



# **ST. CLOUD TECHNICAL AND COMMUNITY COLLEGE**

## **Practical Nursing Student Handbook 2019-2020**



Updated May 2019

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## **PREFACE**

### **St. Cloud Technical & Community College Practical Nursing Student Handbook**

This policy handbook provides information specific to the Practical Nursing Program. The information will be useful to you as you enter, progress through, and exit the program and will help you be a more successful student.

The policies presented in this handbook supplement those presented in the St. Cloud Technical & Community College Catalogue. All students are expected to read through the program handbook. The handbook is updated on an annual basis.

The Nursing Faculty reserve the right to update the policies in this book as the need arises. Policy changes will be provided in writing, announced in classes and on D2L. Students are encouraged to seek the counsel of course instructors or advisors if they have any questions about the policies presented in this publication.

St. Cloud Technical & Community College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Practical Nursing Program is approved by the Minnesota Board of Nursing. Students may obtain information about the Minnesota Board of Nursing requirements related to nursing programs by contacting:

Minnesota Board of Nursing  
2829 University Avenue SE #200  
Minneapolis, MN 55414-3253  
Phone: 612-317-3000  
Fax: 612-617-2190  
Email: [Nursing.Board@state.mn.us](mailto:Nursing.Board@state.mn.us)  
[www.nursingboard.state.mn.us](http://www.nursingboard.state.mn.us)

The Practical Nursing Program received national accreditation through 2026 from the Accreditation Commission for Education in Nursing (ACEN), Inc. (formerly NLNAC, National League for Nursing Accrediting Commission, Inc.). Information regarding ACEN Accreditation may be found at their web site: <http://www.acenursing.org>. ACEN is located at:

Accreditation Commission for Education in Nursing  
3343 Peachtree Road NE, Suite 850  
Atlanta, GA 30326  
(404) 975-5000

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The preferred method of communication is via the sctcc.edu e-mail system. As an SCTCC student you are responsible to check your e-mail account on a regular basis for communication. The e-mail method of communication is recommended for use for corresponding with faculty or for setting up appointments with faculty. Faculty office hours are posted on the outside of their offices. Texting faculty should be done respectfully and used only for clinical tardiness or illness.

The Nursing faculty is committed to providing the best possible preparations for entry into the nursing profession. Faculty members are educated in their specialty areas as well as in methods of teaching and learning. Teaching methods utilized in this program may be very different from those to which you are accustomed. The teaching methods utilized have been selected to maximize the students'

learning experiences and prepare them for nursing in the “real world.” Please pay close attention to your learning style and capitalize on it.

Each faculty member holds a current license in the State of Minnesota as a Registered Professional Nurse. The faculty will assist you with skills acquisition in the Nursing Lab as well as the clinical arena where faculty-student ratios are kept at the optimal level as suggested by the Minnesota Board of Nursing.

## Mission Statement

The St. Cloud Technical and Community College’s (SCTCC) Practical Nursing program provides accessible nursing education to prepare safe, caring, and competent entry-level practical nurses that provide care to diverse populations.

## Nursing Philosophy

The philosophy of the SCTCC Nursing Programs is congruent with the mission, vision, and core values of the St. Cloud Technical and Community College’s which are committed to:

- quality education, continuous improvement, and responsiveness to the local community and industry; commitment to a teaching/learning environment that sustains innovation, technology, educational excellence, and lifelong learning;
- providing educational opportunities and affordable access to a diverse student body;
- staff development, availability, and success; and
- offer nursing programs that provide students with a gateway to pursue higher levels of education through articulation.

The nursing faculty believes that nursing is both an art and a science; a profession guided by scientific principles and the core values for the National League of Nursing (NLN), which includes caring, diversity, excellence & integrity (2017).

Nursing is devoted to promoting, maintaining, and restoring the health of individuals and families, as well as promoting a peaceful, dignified death. Licensed Practical Nurses (LPNs), care for diverse individuals and families across the lifespan in a variety of in-patient and community-based settings by providing **safe**, culturally sensitive, individualized, **patient-centered care** and by participating as a member of the health care team.

LPNs recognize that **teamwork and interdisciplinary collaboration** among health care professionals is critical to delivering **safe**, quality patient care. As a member of the health care team, LPNs contribute to **quality improvement** activities that are **evidence based**. Through the use of **informatics and technology**, LPNs implement **nursing judgment** in the delivery of **safe, patient-centered care**.

Professional values guide interactions with individuals and the health care team. LPNs demonstrate **professional behavior** by exhibiting accountability for their actions, meeting the health care needs of patients, and assuming legal responsibility for the care they provide. LPNs demonstrate **professional**

**identity** by upholding their commitment to the public and by adhering to an established code of ethics.

## Curriculum Model

The curriculum model of the SCTCC nursing programs is guided by the core values, integrating concepts, program outcomes, and nursing practice developed by the NLN (2010), which are integral elements of student learning and foundational for all nursing practice. The model illustrates the personal, progressive, and lifelong professional development of the nurse through the accumulation, analysis, and synthesis of knowledge, scientific findings, and human experience. The core values and integrating concepts are integrated within each course and are progressively developed in depth and complexity throughout the nursing curriculum, while the program outcomes are the overall goals of the nursing program and converge into nursing practice depending on the program type.

### CORE VALUES

The core values are embedded in nursing's historic paradigm and are foundational for all nursing practice at SCTCC. These values are **Caring, Integrity, Diversity & Excellence** (NLN, 2017)

**Caring:** *promoting health, healing, and hope in response to the human condition.*

A culture of caring, as a fundamental part of the nursing profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participative and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interests of all stakeholders. (NLN, 2017).

**Integrity:** *respecting the dignity and moral wholeness of every person without conditions or limitation.*

A culture of integrity is evident when organizational principles of open communication, ethical decision-making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and to how we always see ourselves from the perspective of others in a larger community. (NLN, 2017).

**Diversity:** *affirming the uniqueness of and differences among persons, ideas, values, and ethnicities.*

A culture of inclusive excellence encompasses many identities, influenced by the intersections of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious and political beliefs, or other ideologies. It also addresses behaviors across academic and health enterprises. Differences affect innovation so we must work to understand both ourselves and one another. And by acknowledging the legitimacy of us all, we move beyond tolerance to celebrating the richness that differences bring forth. (NLN, 2017)

**Excellence:** *co-creating and implementing transformative strategies with daring ingenuity.*

A culture of excellence reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated. (NLN, 2017).

## INTEGRATING CONCEPTS

The integrating concepts emerge from the core values, which are progressive and multidimensional, and developed during students learning experiences. They include: *context and environment; knowledge and science; personal and professional development; quality and safety; relationshipcentered care; and teamwork*. Within each concept there are specific knowledge, practice, and ethical apprenticeships inherent to that concept. These apprenticeships offer a set of specific knowledge, understanding, and skills that students become familiar with as they progress in their learning throughout the nursing curriculum.

**Context and Environment**, in relation to organizations, refers to the “conditions or social system within which the organization’s members act to achieve specific goals. Context and environment is a product of the organization’s human resources, and the policies, procedures, rewards, leadership, supervision, and other attributes that influence interpersonal interactions. In health care, context and environment encompass organizational structure, leadership styles, patient characteristics, safety climate, ethical climate, teamwork, continuous quality improvement, and effectiveness” (NLN, 2010).

**Knowledge and Science** refer to the “foundations that serve as a basis for nursing practice, which, in turn, deepen, extend, and help generate new knowledge and new theories that continue to build the science and further the practice. These foundations include (a) understanding and integrating knowledge from a variety of disciplines outside nursing that provide insight into the physical, psychological, social, spiritual, and cultural functioning of human beings; (b) understanding and integrating knowledge from nursing science to design and implement plans of patient-centered care for individuals, families, and communities; (c) understanding how knowledge and science develop; (d) understanding how all members of a discipline have responsibility for contributing to the development of that discipline’s evolving science; and (e) understanding the nature of evidencebased practice” (NLN, 2010).

**Personal and Professional Development** is a “lifelong process of learning, refining, and integrating values and behaviors that (a) are consistent with the profession’s history, goals, and codes of ethics; (b) serve to distinguish the practice of nurses from that of other health care providers; and (c) give nurses the courage needed to continually improve the care of patients, families, and communities and to ensure the profession’s ongoing viability” (NLN, 2010).

**Quality and Safety** is the “degree to which health care services 1) are provided in a way consistent with current professional knowledge; 2) minimize the risk of harm to individuals, populations, and providers; 3) increase the likelihood of desired health outcomes; and 4) are operationalized from an individual, unit, and systems perspective” (NLN, 2010).

**Relationship-Centered Care** “positions (a) caring; (b) therapeutic relationships with patients, families, and communities; and (c) professional relationships with members of the health care team at the core of nursing practice. It integrates and reflects respect for the dignity and uniqueness of others,

valuing diversity, integrity, humility, mutual trust, self-determination, empathy, civility, the capacity for grace, and empowerment” (NLN, 2010).

**Teamwork** means to “function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care” (NLN, 2010).

## **PROGRAM OUTCOMES AND COMPETENCIES**

The National League for Nursing (NLN) (2010) has defined the expected culmination of program outcomes applicable to all nursing programs. Graduates should be prepared (1) to promote and enhance *human flourishing* for patients, families, communities, and themselves; (2) to show sound *nursing judgment*; (3) to continually develop their *professional identity*; and (4) to maintain a *spirit of inquiry* as they move into the world of nursing practice, and beyond. Based upon these program outcomes, students will master the essential core nursing practice competencies for the practical nursing graduate.

### **Practical Nursing Student Learner Outcomes (SLO)**

Graduates of the St. Cloud Practical Nursing Program will be able to:

#### **1. Human Flourishing/ Patient Centered Care**

SLO: Demonstrate therapeutic communication skills to practice nursing care that is patient centered, culturally sensitive and based on the physiological, psychosocial and spiritual needs of patients across the lifespan.

#### **2. Nursing Judgment**

SLO: Provide rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients.

#### **3. Safety**

SLO: Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

#### **4. Informatics**

SLO: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

#### **5. Professional Identity/ Professional Behaviors**

SLO: Demonstrate professional behaviors of accountability according to legal and ethical nursing practice standards.

#### **6. Teamwork and Collaboration**

SLO: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

#### **7. Spirit of Inquiry / Quality Improvement**

SLO: Support quality improvement by contributing to the implementation of care and the utilization of resources to improve health care services.

## 8. Evidence Based Practice

SLO: Integrate best current evidence with clinical expertise and patient preferences and values for delivery of optimal health care.

In order to achieve these program outcomes and competencies, the faculty or Nurse Educators at St. Cloud Technical and Community College uphold the NLN Core Competencies of Nurse Educators (2013) to:

- Facilitate Learning
- Facilitate Learner Development and Socialization
- Use Assessment and Evaluation Strategies
- Participate in Curriculum Design and Evaluation of Program Outcomes
- Function as a Change Agent and Leader
- Pursue Continuous Quality Improvement in the Nurse Educator Role
- Engage in Scholarship
- Function within the Educational Environment

### NURSING PRACTICE

Unbounded by any closed structures, the program outcomes (SLO's) converge into nursing practice depending on the program type (NLN, 2010). SCTCC offers both practical and associate degree nursing educational programs. The program outcomes and competencies for each level of nursing practice are defined under their respective program outcomes. They are congruent with SCTCC outcomes: think critically, communicate effectively, demonstrate personal and social accountability, understand social and global perspectives, and apply knowledge.

#### References:

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

National League for Nursing (NLN), (2017). NLN core values. Retrieved from <http://www.nln.org/about/core-values> on June 27, 2017

National League for Nursing (NLN). (2013). Core competencies of nurse educators. Retrieved from <http://www.nln.org/professional-development-programs/competenciesfor-nursing-education/nurse-educator-core-competency>

St. Cloud Technical and Community College (2017). College Outcomes. Retrieved from <http://www.sctcc.edu/outcomes>

# COURSE REQUIREMENTS

## Practical Nursing Diploma (40 Credits)

### Technical Studies Prerequisites

<a href="#"><u>HLTH1440</u></a>	Medical Terminology	1 Credit
<a href="#"><u>BLGY1321</u></a>	OR Human Biology	4 Credits
<a href="#"><u>BLGY2310 &amp; BLGY 2320</u></a>	Human Anatomy & Physiology I & II	
<a href="#"><u>Goal Area 1</u></a>	Written Communication	3 Credits
<a href="#"><u>PSYC1304</u></a>	Life Span Developmental Psychology	3 Credits

### Technical Studies Semester I and Credits

<a href="#"><u>PRSG2401</u></a>	Medical Surgical Nursing I	3 Credits
<a href="#"><u>PRSG2409</u></a>	Basic Nursing Concepts	3 Credits
<a href="#"><u>PRSG2419</u></a>	Nursing Skills	3 Credits
<a href="#"><u>PRSG2429</u></a>	Essentials of Clinical Pharmacology	2 Credits
<a href="#"><u>PRSG2439</u></a>	Clinical Application I	3 Credits

### Technical Studies Semester II and Credits

<a href="#"><u>PRSG2402</u></a>	Medical Surgical Nursing II	3 Credits
<a href="#"><u>PRSG2411</u></a>	Bridging to Nursing	2 Credits
<a href="#"><u>PRSG2440</u></a>	Clinical Application II	5 Credits
<a href="#"><u>PRSG2450</u></a>	Maternal Child Nursing	3 Credits
<a href="#"><u>PRSG2460</u></a>	Mental Health Nursing	2 Credits

## Practical Nursing Part-Time Diploma (40 Credits)

### **Technical Studies Prerequisites**

<a href="#"><u>HLTH1440</u></a>	Medical Terminology	1 Credit
<a href="#"><u>BLGY1321</u></a>	OR	
	Human Biology	4 Credits
BLGY2310 & BLGY 2320 Human Anatomy & Physiology I & II		
<a href="#"><u>Goal Area 1</u></a>	Written Communication	3 Credits
<a href="#"><u>PSYC1304</u></a>	Life Span Developmental Psychology	3 Credits

### **Technical Studies Semester I and Credits**

<a href="#"><u>PRSG2401</u></a>	Medical Surgical I	3 Credits
<a href="#"><u>PRSG2429</u></a>	Essentials of Clinical Pharmacology	2 Credits

### **Technical Studies Semester II and Credits**

<a href="#"><u>PRSG2409</u></a>	Basic Nursing Concepts	3 Credits
<a href="#"><u>PRSG2419</u></a>	Nursing Skills	3 Credits
<a href="#"><u>PRSG2439</u></a>	Clinical Application I	3 Credits

### **Technical Studies Semester III and Credits**

<a href="#"><u>PRSG2402</u></a>	Medical Surgical Nursing II	3 Credits
<a href="#"><u>PRSG2450</u></a>	Maternal Child Nursing	3 Credits

### **Technical Studies Semester IV and Credits**

<a href="#"><u>PRSG2411</u></a>	Bridging to Nursing Practice	2 Credits
<a href="#"><u>PRSG2440</u></a>	Clinical Application II	5 Credits
<a href="#"><u>PRSG2460</u></a>	Mental Health Nursing	2 Credits

## NCLEX - PN

The NCLEX-PN examination is designed to test the knowledge, skills, and abilities essential for the safe, effective practice of nursing at the entry level of the practical nurse. The MN Board of Nursing requires evidence that the PN Program graduate has successfully completed all curriculum requirements before they will accept the graduate's application to sit for the NCLEX-PN licensure exam. Successful completion of the PN Program does not assure that the graduate will pass the NCLEX-PN Licensure Exam. There is a fee for taking the NCLEX exam. In addition to the exam fee, the student will have fees for obtaining licensure from the Board of Nursing.

### Minnesota Board of Nursing Pre-Licensure Requirements for the NCLEX-PN

To meet the requirements for licensure by *examination and to register for your NCLEX go to: <http://www.state.mn.us/portal/mn/jsp/home.do?agency=NursingBoard>. To review a test plan go to the candidate section at [www.ncsbn.org](http://www.ncsbn.org).*

## ACADEMIC POLICIES

### Progression/Graduation Requirements

- Students must be in good academic standing at SCTCC to begin the Practical Nursing Program (Cumulative GPA of 2.0 AND 67% completion rate). Students who are on academic warning or probation will not be considered for the program.
- Admission into the program requires the following: a minimum GPA of 2.5.
- Once accepted, you must obtain a “C” (80%) or above in every course, and/or failure to meet the objectives for all the components of the clinical courses.
- A student earning a grade below a “C” cannot progress in the nursing course sequence.
- Each student is expected to track his/her academic progress throughout each semester on D2L.
- Academic counseling is available and the nursing faculty will work with students or provide referral.
- If you fail or withdraw one class, you may repeat that class once, the following semester if space is available.
- If you withdraw or fail Nursing Skills or Basic Concepts, you must also withdraw from clinical.
- If you withdraw or fail the same course twice during the nursing program you will be dismissed from the PN program with no re-entry.
- If you fail the same course twice or two courses during the nursing program you will be dismissed from the PN program with no re-retry.
- Students are given a progress report (StarFish) when course passing expectations are not met. Students who receive a progress report (StarFish) should meet with the instructor, if the student receives 2 or more progress reports (StarFish) they must meet with their instructor and advisor and will be advised of options for continuation in the nursing program.
- Progress reports (StarFish) can be given to you at any given time during the semester at the faculty discretion.
- All grades/points will be posted after assignments and examinations for students to see his/her progression within a timely manner.

- Students and instructor will agree on time and date which must fall with-in one week for retesting in labs.

## **Complaint/Grievance Policy**

See MnSCU Policy 3.8; SCTCC Policy S3.24

[Grievance Policy](#)

## **Academic Counseling**

Every nursing student will be assigned an advisor in the nursing department. It is the responsibility of the student to seek assistance, academic counseling, and/or advising in order to meet nursing program standards. Regular contact with your nursing faculty advisor is strongly advised. Academic counseling is available and the faculty will work with students or provide referral. Nursing students are apprised of progress reports as early as week six of the semester. Progress reports can be provided at any time during the semester at the faculty discretion.

All grades/points will be posted after examinations for students to see. Grades/points are posted on-line on Desire2Learn (D2L) or are available from your instructor. Students are responsible to monitor grades weekly in D2L. Students must e-mail faculty for appointments.

*Student support services on campus include:*

- Counseling: Personal, Academic, Career
- Trio – free academic services for qualified students
- Academic Achievement Center (AACE)
- Learning Resource Center

## **Disabilities Accommodations**

SCTCC is committed to providing reasonable accommodations for all persons with disabilities. Accommodations are provided on an individualized, as-needed basis, determined through appropriate documentation of need. Please contact the Counselor for Students with Disabilities at 320-308-5089, to develop your Accommodations Plan.

The accommodations authorized in your plan must be discussed with your instructor. All discussions will remain confidential. Accommodations are not provided retroactively so it is essential to discuss your needs and provide appropriate documentation of need with each faculty member at the beginning of the semester. It is the student's responsibility to request the accommodation three days in advance before each occurrence.

## **Communication and Computer Requirements**

All students **must have** access and be able to use a computer, printer, and the Internet in order to fulfill the academic requirements of the nursing program. At a minimum, computers must be equipped with Windows 10, Adobe Acrobat Reader, and Microsoft Office. Computers and printers are available for student use at the Student Computer Laboratory. Students requiring assistance with computer-related issues should contact the Help Desk at 320-308-6445. If a student is not computer literate he/she should enroll in an appropriate computer course.

Students must keep an updated address, phone number and e-mail address in the Nursing Department at all times. All students are expected to check their SCTCC e-mail and D2L frequently, at minimum on a daily basis from Monday - Friday for official Nursing Program, SCTCC and instructor communications, including course updates, assignments, announcements etc. A student is required to identify who he/she is and sign all e-mails.

All electronic communication between instructors and students must be done via the official SCTCC course web site (D2L) or e-mail system. Student's personal e-mails (yahoo, hotmail, etc.) will likely be blocked by security software that protects the network from spam/viruses.

## **Classroom Expectations/Attendance Policy**

Regular and predictable attendance at classroom lectures is essential to ensure that students have acquired the necessary knowledge and skills to provide safe, competent nursing care to patients/clients and pass the practical nursing licensing exam. Every absence creates a gap in understanding and disrupts instructional continuity.

### **Expectations**

#### Faculty

Are facilitators of student learning.

Weekly office hours

Will check e-mail daily Monday-Friday.

Are not expected to respond to e-mail on Saturday and Sunday.

#### Students:

Will complete assigned textbook readings prior to class time.

Will bring assigned course textbooks and materials to class.

Will not wear clinical/work uniforms to class. Other than lab coat for simulation and skills lab. Will check e-mail and D2L daily and as needed for class preparation or changes.

Will not smoke on SCTCC property.

Will not smoke before, during or after (in cars in parking lot at school or at clinical sites) clinical per Facility Smoking Policy or have smoke smell on your breath or clothing.

Will not smoke when wearing your clinical uniform.

When using a computer or other electronic devices during class, they will be restricted to note taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity but those in the immediate area/vicinity. They will not be used to look at Facebook sites, access the internet and/or e-mail, etc.

Will turn cell phones off and not have them visible during class and will not be texting or checking voicemails during class.

Will arrive to class and clinical on time.

Smart watches will be removed and put away before testing

Will speak to and treat faculty, fellow students and staff with respect in the class room and clinical settings at all times.

Will not bring children in classrooms, lab, or clinical due to distraction and safety issues.

By signing this document I have read and understand the statements above.

---

Print Signature

---

Signature

---

Date

*To be signed and turned in at student orientation.*

## Grading System

The letter grade is computed from cumulative points at the end of each semester. The academic grading system is the following:

94 - 100%	A
87 - 93%	B
80 - 86%	C
74 - 79%	D
73% and below	F

## Withdrawal Procedure

If a student selects to withdraw from a class(es), they must *complete the following steps*:

1. Notify the instructor and their advisor and complete the Course Withdrawal Form and submit to Registration (this form can be obtained from Registration).
2. Schedule an appointment to meet with the Director of Nursing to discuss a plan and must complete the PN Program Withdrawal Form to be eligible for re-admission. (This form can be obtained from the nursing programs administrative assistant located on the main floor).

\*Please Note: Students wishing to completely withdraw from the college should obtain and complete a "Withdrawal Worksheet" from the Admissions Office.

## Re-Admission Procedure

- If a student plans to return the Practical Nursing Program, the Dean of Natural and Health Sciences and /or Director of Nursing **must be notified in writing during the open program application period** (posted on our website for each program.) 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.
- There is NO guarantee that the student will be automatically accepted. If the program does not have a clinical or theory spot open for the student, the student will not be accepted at that time. The student will be considered with the other candidates for selection into the next class. It is the student's responsibility to meet with the Dean of Health Sciences and/ or the Director of Nursing.
- Courses in the nursing curriculum are sequential. i.e. successful completion of a lower numbered nursing course is required before a student can progress to higher numbered nursing course.

- Students who have failed or withdrawn from a course(s) must repeat the entire course and re-do all assignments in that course.
- An administrative hold will be placed on all nursing courses in the Registrar's Office until approval for re-admission is granted.
- Students may be re-admitted one time to the Practical Nursing Program.
- Re-entry must be within 2 semesters of the last semester he/she attended.
- The decision to re-admit a student to the nursing program is made by the nursing faculty from the recommendation of the Admission and Progression Committee and Dean of Health Sciences and/ or the Director of Nursing.
- If readmitted, the student must contact the Admission's Office to reactivate their file.
- A student who misses one semester or more will be required to demonstrate competency of previously learned skills. The student is responsible to contact Nursing Faculty to arrange this process.

## **CLINICAL PARTICIPATION POLICIES**

### **Authorization for the Release of Student Information**

Students are required to sign an authorization for the release of student information to clinical agencies.

### **Basic Life Support Certification**

Nursing students must maintain cardio-pulmonary resuscitation (CPR) certification throughout the program. The student is responsible to provide a copy of their certificate to the nursing department prior to the start of the nursing program. The certification must be kept current. If CPR certification is not current, the student will not be allowed to attend clinical until he/she provides evidence of current certification. The course must include adult, child and infant automatic external defibrillation. The American Heart Association's "Basic Life Support - Health Care Provider" meets this requirement.

### **Pre-Clinical Participation Health Record**

A completed health/immunization form must be on file prior to beginning any clinical experiences. The nursing department follows the guidelines from the Center for Disease Control (CDC), Minnesota Department of Health (MDH), and all clinical sites.

Conscientious objection regarding immunizations may not be recognized. If a student does not have the required immunizations, a clinical site may refuse to accept the student at its facility. An alternative facility placement cannot be guaranteed. Progression in the program cannot happen unless all clinical requirements are complete.

## **Background Studies and Finger Printing**

Clinical experiences are essential components of the nursing curriculum. Students participate in clinical experiences where they care for patients and residents at health care facilities. Contracts are established between St. Cloud Technical & Community College and each health care facility to provide these clinical experiences.

Any individual who has direct contact with patients and residents at health care facilities licensed by the Minnesota Department of Health must have a Human Services Background Study and finger printing completed in accordance with Minn. Chapter 245C. 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 background study will not be permitted to participate in clinical experiences. Therefore, the individual is ineligible to progress in the Practical Nursing Program.

Human Services Background Studies are performed annually. Questions and appeals should be directed to the Minnesota Department of Human Services, Licensing Division, 444 Lafayette Blvd., St. Paul, MN 55155-3842. Phone: (651) 431-2000, Web address: <http://mn.gov/dhs/>.

## **Drug and Alcohol Testing**

Drug testing is required for clinical sites. Nursing students will be required to have a multi-panel drug and alcohol urine test prior attending clinical at a sites that require drug and alcohol testing. This is a clinical site requirement. This fee will be paid by the student. The results will be shared between the drug test vendor and the clinical site requiring the test. If the results are positive, the student will not meet eligibility to be in the program. Attendance of clinical site is an expectation of the nursing program. This will result in dismissal from the program.

## **Confidentiality**

Confidentiality is an essential component of nursing practice. The student is expected to adhere to the respective clinical site policy pertaining to confidentiality of patient information obtained or shared within the clinical setting. Information obtained within the laboratory or classroom setting is to be respected and maintained in a confidential manner. Clinical agencies' personnel or policies are not to be discussed outside of the classroom.

HIPAA: All students are required to sign a HIPAA (Health Insurance Portability and Accountability Act of 1996) form during clinical orientations. 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.

Social Media Policy: Social media is defined as media disseminated through electronic and webbased social interaction and created using highly accessible and scalable publishing techniques. Examples include LinkedIn, Twitter, Facebook, YouTube, and MySpace. Students of St. Cloud Technical & Community College are reminded that social media platforms can have a significant impact to the

reputation of the institution and to the accuracy of information available to the public. There is no such thing as a “private” social media site. Search engines can turn up posts years after the publication date.

You are legally liable for what you post on your own site and on the sites of others. Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences. Ultimately, you have sole responsibility for what you post. Accordingly, students should give full consideration to anything published on these sites.

**Students who share any confidential or unprofessional information related to patient or clinical site do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.**

## **Military Students**

All military students are required to show their scheduled military duty days on or before the beginning of the semester. This is needed for theory classes and all clinicals. If students do not provide their schedule of duty days the 10% deduction rule will be enforced.

## **Clinical Attendance**

Clinical experiences are an invaluable and irreplaceable component of the Practical Nursing Program. Application of concepts learned in nursing theory and laboratory experiences are applied in the clinical setting. Every absence negatively effects understanding and disrupts instructional continuity. Attendance is also essential for the student so safe, competent nursing care to patients/clients will be provided. Students are required to:

- Mandatory attendance at all officially scheduled orientations for each clinical facility is required for legal and regulatory purposes. Failure to attend could potentially lead to failure of the clinical course. (see clinical syllabus and evaluation tool)
- Attend clinical experiences including simulations in order to meet the curriculum standard and course objectives. Attendance is critical and may lead to inability to complete the course (see clinical syllabus and evaluation tool)
- Meet the same professional standards as those expected in the work environment.
- Arrive on time and attend all scheduled clinical.
- You must notify the instructor in advance when it is anticipated that a clinical experience will be missed.

## **Clinical Absence**

Attendance is critical. Absence may lead to inability to complete the course (see clinical rubric). If a day is missed the student will be required to complete an alternative project and/or assignment.

## **Inclement Weather**

Classes and clinical experiences will be cancelled when the college is closed due to inclement weather. Students must check SCTCC internet homepage for this announcement or sign up for Star Alert. It is recommended to sign up for Star Alert. The instructor should not be called or sent an email.

## Blood Borne Pathogens Exposure

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

In the event of an exposure in the nursing skills laboratory, the incident should be reported immediately to supervising faculty. In the event of an exposure at a clinical agency, the exposure should be immediately reported to the clinical faculty. The exposure policy of the clinical agency must be followed. **The student is responsible for costs incurred as a result of exposure, including evaluation and treatment.** It is recommended that students have insurance to cover such instances, and should check with their insurance provider regarding coverage.

## Clinical/Lab Supplies

The student is responsible for personal purchase of the following:

- The SCTCC Practical Nursing Program uniform. Students will purchase:
  - Navy lab coat
  - Sage green uniform top
  - Navy pants/skirt
  - Brown, black, gray, navy, or white shoes
- A stethoscope with a diaphragm and bell
- A watch with a second hand
- Pen light
- Gloves
- The official SCTCC name badge
- A Nursing Skills Laboratory Kit

## Clinical Uniform Requirements

- A sage green uniform top
  - Male students must wear a short sleeve white crew t-shirt under their uniform top
  - Students may wear a long sleeve white shirt under their uniform top; provided it can be rolled up and stays up for infection control purposes
- Navy uniform pants/skirts
  - Pants/skirts must be hemmed to a length that rests on the shoes without extending past the back bottom of the shoe so the pants/skirt do not touch the floor
  - Pants/skirts must be of heavy enough material and with a waist-rise high enough that no undergarments are observable
- Brown, black, gray, navy, or white nursing shoes or tennis shoes with minimal color; solid color socks
- No shoes with open toes or open heels are allowed
- A Hijab may be worn at shoulder length, tucked into scrubs, or worn up

## Clinical Expectations

**\*All mandatory clinical forms, which include but are not limited to, health forms, immunizations, or any other form required by clinical sites must be completed to attend clinical and progress through the Practical Nursing program.**

The following are minimal guidelines. Please follow the minimum guidelines of the clinical site if site guidelines are more stringent than these guidelines.

- Student identification must be worn
- A navy lab coat must be worn while at the clinical agency getting assignments and gathering data
- Uniforms must be pressed, clean and well fitting
- Jeans, shorts, lounge pants, sweat pants are not to be worn to any clinical facility
- No low cut shirts or observable cleavage or gluteal crevice
- No bare mid-driff
- No more than one ring may be worn
- Only two small post earrings may be worn in each earlobe, no hoop or dangle earrings may be worn
- No visible body piercing including studs, eyebrow, tongue or nose are allowed.
- No visible tattoos are allowed. If the student has a visible tattoo, it must be covered with clothing or some other means (band-aid, etc.)
- Hair must be short, pulled back or up
- Hair must be of natural hair color
- Male students must shave or have neatly-groomed beards and sideburns
- Smoking is not allowed while in uniform
- The student must be well-groomed and free from offensive odors
  - No fragrances may be worn, including:
    - cologne
    - perfume
    - body lotion
    - hair spray
    - after-shave
- No odor of alcohol will be tolerated
- Nails must be short and clean and polish free
- Acrylic or false nails are not permitted for infection control reasons
- Students may not chew gum, but may use breath mints
- Cell phones and pagers are not allowed in the clinical area
- Text messaging is not allowed in the clinical area
- Students may make personal phone calls when they are on a break from their assigned unit, or by permission from their instructor.

The student is expected to adhere to any additional dress code policies required by clinical agencies. Failure to comply with the uniform or dress code policy may result in dismissal from the clinical area.

## SIMULATION IN HEALTH CARE EDUCATION PARTICIPATION EXPECTATIONS AND CONFIDENTIALITY STATEMENT

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

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

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

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

I, \_\_\_\_\_, agree to the above contract and listed specifications.

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

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

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

I, \_\_\_\_\_, grant permission for my photograph and identifying information to be disseminated for public relations reporting to the St Cloud Technical & Community College community, the community at large, for presentations within the academic community, or for marketing purposes.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **CONSENT TO USE STUDENT ACADEMIC WORK**

I hereby give St. Cloud Technical and Community College the right to use, reproduce, and to permit the use to other agencies or accreditation bodies all my student academic work for accreditation, educational, or publication purposes without further compensation. I consent that all of this material shall be solely and completely the property of St. Cloud Technical and Community College and all privacy policies and procedures be adhered to and respected.

I hereby certify that I am 18 years old or over, and competent to sign my own name. I also certify that I have read and completely understand the contents of the above release before affixing my signature below.

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

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

Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

Phone: \_\_\_\_\_

Witness: \_\_\_\_\_ Date: \_\_\_\_\_

AMERICAN NURSES ASSOCIATION  
CODE OF ETHICS FOR NURSES  
2015

**Provision 1**

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

**Provision 2**

The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

**Provision 3**

The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

**Provision 4**

The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

**Provision 5**

The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

**Provision 6**

The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

**Provision 7**

The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

**Provision 8**

The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

**Provision 9**

The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principle of social justice into nursing and health policy.

*American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2015*

## APPENDIX B

### MINNESOTA BOARD OF NURSING

2829 University Avenue SE #500 Minneapolis, Minnesota 55414-3253  
(612) 617-2270 1-888-234-2690 (MN, IA, SD, ND, WI) [www.nursingboard.state.mn.us](http://www.nursingboard.state.mn.us)

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### **PROFESSIONAL BOUNDARIES IN NURSING**

Boundary issues are everywhere for nurses. Issues on the continuum range from stopping to buy a few groceries for a home-bound client, to accepting a personal gift from a client, to having a friendship with a former client, to having a sexual relationship with a current client. Although there is more gray area than black and white when studying boundaries, nurses can make thoughtful decisions when provided with information about the fundamentals of boundaries. This article is intended to highlight some of the basics. Nurses are encouraged to read additional information and have discussions with colleagues to broaden their understanding of the topic.

Boundaries are defined as limits that protect the space between the professional's power and the client's vulnerability. Maintaining appropriate boundaries controls this power differential and allows for a safe connection between the professional and client based on the client's needs.

The need for maintaining appropriate boundaries arises from the nature of the nurse-client relationship. Like other professional relationships, the client places his or her confidence in the nurse who possesses special knowledge, expertise, and authority. In addition, the client is vulnerable in so far as he or she has a nursing care need which the nurse has the ability to meet. It is imperative that the nurse be aware of this power differential and ensure that the nurse's actions are intended to meet the nursing care needs of the client.

The maintenance of boundaries need not be seen as an impediment to the professional relationship, but rather as facilitating it. Maintaining professional boundaries protects the safe space in the relationship and thereby enhances the building of the trust which is essential to enable clients to reveal their needs.

A boundary violation occurs when a nurse, consciously or unconsciously, uses the nurse-client relationship to meet personal needs rather than client needs. This violation breaches the fundamental nature of care that obligates the professional to place clients' needs first. It is helpful to view this as a process or a "slippery slope" rather than an end result or a "crossing the line." This provides an opportunity for the nurse to heed warning signs which will allow the nurse to take steps to reevaluate the relationship with the client and to reestablish appropriate professional boundaries. It also prevents ignoring, normalizing or dismissing relatively minor or less visible boundary violations. The minor violations may be damaging to the relationship and left unexamined, the minor violations can be repeated and expanded.

Four elements characteristically appear in boundary violations: role reversal, secrecy, double bind, and indulgence of professional privilege.

### • **Role Reversal**

Role reversal occurs when the client takes care of the nurse as the nurse looks to the client for satisfaction and gratification, rather than the nurse placing client needs first. The nurse may not be consciously aware of this role reversal or may attempt to justify it by contending his or her actions are for the client's benefit. Example: A client becomes a nurse's chemical dependency sponsor.

### • **Secrecy**

Secrecy involves the nurse keeping critical knowledge or behavior from the client and/or others or selectively sharing information. Example: A nurse takes a client into his or her home and tells the client the nurse's employer cannot know about this or the nurse will lose his or her job.

### • **Double Bind**

A double-bind consists of two sets of messages which contradict each other while they discourage the receiver of the messages from noticing the inconsistency. The client is left feeling caught in a conflict of interest: any attempt at resolution places the client at risk of loss. The client is torn between the desire to terminate the relationship and the realization that this will end any form of help from the professional. The double-bind contains an implied threat. A sense of guilt and fear of possible abandonment by the professional blocks the client from taking action. The double-bind constricts the client from using all available options and thus limits growth. Examples: 1) A nurse makes negative comments about other nurses caring for a client who has development of trust as a therapeutic goal. 2) A nurse tells a therapy client that they may begin a personal relationship when the client is no longer in therapy.

### • **Indulgence of Professional Privilege**

Indulgence involves using information obtained in the relationship with a client for the benefit of the professional. Because the professional has authority over the client's situation, that professional is susceptible to extending the privilege of his or her position to intrude on the client. However, access to information does not constitute a right to it. This access is a professional privilege; it is not a professional right to use the information for one's own benefit. Example: Using proximity to postpartum mothers to locate a baby for adoption by the nurse.

To avoid boundary violations, it may be helpful to be aware of "warning signs." In isolation these do not necessarily indicate a problem, but if repeated or if several warning signs are present, the nurse should reevaluate his or her actions.

- ◆ **Perception:** The nurse should ask: Is this what other nurses would do? How would this appear to others (peers, family, superiors)? How does this appear to the client?
- ◆ **Time:** The nurse should consider the quality and quantity of time spent with the client. Does it vary from that spent with other clients? Is the nurse spending "off duty" time with the client?
- ◆ **Meeting time and place:** Is the location of the interaction appropriate to the relationship? Would you provide nursing service to other clients in this location? If there is a legitimate, therapeutic need to meet at an unusual time, has it been made known to others and documented?
- ◆ **Gifts:** Does the gift giving create a sense of obligation on the part of the recipient? Is this a routine part of your practice regardless of the age or gender of the client? Is the gift of a personal nature, given to one nurse or a general gift give to a group of caregivers? Does the facility have a policy regarding gifts?
- ◆ **Forms of address:** Has there been a change in the way the client is addressed or how this client is addressed in relation to others?

- ◆ Personal attire: Has the nurse's style of dress changed with more attention paid to personal appearance?
- ◆ Making exceptions: in general, the nurse should carefully consider the therapeutic purpose in making exceptions in helping a client or family member. Another type of exception to note would be the nurse who changes assignments to care for a particular client.
- ◆ Internal cues: Learning to recognize and trust internal cues is important. A nurse should seek guidance if he or she is in a situation which raises questions in the nurse's mind. When in doubt, check it out. Nonverbal behavior, the nurse's or the client's, may provide helpful insight. Does the nurse become defensive if questioned about the interaction with the client?
- ◆ Meeting personal needs: In addition to recognizing that the client's needs must come first, the nurse should be aware of his or her own social and emotional needs and take affirmative steps to have those needs met away from work. Thoughts such as "I only feel appreciated at work" or "Only I can help this client" indicate the nurse may be meeting his or her needs through clients.
- ◆ Dual relationships: The nurse enters a nurse-client relationship in order to provide the client with nursing services. Nursing services would not include, for example, dating, baby-sitting or entering a business relationship with clients.
- ◆ Confidentiality: The nurse should maintain confidentiality by not using or sharing confidential information unless it is for a legitimate therapeutic purpose.
- ◆ Choosing sides: Is the nurse taking sides with the client against the client's significant others? The nurse should ask: "What is the value in taking sides?" How can the nurse assist the client in looking at all sides of the issue to utilize his or her own problem solving skills?
- ◆ Self-disclosure: While professionals want to be perceived as caring, self-disclosure is rarely helpful or necessary. The nurse should consider the client need served by the self-disclosure and determine whether personal issues shared with the client are brief, resolved and related to what the client is experiencing.
- ◆ Touch: Touching is an integral part of many nursing interventions. Touch may be a component of another action, e.g. checking a blood pressure, or may be therapeutic in and of itself. Touch, however, should not be used indiscriminately. The nurse should be clear in his or her own mind why touch is called for and communicate this to the client.
- ◆ Communication: It is the responsibility of the nurse to establish and maintain boundaries and to communicate this to the client. In addition, the nurse should be able to communicate to others the nature of the relationship with the client. Is the nurse keeping secrets with or about the client? Does the nurse fail to document or report negative information about the client?

This is not an exhaustive list but should be instructional for all nurses. A nurse in any practice setting will encounter boundary issues. With forethought, planning, communication, and evaluation, the nurse can take steps to ensure a boundary issue does not progress to a boundary violation.

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Reviewed January 2000

For further information regarding Professional Boundaries:  
[https://www.ncsbn.org/ProfessionalBoundaries\\_Complete.pdf](https://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf)

## **APPENDIX C**

### **St. Cloud Technical and Community College EEO Statement**

Equal opportunity link: <http://www.sctcc.edu/equal-opportunity-and-civil-rights>

#### **Student Services**

##### **Accommodations**

If you need a disability-related accommodation or wheelchair access information, please contact student services at least one week in advance of the event. TTY users please call MN Relay Service at 711 to contact the college.

##### **Printed material**

This publication is available in accessible formats upon request from student services. TTY users please call MN Relay Service at 711 to contact the college.

## APPENDIX D

### **Nondiscrimination/Harassment Policy**

See MnSCU Policy 1B.1

<http://www.sctcc.edu/sites/default/files/policies/S1.1%20Nondiscrimination%20and%20Harassment%20Policy.pdf>

## APPENDIX E

### Practical Nursing Program Estimated Expenses

#### TUITION

<u>Status</u>	<u>Cost per Credit</u>
Minnesota Resident	\$203.57 (includes fees)
Non Minnesota Resident	\$203.57 (includes fees)

#### TEXTBOOKS

Nursing Semester I	approximately	\$400 (new books)
Nursing Semester II	approximately	\$235 (new books)
ATI books/web access		\$1,100

#### ADDITIONAL COSTS

Criminal Background Check/Finger Printing	\$30.00
CPR Certification	\$45.00 Initial/\$40.00 Refresher
PN Licensure Exam Fee / NCLEX PN Examination	\$300.00
Nursing Skills Lab Kit	\$85.00
Drug and Alcohol	\$35.00-\$175.00

#### UNIFORM/SUPPLIES

Uniform	approximately \$250
Lab Coat	
Shoes	
Watch	
Stethoscope	
Pen Light	
Gloves	

**Additional expenses may include housing, food, transportation and day care.**

#### FINANCIAL ASSISTANCE

SCTCC Financial Aid Office – link: <http://sctcc.edu/financial-aid>  
Scholarships as available

**Please note – all prices are subject to change per semester/year and are approximate**

Revised 05/2019