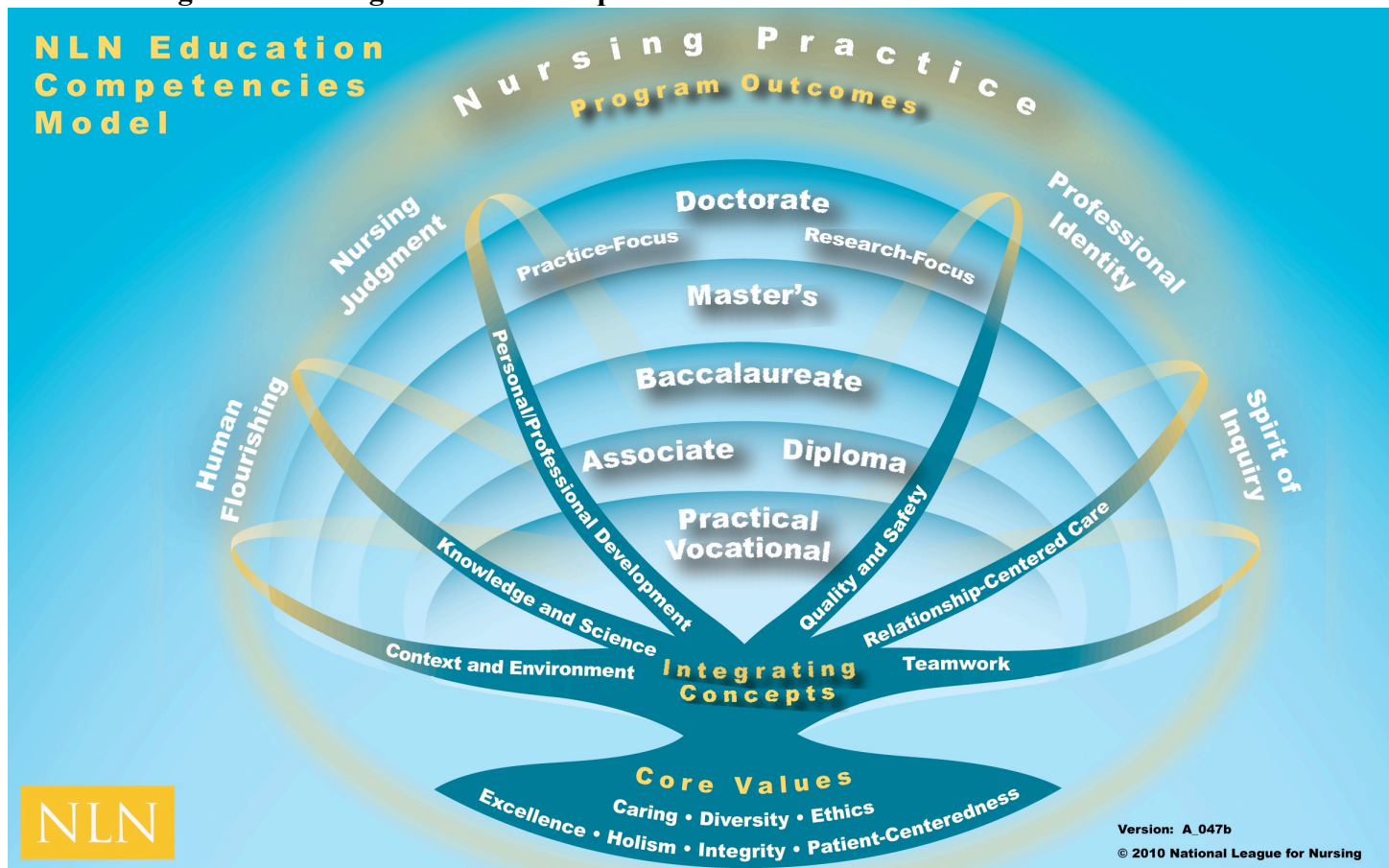
The Associate Degree Nursing graduate practices professional nursing in an ethical and legal manner, including case management of clients, which demonstrates leadership, teamwork, delegation, collaboration, and life-long learning.

Quality Improvement (NLN Spirit of Inquiry)

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

National League for Nursing (NLN). (2012). *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.

National League for Nursing Education Competencies Model



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

Core Values

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

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

Integrating Concepts

Nursing students must master varied areas of knowledge and science, be prepared to function in complex environments while maintaining the highest standards of quality and safety, be able to build relationships with others and work comfortably in teams, and 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.

Nursing Faculty

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

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Admissions

In addition to the CLC admission requirements, admission to the Associate Degree Nursing Program Tracks, both Traditional and Advanced Standing require an application to the nursing program. The traditional track requires students to complete a Test of Essential Academic Skills (TEAS) test. Advanced Standing program requires students to have successfully completed a Practical Nursing program with LPN licensure in place before start of the program. **Application forms for the Associate Degree Nursing Program Tracks are available in the admissions department at CLC and can be found online at the CLC nursing website.**

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

Application:

Admission to the nursing major is highly competitive. Application does not assure admission. The priority deadlines for applications are November 1st for Advanced Standing Program and February 1st for Traditional Program fall start and July 1st for both programs for a spring start.

The Traditional Track requires that students take a minimum 75-hour Minnesota Department of Health approved Nursing Assistant course, such as Central Lakes College's NSGA 1110, **OR** have proof of recent work experience as a Certified Nursing Assistant **and** be on the nursing registry in Minnesota. There are no other prerequisite courses, but it is highly recommended that students consider taking some of the required general education courses ahead of time while waiting for admission. Priority admission is given to those on the wait list who have completed at least 3 of the 8 general education courses.

The Advanced Standing Track requires students to be an LPN and has pre-requisite courses that must be completed to the minimum required grading standard prior to taking NURS 2450, NURS 2541, and NURS 2542. These courses are: CHEM 1407, PSYC 2421, ENGL 1410, ENGL 1411, BIOL 2467, and PHIL 2422. Admission priority will be given to students who have completed 3 of the 5 required general education courses for the major regardless of application date. Once accepted, students in the Advanced Standing Track will take NURS 1547 in the semester prior to their starting semester. Note NURS 1547 can be taken while student is in the process of taking their boards but student will not be allowed to progress if they are not licensed as an LPN.

Applicants will be notified of their admission status per timetable listed on program application form.

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

After Acceptance or Placement on Alternate List:

Orientation Session

Upon acceptance 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 Director of Nursing for the following extenuating circumstances only:

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

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

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

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

Criminal Background Study

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

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

Other Clinical Background Requirements

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

Immunization Records

A completed Pre-Clinical Participation Health Record Form and copies of immunization records are required for each nursing student. 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 as directed by the Nursing Lab Coordinator and Director of Nursing. **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.**

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

- Varicella – record of 2 immunizations or a titer showing immunity
- MMR – record of 2 immunizations or a titer showing immunity
- Tdap – one within the last 10 years
- Hepatitis B – Series of 3 immunizations or a titer showing immunity
- Flu shot – required every October-March
- Tuberculosis – Either a 2-step mantoux, annual mantoux, t-spot, or QuantiFERON Gold – guidelines exist for timing of this one close to clinical start date (see orientation packet)

Students must provide copies of official immunization records for their student file utilizing Passport or as otherwise directed. If you have any questions concerning these requirements, please contact Jennifer Chock, Nursing Lab Coordinator at 218-855-8133 or email Jennifer.Chock@clcmn.edu

Conscientious Objectors to Immunizations

If a student is a conscientious objector to immunizations, they will be unable to meet the requirements of the college's healthcare partners and clinical sites. **Due to increased requirements from all clinical sites, a student that does not have the required immunizations will be unable to complete the clinical requirements of the nursing program and therefore will not be eligible to progress in the AD Nursing Program. This policy includes students who are conscientious objectors to immunizations.**

Minnesota State Performance Standards for Nursing Programs

An essential component of the Associate Degree Nursing Program is student participation in clinical experiences where students care for actual 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 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 Minnesota State performance standards may be available for otherwise program-qualified individuals with disabilities. Central Lakes College is committed to a policy of nondiscrimination in employment and education opportunity and works to provide reasonable accommodations for all persons with disabilities. An affirmative action, equal opportunity employer and educator. If you need disability related accommodations to make these events accessible, please contact Accessibility Services, accessibilityservices@clcmn.edu or 218-855-8175. Consumers with hearing or speech disabilities may contact us via their preferred Telecommunications Relay Service.

CPR Certification

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

Liability Insurance

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

Drug Testing

All students will be required to have a 12-panel drug screen at the student own expense as requirement for acute care clinicals. The Nursing Lab coordinator will inform students as to when this requirement is due.

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

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 – both nursing courses and general education requirements of the AD Nursing Program to be eligible to take the NCLEX-RN examination.

In student's final semester they will be required to complete a NCLEX success predictor exam on campus as part of the Leadership course. If student's results are below the standard cut score predetermined by the instructor, the student will be required to complete remediation. The student will meet with a nursing faculty after the exam to determine what the individual remediation requirements are for that particular student. The student will not be confirmed by the Director of Nursing to take their boards with the Minnesota Board of Nursing, until the assigned remediation is completed

Traditional Track students may take general education co-requisites prior to entering the program, but must meet the minimum grading standard. For general education courses taken during the program, successful completion of those courses must happen by the end of the designated semester for a student to progress in the program.

More information for the Traditional requirements can be found at the following website <https://www.clcmn.edu/nursing-rn-a-s-degree-2/>

Advanced Standing Track students must take all pre-requisites and meet the minimum grading standard prior to enrolling in NURS 2540, NURS 2541, and NURS 2542. Both BIOL 2468 and BIOL 2457 can be taken concurrently while in the program. More information for the Advanced Standing Program requirement can be found at the following website <https://www.clcmn.edu/nursing-a-s-mobility/>

Traditional Track Requirements

Program Course Requirements

BIOL 2457*	Microbiology (Goal 3).....	4 cr
BIOL 2467*	Anatomy & Physiology I (Goal 3).....	4 cr
BIOL 2468*	Anatomy & Physiology II (Goal 3).....	4 cr
CHEM 1407**	Life Science Chemistry (Goal 3).....	4 cr
ENGL 1410	Composition I (Goal 1).....	4 cr
ENGL 1411*	Composition II (Goal 1).....	4 cr
NURS 1540	Professional Nursing Fundamentals.....	3 cr
NURS 1541	Professional Nursing Fundamentals Lab....	2 cr
NURS 1542***	Medication Administration Concepts....	1 cr
NURS 1544*	Professional Nursing Concepts I.....	4 cr
NURS 1545*	Professional Nursing Practicum I.....	2 cr
NURS 2540*	Professional Nursing Concepts II.....	6 cr
NURS 2541*	Professional Nursing Practicum II.....	3 cr
NURS 2542*	Advanced Skills for the Professional Nurse.....	1 cr
NURS 2545*	Professional Nursing Concepts III.....	6 cr
NURS 2546*	Professional Nursing Practicum III.....	3 cr
NURS 2547*	Professional Nursing Leadership	2 cr
PHIL 2422	Medical Ethics (Goals 6,9).....	3 cr
PSYC 2421	General Psychology (Goals 2,5).....	4 cr

GRADUATION REQUIREMENT – 64 CREDITS

**Denotes Prerequisites*

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

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

Advanced Standing Track Requirements

Program Course Requirements

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

BIOL 2457*	Microbiology (Goal 3).....	4 cr
BIOL 2467*	Anatomy & Physiology I (Goal 3).....	4 cr
BIOL 2468*	Anatomy & Physiology II (Goal 3).....	4 cr
CHEM 1407**	Life Science Chemistry (Goal 3).....	4 cr
ENGL 1410	Composition I (Goal 1).....	4 cr
ENGL 1411*	Composition II (Goal 1).....	4 cr
NURS 1547	Professional Nursing Role Transition.....	4 cr
NURS 2540*	Professional Nursing Concepts II.....	6 cr
NURS 2541*	Professional Nursing Practicum II.....	3 cr
NURS 2542*	Advanced Skills for the Professional Nurse.....	1 cr
NURS 2545*	Professional Nursing Concepts III.....	6 cr
NURS 2546*	Professional Nursing Practicum III.....	3 cr
NURS 2547*	Professional Nursing Leadership	2 cr
PHIL 2422	Medical Ethics (Goals 6,9).....	3 cr
PSYC 2421	General Psychology (Goals 2,5).....	4 cr

GRADUATION REQUIREMENT – 64 CREDITS

**Denotes Prerequisites*

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

Nursing Course Descriptions

COURSE: NURS 1540 *Traditional Track only*

TITLE: Professional Nursing Fundamentals

CREDITS: 3

PREREQUISITE: Admission to AD Traditional Nursing Program.

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

COURSE: NURS 1541 *Traditional Track only*

TITLE: Professional Nursing Fundamentals Lab

CREDITS: 1

PREREQUISITE: Admission to AD Traditional Nursing Program.

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

COURSE: NURS 1542 *Traditional Track only*

TITLE: Medication Administration Concepts

CREDITS: 1

PREREQUISITE: None

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

COURSE: NURS 1544 *Traditional Track only*

TITLE: Professional Nursing Concepts I

CREDITS: 4

PREREQUISITES: NURS 1540, NURS 1541, NURS 1542

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

COURSE: NURS 1545 *Traditional Track only*

TITLE: Professional Nursing Practicum I

CREDITS: 2

PREREQUISITES: NURS 1540, NURS 1541, NURS 1542

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

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

CREDITS: 3

PREREQUISITES: Admission into the Advanced Standing AD Nursing Program

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

COURSE: NURS 2540

TITLE: Professional Nursing Concepts II

CREDITS: 6

PREREQUISITE: NURS 1544 or NURS 1547

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

COURSE: NURS 2541

TITLE: Professional Nursing Practicum II

CREDITS: 3

PREREQUISITE: NURS 1544 or NURS 1547

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

COURSE: NURS 2542

TITLE: Advanced Skills for the Professional Nurse

CREDITS: 1

PREREQUISITE: NURS 1544 or NURS 1547

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

COURSE: NURS 2545

TITLE: Professional Nursing Concepts III

CREDITS: 6

PREREQUISITE: NURS 2540, NURS 2541, NURS 2542

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

COURSE: NURS 2546

TITLE: Professional Nursing Practicum III

CREDITS: 3

PREREQUISITE: NURS 2540, NURS 2541, NURS 2542

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

COURSE: NURS 2547

TITLE: Professional Nursing Leadership

CREDITS: 2

PREREQUISITE: NURS 2540, NURS 2541, NURS 2542

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

Grading

The academic grading system is as follows:

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

Academic Progression/Graduation Requirements

- 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 (NURS) course, an exam average of less than 80% in theory course, or any other concerns that may impact student success. 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 Academic Advisors, tutoring, and/or by meeting with instructors (see Student Success Plan form, Appendix A).
- Academic dismissal will result from failure to maintain an 80% level of scholarship in all nursing courses. A nursing course is any course that starts with the prefix **NURS**. A student earning a grade below a “B-“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.
- If a student has been unsuccessful in a Nursing course(s) they will receive an email from the instructor informing them of their failure to progress. They will receive an additional letter from the Director of Nursing regarding options for progression and notice of the requirement to complete a personal “Success Reflection”. This is a form given to the student to complete and returned to the DON before they are allowed to progress. It will also be requested that they drop their next semester courses giving them the option to continue with any General education courses still needed for the program. Students should also be aware if they drop out of the program completely they may no longer be eligible for financial aid. It is required that as student you have a declared program, major or degree in order to receive financial aid.
- If a student fails to drop their courses as instructed the nursing advisor will end the student’s admission to the nursing program and Records and Registration will drop the student from all nursing courses
- Starting in Fall 2023, students in the Traditional Program who are unsuccessful in their first semester will need to reapply to the program and will be only granted a space if there is room. They will be ranked ordered with other applicants for spaces still available. They will also automatically be required to repeat both NURS 1540 and NURS 1541 if they are unsuccessful in either of the two courses.
- Depending on space availability, the Director of Nursing may choose to let students who fail only NURS 1542 in first semester or only NURS 2542 in third semester to progress to the next semester while still repeating the required course.
- Throughout each NURS theory course, there are unit exams, midterm exams, and final exams. There is a specific testing standard required for progression in the following didactic courses:
 - **NURS 1540, NURS 1544, NURS 1547, NURS 2540 and NURS 2545**
Students must achieve 80% on all cumulative test points in a course. To determine this, take the total number of exam points (unit, midterm, and final) correct and divide by the total number of exam points possible to get final exam point percentage. If a student has less than an 80% average on all exam points

in the course, but has a final course grade above 79.9%, the final grade for the course will be 79.9% or a “C+”, and the student will not be able to progress.

- All required general education courses within the nursing curriculum plan of study 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.
- All 8 of the required general education courses are included in a higher standard for achievement. In the general education courses, students must achieve a minimum of a “C” for the course **AND** the cumulative GPA for all 8 courses must be 2.75 or greater, as shown below:
- As of fall 2022, Traditional AD Students may only repeat course(s) in one semester of each **academic year, or per each half of the program**. This means they can only repeat either first or second semester and in addition can only repeat third or fourth semester not both. Advanced Standing Students may only repeat a course in either their first or second semester of courses (this does not include NURS 1547). **See addendum (Appendix, p. 55) for new progressions policy for both Traditional and Advanced Standing track students effective Spring semester 2024.**
- If the student fails to achieve a minimum of 80% in the same Associate Degree Nursing Program course(s) a second time in an academic year OR fails to achieve a minimum of 80% in more than the allotted semesters of coursework as stated above, the student has failed to meet progression requirements and will be removed from the Associate Degree Nursing Program due to academic failure.
- Students who fall out of progression must still be able to complete the program requirements within 150% of the time – For **Traditional Track** students, that is 6 semesters and For **Advanced Standing Track** students, that is 3 semesters. If a student falls out of progression for failure to meet program standards and cannot finish within 150% of the time, they may be ineligible to continue and removed from the program. They must meet approval by the faculty and Director of Nursing if the program is going to take longer than 150% of the time.
- Students are apprised of their progress via clinical evaluations and by cumulative grades which are posted online on Desire2Learn (D2L). The tuition and fees appeal process is unrelated to eligibility for progression /readmission to the AD program. Courses that are dropped through the tuition and fees appeal process are considered attempted credits for the purposes of determining progression and readmission eligibility.

Classroom Etiquette

- It is against policy to audio or video tape an instructor in the classroom, lab, or office areas; unless permission to tape has been asked for and received. Students may not take pictures in the classroom, lab or clinical.
- Students are not allowed at any time to bring any minor children to any nursing class as this would be considered disturbing to other students.
- For infection control purposes, students may not wear their uniform to any classroom setting if that uniform was worn in a clinical setting (work or school) prior to coming to class.
- **Course materials provided are the intellectual property of the instructors. Materials are for the sole purpose of individuals enrolled in the course to achieve course outcomes. Sharing and posting of this material is prohibited.**

Central Lakes College Nursing Exam Procedure

The following practices will be enforced with every nursing exam to best mimic security measures followed by the National Council of State Boards of Nursing (NCSBN) when taking the NCLEX-RN exam.

1. You will be required to leave all personal belongings in the front or back of the room (or place designated by the instructor). Personal items include bags, purses, wallets, books, notes, **all** electronic devices (includes phones, tablets, smart watches, fitness bands, jump drives, cameras or any other electronic device), watches, medical aids/devices, food or drink, gum, candy and lip balm. Coats, hats, scarves, and gloves may also not be worn but provisions may be made by the instructor for specific religious / cultural apparel.

2. Your desk/table may only have a writing utensil. The exam, scantron, extra 8x10 blank piece of paper, and simple calculator will all be provided by the instructor as needed.
3. Students are not allowed to put up hood of a hooded sweatshirt during the exam.
4. Confidentiality is vital. You may not disclose or discuss with anyone outside of class information about the items or answers seen in your examination. This includes posting or discussing questions on the internet or social media web sites.
5. You may not seek help from any other student in answering any test item.
6. You may use simple foam/ rubber ear plugs that do not connect if desired.
7. You will not be allowed to take a restroom break during an exam unless a break is specifically scheduled or per faculty discretion.
8. Instructors may opt to have students take exam in an alternative location (room or seating arrangement).
9. Instructors will post time the on dry erase board that the exam ends and at that time all tests must be handed in.
10. You are responsible for your exam and not letting another student see your answers.
11. The scantron will be the official student's results. Failure to duplicate answers correctly on the scantron will result in a wrong answer.
12. Test review will be completed once all students have completed the exam and the instructor has had an opportunity to complete a test analysis. Students will again leave all personal items in designated area having only a highlighter available to mark correct answers for test review.
13. Failure to adhere to any of the above stipulations may result in a zero on an exam and potential dismissal from the program.

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 the 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, utilizing Artificial Intelligence (AI) 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, exam, 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 course, students will be notified about that course's process regarding academic dishonesty. That notification is most often stated in the course syllabus and may contain definitions of academic dishonesty, required documentation style, a reference to the college's Academic Integrity Policy and the Student Code of Conduct, and a statement of consequences for any infraction.

Due Process: Students can expect fair treatment in academic matters, and the following steps will be followed in each situation. (See Appendix F)

1. Notification of the charge
2. Presentation of the evidence supporting the charge

3. An opportunity to respond
4. Notification of the consequences
5. Information about the appeal process

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

Documentation: A written summary (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 given to the student, the Director of Nursing, and 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 Director 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 E for complete Social Media Policy.

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.

Student Concern / Grievance

Students with concerns are encouraged to first discuss issues with faculty following the usual chain of command guidelines. 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.

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 – see Appendix E for the American Nurses Association (ANA) guidelines**

Re-admission

If a student elects to withdraw from a nursing (NURS) course, and the student's grade prior to the withdrawal is below a “B-”, a “W” (withdraw) is considered equivalent to course failure. If a student has been unsuccessful in a 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 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 semester, the student may re-enter the nursing program on a space-available basis where they left off 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. This needs to be reviewed by faculty and the Director of Nursing.

Continuing evaluation of the AD Nursing Program curriculum results in bi-annual 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. If a student waits longer than two years to reapply they will be required to restart the program. Students who wish to be considered for re-admission to the nursing program must submit a written request to the Director 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 Director 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. If the student is unsuccessful in a nursing course after re-admission, rules set forth within the academic progression section apply, considering any courses that the student was previously unsuccessful in. After two attempts to complete the AD Nursing Program without success, the student is ineligible for readmission to the AD Nursing Program at CLC.

In order to ensure that a student who has been out of the Associate Degree Nursing Program for a period of time has the requisite skill and knowledge to safely and completely care for patients, remediation may be required as a condition of readmission at the discretion of nursing faculty and the Director of Nursing.

Readmission after Ineligibility

If the student desires readmission to the Associate Degree Nursing Program, the student must wait a minimum of 2 years after stopping out of the program and submit written documentation to the Director of Nursing which provides evidence to support readmission. The documentation should include a plan of action that identifies mechanisms that have been put in place or life circumstances that have changed to enhance the probability of success in the Associate Degree Nursing Program. This written plan of action must be received with the application form. The Director of Nursing reserves the right to accept or deny the student's request after review of the student's original reason for ineligibility and the student's current plan for success on readmission. Continuing evaluation of the Associate Degree Nursing Program curriculum results in biannual revisions, and courses are updated in order to include current content or material or be re-sequenced. Therefore, all NURS courses must be re-taken upon readmission.

Students seeking readmission must complete a new application. Applications for readmission will be placed with the pool of new applicants, and the student will be admitted in the order the application was received. If all Associate Degree Nursing Program cohorts are full for the academic year and there is no space available, the student(s) applying for readmission will be placed on the waiting list in the order received. The student will be notified in writing of readmission status.

Central Lakes College Nursing Program Simulation Philosophy

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

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

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

Nursing Lab Dress Code

The nursing simulation lab is considered a simulated clinical experience; therefore, students are required to adhere to the dress code policies below with the exception of wearing a uniform. Instead of the student uniform, regular street clothes may be worn with a dark gray (pewter) lab coat (purchased through school site) and student identification. Failure to comply with the lab dress code policy will result in the inability of the student to attend lab and an unexcused absence. Student lab supplies may not be removed from the lab. No food or drinks are allowed in the labs. Faculty may choose to allow students to have water only at the tables. Lounging/lying on the beds and/or other equipment in the lab is not 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.

Clinical Participation

Student Supplies and Course Materials

The student is responsible for personal purchase of the following:

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

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

Clinical Rules, Uniform, Dress Code, and Technology Use.

- Student uniforms include an all-dark gray (pewter) uniform top and uniform pant with solid white, gray, or black socks. *Uniforms must be ordered through the school for uniformity in color.* Shoes may be white, black or gray nursing shoes *or* white, black or gray tennis shoes with minimal color (if any color student should check with faculty for clarification). Pants must never touch the floor. Undergarments should not be visible above the pant waistline. Tops and pants must overlap so no bare skin is seen at the midriff. Uniforms must be pressed and clean. Uniform samples are available for sizing and order can be placed at local, designated uniform store.
- Students may choose to wear an undershirt with their uniform top. The color must be solid white, gray, or black.
- Student identification (CLC picture badge) must be worn and visible at chest level.
- No more than one ring may be worn.
- Only one small post earring may be worn in each ear. No hoop or dangle earrings may be worn.
- If student has an ear gauge, they must utilize a flesh tone plug during clinical
- No necklaces or bracelets. The only accepted necklace or bracelet is a Medical Alert.
- No visible body piercing (eyebrow, tongue, nose). If student prefers they may utilize flesh colored plug in nose piercing.
- Visible tattoos that are considered offensive to the instructor or clinical site must be covered. Students must check with each individual clinical instructor, prior to the first clinical day.
- Hair must be short or pulled back so that vision is not impeded and be of a natural color.
- The student must be well-groomed and free from offensive odors. Male students must shave or have neatly-groomed beards and sideburns.
- Odors may cause adverse physical responses for clients; therefore, smoking is not allowed while in uniform. No fragrances may be worn, including cologne, perfume, body lotion, hair spray, or after-shave lotion. No odor of alcohol 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, iPods, iPads, laptops, tablets, and smart watches.
- The goal will be for the students to give medications as much as possible with their instructor. Students may give medications with their primary nurse if it is allowed at the clinical site, they have been checked off prior by their clinical instructor and the clinical instructor has agreed on that specific shift that the student can give medications with the primary nurse.
- Students who have a clinical error or near clinical error will be asked to complete a Student Clinical Error Quality Improvement form. See Appendix E
- In addition to the above, all policies required by clinical agencies will be adhered to.

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

Attendance

Lab Courses NURS 1541 and NURS 2542 Absence Policy

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

Clinical Absence Policy

Students are held to the same standards as those expected in the professional work environment. Students are required to attend clinical on a predictable and consistent basis 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 the nursing instructor prior to the beginning of the clinical shift. If a student does not notify the nursing instructor, the clinical absence is unexcused, regardless of circumstance.

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

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

*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 Director of Nursing on a case by case basis.

*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.

Students may only miss one clinical shift (includes all days of clinical on and off the floor, orientation days and simulations) whether excused or unexcused, to progress in the program. Clinical shifts that have been missed due to an unexcused absence are not eligible for make-up arrangements. Clinical shifts that have been missed due to an excused absence may be made up in order to achieve the attendance requirement and will be negotiated between student and faculty. 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 events missed; 2) clinical nursing faculty are unavailable; 3) alternate clinical sections are full, meeting the maximum student tally. If a student chooses to miss clinical for any reason not listed above, the absence will be considered unexcused. Unexcused absences may not be made up. If a student is greater than one hour late for a clinical shift or leaves one hour early, this equals an unexcused absence for the clinical shift.

If a student has an unexcused absence or chooses to not make up an excused absence their grade will be decreased by one letter grade (i.e A- to B+). If a student misses more than one clinical event in the clinical course, s/he will receive a failing grade for the course.

Clinical Course Registration

All clinical sites require the college to provide specific demographic, immunization and schedule information for individual students several weeks prior to attendance. In order for us to provide that information we cannot allow students to change clinical sections/sites after June 15th for fall semester and after November 15 for spring semester. If a student changes their section after these dates they will not be allowed to attend clinical that semester and will have to wait a semester to progress in the program.

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 assignments must be 100% completed at a passing level determined by the instructor. Late and missed assignments must also be submitted by the end of the semester for successful completion of the course.

Clinical Evaluation

Throughout each NURS Clinical course, there are Clinical evaluations completed by the instructor along with written clinical assignments. There is a specific clinical evaluation and assignment standards required for progression in the following clinical courses:

NURS 1545, NURS 2541, and NURS 2546

Clinical Assignment Policies as follows:

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

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

NURS 2541 and NURS 2546

Students must achieve 80% average on all clinical assignments and clinical evaluations separately in these courses.

To determine this, take the total number of points earned and divide by the total number of points possible to get the final point percentage. If a student is less than 80% average on all cumulative assignments or clinical evaluation points in the course, but has a final course grade above 79.9%, the final grade for the course will be dropped to 79.9% or a C+, and the student will not be able to progress in the program.

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, Kaplan, and NCLEX-RN review course. Items and costs included in the course tuition are subject to change

Licensure examination application currently costs approximately \$340.00. These costs **are not** covered by differential tuition or course fees. Details related to application to take the licensing exam (NCLEX-RN) will be explained by faculty as graduation nears.

Transportation

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

Bloodborne Pathogens Exposure

Students participating in lab and clinical experiences are responsible for adhering to universal blood and body substance precautions to prevent exposure to blood and body substances infected with bloodborne diseases. An exposure can be caused by the splattering of blood, body fluids, or other potentially infectious substances into the eyes, mouth, mucous membranes, or non-intact skin. An exposure can also be caused by a puncture from a contaminated needle or other sharp object. In the event of an exposure in the nursing lab, 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.

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. **Service learning hours are a mandatory curriculum requirement for the AD Traditional Nursing Program. For Traditional Track students, 15 hours are required. For Advanced Standing Track students, 10 hours are required.** A student will have until the end of coursework to complete and submit required documentation related to the service learning projects they participated in.

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

Blackboard Connect 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 telephone, email, or text messaging to the student registered cellular phone. For more information or to register for Blackboard Star Alert, go to:

<http://www.centrallakescollege.bbc.portal.com/entity>

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

Student Services

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

Financial Aid

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

Scholarships

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

Accessibility Services

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

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

Tutors are available in the Tutoring Center or via ZOOM during a variety of hours each semester. The schedule is located under the resources tab or in the main announcement section of D2L beginning after the second week of the current semester. If you do not see a tutor available for your particular subject, please feel free to reach out to the Tutoring Center Coordinator (Teri Duff) and she will be happy to assist you (Phone: 218-855-8265 or email: teri.duff@clcmn.edu). If you are stuck and no tutor is available, during the evening or on the weekends especially, you can go under the resources tab and select Tutor.com. Once you have followed the prompts to register an account using your starID/School email and password, you have 15 hours that you are able to use before additional fees would be requested. ** These tutors are not CLC tutors, but are an additional resource if CLC tutors are not available at the time you need them** You are encouraged to use CLC tutoring whenever possible as these are tutors who have taken the courses you are enrolled in. Other services coordinated through this area include computer-assisted instruction, study group facilitation and supplemental instruction.

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

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

The HUB and Mental Health Support for Students

Attending college comes with both successes and struggles, and it's often one of many roles that you may be juggling. Please know that you do not have to do it alone; there are resources and supports available for you on campus:

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

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

The Clinical Therapist- from Lakewood Health System, Amanda Mithun. To schedule contact Gayle Wonders (218-894-5114) or email Amanda directly at Amandamithun@lakewoodhealthsystem.com.

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

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

Food Shelf

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

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

TRIO provides educational student support services to first-generation college students, limited income (Federal income guidelines based on family net income and family size), and/or documented disability. Contact julie.larson@clcmn.edu or stop by TRIO-Brainerd Campus, E124, for more information.

META 5 provides services for those who have lost their primary source of income due to separation, divorce, disability or death of a spouse. This pre-employment program offers free, customized help for students to transition into the job market and address a variety of other needs. Meta 5 provides referrals to a broad array of resources including social service agencies, educational institutions and training programs, as well as financial aid resources. Contact kimberly.pilgrim@clcmn.edu or call 218-855-8010 for more information.

The Nest – Multicultural Center

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

Counseling/Career Center

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

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. All textbooks for the Associate Degree Nursing program tracks are available at the Brainerd campus bookstore.

Opportunities for Student Participation

National Student Nurses Association

All students who have been admitted to the nursing program may enroll in the NSNA organization. Visit www.nsna.org for more information.

Student Senate

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

CLC Nursing Club

CLC Nursing Club members 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. All nursing students are a member of the nursing club by being in the nursing program.

Nursing Meeting Participation

One time per semester meetings with DON to clarify questions, offer suggestion and share concerns

Nursing Advisory Board Member utilizing Student representatives

Objective: Student nurses will be represented at the Advisory Board Meetings for the purpose of having a voice in their program, in the following ways:

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

Students will:

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

Appendices

Appendix A: Student Success Plan



Central Lakes College Associate Degree Nursing Program Student Success Plan

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

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

Instructor Comments:

In order to pass the following course(s):

<input type="checkbox"/>	NURS 1540 Professional Nursing Fundamentals	<input type="checkbox"/>	NURS 2540 Professional Nursing Concepts II
<input type="checkbox"/>	NURS 1541 Professional Nursing Fundamentals Lab	<input type="checkbox"/>	NURS 2541 Professional Nursing Practicum II
<input type="checkbox"/>	NURS 1542 Medication Administration Concepts	<input type="checkbox"/>	NURS 2542 Advanced Professional Nursing Skills
<input type="checkbox"/>	NURS 1544 Professional Nursing Concepts I	<input type="checkbox"/>	NURS 2545 Professional Nursing Concepts III
<input type="checkbox"/>	NURS 1545 Professional Nursing Practicum I	<input type="checkbox"/>	NURS 2546 Professional Nursing Practicum III
<input type="checkbox"/>	NURS 1547 Professional Nursing Role Transition	<input type="checkbox"/>	NURS 2547 Professional Nursing Leadership

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

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

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

Student Signature: _____ Date: _____

Instructor(s) Signature: _____ Date: _____

Date	Intervention or Student Contact Information



Strategies to Promote Success in Nursing School

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

27. Sit toward front of class
28. You are responsible for your learning only you can determine what you don't know.
29. Other:

Central Lakes College Associate Degree Nursing Program Student Success Plan

Central Lakes College Associate Degree Nursing Program Student Success Plan

Student Success Plan Examples:

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

Absences/Pattern of Tardiness:

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

Academic Dishonesty:

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

Breach of Confidentiality/HIPAA Violation:

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

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

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

Inappropriate/Unprofessional Behavior:

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

Lack of preparation for Clinical Practicum:

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

Late or Incomplete Submission of Written Clinical Assignments:

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

Less than 80% passing rate in any nursing course:

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

Client Safety Compromised:

- Near miss error/Medication error.
- Failure to calculate safe dosages in all clients (i.e. pediatric dosage range).

- Bed left in high position, bed alarm not on, side rails down, no call light, etc.
- Violation of facility policy/protocol.
- Unsafe response to unusual occurrence.

Failure to meet minimal Standards of Care:

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

Appendix B: Drug Testing Policy

Purpose:

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

Policy:

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

Testing:

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

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

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

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

1. There are no hard and fast rules about situations requiring testing. Rather, educated judgment should be used in every situation. The key to when to administer a drug and alcohol test is when observable behavior can be documented.

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

Additional Considerations:

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

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

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

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

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

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

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

Consequences of Positive Test Results:

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

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

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

Reasonable Suspicion Determination Checklist and Collection Procedures

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

DETERMINATION CHECKLIST:

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

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

1. Walking/Standing:

Normal	Stumbling	Staggering	Falling	Swaying
Unsteady	Holding On	Unable to Walk		

2. Speech:

Normal	Shouting	Silent	Slobbering	Threatening	Whispering	Slow
Slurred	Rambling/Incoherent					

3. Demeanor:

Normal	Sleepy	Crying	Silent	Talkative	Excited
Fighting					

4. Actions:

Normal	Resistant	Fighting	Threatening	Erratic	Drowsy
Hostile	Profanity	Hyperactive			

5. Eyes:

Normal	Bloodshot	Watery	Glassy	Droopy Closed
Blank Stare				

6. Face:

Normal	Flushed Pale	Sweaty
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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
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9. Movements:

Normal	Fumbling	Jerky	Slow	Nervous	Hyperactive
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10. Eating/Chewing:

Gum	Candy	Mints	Other (Identify, if possible):
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11. Judgment (if observed or indicated if not observed):

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

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

- Discuss the situation with the student in a private location. Important: Explain to the student the behavior(s) observed and allow the student an opportunity to explain. Be sure to document the response.
- Inform the student there is a reason to believe they may have violated the Drug and Alcohol policy. Ask questions to determine the facts and make the determination that there is or is not reasonable suspicion to warrant a test. Use this form to document this information.
- **Are you feeling ill?** **Yes** **No** **No response**
If yes, what are your symptoms?

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

If yes, call the doctor immediately.

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

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

If yes, refer to the Student Acknowledgement section.

- **Do you need to be referred for medical care?** **Yes** **No** **No response**
 - Inform the student that any refusal to cooperate is grounds for discipline, up to and including dismissal from the nursing program.
 - If the student admits to violation of the policy, have them complete the corresponding section on this form.
 - If the student does not admit to using drugs, alcohol or other violations of this policy, and there is a reasonable suspicion the student has violated the policy, testing may be necessary. Testing will be conducted by an approved lab or the emergency room of the clinical agency where the suspicious behavior has been observed if the student is in the clinical setting.
 - Following the testing, the student is to be suspended from the clinical setting until the results of the confirmatory testing are known.
 - If there is reason to believe the student is impaired, the student is to arrange for alternate transportation home or a taxi voucher will be offered. If it is felt that medical attention is necessary, the student will be referred to ER.

INSTRUCTOR ACKNOWLEDGEMENT:

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

Signature: _____ Date: _____ Time: _____

Signature: _____ Date: _____ Time: _____

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

Signature: _____ Date: _____ Time: _____

Signature: _____ Date: _____ Time: _____

STUDENT ACKNOWLEDGEMENT:

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

Signature: _____ Date: _____ Time: _____

Print Name: _____

Drug and Alcohol-Reasonable Suspicion Testing Consent Form

The Central Lakes College (CLC) Nursing Program has adopted a Drug and Alcohol-Testing Policy that provides for the testing of students when reasonable suspicion of drug or alcohol use exists. An assessment of your behavior suggests that reasonable suspicion exists; therefore, you are being requested to consent to a urinalysis. You have the right to refuse to be tested; however, a refusal will be treated as a failure to comply with the Drug and Alcohol Testing Policy and may 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 In conjunction with: CLC AD Nursing Program Course Outcomes

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

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

Capability	Standard	Examples	AD Nursing Program Course Outcomes
INTELLECTUAL			
Cognitive Perception	<p>The ability to perceive events realistically, to think, clearly and rationally, and to function appropriately in routine and stressful situations.</p> <p>Students must be able to independently and accurately assess or contribute to the assessment of a client.</p>	<ul style="list-style-type: none">Identify changes in client health statusPrioritize multiple nursing activities in a variety of situations	<p><i>NURS 1541, NURS 2542</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 2545</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)</p>

			<p><i>NURS 1541, NURS 2542</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)</p> <p><i>NURS 2546</i> <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</p> <p>Careful thought, reasoned judgment. Differentiated from personal opinion and superficial memorization of facts by the ability to obtain and use an appropriate quantity and quality of data for a given situation. Critical thinkers question assumptions, routines, and rituals, reconsider “known facts” when new information becomes available and develop new “rules” when old ones fail or unavailable.</p>	<p>Critical thinking skills demanded of nurses require the ability to learn and reason, to integrate, analyze and synthesize data concurrently. Students must be able to solve problems rapidly, consider alternatives and make a decision for managing or intervening in the care of a client.</p>	<ul style="list-style-type: none"> • 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 2546</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)</p> <p><i>NURS 2546</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)</p> <p><i>NURS 1541, NURS 2542</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 2546</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	Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client.	<ul style="list-style-type: none"> • Position clients • Reach, manipulate, and operate equipment, instruments and supplies e.g. syringes, sterile equipment, and monitors • Perform/use electronic documentation • Lift, carry, push and pull • Perform CPR 	<p><i>NURS 1541, NURS 2542</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)</p> <p><i>NURS 1545, NURS 2541</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> <p><i>NURS 2546</i> <u>Professional Identity</u> Integrate the use of information and technology to enhance patient safety through navigation and documentation in the patient's electronic medical record using correct documentation procedures.</p>
Mobility	Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client.	<ul style="list-style-type: none"> • 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 1541, NURS 2542</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)</p> <p><i>NURS 1545, NURS 2541</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>
Activity Tolerance	Ability to tolerate lengthy periods of physical activity.	<ul style="list-style-type: none"> • Move quickly and/or continuously 	<p><i>NURS 1541, NURS 2542</i> <u>Nursing Judgment</u> Apply concepts of quality and safety in the performance of professional nursing skills</p>

		<ul style="list-style-type: none"> Tolerate long periods of standing and/or sitting 	<p>in a simulated healthcare setting. (QSEN Competencies: Quality Improvement, Safety)</p> <p><i>NURS 1545, NURS 2541</i></p> <p><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>
Capability	Standard	Examples	AD Nursing Program Course Outcomes
COMMUNICATIONS			
Communication	<p>Communicate in English with others in oral and written form.</p> <p>Able to communicate with clients and members of the healthcare team in order to plan and deliver safe care.</p>	<ul style="list-style-type: none"> Utilize oral and written communication skills sufficiently for teaching/learning and for interaction with others Read, understand, write, and speak English Explain treatment procedures Initiate and/or reinforce health teaching Document client responses Clarify communication received 	<p><i>NURS 1541, NURS 2542</i></p> <p><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)</p> <p>Role-play effective communication techniques that promote patient safety, teamwork, and collaboration in the simulated healthcare setting.</p> <p><i>NURS 2546</i></p> <p><u>Nursing Judgment</u> Demonstrate effective interpersonal communication in the delegation and supervision of the healthcare team. (QSEN Competencies: Teamwork and Collaboration)</p>
Interpersonal Relationships	Interact with clients, families, staff, peers, instructors, and groups from a variety of social, emotional, cultural and intellectual backgrounds.	<ul style="list-style-type: none"> Establish rapport with clients, families, and colleagues Respond in a professional/therapeutic manner to a variety of client expressions and behaviors 	<p><i>NURS 2547</i></p> <p><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)</p> <p><i>NURS 2546</i></p> <p><u>Human Flourishing</u> Apply knowledge of holistic health assessment integrating cultural diversity and</p>

			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 	<p><i>NURS 2546</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)</p> <p><i>NURS 1541, NURS 2542</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)</p> <p>Role-play effective communication techniques that promote patient safety, teamwork, and collaboration in the simulated healthcare setting.</p>
Vision	Visual ability sufficient for observation, assessment, and performance of safe nursing care.	<ul style="list-style-type: none"> 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 1541, NURS 2542</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 1545, NURS 2541</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	<ul style="list-style-type: none"> Performs palpation, e.g. pulse 	<p><i>NURS 1541, NURS 2542</i> <u>Nursing Judgment</u></p>

	assessment, inclusive of size, shape, temperature and texture.	<ul style="list-style-type: none"> Performs functions of physical examination and/or those related to therapeutic intervention e.g. insertion of a catheter 	<p>Demonstrate critical thinking and nursing judgment substantiated with evidence in the application of the nursing process and performance of professional nursing skills in complex simulated patient scenarios. (QSEN Competencies: Evidence Based Practice; Safety)</p> <p><i>NURS 1545, NURS 2541</i></p> <p><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 2546</i></p> <p><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 the lifespan. (QSEN Competencies: Patient Centered Care; Safety)</p> <p><i>NURS 2547</i></p> <p><u>Professional Identity</u> Role model personal and professional development that exhibits workplace participation readiness. (QSEN Competencies: Teamwork and Collaboration)</p> <p><i>NURS 1541, NURS 2542</i></p> <p><u>Professional Identity</u> Demonstrate personal and professional growth in a simulated healthcare setting. (QSEN Competencies: Patient Centered Care; Evidence Based Practice; Safety;</p>

			Informatics; Teamwork and Collaboration; Quality Improvement)
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 1545, NURS 2541</i> <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)</p> <p><i>NURS 2546</i> <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: Additional Information on Performance Standards

MnSCU Performance Standards for Nursing Programs

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

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

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

- Possess the emotional health required for full use of intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities.
- Environmental
 - Environmental Adaptability
 - Ability to tolerate environmental stressors.

AMERICAN NURSES ASSOCIATION – FACT SHEET –

Navigating the World of Social Media

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

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

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

Benefits

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

Risks

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

ANA's Principles for Social Networking

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

References

Anderson, J., & Puckrin, K. (2011). Social network use: A test of self-regulation. *Journal of Nursing Regulation*, 2(1), 36-41.

Boyd, S., & Ellison, N.B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer Mediated Communication*, 13(1), 210-230.

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Appendix F: 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; 12/06/2016



Appendix E: Student Clinical Error Quality Improvement Form

Central Lakes College Nursing Program

Student Clinical Error Quality Improvement Form

Student: _____ Primary RN: _____

Instructor: _____ Site: _____

Date of Occurrence: _____

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

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

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

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

Impact of error on client (real or potential):

Assessments and Intervention(s):

Describe Quality Improvement Plan to prevent a re-occurrence:

Addendums to 2023-2024 AD Nursing Student Handbook:

Immunization Records

Progressions Policy

Amendments

The 2023-2024 AD Nursing Student Handbook is amended as follows:

Immunization Records

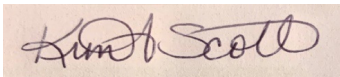
Students may apply for an exemption to the influenza vaccination only if this option is allowed by a clinical site. If an exemption is approved, students must abide by the facility's conditions of exemption. If a student applies for an exemption, there is no guarantee that an exemption will be approved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

Progressions Policy

Beginning Spring semester 2024, students may repeat one NURS course. A second NURS course failure will result in academic dismissal from the nursing program UNLESS the second course failure occurs in the student's final terminal semester of the AD Nursing program, in which case the student will be provided with one opportunity to repeat the failed course. This policy applies to students in both the Traditional and Advanced Standing Tracks.

No Other Change

Except as otherwise expressly provided in this Addendum, all of the policies outlined in the 2023-2024 AD Nursing Student Handbook remain unchanged and in full force and effect.



Date: 9/28/2023

Kim Scott, DNP, RN, FNP-BC

Director of Nursing, Central Lakes College



Date: 9/28/2023

Sheila L Hoehn, MAN, RN, BC, LNC

Dean of Nursing, Central Lakes Colle