



RIVERLAND
Community College



PRACTICAL NURSING PROGRAM STUDENT HANDBOOK

2023-2024

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FORWARD

This handbook has been prepared for use by the students enrolled in the Nursing (LPN Track) Program at Riverland Community College. It addresses the general information, policies and standards necessary to maintain an effective and efficient nursing education program.

The Riverland Community College Student Handbook addresses the policies for all students at the College including nursing students. Nursing students must refer to the Riverland Community College Student Handbook for all information that is not specific to the nursing program. This handbook can be located at:

www.riverland.edu/studenthandbook/

Students are held responsible for being informed on all nursing policies, procedures and regulations as published in this handbook and the college student handbook. Students are also held responsible for any new nursing related policies or changes in existing policies announced via verbal communication, D2L/BRIGHTSPACE, or your Riverland student e-mail account.

ACCREDITATION AND APPROVAL

HIGHER LEARNING COMMISSION

The Higher Learning Commission of the North Central Association of Colleges and Schools accredits Riverland Community College.



Higher
Learning
Commission

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
Phone: 800.621.7440 / 312.263.0456
www.hlcommission.org

ACCREDITATION COMMISSION FOR EDUCATION IN NURSING

The Accreditation Commission for Education in Nursing, Inc. (**ACEN**) accredits the Nursing (PN Track) Program and is approved by the Minnesota State Board of Nursing (MBON).



Accreditation Commission for Education in Nursing, Inc. 3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
Phone: 404-975-5000
Fax: 404-975-5020
www.acenursing.org

PN LICENSURE IN OTHER STATES

The Practical Nursing curriculum meets educational requirements for professional licensure or certification in the state of Minnesota. Riverland's Nursing Program has not made a determination of whether the curriculum meets educational requirements for initial licensure in any other state.

<https://www.ncsbn.org/14730.htm>

MINNESOTA STATE AND RIVERLAND'S MISSION AND VISION STATEMENT

MINNESOTA STATE COLLEGES AND UNIVERSITIES MISSION

The Minnesota State Colleges and Universities (MNSCU) system offers higher education that meets the personal and career goals of a wide range of individual learners, enhances the quality of life for all Minnesotans, and sustains vibrant economies throughout the state.

Minnesota State Colleges and Universities provide high quality programs comprising:

- Technical education programs delivered principally by technical colleges, which prepare students for skilled occupations that do not require a baccalaureate degree.
- Pre-baccalaureate programs, delivered principally by community colleges, which offer lower division instruction in academic programs, occupational programs in which all credits earned will be accepted for transfer to a baccalaureate degree in the same field of study, and remedial studies.
- Baccalaureate programs delivered by state universities, which offer undergraduate instruction and degrees; and

- Graduate programs, delivered by state universities, including instruction through the master's degree, specialist certificates and degrees, and applied doctoral degrees.

MINNESOTA STATE COLLEGES AND UNIVERSITIES VISION

The Minnesota State Colleges and Universities will enable the people of Minnesota to succeed by providing the most accessible, highest value education in the nation.



RIVERLAND COMMUNITY COLLEGE VISION, MISSION, VALUES AND HEART

Vision: We will offer the best opportunity for every enrolled student to attain academic and career goals in an ever-changing world.

Mission: To transform lives through excellence in service, education, and career training.

Values: Cultivating student growth through service, collaboration, innovation, and respect.

Heart: We are dedicated to our employees, our students, and our region.



RIVERLAND COMMUNITY COLLEGE'S NURSING (PN TRACK) PROGRAM MISSION, PURPOSE, AND PHILOSOPHY

PN PROGRAM MISSION STATEMENT

Graduates of the Practical Nursing (PN) program will effectively integrate general education and science coursework with the discipline of practical nursing coursework as the basis for nursing practice and ongoing life-long learning.

PN PROGRAM VISION

The PN Program works toward excellence in learning through innovation, responsiveness, resourcefulness, and collaboration. This is accomplished through simulation, modeling, dialogue, experiential exercises, discussion, case studies, practice, affirmation, and provision for an environment for growth.

PN PHILOSOPHY STATEMENT

The PN Program believes that the PN is grounded in the biological, psychological, sociological, and spiritual sciences practiced under the supervision of a registered nurse or other qualified health care professional. Nursing is devoted to promoting, maintaining, and restoring the health of individuals as well as promoting a peaceful, dignified death. Licensed Practical Nurses (LPNs) care for diverse individuals across the lifespan in a variety of inpatient and community-based settings by providing safe, culturally sensitive, individualized patient/relationship centered care and by participating as a member of the healthcare team.

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

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

The major role of the LPN includes providing nursing care and participating as a member of the nursing profession. As providers of care, LPNs contribute to the promotion of wellness; use nursing judgment in the identification of current and emerging patient problems and function as advocates for individual patients. In addition, LPNs manage care of the individual patient through the use of established protocols and evidence-based care incorporating the nursing process and caring as essential tools. LPNs work within an established plan of care to assign other LPNs and assign and monitor unlicensed assistive personnel tasks/activities to provide safe, quality patient care. Licensed Practical Nurses provide health care information and reinforce education provided by other members of the health care team to achieve positive clinical outcomes.

The nursing program believes that students that graduate from this program must be ready to practice in a complex and changing clinical environment. To assure that students are ready for their role as a LPN, the program measures eight student learning outcomes with identified competencies and apprenticeships by which the student must successfully complete to completing the NLN apprenticeships which include the “knowledge apprenticeship” which incorporates the knowledge behind nursing practice; the “practice- know-how apprenticeship” to provide safe, quality care; and the “ethical comportment apprenticeship”. The student is given the opportunity to reflect on the importance of patient/relationship centered care, teamwork

and collaboration, managing care of the individual patient, quality improvement, safety, informatics/technology, professional identify/behaviors, and nursing judgment/evidence-based care within their individual practice as a future LPN.

NURSING EDUCATION DEFINITION

Nursing education is the pursuit of knowledge shared by both the teacher and the learner. It is the process in which the integration of learning in a specialized area (nursing), all with supportive courses and general education, serves to develop nursing judgment, skill acquisition, and encourage individual growth and development. Furthermore, nursing education serves to initiate individuals to the culture of nursing and healthcare.

Within the context of nursing education, the humanities promote an understanding of self and others and lay the foundation for values such as caring. The natural and social sciences support the database that is necessary for nursing judgments. The integration of the humanities, the sciences and nursing's specialized body of knowledge provides students with a basis for assisting clients in a caring manner and with tools students can use for their individual professional growth and role development. A spirit of inquiry is a necessary component of nursing and must be fostered in students. The development of a professional identity is incremental. The process of education enables the student to develop integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe quality care for diverse patients. (NLN, 2010)

Implementation of the nursing program of study begins with the student. Students are asked to explore and evaluate their own views, experiences, knowledge, skills and learning styles, as well as the theoretical constructs and philosophies that support the nursing curriculum. This exploration and evaluation take place within the context of the students' lives, the classroom setting, and clinical experiences. Faculty members work to facilitate the students' understanding of themselves, the content presented, and the possible ways theory can be applied in real world clinical settings. (Nodding, 1986).

PN CONCEPTS

Eight professional concepts were developed followed by eight student learning outcomes using the resources listed below:

- Minnesota Practical Nursing Scope of Practice (2013)
- National Federation of Licensed Practical Nurses (NFLPN), 2003

- National Association of Practical Nurses Education and Service (NAPNES), *Standards of practice and educational competencies of graduates of practical/vocational nursing programs, 2007.*
- National League of Nursing (NLN) Outcomes and Competencies Educational Framework (2010).

PN CONCEPTS, DEFINITIONS, STUDENT LEARNING OUTCOMES, AND COMPETENCIES

Student Learning Outcome: Informatics/ Technology

Informatics is defined as the use of information technology as a communication and information gathering tool that minimizes errors, supports clinical decision making and scientifically based nursing practice (NLN).

Essential to this concept is the utilization of information technology by the practical nurse.

STUDENT LEARNING OUTCOME: The practical nursing graduate will utilize information technology in the health care setting (NAPNES).

DOCUMENTATION / CONFIDENTIALITY COMPETENCY: Identify (K), demonstrate (P), and appreciate (E) the use of information technology to accurately document patient care while consistently safeguarding confidential health information.

- Level 1 Competency: Identify (K) and demonstrate (P) the use of information technology to accurately document patient care while consistently safeguarding confidential health information.
- Level 2 Competency: Demonstrate (P) and appreciate (E) the use of information technology to accurately document patient care while consistently safeguarding confidential health information.

INFORMATICS COMPETENCY:

Identify (K), demonstrate (P), and value (E) the use of information technology to access reliable information and resources that support evidence-based patient care, reduce reliance on memory (NLN), and enhance competency within the practice setting.

- Level 1 Competency: Identify (K) and demonstrate (P) the use of information technology to access reliable information and resources that support evidence-based patient care, reduce reliance on memory and enhance competency within the practice setting.
- Level 2 Competency: Demonstrate (P) and value (E) the use of information technology to access reliable information and resources that support evidence-

based patient care, reduce reliance on memory and enhance competency within the practice setting.

Student Learning Outcome: Managing Care of the Individual Patient

Managing care is defined as the effective use of human, physical, financial, and technological resources to achieve patient identified outcomes while supporting organizational outcomes (NAPNES). The LPN manages care through the processes of planning, organizing, and directing (NAPNES). (For the Minnesota Scope of Practice this pertains to individual patient care). Directing for the purposes of the PN Curriculum Framework refers to “assignment” and “monitoring”. “

Assignment” means the designation of nursing tasks or activities to be performed by another nurse or unlicensed assistive person (Minnesota Nurse Practice Act (MNPA).

"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 (148.171 Subd 8a).

Essential to this concept is assigning nursing activities or tasks to other licensed practical nurses (LPNs); and assigning and monitoring nursing tasks or activities to unlicensed assistive personnel.

STUDENT LEARNING OUTCOME:

The practical nursing graduate will work within an established plan of care for an individual patient to organize or assign aspects of care under the direction of a RN or other HCP.

ROLE SPECIFIC COMPETENCY - MANAGING CARE of the Individual Patient

Identify (K), demonstrate (P), and appreciate (E) one's role in managing care (planning and organizing) within a plan of care for the individual patient in providing quality nursing care under the direction of a RN or licensed HCP.

- Level 1 Competency: Identify (K) and demonstrate (P) one's role in managing care (planning and organizing) within a plan of care for the individual patient in providing quality nursing care under the direction of a RN or licensed HCP.
- Level 2 Competency: Demonstrate (K) and appreciate (E) one's role in managing care (planning and organizing) within a plan of care for the individual patient in providing quality nursing care under the direction of a RN or licensed HCP.

ROLE SPECIFIC COMPETENCY - ASSIGN/MONITOR: Identify (K), assign (P) nursing tasks/activities to other LPN's, assign and monitor nursing tasks/activities to Unlicensed Assistive Personnel (UAP) and accept (E) accountability for the PN scope of practice.

- Level 1 Competency: Identify (K) nursing tasks/activities to assign (P) to other LPNs, identify nursing tasks/activities to assign and monitor to UAPs.
- Level 2 Competency: Assign (P) nursing tasks/activities to other LPN's, assign and monitor nursing tasks/activities to UAP's and accept accountability (E) for the PN scope of practice.

Student Learning Outcome: Nursing Judgment/ Evidence Based Care

Nursing Judgment encompasses three processes:

Critical thinking, clinical judgment, and integration of best evidence into practice.

- (1) Critical thinking which is defined as identifying, evaluating, and using evidence to guide decision making.
- (2) Clinical judgment refers to the process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse's knowledge and perspective.
- (3) Integration of Best Evidence which is defined as using current information from research and other credible sources upon which clinical judgment and patient care are based (NLN, 2010).

Essential to this concept is

- (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 (SOP).
- (2) determining and implementing appropriate interventions within a nursing plan of care or when delegated or assigned by a registered nurse (SOP).
- (3) implementing interventions that are delegated, ordered, or prescribed by a licensed health care provider (SOP); and
- (4) assisting in the evaluation of responses to interventions (SOP).

The practical nurse uses current evidence-based information from research and credible sources to support nursing judgments and to provide quality patient care.

STUDENT LEARNING OUTCOME: The practical nursing graduate will utilize evidence-based nursing judgment when prioritizing care, implementing interventions, reporting changes, (SOP); and promoting the health (NLN) of individual patients across the lifespan.

ROLE SPECIFIC COMPETENCY - PRIORITIZATION OF CARE:

Describe (K), demonstrate (P), and value (E) the ability to prioritize care in delivering quality, patient centered nursing care across the lifespan.

- Level 1 Competency: Describe (K) and demonstrate (P) the ability to prioritize care in delivering quality, patient centered nursing care across the lifespan.
- Level 2 Competency: Demonstrate (P) and value (E) the ability to prioritize care in delivering quality, patient centered nursing care across the lifespan.

ROLE SPECIFIC COMPETENCY - NURSING JUDGMENT: Identify (K), use (P), and appreciate (E) evidence-based care when conducting a focused assessment, choosing nursing interventions within a plan of care, monitoring, and reporting changes in the individualized patient's condition (SOP) across the lifespan.

- Level 1 Competency: Identify (K) and use (P) evidence-based care when conducting a focused assessment, choosing nursing interventions within a plan of care, monitoring, and reporting changes in the individualized patient's condition across the lifespan.
- Level 2 Competency: Use (P) and appreciate (E) evidence-based care when conducting a focused assessment, choosing nursing interventions within a plan of care, monitoring, and reporting changes in the individualized patient's condition across the lifespan.

Student Learning Outcome: Patient Relationship Centered Care

Patient Relationship Centered Care is defined as the provision of care that is age appropriate and based on the individual (SOP) patient's physiological, psychosocial, spiritual, and cultural needs, preferences, and values (NAPNES) .

Essential to this concept is effective communication by which the practical nurse displays caring, compassion, and cultural awareness and is directed towards promoting positive outcomes, patient satisfaction, and establishing a trusting relationship (NAPNES); advocating for the best interests of individual patients; and providing health care information to individual patients (SOP).

STUDENT LEARNING OUTCOME: The practical nursing graduate demonstrates effective communication skills (NAPNES) while providing patient care founded on basic physical, developmental, spiritual, cultural, functional, and psychosocial needs (NAPNES) of individual (SOP) patients across the lifespan.

ROLE SPECIFIC COMPETENCY – NURSING PROCESS:

Describe (K), utilize (P), and value (E) the nursing process when participating with other health providers in the development and modification of a plan (SOP) of care for patients across the lifespan and in various health care settings.

- Level 1 Competency: Describe (K) and utilize (P) the nursing process when participating with other health providers in the development and modification of a plan of care for patients across the lifespan and in various health care settings.
- Level 2 Competency: Utilize (P) and value (E) the nursing process when participating with other health providers in the development and modification of a plan of care for patients across the lifespan and in various health care settings.

ROLE SPECIFIC COMPETENCY -COMMUNICATION SKILLS:

Describe (K), demonstrate (P), and value (E) self-awareness, cultural sensitivity, and caring effective communication with patients.

- Level 1 Competency: Describe (K) and demonstrate (P) self-awareness, cultural sensitivity, and caring effective communication with patients.
- Level 2 Competency: Demonstrate (K) and value (P) self- awareness, cultural sensitivity, and caring effective communication with patients and families.

ROLE SPECIFIC COMPETENCY – LEARNING NEEDS:

Describe (K), provide (P) health care information, (SOP) and reinforce (P) established teaching plans for individual patients while (E) appreciating the importance of patient education.

- Level 1 Competency: Describe (K) and provide (P) health care information and reinforce established teaching plans for individual patients.
- Level 2 Competency: Provide (P) health care information and reinforce established teaching plans for individual patients while appreciating (E) the importance of patient education.

Student Learning Outcome: Professional Identity and Behavior

Professional Identity and Behavior is defined as the responsible behavior of the nurse that demonstrates accountability for nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. The nurse embraces and internalizes these fundamental values to form a professional identity that is evident in the lived experience of the nurse, in his or her ways of “being” “knowing” and “doing” (NLN, 2010).

Essential to this concept includes adherence by the practical nurse to standards of care, accountability for the quality of care delivered, recognizing the limits of knowledge and experience; addressing situations beyond the nurse's competency (SOP); the use of legal and ethical principles in nursing practice and the participation of lifelong learning.

STUDENT LEARNING OUTCOME: The practical nursing graduate will demonstrate professional behaviors and accountability to legal and ethical nursing practice standards for a competent PN (NAPNES).

ROLE SPECIFIC COMPETENCY - ETHICAL/LEGAL: Explain (K), demonstrate (P), and value (E) nursing care within ethical, legal, regulatory frameworks and within the scope of practice for the LPN.

- Competency Level 1: Explain (K) and demonstrate (P) nursing care within ethical, legal, Regulatory frameworks and within the scope of practice for the LPN.
- Competency Level 2: Demonstrate (P) and value (E) nursing care within ethical, legal, regulatory frameworks and within the scope of practice for the LPN.

ROLE SPECIFIC COMPETENCY - PROFESSIONALISM: Describe (K), demonstrate (P), and accept (E) responsibility for personal integrity, professional boundaries, professional behaviors and lifelong learning.

- Competency Level 1: Describe (K) and demonstrate (P) personal integrity, professional boundaries, professional behaviors and lifelong learning.
- Competency Level 2: Demonstrate (P) and accept (E) responsibility for personal integrity, professional boundaries, professional behaviors and lifelong learning.

Student Learning Outcome: Quality Improvement

Quality Improvement is defined as the ability to raise questions, challenge traditional and existing practices, and seek creative approaches to problems by using data to improve the quality and safety of health care systems and needs of patients (NLN).

Essential to this concept is providing input into evidence-based quality improvement activities.

STUDENT LEARNING OUTCOME: The practical nursing graduate will participate in quality improvement by providing input into the development of policies and procedures and effectively using resources to achieve patient outcomes.

ROLE SPECIFIC COMPETENCY - PATIENT CARE CONCERNS:

Identify (K), report (P), and respect (E) patient care concerns to improve customer service, patient satisfaction, and enhance effective and cost-efficient health care services.

- Competency Level 1: Identify (K) and report (P) patient care concerns to improve customer service, patient satisfaction, and enhance effective and cost-efficient health care services.
- Competency Level 2: Report (P) and respect (E) patient care concerns to improve customer service, patient satisfaction, and enhance effective and cost-efficient health care services.

ROLE SPECIFIC COMPETENCY –ORGANIZATIONAL/SYSTEM:

Describe (K), provide input (SOP) (P), and appreciate (E) quality improvement methods used to develop or revise policies/procedures (SOP), and effectively use resources (NAPNES) to support organizational outcomes (NAPNES).

- Competency Level 1: Describe (K) and provide (P) input into quality improvement methods used to develop or revise policies/procedures (SOP), and effectively use resources (NAPNES) to support organizational outcomes (NAPNES).
- Competency Level 2: Provide input (P) and appreciate (E) quality improvement methods used to develop or revise policies/procedures (SOP), and effectively use resources (NAPNES) to support organizational outcomes (NAPNES).

Student Learning Outcome: Safety

Safety is defined as the identification and minimization of risk potentials that could cause injury or harm while promoting quality care and maintaining a secure environment.

Essential to this concept, the practical nurse recognizes when a patient is experiencing potential/actual complications and determines the appropriate actions and reports changes and responses to interventions in an ongoing manner to a registered nurse or the appropriate licensed health care provider.

STUDENT LEARNING OUTCOME: The practical nursing graduate will recognize and report changes and responses to interventions to a RN or the appropriate licensed health care provider while providing a safe environment for patients, self, and others (SOP).

ROLE SPECIFIC COMPETENCY – PATIENT COMPLICATIONS:

Identify (K), implement actions (P), and recognize (E) one's responsibility to detect and respond to actual/potential patient complications and report changes to the appropriate health care provider.

- Competency Level 1: Identify (K) and implement (P) actions to detect and respond to actual/potential patient complications and report changes to the appropriate health care provider.
- Competency Level 2: Implement (P) actions and recognize (E) one's responsibility to detect and respond to actual/potential patient complications and report changes to the appropriate health care provider.

ROLE SPECIFIC COMPETENCY - SAFE NURSING PRACTICE:

Explain (K), demonstrate (P), and value (E) safe nursing practice and the relationship between national safety campaigns and implementation in practice settings.

- Competency Level 1: Explain (K) and demonstrate (P) safe nursing practice and the relationship between national safety campaigns and implementation in practice settings.

- Competency Level 2: Demonstrate (K) and value (E) safe nursing practice and the relationship between national safety campaigns and implementation in practice settings.

Student Learning Outcome: Teamwork & Collaboration

Teamwork and Collaboration is defined as the ability to function effectively within nursing and interprofessional teams, fostering open communication and mutual respect...to achieve safe, quality patient centered care (NLN).

Essential to this concept is participating with other health care providers in the development and modification of a plan of care (SOP); and collaborating and communicating with other health care providers (SOP). STUDENT LEARNING OUTCOME: The practical nursing graduate will participate as a member of the interprofessional team collaborating and communicating with other health care providers (SOP) to promote safe, quality, patient centered care.

ROLE SPECIFIC COMPETENCY -COMMUNICATION SKILLS:

Describe (K), display (P), and value (E) effective communication skills including the responsibility to report to appropriate health care personnel when working with members of the interprofessional teams.

- Competency Level 1: Describe (K) and display (P) effective communication skills when working with members of the interprofessional teams.
- Competency Level 2: Display (P) and value (E) effective communication skills including the responsibility to report to appropriate health care personnel when working with members of the interprofessional teams.

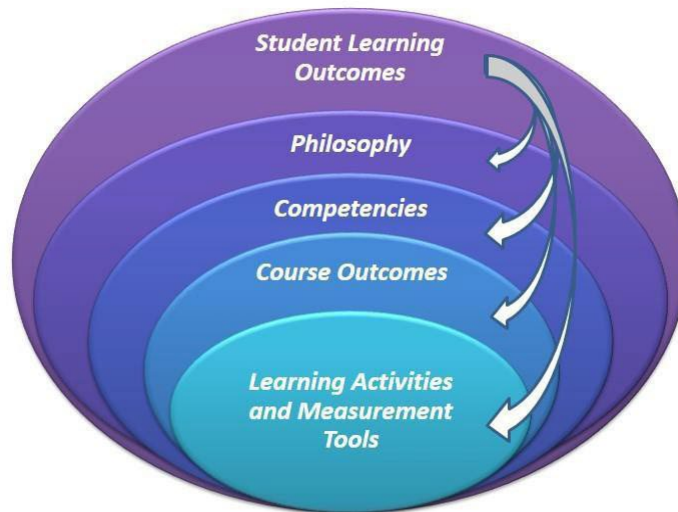
ROLE SPECIFIC COMPETENCY – CONFLICT RECOGNITION:

Recognize conflict (K), clarify conflict concerns (P), and value the importance of reporting staff conflict (E).

- Competency Level 1: Recognize Conflict (K)
- Competency Level 2: Clarify conflict concerns (P) and value (E) the importance of reporting staff conflict.

PRACTICAL NURSING FRAMEWORK

PN Curricular Framework



The PN Framework Model illustrates that the student learning outcomes direct the PN curriculum.

The Student Learning Outcomes:

- Form the basis for the philosophy statement.
- Are measured by competencies.
- Are used to guide the delivery of instruction through the course outcomes.
- Are used to direct learning activities and to evaluate student progress through measurement tools.

The curriculum supports the achievement of the identified student learning outcomes.

LPN to RN

Students who complete the PN program and successfully pass the National Licensure Examination for the Practical Nurse, NCLEX-PN to become a Licensed Practical Nurse (LPN), may choose to advance their degree to an Associate Degree in Nursing (ADN) which when successfully completed make the student eligible to take the National Licensure Examination for the Registered Nurse (NCLEX-RN). All ADN Programs in Minnesota are required to give “advanced standing” credits for the students’ PN education. Minnesota Administrative Rules 6301.2340 K states: “The nursing education program must ensure associate degree professional nursing programs provide advanced standing and transition experiences for qualified licensed practical nurses”. LPNs can

apply to Associate Degree in Nursing (ADN) Programs and are encouraged to continue their education further for a Bachelor of Science in Nursing (BSN), Masters of Science in Nursing (MSN), and Doctorate Degree in Nursing.

PRACTICAL NURSING PROGRAM PLAN COURSE SEQUENCE PLAN (DAY AND EVENING OPTIONS)

Please visit www.riverland.edu/academics/programs/nursing-lpn-track-dip/description/ for our two program options.

How Long Is The Program? Day Option

The duration of the program is 2 semesters plus pre-requisites. The day program starts fall semester and students from that cohort graduate spring.

How Long Is The Program? Evening Option

The duration of the program is 3 semesters plus pre-requisites. The evening program starts spring semester and students from that cohort graduate the following spring semester. Classes will be held spring, fall, spring semesters, with clinical rotations during summer semesters.

Upon completion of the Practical Nursing program, the nursing student may sit for the National Council Licensure Examination (NCLEX-PN) and choose to work as a Licensed Practical Nurse after success on the State Board Exam.

MASTER COURSE OUTLINES

The master course outlines for the following courses can be found at:

http://www.riverland.edu/mco/mco_cat.cfm?mco_catid=71

PNUR 1110 Foundations of Practical Nursing

PNUR 1120 Nursing Care of Adults I

PNUR 1130 Pharmacology

PNUR 1140 Clinical I

PNUR 1150 Nursing Care of Adults II

PNUR 1160 Maternal Newborn

PNUR 1170 Transition to Practice

PNUR 1180 Psychosocial Nursing Care

PNUR 1190 Clinical II

LEGAL LIMITATIONS FOR LICENSURE

Applicants should be aware that there are legal limitations both on the acquisition and retention of the LPN license. Briefly, these limitations may prohibit licensure for the individual who has employed fraud or deceit in

obtaining a license has been convicted of a felony or gross misdemeanor, is intemperate or addicted to drugs, is guilty of unethical practice in nursing, or is judged unfit, or incompetent to practice nursing. The Minnesota Board of Nursing reviews applications for licensure to determine the individual's eligibility to become licensed.

NURSING STUDENT REPRESENTATIVE – ROLES AND RESPONSIBILITIES

STUDENT REPRESENTATIVES

Within the Department of Nursing there are a variety of committees and meetings which are designed to conduct the business of the nursing program. Student participation in committees and meeting is a constructive way for students to voice their concerns and to make suggestions for changes in the program. Student representatives will be expected to attend designated departmental meetings and committees to communicate their concerns and suggestions.

STUDENT REPRESENTATIVE SELECTION

Student representatives (limit of 2 students) are elected by each class at the beginning of the academic year (4th week of the semester). If the representative cannot, for whatever reasons, fulfill these duties they may resign, and a new representative will be elected.

RESPONSIBILITIES OF STUDENT REPRESENTATIVES

- Attend at least one Nursing Department Meeting per semester (or ask an alternate to attend).
- Attend at least 2 Team Teaching Meetings per semester (or ask an alternate to attend).
- Attend the fall and spring Advisory Committee meetings (or ask an alternate to attend).
- Bring student feedback to the meetings and bring feedback from the committee to their peers.
 - Student representatives are expected to share concerns as reflected by feedback obtained from the class and not simply offer their own opinions.
- Work with faculty on the committee on various tasks
- Assist in the work of the committee.

The following is a brief description of each committee in which students are invited to participate:

Department of Nursing Meetings

1. Nursing faculty have the authority and responsibility to:
 - a. Coordinate, develop, implement, and evaluate the nursing curriculum subject to the governance structures of the college faculty.
 - b. Develop and implement policies for the Nursing Program within the framework of the college policies.
 - c. Act on recommendations from standing and ad-hoc committees.
 - d. Revise by-laws as needed.
2. To review and revise the:

- a. Philosophy, mission, program outcomes and student learning outcomes of the nursing program
- b. Conceptual framework
- c. Systematic Program Evaluation Plan
3. To approve all program documents including:
 - a. Graduate competencies
 - b. Program definitions
 - c. Program policies for students
4. To approve student policies for:
 - a. Admission
 - b. Advanced placement
 - c. Graduation
 - d. Progression
 - e. Readmission
5. To act on the recommendations from:
 - a. Standing committees
 - b. Teaching faculty
 - c. Ad hoc committees
6. To provide a forum for:
 - a. Sharing information
 - b. Discussion of current issues and trends in education and nursing
 - c. Curriculum coordination
7. To facilitate the development of effective working relationships
8. Provide forum for student representatives to voice class concerns and issues related to nursing course and program. Student Representatives will be included in a minimum of 1 meeting per semester.

Teaching Teams

- Goal: Coordinate, develop, implement, and evaluate the nursing courses.
- Objectives: Serve as the teaching team for the selected course(s).
- Develop calendar and teaching assignments for each course.
- Maintain the policies set by full faculty.
- Evaluate student performance and make recommendations for student progress/graduation.
- Provide forum for student representatives to voice class concerns and issues related to nursing course and program. Student Representatives will be included in a minimum of 2 meetings per semester.
- Respond to student issues in a timely manner.
- Review course curriculum each semester and make recommendations for revisions to curriculum committee and full faculty as necessary.

Nursing Department Advisory Committee

Advise educators on the design, development, implementation, evaluation, maintenance, and revision of the Associate Degree, Practical Nursing, and NA programs.

COMMUNICATION

PROGRAM COMMUNICATION

- Students must establish and maintain a Riverland Community College email account.
 - This account is free of charge and is active as long as a student remains enrolled at Riverland Community College.
- The College assigned student email account is the official means of communication with all students enrolled in the nursing programs at Riverland Community College.
- No other email account may be used as means of **official** communication with administration, nursing faculty, or staff.
 - This policy is enforced to protect faculty, staff, and student privacy.
- If an email is received from an account other than that assigned by the College, the faculty and staff have been advised to request the information from the student's Riverland email account.
- Students are expected to read their email daily to ensure that they are aware of information circulated by the Nursing Program.
- Changes in policy and procedures, reminders of important dates, and Riverland emails will not be sent to another email address due to problems with attachments.
- In addition to the college email, students are also expected to check the course's D2L/BRIGHTSPACE site daily for updates and communication from faculty.

COURSE LEVEL COMMUNICATION

D2L/BRIGHTSPACE Homepage-The primary place to get news and updates about the course will be the D2L/BRIGHTSPACE Home Page for the specific course. Please check the home page daily. Entries on this page will be timed and dated by the faculty posting the information.

Discussion Board- There is also a Discussion Board available for common questions. There are separate discussions for student questions for faculty and for student-to-student communication. The Discussion Board platform is a good place to ask questions that others in the class may also be wondering about. This is a reliable and acceptable format for faculty to discuss and correspond with students about course matters.

Campus E-mail- All students are expected to check their campus e-mail frequently. Faculty often use e-mail to communicate with individual students. College-wide news and announcements will also be sent to students through their email account. Make sure that all e-mails addressed to @my.riverland.edu are received.

Phone- Students may also use the phone to communicate with the faculty and students. All faculty office phone numbers are listed in the course syllabus. Personal cell phone numbers may be shared with students at the discretion of the faculty.

Communication Response Time- Nursing faculty will make every reasonable effort to respond to student messages via email, discussion board, or phone in a timely manner—within 24 hours during the work week and within 72 hours if the message is sent over the weekend or holiday. Please understand that if faculty members are on break—they may not respond during that time. When faculty members are at their clinical sites, they may not be responding during those hours. Please be patient and allow for a reasonable response time.

****Please be aware that all communication will be monitored for appropriate professional communication standards. Lack of appropriate etiquette toward others—faculty or fellow students will not be tolerated.****

CLASSROOM POLICY

Courtesy is essential in the learning environment. Distractions can severely inhibit learning. To be fair to everyone in the class, nursing faculty have developed some basic rules of courtesy in the classroom. Failure to adhere to these policies might lead to dismissal from the classroom and/or classroom setting.

- Cell phones and pagers must be turned off or put in the silent/vibrate mode. If there is an urgent situation, the student should notify the faculty member prior to class of the need to keep the cell phone available. Unless the faculty is made aware ahead of time, the use of smart watches to communicate in class is prohibited.
- While classroom discussion during nursing theory is vital to the learning process when the discussion is heard by the entire class, individual conversations are disrespectful and disruptive. Faculty members reserve the right to ask students to leave the classroom if their private discussions become disruptive.
- Please arrive on time, prepared to participate fully in the classroom activities.
- Please stay throughout the entire class. Students leaving before class is finished is disruptive and disrespectful to those participating in the classroom teaching and learning.
- No children are allowed during class time for nursing students.
- Audio and video recorders are permitted only with the permission of the faculty. Be courteous and attend to them only before, after or during breaks in theory class.
- Students may not distribute class notes, handouts, audio recordings or other faculty-provided materials for commercial purposes, through the Internet, or for any reason other than personal study among classmates enrolled in the course.
- Classrooms are not, by law, public places so any recordings of what occurs in a classroom are not publicly distributable without the written permission of those who are recognizable from the recording. Posting recordings or distribution of classroom presentations in any format, including on D2L/BRIGHTSPACE, without the express permission of the faculty, is a violation of copyright law and is therefore a violation of our College Student Code of Conduct and could result in disciplinary action.

WRITTEN ASSIGNMENTS

It is expected that all students will turn in written assignments on the scheduled dates. All written assignments are due by the date and time specified in D2L/BRIGHTSPACE or Course Calendar. Late papers will be penalized five points per day until received.

- A student requesting a date extension for a written assignment must receive permission from the faculty or designated faculty member prior to the due date of the assignment.

Written assignments must adhere to the Riverland Nursing Program Guidelines for written assignments, as well as the requirements specified in the course syllabi.

LATENESS POLICY FOR ACADEMIC WORK

- The student who requests more than one date extension for written assignments, exams, quizzes, or other grade components in any one academic semester is considered to be in noncompliance with the nursing policies.

EXAM POLICY

- Students are expected to take all exams at the scheduled time.
- Students who are unable to take an exam at the scheduled time must notify the faculty beforehand and obtain the faculty's permission for a different date *prior to* the scheduled exam time. Failure to do so could result in a zero for that exam.
- Any tests taken late must be taken within two business days to receive points for that exam.
- If a student does not take the test within 2 business days, the student will receive a zero for that exam. Extenuating circumstances will be handled on a case-by-case basis.
- If there is a scheduling conflict with the Student Success Center to take a missed exam and the exam cannot be taken within 2 business days, this will be handled on a case-by-case basis.
- There will be no re-testing for any theory component. Please see course syllabi for specific information.
 - The student who requests more than one date extension for written assignments, exams, quizzes, or other grade components in any one academic semester is in noncompliance with the nursing policies. The student will be required to participate in the Performance Review for Student Success process to discuss the pattern of lateness.

RIGHTS OF NURSING FACULTY PERTAINING TO EXAMS

- The faculty reserves the right to substitute another exam for the scheduled exam that the student was unable to take.
- Faculty reserves the right to substitute a *different format* for the missed exam, for example, the teacher may select the format of essay examination instead of the multiple-choice test that was originally scheduled.

EXAM REVIEW POLICY

- Students will have the opportunity to seek clarification on specific exam items missed by meeting with the faculty member responsible for the specific exam item.
- Students who believe that there is an error or possibly more than one correct answer to an item must bring documentation of their contention to the appropriate faculty member for discussion.

- Students may request the opportunity to review an exam within one week of their exam date. Exam review will be provided within one week of the original exam unless extenuating circumstances are identified by faculty.
- Students will not be allowed to write down any information during the time they are reviewing their test.

STUDENT BEHAVIOURS DURING AND AFTER THE EXAM

- Use restroom prior to starting exam; during the exam students may only leave for emergencies.
- Arrive five (5) minutes prior to the beginning of the exam, as a courtesy to classmates.
 - If you are late for an exam, you may not be allowed to take the exam. This will be at the faculty members' discretion.
- Put all belongings (except pencil and calculator) in front of the testing room. ***This includes cell phones and smart watches. Please turn off cell phones during testing.***
- Leave caps and jackets in front of the testing room.
- Sign in on the attendance roster.
- Sit as directed by the proctor.
- Receive one half-sheet of colored or marked scratch paper provided by proctor.
- Write your name at the top of the colored scratch paper.
- Write only on colored or marked scratch paper during the exam.
- Turn in the colored or marked scratch paper to proctor when exiting the room.
- Abide by “no talking” to peers after the exam starts.
- Do not ask the proctor questions pertaining to content or argue rationale during the exam.
- Complete exam during the allotted time
- View rationale if available on computerized exam.
- If the exam is computerized log out after viewing rationale or after completing exam.
- Quietly exit the building immediately. Do not congregate inside the building to wait for peers or friends.
- Abide by the testing rule of “no test item discussion” unless with faculty.
- Faculty reserve the right to assign seats during any exam.
- Students must request the opportunity to review an exam within one week of their exam date. Exam review will be provided within one week of the original exam unless extenuating circumstances are identified by faculty. Students will not be allowed to write down any information during the time they are reviewing their test.

GRADING SCALE FOR PROGRAM

All grades will be rounded up at the end of each semester for the end of course grades. No rounding of grades will occur during the semester. The Riverland Nursing Program grading scale is as follows:

95-100%= A

92-94%= A-

90-91%= B+

87-89%= B

85-86%= B-

83-84%= C+

78% (minimum)- 82= C

PROFESSIONAL INTEGRITY

Nursing is a helping profession where those giving care reflect directly upon the well-being of the patient and his/her family. Therefore, it is the responsibility of each member of the profession to ensure the rights of the patient to receive safe and adequate care. (A nursing class is a functional unit responsible for its own actions as they affect all class members and ultimately those whom they serve.) It follows that all responsibility for honesty in learning, which is basic to competence and thus patient safety (as expressed in the ANA Code for Nurses at:

<http://www.nursingworld.org/mainmenucategories/ethicsstandards/codeofethicsfornurses/code-of-ethics.pdf>) is a moral and legal responsibility of the student regarding his/her own actions and the actions of other members of the group.

STUDENT HONESTY IN CLASS WORK (ACADEMIC MISCONDUCT)

Student honesty in class work - You are expected to be honest in completing all class assignments. Cheating and plagiarism are not acceptable. Definitions of, and penalties for, dishonesty are the prerogative of each faculty (RCC Academic Student Handbook). Examples of violations of this policy include, but are not limited to:

- Cheating on exams
- Copying in part or whole other student's written material
- Falsifying information and attendance relating to independent assignments.
- Failure to report known clinical errors.
- Falsifying information in the clinical setting
- Discussing test contents with student(s) that have not yet taken the exam.

Violations of this policy could result in dismissal from the nursing program. Any student dismissed for violation of this policy **will not be** eligible for readmission consideration.

SOCIAL MEDIA

Riverland is committed to the protection of patients, student, health care organization, and employee privacy and confidentiality. The National Council of State Boards of Nursing (NCSBN) has issued a stance regarding the

use of social media within health care. The mission and philosophy of the Riverland Nursing Program is in congruence with this stance. Adherence to outlined expectations for behavior is mandatory.

White Paper: A Nurse's Guide to the Use of Social Media can be found at the following website and should be reviewed prior to signing the "Student Accountability Verification Form".

https://www.ncsbn.org/Social_Media.pdf

Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based applications that are built on the ideological and technological foundations of the web that allows the creation and exchange of user-generated content.

Examples include, but are not limited to: LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Allnurses.com, Twitter, Facebook, YouTube, and MySpace.

The nursing program at Riverland recognizes that social media sites are important communication tools for our community. While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information.

Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and college reputations. The following policy serves as a guideline for those seeking to establish a social media outlet.

Communication from the nursing program, including correspondence between faculty/staff and students will be conducted within college-sanctioned communication channels:

- Myriverland.edu email
- Desire 2 Learn (D2L/BRIGHTSPACE) for academic and clinical coursework.

The nursing program supports the use of social media in personal/non-school or non-work contexts. Be aware of your association with Riverland in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on Riverland's behalf, unless you are authorized to do so in writing. As a student within the nursing program at Riverland, you may encounter confidential information within the College or within the patient care environment during clinical practicum. Consistent with the HIPAA training, it is your responsibility to remember the following when using social media:

- Never use a patient name (any identifier including initials, hospital name, etc.) and personal health information in any way.
- Do not disclose confidential information about the nursing program, the College, its employees, or its students.
- Never state personal opinions as being endorsed by Riverland College or nursing program.
- Do not use information and conduct activities that may violate Riverland's academic policies, or may violate local, state, or federal laws and regulations.

- No student shall videotape faculty or fellow students for personal or social media use without the express written permission of the faculty or fellow student. At NO time shall patients/clients be videotaped or photographed without written permission of the patient/client and the facility.

If you identify yourself as a Riverland student online, it should be clear that any views you express are not necessarily those of the institution. If opposing views arise on a social media feed, exercise professional judgment. Riverland does not tolerate content from students that is defamatory, harassing, libelous or inhospitable to a reasonable academic environment. Social media may be used to investigate student behavior.

CLINICAL EXPECTATIONS

STUDENTS RESPONSIBILITIES FOR CLINICAL

1. Attend scheduled clinical sessions on or off campus.
2. **No cell phones are permitted at clinical.** If a student at clinical has an emergency and he or she needs a cell phone, students are to report to their immediate clinical faculty prior to the start of clinical to discuss the situation. Violation of this policy could result in dismissal from the program. If a student is caught with a cell phone, that student will be sent home for the day and a follow-up appointment will be made with the faculty and the Nurse Administrator before returning to clinical. If a student is sent home, that student must make up that clinical day per the availability of the faculty.
3. If a student misses clinical due to an illness, a doctor's note will be required to return.
4. Arrive on time.
5. Adhere to the guidelines for attire in the clinical area. Refer to the guideline on attire in this Student Handbook.
6. Notify the faculty member or clinical facility if he/she is ill, late, or unable to come for pre-clinical or clinical experience **prior to** start of the scheduled experience. A no call no show to clinical could result in dismissal from the program.
7. If the absence was approved, arrange with clinical faculty within the time frame designated in the syllabus and/or student handbook to make up missed clinical experience.
8. Plan care for client:
 1. Verifies the patient's plan of care with the nurse prior to initiating patient care.
 2. Establishes a contract with and collects data from the client.
 3. Gathers data from other appropriate resources, including the medical treatment plan.
 4. Applies knowledge and principles from course content to plan the nursing care for the assigned client.
9. Show evidence of preparation for clinical **prior to** the clinical sessions at a level consistent with course objectives:

- A. Is able to state and demonstrate knowledge regarding assigned clients, such as:
 - diet and activity level of client
 - medications (actions, dosage, side effects, time, and method of administration)
 - delegated nursing interventions (e.g., procedures and treatment)
 - special precautions for client
 - special needs of client
 - B. Provides written plan of care worksheet outlining the action(s) to be taken in caring for assigned clients as determined in the course syllabus or by the clinical faculty, and at what time the action(s) will be taken.
10. Provide physiological safety (e.g., practices principles of infection control, administers medications safely, uses side rails and restraints safely, attempts only care assigned and for which student has had preparation).
 11. Provide psychological safety (e.g., is respectful, kind, uses therapeutic techniques in interactions and does not cause client anxiety).
 12. Implement the nursing process, consistent with course objectives (e.g., observes and/or reports essential data; sets appropriate priorities, etc.)
 13. Using the communication process appropriately, for example:
 - Communicates effectively with peers, nursing staff, healthcare team members and faculty.
 - Utilizes the helping relationship in communicating with clients and families.
 - Communicates effectively in writing (e.g., charting is legible, accurately reflects the patient's condition, addresses all patient priorities, uses correct spelling, grammar, and syntax, etc.)
 - Participates in small group discussions.
 - Is respectful and supportive of clients and hospital staff.
 - Recognizes boundaries, which distinguish a professional/therapeutic relationship from a personal/social relationship. Maintains professional/therapeutic relationships with patients.
 - Uses touch in a way that is appropriate to the nursing task and a professional/therapeutic versus a personal/social relationship.
 14. Accept legal responsibilities for providing safe nursing care (e.g., reports medication error, following institutional protocol).
 15. Immediately report injuries sustained in the clinical laboratory to supervisor.
 16. Show evidence of appropriate professional behavior, for example:
 - Adheres to the American Nurses Association (ANA) Code of Ethics.
 - Adheres to confidentiality policy.
 - Follows institutional policies/protocols.
 - Demonstrates honesty and integrity in all communication and behavior.

- Is not under the influence of illegal or recreational drugs, drug products, or alcohol.
17. Complete clinical assignments within designated time frame.
 18. Maintain a respectful and cooperative relationship with faculty, which facilitates learning.
 19. Students may not phone or visit their assigned clinical site outside of assigned clinical experiences as outlined by the course faculty.

NOTE: Students are expected to practice within the guidelines and boundaries of the profession as stated in the Minnesota Statute and Minnesota Board of Nursing Rules. The only title that may be used when acting in the capacity of a student in the Nursing Program, and the format for the signature on clinical documents is:

Your Name, NS, Riverland Community College.

Students who have other titles (e.g., LPN, RT, MD, PhD, JD) may not use these titles in the capacity of a Riverland Nursing Program student and/or under the auspices of the Riverland Nursing Program.

DRESS CODE FOR CLINICAL/LAB EXPERIENCE

The nurse, as a health professional, has certain responsibilities regarding their uniform. The rationale for the uniform involves cleanliness, the need for freedom of movement and safety, identification of personnel and professional appearance.

Whenever students are instructed to be in uniform, the complete student nurse uniform is required. In general, the uniform is required for clinical, lab, and simulation. A student who does not adhere to this code may be asked to leave the clinical facility by the clinical instructor or the nurse in charge. This will result in an unexcused absence from the clinical.

If the facility has a dress code that is different, students are responsible to adhere to the facility's code. Students shall not go to a health care facility posing as a student unless assigned to that facility and then only in accordance with the nursing program dress code requirements.

The Uniform Policy:

- Clean, wrinkle-free, scrub top and bottoms (uniforms to be purchased through a scrub website). Orientation to this will be provided at Orientation. Pants must be full length and skirts knee length or longer. No material may touch the ground.
- No smoking of any kind in clinical uniforms.
- White or gray long-sleeved shirt is allowed under the scrub top. Sleeves must be able to stay up on arms for hand hygiene and when required for infection control purposes. A plain white sweater may be worn; it must have the Riverland insignia and be worn only in the clinical area.
- LAB ONLY- No hoodies or coats are allowed in the lab. If students want to dress for warmth, we encourage wearing a long sleeve shirt under the uniform. Students can also wear professional zip-up jackets.
- No stocking hats/hats allowed.

- All students must wear socks. If students wear a skirt uniform, the stockings must be full length. No anklets or bare legs are permitted. The hose and socks must be white.
- White, black, gray athletic style shoes with a non-skid surface and flat heels that are only to be worn for clinical only. Shoes must be clean and in good repair. No open back shoes permitted.
- Head coverings, if worn, will be a solid color, free of fringe or other adornments and tucked under scrub top.
- Riverland Photo ID will be worn on the front of the uniform above the waist in both the clinical and laboratory settings. No lab coats allowed in the clinical agencies.
- Clothing should be loose enough to permit freedom of movement and of sufficient length to maintain modesty.
- Undergarments must not be visible.
- Hair must be a “natural hair color”, clean and styled in a professional well-groomed manner which does not obstruct the visual field or allow contamination of clean or sterile areas. Hair must be short, tied back with an appropriate clip or band or in a bun. Male students must shave or have neatly groomed facial hair. Hair accessories must be approved by clinical faculty.
- Fingernails should be short in length. If polish is worn, it should be clear or light colored. No artificial nails.
- Maintain personal hygiene which eliminates body odor, including foul breath. Refrain from using fragrances, perfume, or cologne, etc. All apparel at the clinical site must be free from any fragrance or odor of smoke.
- The only jewelry allowed during the clinical experience is a wedding ring and conservative post or loop earrings, one per ear and of ½” diameter or less.
- Items which endorse a particular belief system or political candidate are inappropriate while in uniform.
- Visible **alternate** body piercing is not permitted (i.e., nose, eyebrow, lip, eyelid, tongue).
- Visible tattoos or body art are not permitted in the clinical area and must be covered.
- Make-up in moderation is allowed.
- Nursing uniforms can only be worn on campus or in clinical.
- Uniforms are not to be worn at Riverland Community College or in other public places prior to, or following, clinical experiences unless completely covered by a clean, white sweater.
- All Nursing students will adhere to any dress code requirements in effect in a particular clinical agency.
- Jeans are not allowed in any clinical setting.
- Students must have a black pen, sweep-second hand watch and stethoscope with them at clinical.
- Gum chewing is prohibited in the clinical area, or during simulation or skills labs.

UNSAFE CLINICAL PERFORMANCE

Unsafe clinical performance, failure to meet clinical, simulation, or lab objectives, or inadequate preparation for clinical, simulation, or lab experiences may require a faculty progression review and could result in course failure irrespective of accumulated theory and lab points.

- Any skill requiring sterile technique and/or preparation and administration of medications or solutions via the IV, IM, Subcut, or gastric tube route **without faculty supervision** is considered unsafe clinical behavior.
- Other examples of unsafe clinical behaviors include, inaccurate or inadequate monitoring and reporting client status changes, unsafe psychosocial behavior, and any behaviors that jeopardize client physical and/or psychological safety.
- Failure from a nursing course for unsafe clinical performance may be grounds for not receiving faculty recommendation for readmission to the nursing program.

CLINICAL POLICIES OVERVIEW AND EXPECTATIONS

Riverland uses several hospitals, long-term care facilities, clinics, public health agencies, school health services, and other community-based organizations for providing optimum clinical experiences. The schools establish clinical-use contracts with each facility that stipulate mutual expectations for both services and regulations. It is the intent of Riverland Community College that all nursing students represent themselves in professional attire and performance, while in an affiliating clinical facility.

Faculty, to meet course objectives, may utilize a variety of experiences. Such experiences may include, but not be limited to, group and independent learning projects and alternative time schedules. Students will be expected to provide nursing care for clients of all genders and with a variety of medical and psychosocial conditions. Students should be prepared to accommodate alternative learning assignments and possible evening experiences if deemed necessary by the faculty. Appropriate notification will be given.

Students are permitted in the health care setting only during clinical hours and specified preparation hours. Friends or family members, including children, are not allowed during the pre-clinical preparation or any time during the clinical experience.

CLINICAL PROGRAM REQUIREMENTS

Legal contracts are arranged with clinical and practicum sites. These contracts specify information that the college must collect from students. Students must submit the required documentation prior to the deadline. Failure to submit this information prior to the deadline will result in the students' inability to attend clinical courses. All requirements must remain valid for the duration of all clinical and practicum experiences. It is the student's responsibility to maintain the records.

LAB/CLINICAL/SIMULATION POLICIES

STUDENT RESPONSIBILITIES FOR LAB AND SIMULATION

The Allied Health Simulation Lab provides an environment for students to actively learn critical thinking and clinical skill development. Faculty, manikins, and other equipment are available to learn in a supportive, hands-on environment.

To enhance active learning, Riverland has established the following policies for all to follow:

- NO EATING OR DRINKING in the lab. This is an OSHA policy.

- If there are videos, equipment, and/or manikins broken or damaged, report this immediately to the Lab staff.
- No children or visitors are allowed in the lab. Only students registered for a nursing class can participate in the Lab.
- No lab items leave lab unless checked out.
- Before leaving the lab/simulation class and lab, all students must return the environment to its original state. All students must:
 - Return chairs under tables or stack near walls.
 - Pick up area and discard all waste material in trash container.
 - All used items are returned to its container.
 - Wipe up all spills on the floor.
 - Straighten all bed linen and return to original state.
 - Return all lab supplies in correct containers. All needles and sharps are placed in red sharp container boxes.
 - Turn off all lights in simulated “patient rooms.”
 - Replace manikins neatly where they were found.
- Confidentiality must be maintained after leaving the lab/simulation area. Sensitive information may be shared during this experience.
- All rules for handling bio-hazardous waste must be followed according to the document posted on the D2L/BRIGHTSPACE nursing homepage as well as on the bulletin board in the Nursing Learning Resource Center.
- According to **MN Statues SECTION 151.37**, students cannot have in possession any solutions or legend drug. Therefore, any of these products will be directly monitored by a faculty or director and will be kept secure in the lab. They will be distributed only when used under direct supervision in a course or in training in the lab. Riverland will also distribute any needles and syringes purchased by students only when under direct supervision in the lab.
- Safety is always first in the lab.
- Standard precautions are to be utilized in all nursing simulation and lab procedures.
- All individuals utilizing sharps in the laboratories are responsible for disposing them in the designated sharps containers provided in the labs.
- All unused needles and syringes must be returned to their designated locked location and may not be left unattended in the laboratory.
- Either faculty or students may not remove syringes, needles, and medications from the laboratory for practice at any time.
- Any sharps, such as needles of any kind, breakable bottles or any solutions cannot leave the lab at any time. Any item that must remain sterile and are meant to be used only on manikins in the lab, such as the Foley catheter, cannot leave the lab.
- Any of these specified, unused supplies at the end of a course or the program will become property of the Allied Health Simulation Lab.

- Needles/syringes of any kind
- Solution bags or vials
- Foley/Catheter
- If a student wants to practice in the lab using any of the items mentioned above, please contact the lab supervisor to set up a time.

STUDENT RESPONSIBILITIES FOR SIMULATION

Students may be required to attend simulation events outside of regular lecture, lab or clinical day.

- A clinical uniform must be worn.
- A Riverland picture ID badge will be worn on the front left side of the uniform above the waist.
- Hands must be washed before working with simulation mannequins and equipment.
- Students must sign a confidentiality agreement prior to participating in simulation experiences.
- Student jackets, bags, etc., can be brought into the Allied Health Simulation Lab with faculty approval.

ATTENDANCE FOR LAB, CLINICAL, AND SIMULATION

- Attendance at all laboratories, simulation, and clinical experiences is **mandatory** and is essential to ensure course outcomes are met.
- Students are not allowed to move from one section of lab to another without prior permission from faculty. Students are required to stay in the section that they registered for during the entire semester.
- Students must be present for the entire scheduled laboratory, simulation, or clinical time. If a student is unable to attend or is going to be late, the faculty (or clinical area) must be notified before the scheduled laboratory, simulation, or clinical start time.
- In the event of an approved absence, as outlined above, arrangements to make up the experience must be initiated by the student prior to the next scheduled experience.
- All missed time in the laboratory, simulation, or clinical, needs to be made up as arranged with the clinical faculty.
- Absence from **one or more** of the following per semester: laboratory, simulation, and clinical could result in possible termination from the program.
- Lateness to clinical, lack of preparation or non-adherence to school or institutional policies could result in possible termination from the program.
 - Faculty reserves the right to request proof of illness or family emergency for any reported absence.

COVID-19 UPDATES

Riverland Community College will be following recommendations and guidance from the Centers for Disease Control and Prevention (CDC) and the Minnesota Department of Health (MDH) to help control the spread of COVID-19. Clinical agencies may have additional requirements. Students are expected to adhere to the guidelines set forth by Riverland and the clinical agencies. The guidelines may change at any time so students should monitor their Riverland email and keep in contact with the nursing faculty.

CLINICAL PLACEMENT AND DOCUMENTS:

The situation with COVID-19 continues to evolve but has required that changes be made to clinical placements.

CLINICAL SAFETY:

The safety of students, facilities, and patients is a priority and requirements have been put in place to address this. All risks cannot be eliminated but may be mitigated by practicing good prevention behaviors such as wearing all required personal protective equipment, following all clinical protocols, frequently washing your hands with soap and water, refraining from touching your face before sanitizing your hands, and practicing social distancing.

1. Some clinical agencies will not allow students to care for COVID-19 patients or potential COVID -19 patients.
2. Students may be required to provide COVID-19 test results.
3. Students must follow all current/updated CDC guidelines, state, and other agencies including Riverland and facility-specific requirements.

CLINICAL PLACEMENT ISSUES:

Some clinical agencies require students to get vaccinated against COVID-19. If a student refuses the COVID-19 vaccination, there is no guarantee that an alternative clinical site will be available that does not require the COVID-19 vaccination. If a clinical site allows for COVID-19 vaccination exemptions, it will be up to the clinical site to make the determination for exemptions from the vaccination.

The nursing programs continue to follow the requirements of the Minnesota Board of Nursing (MBON), which allows for a percentage of the clinical time to be spent in simulation.

Furthermore, the MBON requires that:

- Curriculum needs to be consistent across the program to provide equal learning opportunities for all students.
- When a nursing student declines a required clinical vaccination, there is not a basis for that student to request an accommodation for a disability.
- If the clinical agency allows, plans need to be in place to provide **reasonable accommodations** for those who cannot be vaccinated based on protected status (i.e. medical or religious grounds).
- As noted in the **Board of Nursing Laws & Rules 6301.2340, Subp. 3.A. (4)(a)**: Nursing education program ensures students of practical and professional programs have learning opportunities with faculty oversight to acquire and demonstrate competence in clinical settings with patients across the life span and with patients throughout the whole wellness, acute, and chronic illness continuum- simulation in this case is not an equivalent experience.

COVID-19 VACCINATION:

Prior to each semester, whether a student is enrolled in a clinical course or not, the nursing programs will require proof of COVID-19 vaccination in Student Passport. If exemptions are allowed by the clinical site, those exemption documents will need to be on file for each student with the nursing program.

CLINICAL PLACEMENT DETERMINATION:

Multiple factors will be used to determine who can and will be placed at a site. These include:

1. Completeness of the student's core required documents for clinical placement.
2. The student's willingness to accept clinical placement. Students have the right to decline clinical placement while understanding that alternate sites may not be available during any given semester.
3. Requirements of the various sites.

PROGRAM PROMOTION AND PROGRESSION

PREREQUISITES

Nursing students must successfully complete the prerequisite courses for each required nursing course in order to progress in the nursing sequence. (See program plan for prerequisites).

SUCCESSFUL ACADEMIC PROGRESS

1. Students must enroll in and successfully complete (with a minimum letter grade of C) all nursing and general education courses in the sequence identified in the Curriculum Plan to progress in the program.
2. The nursing program requires a grade of C or better in all required courses in the PN curriculum plan, maintaining a minimum GPA of 2.0.
3. A C- is considered a non-passing grade.
4. Nursing courses that combine theory, clinical and/or lab require that all portions must be passed at a minimum of 78% to pass the course. In the event a student does not pass theory or the clinical or lab portion of a course, the final letter grade for the course entered will be reflective of the theory or clinical or lab portion not passed.
5. Allowance for rounding of grades at the end of the course. The only time rounding will occur, using standard rounding rules, is to determine the final course grade. At the end of the semester the final course grade will be rounded to the nearest whole number. There will be no rounding of grades during the semester.
6. The Nursing Program reserves the right to deny admission/readmission based on academic failure and/or code of conduct violations.
7. The medication dosage exam must be passed at a level of 90% within a maximum of 3 attempts in any given course.

UNSUCCESSFUL COURSE COMPLETION

1. If a student fails to obtain a minimum of a C grade in one or more nursing courses in a semester, the student will be allowed one opportunity to repeat the course(s) on a space available basis per college/university nursing program policy.
 - a. If a theory course(s) is not passed in any semester, then the corresponding clinical must be repeated upon return. See below.
 - i. PN Day Program-
 1. Fall Semester: if any theory course(s) are not successfully completed, students would have to repeat not only the theory course(s) failed, but also would have to repeat PNUR 1140.
 2. Spring Semester: if any theory course(s) are not successfully completed, students would have to repeat not only the theory course(s) failed, but also would have to repeat PNUR 1190.
 - ii. PN Evening Program-
 1. Spring Semester: as outlined in our policy, any course(s) not successfully completed in spring- students would be ineligible to progress to the subsequent semester.

2. Fall Semester: if any theory course(s) are not successfully completed, students would have to repeat not only the theory course(s) failed, but also would have to repeat PNUR 1190.
- b. A withdrawal constitutes an attempt for a course and will count as one failure to complete the course.
- c. The student must repeat the course(s) within one year (2 semesters, not including summer) of the last day of the semester not successfully completed.
- d. Failure to successfully obtain a minimum of a C grade in a nursing course on the second attempt will result in exit from the nursing program.
- e. Failure to obtain a minimum of a C grade in a nursing course in a subsequent semester will result in exit from the nursing program.

EXIT FROM THE PROGRAM

- A student may be exited from the nursing program for academic or code of conduct related issues.
- Exited students will not be eligible to progress in the nursing program.

1. Academic Exit

- f. Failure to successfully obtain a minimum of a C grade in a nursing course on the second attempt will result in exit from the nursing program.
- g. Failure to obtain a minimum of a C grade in a nursing course in a subsequent semester will result in exit from the nursing program.

2. Code of Conduct Exit: Ethical Misconduct and/or Unsafe Behavior

- a. A student may be exited for ethical misconduct and/or unsafe behavior at any time in the program.
- b. A student who is exited due to ethical misconduct and/or unsafe behavior must follow college/university policies related to conduct and due process.
- c. Students are not automatically allowed to retake nursing coursework or be readmitted.
- d. This program reserves the right to exit a student for ethical misconduct and/or unsafe behavior at any point in the program.

REAPPLICATION TO THE PROGRAM

A student who is exited from this program for academic failure and/or failure to meet conduct expectations may reapply to the program and must meet the current published admission criteria and the following criteria:

1. A student may be readmitted only once.
 - a. Reapplication to the program is required.
 - b. If a student reapplies and is subsequently exited a second time for either academic failure and/or failure to meet conduct expectations, the student is permanently exited from the program.
 - c. This program reserves the right to deny admission based on ethical misconduct and/or unsafe behavior.
2. All current program admission requirements must be met prior to re-application or re-admittance.
 - a. All current program admission requirements must be met prior to readmission. This includes all prerequisite courses, CPR, health, health insurance, liability insurance, and background study requirements.

- b. Students applying for readmission after the program exit must retake all nursing courses even if previously successful in these courses.

RE-ENTRY POLICY

Students who wish to be considered for re-entry into the nursing program after withdrawal in good academic standing from a nursing course or departure from the nursing program for reasons other than academic or code of conduct must follow these steps:

1. Students may be required to supply documentation addressing why they departed, the individual extenuating circumstances that contributed to the program exit, and an individual learning plan for promoting success. This documentation will be placed in the student's permanent folder.
2. Re-entry is allowed on a space available basis as determined by the nurse administrator. Space available for registering in each subsequent semester will be determined at the end of each semester.
3. Students progressing in the program plan without interruption will be placed in their courses prior to seating being made available for re-entry students. Priority for readmission will be based on the student cumulative GPA of courses required for degree completed to date.
4. Students must re-enter within one year (2 semesters, not including summer) of the last day of the semester not completed or the semester of departure from the program.

PROGRAM READMISSION POLICY

This policy applies to any students who wish to be considered for readmission into the nursing program after unsuccessful completion of a nursing course, withdrawal from a nursing course, or departure from the nursing program for any reason.

The following criteria must be met for readmission:

1. Students are required to supply documentation addressing why they departed, the individual extenuating circumstances that contributed to the unsuccessful completion of a nursing course, and an individual learning plan for promoting success. This documentation will be placed in the student's permanent folder.
2. Admission is allowed on a space available basis as determined by the Nurse Administrator. Space available for registering in each subsequent semester will be determined at the end of each semester.
3. Students progressing without interruption will be placed in their courses prior to seating being made available for returning students. Priority for readmission will be based on the student cumulative GPA of courses required for degree completed to date.
4. Students are required to re-enter within one year of the last day of the semester not successfully completed.
5. A student who fails due to ethical misconduct and/or unsafe behavior will be readmitted based on college policies related to conduct and due process.
6. A student who fails due to academic issues will be readmitted based on decisions of the Nursing Department policies.

7. All current program admission requirements must be met prior to readmission. This includes all prerequisite courses, CPR, health, health insurance, liability insurance, and background study requirements.

The Nursing Student Readmission Form and current transcript must be submitted within the required time frame.

Policy for Switching Program Options (PN Daytime/PN Evening)

If a student fails or withdraws from the program and wishes to switch from the daytime PN program to the evening PN program or vice versa, a seat is not guaranteed. Students may only switch program options based on a recommendation from faculty in the program option they are in. The recommendation will then be sent to the Dean of Nursing for consideration. The Dean of Nursing will then make the determination based on the recommendation from faculty. If a student is denied a seat, they will have to apply to be accepted in the other program option.

INCOMPLETES

An Incomplete ("I") grade may be assigned only when, upon the student's request, the nursing faculty consents to an extension of time for course completion. Since each nursing course is sequential, incompletes must be completed within the time frame set by nursing faculty. "I" grades automatically become "F" grades if course requirements are not satisfactorily completed in the time agreed upon. "F" grades prohibit the student from continuing in the nursing sequence. (See policies on Riverland college website for protocol for requesting "I" grades).

WITHDRAWALS

Students may initiate requests for withdrawals from nursing courses according to college protocol.

1. Students should be aware of the college/university policy for automatic withdrawal for non-attendance/participation.
<https://www.riverland.edu/student-services/registrars-office/total-withdraw-tuition-refund-policy/>
2. Students should be aware of the last day in the semester in which a withdrawal can be initiated. This date is posted in the academic calendar on the Riverland campus website.
3. Students who withdraw from a nursing course(s) and wish to be considered for re-entry on a space available basis in a subsequent semester must refer to the program re-entry process.
4. Grades at the time of withdrawal may be taken into consideration for any request for re-entry.

MOVING STUDENTS TO DIFFERENT CLINICAL OR LAB SECTIONS

This type of action is based on the practical needs of an individual, the class, or to maintain program integrity. It is unrelated to student performance. The following serve as examples to clarify this procedure:

1. If a nursing lab section becomes too large, one or more students will be asked to relocate to another section.

2. The student may be relocated to another clinical agency to better facilitate his/her learning experience.

APPEALS PROCESS

If there is a dispute between the student and faculty member concerning the outcome outlined above, the following steps will occur:

1. The student will meet with the faculty member within 3 business days to explain why the action in question is unreasonable and propose alternatives for resolving the issue. If there is no resolution at step one, the student may proceed to step two.
2. Within 3 business days of the meeting with the faculty, the student may request to appear before the nursing faculty and re-state his/her objection(s) and offer proposed solutions. If there is no resolution at step two the student may proceed to step three.
3. Within 3 business days of the appearance before the nursing faculty, the student may speak with the Nursing Director and re-state his/her objection(s) and offer proposed solutions. The Director may ask for more information from the students and faculty before deciding.
4. If no resolution is secured in the preceding three steps, the student may begin the complaint process found at: [https://www.riverland.edu/riverland/assets/File/policy/2000/2000%20-%20Student%20Complaint%20and%20Grievance%20Policy%20\(002\).pdf](https://www.riverland.edu/riverland/assets/File/policy/2000/2000%20-%20Student%20Complaint%20and%20Grievance%20Policy%20(002).pdf)

STUDENT CODE OF CONDUCT POLICY

ACADEMIC AND NON-ACADEMIC CONDUCT EXPECTATIONS

Please see the Riverland Community College Student Handbook for an explanation of the types of misconduct, penalties for misconduct, procedures and appeals. <https://www.riverland.edu/about-riverland/policies-and-procedures/student-code-of-conduct-policy-procedure/>. The nursing program uses this policy to handle code of conduct violations.

The current edition of the American Nurses Association Code for Nurses with interpretive statements outlines the goals, values, and ethical principles that direct the profession of nursing, and it is the standard by which ethical conduct is guided and evaluated by the profession.

Because nursing students, after graduation, may be licensed to practice nursing and are required to assume responsibility for the life and welfare of other human beings, every nursing student is expected to demonstrate competence and safe patterns of behavior which are consistent with professional responsibilities, and which are deserving of the public's trust.

In the professional judgment of the faculty, any behavior deemed inconsistent with professional responsibilities and/or unsafe are addressed as an "academic issue" **and may be subject to a failure grade (F) for the course and/or a possible dismissal from the program.** Any dispute between students and faculty regarding an assigned grade will be handled according to the process for Grade Appeals as defined in the Riverland Community College' grade appeal process.

Examples of behaviors that are considered "academic" and therefore may result in academic consequences may include:

- A pattern of neglect of clinical responsibilities, risk to patient safety, or failure to practice in the best interest of clients and the public in any practice setting (lack of evidence of preparedness to take care of clients for any scheduled clinical experience).
- Violation of confidentiality, privacy, or security standards as discussed in the Health Insurance Portability and Accountability Act (HIPAA). This includes all social media such as sharing confidential information through phone, e-mail, Facebook or any other media.
- Engaging in academic dishonesty, cheating, or fraud, including but not limited to:
 - a) plagiarism from the work of others, including work by other students or from published materials without appropriate citation
 - b) the buying and selling of course assignment and research papers
 - c) performing academic assignments (including examinations) for other persons
 - d) unauthorized disclosure and receipt of academic information
 - e) allowing other students to copy answers from exams or assignments
 - f) using disallowed materials or methods for examinations or assignments.
- Knowingly producing false evidence or false statements, making charges in bad faith against any other person, or making false statements about one's own behavior related to academic or clinical matters.
- Failing to report incidents involving clients/patients.
- Failing to report observed unethical or proscribed behavior.
- Taking food, medications, client belongings or materials from clinical settings without approval or authorization.
- Failure to question a medical order when in doubt.
- Transgression of professional boundaries
- Violation of clinical affiliate policy
- No call no show to clinical, lab, or simulation

DRUG AND ALCOHOL USE

The use of mood-altering drugs, including prescription, over the counter drugs, alcohol, illicit mood altering drugs including: narcotics, depressants, stimulants, hallucinogens, marijuana, or any other material that results in behavior or appearance that adversely affects academic performance or client safety, may be grounds for dismissal or academic termination from the nursing program. In addition, it also may be subject to disciplinary sanctions (consistent with local, state, and federal law), up to expulsion and referral for prosecution.

Therefore, chemical use in the academic setting may be handled as violations of the Student Conduct Policy and/or as student academic issues. Student academic issues require "academic decision making" and will be handled through the Student code of Conduct Process as defined in the Riverland College Student Handbook if there is a dispute. Conduct issues require conduct decision making and will be handled as stated above under Student Conduct.

Adverse effects of performance shall be determined to be present, but not limited to:

- If the student is perceptibly impaired
- Has impaired alertness, coordination, reactions, responses, or effort.

- If the student's condition threatens the safety of himself, herself, or others.
- If the student's condition or behavior presents the appearance of unprofessional or irresponsible conduct detrimental to the public's perception of Riverland nursing program.

In addition, engaging in academic dishonesty, cheating, or fraud as defined above under “academic expectations”, may be treated as both a conduct and academic issue and subject to the same processes as described for chemical use.

In these types of situations, the faculty member will notify the Nurse Administrator who will consult with the Dean of Students.

Faculty Performance Review

Our goal is for each student to be successful every step of the way through the nursing program. In order to ensure student success, our faculty has created this process to help guide students in the right direction.

1. If faculty identify concern(s) about the student’s performance, faculty, following the Riverland Community College’s Student Code of Conduct Policy, will notify the student of the concerns which may result in a face-to-face meeting and/or a written performance plan which could include:
 - a. Early Alert (EARS) may be submitted on behalf of the student.
 - b. Communication to student about what the concern(s) are and no further action to be taken.
 - c. Placement of the student in probationary status and developing a contract with him/her outlining:
 - Unacceptable behaviors.
 - Required corrective action goals.
 - Time frame for evaluation of corrective action outcomes.
 - Date probationary status will end provided the corrective action(s) is/are attained.
 - Consequences of failure to meet terms of the contract.
 - d. Determination that the student has become ineligible to progress in the program.
 - Depending on the identified concern(s), the student may or may not be allowed to return to the clinical, classroom, or lab area until the concerns have been addressed. The student will be responsible for making up any time lost during that time.
2. If the faculty requests a face-to-face meeting, the student is expected to show up as scheduled.
 - a. Failure of the student to appear at this meeting or failure to provide a 24-hour notice of need for rescheduling could result in an automatic dismissal from the program.
 - b. Faculty also reserve the right to make decisions about the concern(s) of the student in the program without the student present if the student fails to appear at the meeting.
3. If a student is dismissed from the program or wants to appeal a grade and the student wants to appeal that decision, the student must follow the Grade Appeal Procedure in preparation for an appeal. This procedure can be found on the Riverland’s website at:

<https://www.riverland.edu/about-riverland/policies-and-procedures/course-final-grade-appeal-procedure/>

<https://www.riverland.edu/about-riverland/policies-and-procedures/course-final-grade-appeal-form/>

4. If a student wants to file a Complaint or Grievance, the student must follow the Student Complaint and Grievance Policy. This policy can be found on the Riverland's website at: [https://www.riverland.edu/riverland/assets/File/policy/2000/2000%20-%20Student%20Complaint%20and%20Grievance%20Policy%20\(002\).pdf](https://www.riverland.edu/riverland/assets/File/policy/2000/2000%20-%20Student%20Complaint%20and%20Grievance%20Policy%20(002).pdf)

CLINICAL DISCIPLINARY PROCEDURES

MISCONDUCT NOTED IN THE CLINICAL EXPERIENCES

It is important for the nursing student to note that the nursing program also designates some behaviors as misconduct that might not apply to the general college student. Behaviors noted in any clinical experience that may cause actual or potential harm to clients may lead to the Performance Review for Student Success Process. Depending on the severity of the issue, students could lead to immediate dismissal from the program.

Examples of those behaviors might include but are not limited to the following:

ACADEMIC MISCONDUCT

(List not intended to be exhaustive) honesty and integrity issues.

- Seeking to mislead staff members and/or faculty members about the extent or quality of care given.
- Submitting false documentation to attain entrance and/or maintain enrollment in the nursing program.
- Seeking to mislead staff/faculty about level of skill.
- Seeking to mislead staff about specific assignment.
- Seeking to chart false or inaccurate data.
- Consciously failing to follow explicit directions from the faculty or supervising staff member that produces or could produce foreseeable harm to persons in the clinical agency.
- Knowingly failing to follow agency policy or procedures, which produces or could produce foreseeable harm to persons in the clinical agency.
- Violation of client confidentiality.

NONACADEMIC MISCONDUCT

(List is not intended to be exhaustive) inappropriate or unethical behavior including but not limited to:

- Threatening or intimidating any persons in the clinical agency
- Use of inappropriate touch or unwelcome touch with persons in the clinical agency.
- Use of harassing language with people in the clinical agency.
- Stealing objects from persons in the clinical area.

- Use of demeaning language (stereotypical, prejudicial)

INFRACTIONS IN THE CLINICAL AGENCY

POLICIES INCLUDING BUT NOT LIMITED TO:

- Misappropriation of medications
- Violation of the controlled substance policy
- Unauthorized use of computers and/or computer passwords. Accessing restricted databases, files, or tampering with computer equipment, sending threatening e-mails
- Reporting to the clinical site under the influence of alcohol or a controlled substance
- Nursing faculty are mandated reporters of professional misconduct and will act in accordance with the current reporting procedures.
- Any faculty involved in the incident(s) may also file a complaint against the student. For example, when a student threatens a faculty member, or attempts to carry out such a threat.

COMPLAINTS, GRIEVANCES, AND GRADE APPEALS

If a student has a complaint, grievance, or grade appeal, the nursing department strongly encourages students to bring their concern(s) forward. In order to promote a positive learning environment, the nursing program expects the student to attempt to first resolve concern(s) with the staff/faculty member to whom the concern(s) is directed.

1. If a student is dismissed from the program or wants to file a grade appeal and the student wants to appeal that decision, the student must follow the Grade Appeal Procedure in preparation for an appeal. This procedure can be found on the Riverland's website at:

<https://www.riverland.edu/about-riverland/policies-and-procedures/course-final-grade-appeal-procedure/>

<https://www.riverland.edu/about-riverland/policies-and-procedures/course-final-grade-appeal-form/>

2. If a student wants to file a Complaint or Grievance, the student must follow the Student Complaint and Grievance Policy. This policy can be found on the Riverland's website at:

[https://www.riverland.edu/riverland/assets/File/policy/2000/2000%20-%20Student%20Complaint%20and%20Grievance%20Policy%20\(002\).pdf](https://www.riverland.edu/riverland/assets/File/policy/2000/2000%20-%20Student%20Complaint%20and%20Grievance%20Policy%20(002).pdf)

PROGRAM ADMISSION REQUIREMENTS

HEALTH REQUIREMENTS

In addition to the core performance standards, the following requirements need to be met in order to enter and progress within the program.

- Students must submit a completed health information form (Health Science Division Physical Examination, Immunizations/Required Clinical Verification Form) before specified deadlines. The required immunizations listed on this form must be maintained to participate in the clinical portion of the nursing courses.
 - ✓ Proof of immunity (titer) to measles (rubeola), German measles (Rubella), chicken pox (Varicella), and mumps.
 - ✓ Hepatitis B vaccination (series of three) or a signed waiver on file. If a student has had a pediatric vaccination for Hepatitis B, a titer will be required to prove immunity.
 - ✓ Tetanus/Diphtheria booster OR Tetanus/Diphtheria/Pertussis booster done within the last ten years.
 - ✓ Yearly influenza
 - ✓ COVID-19 vaccination if not approved for an exemption.
- Students must present evidence of freedom from active TB per a negative Mantoux, or a negative QuantiFERON (TB gold test) QFT-G annually (negative chest x-rays are no longer acceptable). If you have not had a Mantoux test done within a 12-month period, you must complete a two-step testing process, one to three weeks apart. Two Mantoux tests must be on file or have proof of the QuantiFERON (TB gold test).
- Students must maintain good health throughout the program to meet expected course outcomes. The Minnesota State Performance Standards must be met throughout the program to continue to progress. If a core standard cannot be met, the student will fail the course.
- A student who is temporarily unable to meet clinical requirements due to health issues must consult a health professional for appropriate evaluation and/or treatment. Students will be required to submit a copy of the most recent health professional's order.
- Students must meet the policy requirements of the health agencies to which they are assigned. Students who refuse to comply with the policy requirements of the health agencies to which they are assigned will fail the course.

CPR REQUIREMENT

Nursing students are required to obtain and remain current with CPR certification for Health Professionals. CPR must include Adult, Child, Infant, AED. Proof of certification will be collected prior to the start of the program. Students are not permitted to participate in the clinical experiences of the program if they have not met this requirement.

Proof of certification must cover and remain valid throughout the entire program.

Fall Semester Admission CPR certification dates August through the following December. Spring Semester Admission CPR certification dates January through the following May.

BACKGROUND STUDIES

Minnesota law requires background studies on individuals who provide direct contact services to patients and residents in facilities and programs approved by the Minnesota Department of Human Services (DHS) or the Minnesota Department of Health (MDH). These studies are conducted each year by the DHS or similar agency approved to perform the study for practice in Minnesota. In 2014 a state law was passed to require background study subjects to be fingerprinted and photographed. An individual who is disqualified because of the study and whose disqualification is not set aside by the Commissioner of Health will not be permitted to participate in any clinical activities in a Minnesota licensed health care facility. Students not in compliance with due dates for background study completion will lose their place in the program. Additionally, students who are disqualified or fail to participate in the background study process will not be eligible to progress in the program.

HEALTH INSURANCE REQUIREMENT

Nursing students are required to carry health insurance to fulfill the requirement of the nursing program. A copy of health insurance will be collected prior to the start of the program. Students are not permitted to participate in the clinical experiences of the program if they have not met this requirement.

CONFIDENTIALITY REQUIREMENT

Patient confidentiality is essential. The patient has the legal right to confidentiality in all aspects of his/her care and the nurse has a legal and ethical responsibility to safeguard the patient's confidentiality. **Confidentiality related to patient information also extends to electronic forms of communication such as e-mail and social media sites.** Students may not give information about a patient or clinical experience to anyone who is not employed at the clinical facility. Outside of the clinical site clinical experiences are to be discussed during nursing course related activities only.

Conversation relating to patients is permitted only in the clinical and clinical conference areas or in a secure classroom. **Students recording lectures are to use the recording for their individual study purposes only. No recordings may be posted electronically.** Patients or any clinical occurrences are not to be discussed in public places such as the cafeteria, student lounge, or at home. Any information gathered for assignments from the chart, or the computer must be scrutinized to remove anything that would identify the individual such as the hospital number, or name before information is removed from the building.

No pictures can be taken at the clinical site. The only area that pictures can be taken of students will be in the lobby or outside of the clinical agency.

Failure to maintain patient confidentiality may result in the clinical facility's denial of the student's access to a clinical site and/or failure of the course.

Conversation related to student interactions in the classroom, nursing skills or simulation lab or clinical need to be confined to those surroundings. Students are held to the American Nurses Association (ANA) Code of Conduct of Professional Nurses as it addresses professional behaviors.

If you are unsure about any aspect of confidentiality, you are expected to discuss it with the appropriate nursing faculty and/or clinical staff prior to procuring or disseminating any patient information.

MANDATORY HIPAA TRAINING

Prior to beginning any clinical nursing course, students must complete the Health Insurance Portability and Accountability Act (HIPAA) training. Every year the student must sign the Nursing Program Confidentiality Form.

LIABILITY INSURANCE

Liability insurance in the amount of one million dollars must be carried by each student. A group policy with one million dollars coverage is available through the College. The fee is assessed in the fall semester of the nursing program to cover the student for the entire academic year. A private policy with one million dollars coverage is also acceptable.

STUDENT TECHNOLOGY REQUIREMENTS

E-MAIL

The college official communication method is through the Riverland student e-mail accounts. All students need to check their e-mail account frequently. This is the only account that faculty will use for e-mailing students.

COMPUTER REQUIREMENTS

All students need to have access to a personal computer/laptop with a high-speed internet connection. Basic computer and word processing skills are required. Common software requirements include (but are not limited to) a word processing program (i.e., Microsoft Word), Power Point/Power Point Viewer, Acrobat Reader, Flash Player, Quick Time Player, Real Time Player. All written assignments (i.e., papers) that are electronically submitted must be in a doc, docx, or rtf format.

RIVERLAND COMMUNITY COLLEGE STUDENT CODE OF CONDUCT

www.riverland.edu/riverland/assets/File/policy/2000/2000%20Student%20Code%20of%20Conduct.pdf

MINNESOTA STATE PRACTICAL NURSING PROGRAM PERFORMANCE STANDARDS

The system of Minnesota State Colleges provides the following example of performance standards that practical nursing students are required to meet and maintain to provide safe and effective care, to be successful and progress in nursing programs. The standards are based on The Minnesota Nurse Practice Act. The examples listed are for illustrative purposes only and are not intended to be a complete list of all tasks in a nursing program.

Students with documented disabilities, or who believe they may have a protected disability, can request accommodation, which may assist with meeting the standards for nursing programs. Please contact the Support Services Office at 507-433-0600, to schedule an appointment with a Support Services Counselor.

Requirements	Standards	Examples include but are not limited to...
Critical-thinking Skills	Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation	<ul style="list-style-type: none"> • Ability to understand context of situations, make logical decisions and request assistance as needed. • Organize workload to manage time effectively and prioritize the delivery of client care. • Ability to recognize and report changes in client's condition to registered nurse or instructor. • Assimilate information from class, lab and clinical to demonstrate achievement of learning outcomes. • Ongoing demonstration of skills mastery while integrating new information.
Interpersonal Skills	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families,	<ul style="list-style-type: none"> • Maintain and protect client confidentiality and privacy. • Establish professional relationships. • Accept feedback and integrate new understanding into behavior. • Display personal accountability, integrity, understanding that student behavior affects others. • Practice the ability to assign tasks to other LPN's and unlicensed personnel. • Promote a team-building environment. • Provide safe effective care in a variety of cultural settings. • Convey empathy, compassion and sensitivity in interactions and relationships.

Communication Skills	Communication skills sufficient for verbal and written professional interactions	<ul style="list-style-type: none"> • Assimilate verbal and non-verbal information, process and exchange information with clients, families, instructors and members of the healthcare team. • Accurately document nursing actions and client responses. • Display the capacity to participate in successful conflict resolution and advocate for client rights and needs. • Effectively communicate in English in verbal, written, and electronic resources with colleagues, school staff, and members of the interdisciplinary team. • Use therapeutic communication techniques to provide support to peers, clients and families. • Process relevant information; accurately and timely communicate to the healthcare team. • Ability to perform client education and adjust information to client understanding.
Psychomotor Skills	Psychomotor skills sufficient for providing safe, effective nursing care	<ul style="list-style-type: none"> • Move about client's room and/or workspaces to complete client assessment. • Ability to administer rescue procedures - cardiopulmonary resuscitation. • Demonstrate the ability to work for long periods. • Safely use and calibrate equipment in a variety of settings. • Perform procedures necessary to safely admit, transfer, or discharge a client. • Prepare and administer medications and treatments. • Perform basic nursing skills safely and efficiently.
Assessment Skills	Assessment skills sufficient for providing safe, effective nursing care	<ul style="list-style-type: none"> • Conduct focused assessment; compare data with normal findings, report changes to registered nurse or other licensed healthcare provider. • Observe client's condition, utilizing all senses, and data from equipment, report changes. • Ability to respond to client distress calls. • Implement interventions delegated or ordered by healthcare providers. • Participate with other members of the healthcare team to develop and modify care plans.

Emotional- Behavioral Skills	Demonstrates appropriate behavior to function effectively under stress and assume accountability for one's actions	<ul style="list-style-type: none"> • Demonstrate emotional stability while encountering a wide variety of emotions in self and others. • Communicate empathy, recognize own values, attitudes, beliefs, emotions, and experiences affect perceptions and relationships with others. • Personal flexibility to adapt to rapidly changing environments. • Ability to apply sound judgement in pressured situations. • Recognize limits of knowledge and abilities and seek assistance.
Professional Conduct Skills	Process attributes that include compassion, altruism, integrity, honesty, responsibility and tolerance	<ul style="list-style-type: none"> • Provide safe and effective care to patients along the age continuum without regard to disability, ethnic origin, gender status or social standing. • Recognize and preserve individual human dignity. • Advocate for the client's best interest. • Demonstrate professional accountability and ability to work in hierarchical environment. • Demonstrate intent to follow the ANA Code of Ethics.
Environmental Stressors	Other considerations	<ul style="list-style-type: none"> • Ability to work with infectious agents and blood-borne pathogens. • Ability to work in areas with potential chemical and radiation hazards. • Ability to work with potential allergens such as latex. • Ability to work in areas of potential violence. • Ability to work near others.

Other	Sensory	<ul style="list-style-type: none">• Visual and auditory ability to perform assessments, safe nursing care, and meet program outcomes.
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References

H.C. Gonzalez, E-L. Hsiao / Teaching and Learning in Nursing 15 (2020) 53e56

Minnesota Board of Nursing Nurse Practice Act – Minnesota Statute Section 148.171

Presented and revised by AD and PN Nursing Directors Spring 2020.

Updated 4/2016 with new program plan LLB

Updated 5/2016 with new logo/faculty reviewed 5-12-16 LLB

Updated 7/28/16 with cell phone language/faculty reviewed 7-28-16 LLB

Updated 5/26/17 with changes to the testing policy, clinical uniform policy, cell phone pictures at clinical. LLB

Updated 9-25-17 Learning Lab/Simulation Polices. Added use of solutions, sharps, syringes, and Foley Catheter. Current students notified 9/25/17. LLB

Updated 10-16-17 Attendance Policy: Clinical, Lab, Simulation Day: Missing more than **one** day per semester could result in faculty progression review. LLB

Updated 10-16-17 Exam Policy: Students who are unable to take an exam at the scheduled time must obtain the instructor's permission for a different date *prior to* the scheduled exam time. **Failure to do so could result in a zero for that exam.** LLB

Updated 11-20-17 Program Plan Sequence listing PSYC1240 Developmental Psychology a Pre-requisite.

Update Fall 2020

- Uniform policy updated to include no hoodies
- Student Progression Committee **renamed** to Performance Review for Student Success committee.
 - Under this committee, the steps in the process changed to include a purpose statement and easier to understand language and clearer steps for faculty and students.
 - Forms for this committee were updated to make them more user friendly for faculty and students
- Exam rules: Lateness to exam language has been included.
- COVID-19 Clinical Updates

Update spring 2021

- Policy for Switching Program Options (PN Daytime/PN Evening)- Requires faculty recommendation

Covid-19 Policy – Updated 8-16-21. Students were notified via email.

Update Fall 2021

- Removal of lengthy progression review process.
- Program progression- students must repeat clinical if they fail a theory course in any semester. This policy will take effect at the beginning of fall 2021.
- Allowance for rounding of grades at the end of the course.
- Verbiage to be added to grades: The only time rounding will occur, using standard rounding rules, is to determine the final course grade. At the end of the semester the final course grade will be rounded to the nearest whole number. There will be no rounding of grades during the semester.
- Students notified via email

Update Summer 2023

- Validate document for currency. Spellcheck cleanup. Grammar cleanup.
- Updated Clinical Expectations section: "Is not under the influence of illegal or recreational drugs, drug products, or alcohol."
- Updated Uniform Policy: "No smoking of any kind in clinical uniforms."