



St Cloud Technical and Community College

ASSOCIATE DEGREE IN NURSING (ADN) MOBILITY PROGRAM

Student Handbook 2018-2019

<http://www.sctcc.edu/nursing-adn-admissions>

Updated August 2018

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by request, by calling 1-800-222-1009 or by calling the Minnesota Relay Service at 1-800-627-3529.

PREFACE

St. Cloud Technical and Community College

Associate Degree in Nursing (ADN) Mobility Program Student Handbook

This policy handbook provides information specific to the Associate Degree in Nursing Mobility 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 and Community College Catalogue. All students are expected to read the handbook and retain a copy of the handbook throughout the program. The handbook is updated and printed on an annual basis.

The Nursing Faculty reserve the right to update the policies in this book as the need should arise. Policy changes will be provided in writing and announced in classes. 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 and Community College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Associate Degree Nursing Mobility Program is approved by the Minnesota Board of Nursing and is currently seeking National Accreditation. 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
(612) 617-2270 or (888) 234-2690
www.nursingboard.state.mn.us

The St. Cloud Technical and Community College Associate Degree Nursing Program holds pre-accreditation status from the National League for Nursing Commission for Nursing Education Accreditation, located at 2600 Virginia Avenue, NW, Washington, DC, 20037. Holding pre-accreditation status does not guarantee that initial accreditation by NLN CNEA will be received.

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LETTER FROM THE DEAN

Welcome to St Cloud Technical and Community College's Associate Degree in Nursing Mobility Program! We are excited about the opportunity to help you achieve your career goals.

Your decision to further your nursing career demonstrates a drive that is needed to take advantage of the outstanding opportunities in the nursing career field. As many of you know first-hand, nursing is a unique and highly demanding profession. In order to prepare you to meet the challenges the faculty, staff and administration are all committed to assisting you. This is a rigorous program and requires a high level of commitment on your part. You must stay focused and continuously evaluate and adjust your study planning and time management which are two critical components of success. Additionally, SCTCC's Nursing Department has many resources to assist you. The nursing faculty are here to facilitate your learning and socialization into professional nursing. We encourage you to seek assistance or guidance when needed.

This ADN Mobility Handbook is a supplement to the college catalog and the general SCTCC student handbook. The purpose of this handbook is to provide you with information which is specific to the nursing program. It is important that you keep and refer to this handbook throughout your program of studies. As policies, procedures, and guidelines change, you will be notified and the handbook will be revised. If, at any time throughout your program of studies, you have any questions or problems or you need any assistance, please do not hesitate to contact any of the nursing faculty, or the Dean of Health Sciences and Nursing.

Our primary goal is your success, both during nursing school and eventually as a member of the nursing profession. Be sure to review the content of this handbook, as you are held accountable to the policies.

Please feel comfortable seeking assistance as needed. We are here to help you develop into a compassionate and competent professional nurse. Our success depends on your achievements—you are our biggest investment! Please let me know if I can be of any assistance to you.

Much success and best wishes in your nursing education endeavors as you continue on your journey of lifelong learning!

Robert J. Muster, PhD, RN
Dean of Health Sciences and Nursing
St. Cloud Technical and Community College

**The St. Cloud Technical and Community College
Associate Degree in Nursing (ADN) Program
Faculty and Staff Directory**

Faculty and Staff	Phone	Room	E-mail
DEAN OF HEALTH SCIENCES AND NURSING			
Robert Muster, PhD, RN	320-308-5156	127B	robert.muster@sctcc.edu
DIRECTOR OF NURSING			
Denise Meijer, DNP, RN	320-308-6639	126C	denise.meijer@sctcc.edu
NURSING FACULTY			
Marge Kippley, MSN, RN	320-308-5179	139C	mkippley@sctcc.edu
Carolyn Neubauer, MSN, RN	320-308-5935	139F	cneubauer@sctcc.edu
Stella Scholl, MSN, RN	320-308-5437	139G	sscholl@sctcc.edu
Michele Stumpf, MSN, RN	320-308-5085	139D	mstumpf@sctcc.edu
STAFF			
Michelle Fischer, Dean's Administrative Assistant	320-308-5485	126G	mfischer@sctcc.edu
Candace Swenson, Dean's Administrative Assistant	320-308-5403	126G	Candace.swenson@sctcc.edu

The preferred method of communication is via the sctcc.edu e-mail system. Please check your e-mail account on a regular basis for communication. The e-mail method of communication is recommended for corresponding with faculty or to set up appointments with faculty. Faculty office hours are posted on their office doors.

Mission Statement

The St. Cloud Technical and Community College's (SCTCC) Associate Degree in Nursing (ADN) Mobility Program provides accessible nursing education to prepare safe, caring, and competent entry-level professional nurses that provide care to diverse populations in rural and urban communities.

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 for Nursing (NLN), which includes caring, diversity, excellence, integrity, ethics, holism, and patient-centeredness (2010).

Nursing is devoted to promoting, maintaining, and restoring the health of individuals and families, as well as promoting a peaceful, dignified death. Registered Nurses 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.

RN's 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, RN's maintain a spirit of inquiry to continuously improve quality and safety of health care that is evidence based. Through the use of informatics and technology, RN's make sound nursing judgment in the delivery of safe, patient-centered care.

Professional values guide interactions with individuals, families, and the health care team. RN's demonstrate professional identity by exhibiting professional behaviors such as accountability, integrity, and assuming ethical and legal responsibility for the care they provide. RN's continue professional growth and development through lifelong learning.

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 (2012), 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, diversity, excellence, and integrity*.

Caring means “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, 2018).

Diversity means 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, 2018)

Excellence means 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, 2018).

Integrity means 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, 2018).

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; relationship-centered 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 are a product of the organization’s human resources, and also 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, 2012).

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 evidence-based practice” (NLN, 2012).

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, 2012).

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, 2012).

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, 2012).

Teamwork means to “function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care” (NLN, 2012).

STUDENT LEARNING OUTCOMES

The National League for Nursing (NLN) (2012) has defined the expected culmination of student learner 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. The student learner outcomes were developed using the NLN integrating concepts and core values, and relate to the SCTCC's college-wide outcomes.

Upon successful completion of the program, the St. Cloud Technical and Community College Associate Degree in Nursing graduate will be able to:

Human Flourishing:

Demonstrate nursing care that is client-centered, culturally sensitive, and based on the holistic needs of clients, families and communities.

Nursing Judgment:

Use sound nursing judgment in the provision of safe, quality care that promotes the health of clients within a family and community context.

Professional Identity:

Practice professional nursing in a caring, ethical and legal manner that integrates integrity, accountability, leadership, teamwork, and collaboration.

Spirit of Inquiry:

Contribute to the management of healthcare and continued quality improvement by incorporating evidence-based practice, cost containment, and current technology.

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* (2012) 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

ADN PROGRAM OUTCOMES

Program outcomes are indicators that reflect the extent to which the purposes of the nursing program are achieved and by which program effectiveness is documented. Program outcomes are measurable, consumer-oriented indexes designed to evaluate the degree to which the program is achieving its mission and goals.

1. Performance on NCLEX: The 3-year mean on the NCLEX pass rate is at 80% or above.
2. Program Completion Rate: Eighty percent (80%) of students admitted to the nursing program will graduate within 150% of the time from entry into the nursing program.
3. Student and Graduate Satisfaction: 80% of students and graduates will rate satisfaction with the nursing program.
4. Employer Satisfaction: 80% of employers will rate satisfaction with the nursing program.
5. Job Placement: 80% of students at 6 to 12 months post graduation that are available for work will be employed in their field.

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). (2012). *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), (2018). NLN core values. Retrieved from <http://www.nln.org/about/core-values>

National League for Nursing (NLN). (2012). Core competencies of nurse educators. Retrieved from <http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency>

St. Cloud Technical and Community College (2013). College Outcomes. Retrieved from <http://www.sctcc.edu/outcomes>

COURSE REQUIREMENTS

Pre-requisite Courses

Pre-requisite courses (or equivalent) must be completed with a “C” or greater before admission into the program:

Anatomy & Physiology I (BLGY 2310)	(4 credits)
Anatomy & Physiology II (BLGY 2320)	(4 credits)
Microbiology (BLGY 2330)	(4 credits)
Lifespan Developmental Psychology (PSYC 1304)	(3 credits)
Interpersonal Communications (CMST 2310)	
~OR~	
Intro to Communication Studies (CMST 1320)	(3 credits)
Analytical Writing (ENGL 1302)	(4 credits)
Ethics (PHIL 1320)	(3 credits)
Introduction to Gerontology (GERO 1300)	(3 credits)
Nutrition (BLGY 1325)	(3 credits)

Cumulative GPA in prerequisite courses 3.00 or greater

Completed Online Nursing Program Application

Current unrestricted practical nurse license (from any state)

ATI –TEAS V Exam

Advanced Standing

Advanced standing granted to admitted LPN's (9 credits)

ADN Mobility Program Courses

Program courses must be completed with a grade of “C” or greater

FALL SEMESTER

NURS 2401	Transitional Nursing Concepts	3	3	0
NURS 2415	Nursing Concepts I	5	5	0
NURS 2418	Clinical Concepts I	4	0	12
TOTAL		12	8	12

SPRING SEMESTER

NURS 2411	Professional Nursing Concepts	3	3	0
NURS 2421	Nursing Concepts II	5	5	0
NURS 2424	Clinical Concepts II	4	0	12
TOTAL		12	8	12

TOTAL **64 credits**

Nursing Course Descriptions:

NURS 2401 Transitional Nursing Concepts 3 Credits (Theory)

This course builds on the foundations of the practical nursing curriculum and focuses on the transitional role to the professional level of nursing. Concepts of professional behaviors, ethical and legal issues, communication and technology, and evidenced-based practice are introduced in this course. Students explore the roles and responsibilities within the practice of professional nursing including the nursing process, nursing judgement, and delegation when providing client centered and culturally sensitive care.

NURS 2415 Nursing Concepts I 5 Credits (Theory)

This course assists the student to develop basic knowledge and understanding of focused biophysical, developmental, health, wellness, and illness concepts across the lifespan. The concepts of assessment, caring interventions, clinical decision making, teaching and learning and pharmacological interventions are emphasized as they relate to child and family health and general medical-surgical populations.

NURS 2418 Clinical Concepts I 4 Credits (Clinical)

This clinical course focuses on applying the theoretical concepts of assessment, clinical decision making, caring interventions, teaching and learning, communication, evidence based practice and informatics. Professional behavior concepts are implemented related to accountability, advocacy, ethics and legal issues in nursing practice. Introductory teamwork, collaboration and managing of care concepts are applied in the provision of care for adults, children and child bearing families.

NURS 2411 Professional Nursing Concepts 3 Credits (Theory)

This course focuses on the professional nursing standards of practice in preparation for the student to assume the role of the graduate nurse. Nursing theory includes managing care, advocacy, accountability, health care delivery systems, health policy and quality improvement concepts when partnering with clients, families and diverse populations.

NURS 2421 Nursing Concepts II 5 Credits (Theory)

This course assists the student to develop comprehensive knowledge and understanding of focused biophysical, psychological and social functioning concepts. The concepts of assessment, caring interventions, clinical decision making, teaching and learning and pharmacological interventions are emphasized as they relate to mental health and advanced medical-surgical populations.

NURS 2424 Clinical Concepts II 4 Credits (Clinical)

This clinical course focuses on synthesizing the theoretical concepts of assessment, clinical decision making, caring interventions, teaching and learning, communication, evidence based practice and informatics. Professional behavior concepts are implemented related to accountability, advocacy, ethical and legal issues in nursing practice. The concepts of teamwork, collaboration and leading and managing of care are applied in the provision of care for multiple patients with complex biophysical and psychosocial care needs in varied health care and rural community settings.

NCLEX - RN

The NCLEX-RN examination is designed to test the knowledge, skills, and abilities essential for the safe, effective practice of nursing at the entry level of the professional nurse. The MN Board of Nursing requires evidence that the ADN Mobility Program graduate has successfully completed all curriculum requirements before they will accept the graduate's application to sit for the NCLEX-RN licensure exam. Successful completion of the ADN Mobility Program does not assure that the graduate will pass the NCLEX-RN 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-RN

To meet the requirements for licensure by examination, a graduate must satisfy the following prerequisites:

- Submit an application for licensure to the Board of Nursing.
- Affirm that you have not engaged in conduct warranting disciplinary action by answering questions on the application for licensure.
- Submit an affidavit of graduation or transcript to the Board of Nursing.
- Submit an application for examination to NCLEX ®.
- Register for and take the NCLEX ® examination.

ACADEMIC POLICIES

Progression/Graduation Requirements

- Admission into the program requires a:
 - ✓ 3.0 or greater cumulative GPA in required prerequisite and nursing courses
 - ✓ Current unrestricted practical nurse license
 - ✓ Students who are on academic warning or probation may not be considered for the program
- Once accepted, the student must obtain a "C" or above in every course.
- A student earning a grade below a "C" in any required course cannot progress in the nursing course sequence.
- If a student fails a class, that class may be repeated once after a written letter of intent for re-entry into the program is provided to the Director of Nursing by the application deadline for next admittance.
- If you fail the same course twice or two courses during the nursing program you will be dismissed from the ADN program with no re-entry.
- Students are given a progress report when course passing expectations are not met. Students who receive a progress report should meet with the instructor, if the student receives 2 or more progress reports they must meet with their instructor, advisor, and Director of Nursing to be advised of options for continuation in the nursing program.
- Progress reports can be given to you at any given time during the semester at the faculty discretion.

- All grades/points will be posted on D2L after examinations for students to see his/her progression within a timely manner. Students are responsible to monitor grades weekly in D2L. Students must e-mail faculty for appointments.

Academic Counseling

ADN students will be assigned an advisor from the Advising Center. The Advising Center is located in 1-312 in the main building. Phone number: 320-308-5741.

Website: <http://www.sctcc.edu/advising>.

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 advisor is strongly advised. Academic counseling is available and the faculty will work with students or provide referral. Nursing students are apprised of progress through the Star Fish reporting system 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 view. Grades/points are posted on-line in 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
- Center for Academic Success (CAS)
- Veteran Services
- Mosaic

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 98, Adobe Acrobat Reader, and Microsoft Office. Computers and printers are available for student use at the Student Computer Laboratory located in 1-405 or H-117.

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 (i.e. student name, program) 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. Faculty do not check or respond to emails on weekends or holidays.

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 should be discussed with your instructor. All discussions will remain confidential. Accommodations are not provided retroactively so it is essential to discuss your needs at the beginning of the semester.

Professional Behavior Expectations and Civility in the Nursing Program

The nursing profession demands that the individual be responsible, accountable, self-directed and professional in behavior. The process of becoming a professional person begins upon entering a professional nursing education program. The goal of our program is to provide a positive, non-threatening learning environment both in the classroom and during the clinical experience.

Unprofessional behaviors in class/clinical may include:

- Rude comments, engaging in side conversations, dominating class
- Inappropriate use of cell phone, electronic devices, or computer in class
- Late to class and leaving early
- Sleeping in class
- Angry, aggressive or hostile behaviors
- Excuses for poor performance
- Inadequate preparation
- Challenging Faculty
- Bad-mouthing other students, faculty and the nursing program
- Use of negative, derogatory non-verbal gestures such as eye rolling, sighing, and facial expressions
- Smelling of offensive odors ie: tobacco, alcohol or perfume
- Inappropriate dress ie: low cut shirts, low riding pants, being mindful of tattoos and piercings (see clinical dress code expectations for specifics related to the clinical environment)
- Unsafe practice that may jeopardize patient outcome
- Illegal or unethical practice

Unprofessional behaviors or incivility may lead to a verbal warning, a Statement of Concern and Civility (SOCC), and potential dismissal from class, clinical or the program.

Regular attendance in the classroom is essential to ensure that the students have acquired the necessary knowledge to be successful in practice. Students are held to the same professional standards as those expected within the work environment. Therefore, students are expected to arrive on time to all classes and leave when class is dismissed. If the student anticipates that he/she will miss a classroom experience, the student must notify the instructor in advance via email. If the student is ill, the student must notify the instructor as soon as possible via email or text message.

Grading System

The nursing academic grading system is the following:

94 – 100 %	A
87 – 93 %	B
80 – 86 %	C
74 – 79 %	D
72 % and below	F

Withdrawal Procedure

If a student selects to withdraw from a class(es), they must fill out a Course Withdrawal Form. This form is obtained from Registration.

- Since the student is in the ADN Mobility Program, the student must notify their advisor and complete a Nursing Program Withdrawal Form. This form can be obtained from the Dean's Administrative Assistant (located in Room 126 G)
- Students wishing to completely withdraw from the college should obtain and complete a "Withdrawal Worksheet" from the Admissions Office as well as the Nursing Program Withdrawal Form described above.
- If a student plans to return the following year to the ADN Mobility Program, the Director of Nursing must be notified in writing by the application deadline for that year's plan of return.
- There is NO guarantee that the student will be automatically accepted. If the program does not have a clinical slot opening 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.

Re-Admission Procedure

- Students who have withdrawn from one or more courses in a semester must submit a written request to be re-admitted to the Director of Nursing.
- Students may repeat a nursing course in which they have been unsuccessful on a space-available basis.
- 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 a course 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 to the ADN Mobility Nursing Program one (1) time within two (2) semesters of the last semester he/she attended.
- The Director of Nursing must be notified in writing by the application deadline for that year's admission.
- 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 Admission and Progression Committee after consulting with the Director of Nursing and program nursing faculty.
- 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 the Director of Nursing to arrange this process.

St. Cloud Technical and Community College

Complaint/Grievance Policy

See MnSCU Policy 3.8; SCTCC Policy S3.24

General Statement of Policy

St. Cloud Technical and Community College, in order to provide quality instruction and service, encourages student access to college faculty, staff and administration to resolve questions, concerns, or complaints regarding SCTCC policies, procedures, or other actions or inactions of the College. Students are encouraged to use available informal means to have decisions reconsidered before submitting a complaint or filing a grievance. The ultimate objective of this policy and procedures is to reach a mutually agreed upon resolution to the issue as quickly and efficiently as possible. No retaliation of any kind shall be taken against a student for participating in the complaint or grievance process. These procedures shall also protect data privacy rights. The college maintains a record of all complaints and grievances filed and are collected and archived in the Administrative Affairs Division.

This policy does not apply to academic grade disputes. Grade appeals are handled under a separate policy/procedure. Student complaints regarding discrimination or harassment are subject to SCTCC and MnSCU Board Policy 1.B1, Procedures 1B.1.1.

Complaint Procedure

The goal of the complaint procedure is to quickly address a student's question/concern about a college decision, action or inaction and come to a resolution agreeable to the student and the college as soon as possible.

Submitted verbally or in writing, the student may bring the complaint directly to a faculty member, administrator, manager, department chairperson, college supervisor or other SCTCC staff.

Complaints may also be brought to the manager, supervisor or dean of the department/division closest to the disputed action.

Grievance Procedure

Student(s) not satisfied with the outcome of a complaint - and/or if the complaint involves the application of a college policy – may file a written grievance with the supervisor (director, dean or vice-president) of the employee or department whose action gave rise to the grievance.

To file a written Grievance, the grievant must provide the following information:

- name of the student(s) filing the grievance,
- name of the faculty or staff member whose action(s) is being grieved,
- statement of facts and nature of the grievance, including specific policy violation, if known,
- any documentation or evidence,
- date(s) of the incident(s),
- resolution being sought by the grievant, and
- grievant's signature and date.

The written materials must be submitted to the Assistant of the Vice-President of Administration (office 1-401E). The Administrative Assistant will forward the grievance to the appropriate academic or administrative officer. 39

Appeals

A student may appeal a grievance decision based on the application of a specific college rule, regulation, policy or procedure. The same written material submitted in the original decision will be presented for appeal to the appropriate divisional Vice-President.

If the grievance involves a board policy, the actions of a college or university president, an issue of institutional or program quality such as an institution's compliance with the standards of an accrediting or licensing agency, or a claim of consumer fraud or deceptive trade practice, a student may further appeal the college or university decision to the Office of the Chancellor. The decision of the chancellor is final and binding. To contact the Chancellor's Office: Academic and Student Affairs, Office of the Chancellor, Wells Fargo Place, 30 7th Street E., Suite 350, St. Paul, MN 55101-7804.

St. Cloud Technical and Community College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC). In cases that involve SCTCC's compliance with the standards of the College's accrediting agency, questions or concerns may be directed to: Higher Learning Commission, 230 Lasalle St., Suite 7-500, Chicago, IL 60604-1413.

Time limits

If a complaint or grievance is not submitted within the established time limits, it shall not be considered. If the college staff or administrator does not address the complaint or grievance within the established time frame, the student may appeal the complaint or grievance to the next step.

Grievance Procedure for Americans With Disabilities Act (Ada)

1. Students with complaints should discuss them with the involved parties if possible.
2. If the complaint remains unresolved, students should discuss the complaint with a counselor in the Counseling Office at (320)308-5090.
3. If a student's rights have not been met based on ADA guidelines, the student can file a grievance directly with the Vice President of Student Affairs at (320) 308-5580 or the Director of Human Resources at (320) 308-3227.
4. If a student is not satisfied with the results of the grievance proceedings, an appeal can be filed directly with the President of the College. The grievance procedure and appeals process are outlined in the preceding section.

St. Cloud Technical and Community College **Complaints and Reporting Discrimination/Harassment**

Reference: MnSCU Policy 1B.1

St. Cloud Technical and Community College is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities. Harassment of any individual or group has no place in a learning or work environment and is prohibited. Sexual violence is a crime. Further, the college shall work to eliminate violence in all forms.

This policy is directed at verbal and physical conduct that constitutes discrimination/harassment under state and federal law, and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, the college will give due consideration to an individual's constitutionally protected right of free speech and academic freedom.

Harassment may include but is not limited to, verbal harassment or abuse, implied or overt threat(s), or physical act(s) of aggression, etc., which have the effect of substantially or unreasonably interfering with an individual's employment, education, use of college services or participation in college activities. For the purposes of this policy, college services include, but are not limited to transportation, food services, counseling services, and employee/student assistance. For the purposes of this policy, college activities include, but are not limited to extra-curricular activities and field trips.

It shall be a violation of this policy for any student, faculty member, administrator, college personnel, or persons having business or visiting the college to harass a student, faculty member, administrator, other college personnel, or having business or visiting the college through conduct or communication of a sexual nature or regarding disability and race as defined by this policy.

The college will act to investigate all complaints, formal or informal, verbal or written of any form of violence to discipline or take appropriate action against any member of the college community who is found to have violated this policy.

To further implement Minnesota State Colleges and Universities policies relating to nondiscrimination, the College provides a process through which individuals alleging violation of system nondiscrimination policies may pursue a complaint. All complaints and reports of discrimination/harassment or sexual violence will be promptly investigated and appropriate action will be taken as expeditiously as possible.

The Designated Officer is responsible for investigating reports and complaints of discrimination/harassment and sexual violence in accordance with this policy. The Designated Officer at SCTCC is Deborah Holstad, Director, Human Relations, who is located in office 1-403-C, or by telephone at 320-308-3227. For a copy of the entire Non-Discrimination Policy, please log onto the St. Cloud Technical and Community College website at <http://www.sctcc.edu/student-handbook>.

St. Cloud Technical and Community College
Equal Opportunity Employer Statement

St. Cloud Technical and Community College is committed to providing equal education and employment opportunities to all persons regardless of race, color, creed, sex, age, religion, marital status, sexual orientation/affectional preference, national origin, mental or physical disability, status with regard to public assistance or any other group or class against which discrimination is prohibited by State or Federal law. Further, the college will not tolerate acts of sexual harassment/assault within its area of jurisdiction. St. Cloud Technical and Community College will continue to remain in full compliance with: Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the 1992 Crime Bill. Inquiries, complaints or grievances concerning the application of affirmative action, equal opportunity or

Title IX at SCTCC should be referred to the affirmative action officer, Deb Holstad, located in office 1-403, or by telephone at 320-308-3227. Inquires about services offered under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 should be referred to the counselor for students with disabilities, Judy Jacobson-Berg, who is located in office 1-410V, or by telephone at 320-308-5096, or 320-308-5988 (TTY). More information available at: <http://www.sctcc.edu/disability-services>.

This publication is available in accessible formats upon request by calling Judy Jacobson Berg at 320-308-5096. TTY users please call MN Relay Service at 711 to contact the college.

Events....

If you need a disability-related accommodation or wheelchair access information, please contact Judy Jacobson Berg at 320-308-5096 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 by calling Judy Jacobson Berg at 320-308-5096. TTY users please call MN Relay Service at 711 to contact the college.

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) and the Minnesota Department of Health (MDH).

Conscientious objection regarding immunizations is not 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.

Criminal Background Study

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 MN Criminal Background Check completed. Results of the study are to be on file in the Department of Nursing before students begin the ADN program. Payment for the criminal background study is the student's responsibility. Any student who does not pass the criminal background check will not be permitted to continue in the program. Therefore, the individual is ineligible to progress in the nursing curriculum and qualify for an associate degree in nursing.

“If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study or on your chances to obtain federal, state, and other higher education financial aid.”

Questions and appeals regarding criminal background checks should be directed to the Minnesota Department of Human Services, Licensing Division, 444 Lafayette Blvd., St. Paul, MN 55155-3842. Phone: (651) 296-3971, Fax: (651) 296-1490. Web address: www.dhs.state.mn.us.

Drug and Alcohol Testing

Drug testing is required for clinical sites. Nursing students will be required to have a multi-panel drug urine test upon admission to the nursing program due to clinical site requirements. 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 since going to clinicals 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 as well as within any form of social media. 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 web-based social interaction and created using highly accessible and scalable publishing techniques. Examples include LinkedIn, Twitter, Facebook, YouTube, and MySpace. Employees and 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. Accordingly, students should give full consideration to anything published on these sites.

***Failure to adhere to this confidentiality policy including HIPAA regulations and Social Media Policy may result in program dismissal.**

Clinical Attendance and Absence

Clinical experiences are an invaluable and irreplaceable component of the ADN Mobility Program. Application of concepts learned in nursing theory and laboratory experiences are applied in the clinical setting. Clinical experiences and assignments are required to meet the Clinical Course Outcomes.

Students are expected to attend all clinical experiences each semester including simulations and those in the nursing skills laboratory to meet the student learning outcomes and course outcomes. Missed clinical experience may lead to an inability to complete the course outcomes and would require withdrawal from the course. A missed clinical day will result in a score of zero (0) for the clinical day as well as the student will be required to complete a make-up clinical assignment in order to meet the clinical course outcomes. Missing more than two days of clinical will result in dismissal from the clinical course. This includes all clinical experiences. Each missed clinical day will result in a SOCC.

Always have a backup plan for daycare, transportation, and work.

Inclement Weather

Classes and clinical experiences including nursing skills laboratory and simulations will be cancelled only when the college is closed due to inclement weather. Students must check SCTCC homepage and Star Alert for this announcement. Instructors will notify students as needed for off-site clinical experiences. Please make arrangements in advance for inclement weather. You will still be responsible for arriving on time and being prepared for the clinical or classroom day if school is not cancelled.

Bloodborne Pathogens Exposure

Students participating in clinical experiences including nursing skills laboratory and simulations 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 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 Supplies

The student is responsible for personal purchase of the following:

- The SCTCC ADN Mobility Program uniform which includes:
 - Black lab coat with school logo
 - Sage Green uniform top
 - Black pants/skirt (must not touch the ground)
 - White, brown or black shoes. Must be clean and professional appearing
 - Headbands must be either white or black
- A stethoscope with a diaphragm and bell
- A watch with a second hand
- The official SCTCC name badge
- Required clinical resources

Clinical Uniform Requirements

- Sage Green uniform top
 - Male students must wear a short sleeve white crew t-shirt under their uniform top
 - Long sleeved **plain** white t-shirts may be worn under the uniform top.
- Black lab coat/jacket
- Black straight-legged or flare uniform pants/skirts (no elastic cuffed bottom)
 - 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/skirts do not touch the floor
 - Pants/skirts must be of heavy enough material and with a waist-rise high enough that no undergarments or gluteal cleavage is observable
- White, brown or black nursing shoes or tennis shoes with minimal color-must remain clean; color appropriate socks
- No shoes with open toes, open heels, or crocs are allowed
- A Hijab may be worn at shoulder length, tucked into scrubs, or worn up

Clinical Dress Code Expectations

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 badge must be worn
- Jeans, shorts, lounge pants, sweat pants are not to be worn to any clinical site
- Low cut shirt showing cleavage or bare mid-drift or low cut pants showing gluteal crevice are not to be worn at the clinical site.
- Uniforms must be pressed, clean and well fitting
- 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 noses 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 worn up off the shoulders
- 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 including simulation and skills days. This includes E-Cigarettes.
- 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
- Alcohol consumption and/or the smell of alcohol will not be tolerated and will result in dismissal from clinical.
- Nails must be short, clean and polish free
- Acrylic or false nails of any kind are not permitted for infection control reasons
- Students may not chew gum, but may use breath mints

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.

APPENDIX A

AMERICAN NURSES ASSOCIATION CODE OF ETHICS FOR NURSES 2015

Code of Ethics for Nurses

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.

To access the ANA Code of Ethics with Interpretive Statements:

<http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html>

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

Appendix B

Legal Definitions of Nursing

148.171 DEFINITIONS; TITLE.

Subdivision 1. Title.

Sections [148.171](#) to [148.285](#) shall be referred to as the Minnesota Nurse Practice Act.

Subd. 2. Scope.

As used in sections [148.171](#) to [148.285](#), the definitions in this section have the meanings given.

Subd. 24. Unlicensed assistive personnel.

"Unlicensed assistive personnel" (UAP) means any unlicensed person to whom nursing tasks or activities may be delegated or assigned, as approved by the board.

Subd. 14. Practice of practical nursing.

The "practice of practical nursing" means the performance, with or without compensation, of those services that incorporates caring for individual patients in all settings through nursing standards recognized by the board at the direction of a registered nurse, advanced practice registered nurse, or other licensed health care provider and includes, but is not limited to:

- (1) conducting a focused assessment of the health status of an individual patient through the collection and comparison of data to normal findings and the individual patient's current health status, and reporting changes and responses to interventions in an ongoing manner to a registered nurse or the appropriate licensed health care provider for delegated or assigned tasks or activities;
- (2) participating with other health care providers in the development and modification of a plan of care;
- (3) determining and implementing appropriate interventions within a nursing plan of care or when delegated or assigned by a registered nurse;
- (4) implementing interventions that are delegated, ordered, or prescribed by a licensed health care provider;
- (5) assigning nursing activities or tasks to other licensed practical nurses (LPNs);
- (6) assigning and monitoring nursing tasks or activities to unlicensed assistive personnel;
- (7) providing safe and effective nursing care delivery;
- (8) promoting a safe and therapeutic environment;
- (9) advocating for the best interests of individual patients;
- (10) assisting in the evaluation of responses to interventions;
- (11) collaborating and communicating with other health care providers;
- (12) providing health care information to individual patients;
- (13) providing input into the development of policies and procedures; and
- (14) accountability for the quality of care delivered, recognizing the limits of knowledge and experience; addressing situations beyond the nurse's competency; and performing to the level of education, knowledge, and skill ordinarily expected of an individual who has completed an approved practical nursing education program described in section [148.211, subdivision 1](#).

Subd. 15. Practice of professional nursing.

The "practice of professional nursing" means the performance, with or without compensation, of those services that incorporates caring for all patients in all settings through nursing standards recognized by the board and includes, but is not limited to:

- (1) providing a comprehensive assessment of the health status of a patient through the collection, analysis, and synthesis of data used to establish a health status baseline and plan of care, and address changes in a patient's condition;
- (2) collaborating with the health care team to develop and coordinate an integrated plan of care;
- (3) developing nursing interventions to be integrated with the plan of care;
- (4) implementing nursing care through the execution of independent nursing interventions;
- (5) implementing interventions that are delegated, ordered, or prescribed by a licensed health care provider;
- (6) delegating nursing tasks or assigning nursing activities to implement the plan of care;
- (7) providing safe and effective nursing care;
- (8) promoting a safe and therapeutic environment;
- (9) advocating for the best interests of individual patients;
- (10) evaluating responses to interventions and the effectiveness of the plan of care;
- (11) collaborating and coordinating with other health care professionals in the management and implementation of care within and across care settings and communities;
- (12) providing health promotion, disease prevention, care coordination, and case finding;
- (13) designing and implementing teaching plans based on patient need, and evaluating their effectiveness;
- (14) participating in the development of health care policies, procedures, and systems;
- (15) managing, supervising, and evaluating the practice of nursing;
- (16) teaching the theory and practice of nursing; and
- (17) accountability for the quality of care delivered, recognizing the limits of knowledge and experience; addressing situations beyond the nurse's competency; and performing to the level of education, knowledge, and skill ordinarily expected of an individual who has completed an approved professional nursing education program as described in section [148.211, subdivision 1](#).

Subd. 3a. Assignment.

"Assignment" means the designation of nursing tasks or activities to be performed by another nurse or unlicensed assistive person.

Subd. 7a. Delegation.

"Delegation" means the transfer of authority to another nurse or competent, unlicensed assistive person to perform a specific nursing task or activity in a specific situation.

Subd. 7b. Intervention.

"Intervention" means any act or action, based upon clinical judgment and knowledge that a nurse performs to enhance the health outcome of a patient.

Subd. 8a. Monitoring.

"Monitoring" means the periodic inspection by a registered nurse or licensed practical nurse of a delegated or assigned nursing task or activity and includes: (1) watching during the performance of the task or activity; (2) periodic checking and tracking of the progress of the task or activity being performed; (3) updating a supervisor on the progress or completion of the task or activity performed; and (4) contacting a supervisor as needed for direction and consultation.

Subd. 23. Supervision.

"Supervision" means the guidance by a registered nurse in the accomplishment of a nursing task or activity. Supervision consists of monitoring, as well as establishing, the initial direction, delegating, setting expectations, directing activities and courses of action, evaluating, and changing a course of action.

The Minnesota Board of Nursing is legally guided by the Legislature; specifically the Minnesota Administrative Rules, Chapters 6301, 6305, 6310, 6316, and 6321.

Minnesota Board of Nursing
2829 University Ave SE Suite 200 Minneapolis, MN 55414
(612) 617-2270 FAX (612) 617-2190
Hearing/Speech Relay: (800) 627-3529
email: Nursing.Board@State.MN.US

APPENDIX C

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

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 must 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 post-partum 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, and 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.

APPENDIX D

ADN Mobility Program Estimated Expenses

TUITION

<u>Status</u>	<u>Cost per Credit</u>
Minnesota Resident	“Tuition rates per credit and fees are subject to change according to Minnesota State College and Universities (MnSCU) and/or college policies. Current tuition and fee rates are posted at www.sctcc.edu .”
Non Minnesota Resident	

TEXTBOOKS

Nursing courses (Theory Bundle)	\$900*
Clinical courses (Clinical packets, Nursing Kit)	\$100*

ONLINE ASSESSMENT PROGRAM

ATI Optimal Bundle (Includes Predictor Exam and Live Review Course)	\$1000.00* (Divided into two payments)
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ADDITIONAL COSTS

Criminal Background Check	\$20*
Drug testing	\$35*
CPR Certification	\$40*
RN Licensure Exam Fee	\$315* for both fee and exam
NCLEX RN Examination	

UNIFORM

Uniform & Uniform Logo	\$200 total*
Lab Coat/Jacket	
Shoes	
Watch	
Scissors	
Stethoscope	
Student Badge	

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

FINANCIAL ASSISTANCE

SCTCC Financial Aid Office
Scholarships as available

*Approximate Costs

Revised: 8/2018

APPENDIX E

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: _____

**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:) 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. 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

APPENDIX F

St. Cloud Technical and Community College

Associate Degree Nursing

Statement of Concern and Civility (SOCC)

Student _____

Event Date:

Faculty:

Nursing Course:

Faculty Description of Concern/incivility:

Plan of Action:

Student Response:

I _____ have read and understand the Statement of Concern and Civility. I have met with faculty and understand the Plan of Action for Improvement. I have received a copy of this document.

Student Signature _____

Date _____

Faculty Signature _____

Date _____

Director of Nursing _____

Date _____

Dean of Health Sciences/Nursing _____

Date _____