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FORWARD

This handbook has been prepared for use by the students enrolled in the Nursing (RN Track) Dual Admission 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 College Student Handbook addresses the policies for all students at the College, including nursing students. Nursing students must refer to the Riverland College Student Handbook for all information that is not specific to the nursing program. This handbook can be located at:

www.riverland.edu/studenthandbook/

The policies within this handbook are in effect for all students enrolled in the Nursing (RN Track) Dual Admission Nursing Program. Students are held responsible for being informed on all nursing policies, procedures and regulations as published in this handbook, and the Riverland 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
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 (RN Track) Dual Admission Nursing Program and is approved by the Minnesota State Board of Nursing (MBON).
The Associate Degree Nursing program at Riverland Community College is approved by the Minnesota Board of Nursing and holds accreditation with the Accreditation Commission for Education in Nursing. The Associate Degree 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 ADN 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 College and Universities system of distinct and collaborative institutions 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.
The Heart of Riverland: We are dedicated to our employees, our students, and our region.

RIVERLAND COMMUNITY COLLEGE’S NURSING (RN TRACK) DUAL ADMISSION PROGRAM MISSION, PURPOSE, AND PHILOSOPHY
RN PROGRAM MISSION STATEMENT
The Riverland Nursing (RN Track) Dual Admission Program will prepare students with the knowledge, skills, and values necessary to provide safe, effective care within the scope of the professional nurse, within a supportive, empowering, intellectually challenging, and diverse environment.

RN PROGRAM VISION
The Riverland Nursing (RN Track) Dual Admission Program will effectively integrate general education and the science coursework with the discipline of professional nursing course work as the basis for nursing practice and ongoing life-long learning. Students will be prepared with the knowledge, skills, and professional values of an associate degree nurse. The student is then eligible to take the NCLEX-RN licensing examination. Graduates of our program will also be prepared to further their education toward a bachelor, masters, or doctoral degree.
RN PHILOSOPHY STATEMENT
The philosophy of the Riverland Nursing (RN Track) Dual Admission Program is in congruence with the vision, mission, values and heart of Riverland Community College. The college inspires personal success through education.

The nursing faculty are committed to life-long learning and providing an environment conducive to scholarship and service. Students are encouraged to continue their nursing education beyond the AD degree.

The nursing faculty at Riverland views nursing as, “the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities and populations”, as defined by the Nursing Social Policy Statement (ANA, 2010). These concepts are incorporated within the scope of practice for the nursing program.

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), along with supportive courses and general education, serves to develop nursing judgment, skill acquisition, and encourage individual growth and development. Nursing education serves to initiate individuals to the culture of nursing and health care.

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 data base 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 takes 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.

RURAL NURSING FOCUS
Riverland Community College and the Nursing Program’s clinical partners are part of a rural community in South East Minnesota. The Nursing (RN Track) Dual Admission Program will focus on Rural Health. “A rural health nurse is a generalist who practices professional nursing in communities with relatively low populations that are geographically and often culturally isolated. Rural nurses have close ties to and interaction with the
communities in which they practice and often practice with a great deal of autonomy and independence. A strong and varied experience base is crucial in rural nursing, as the population that the rural nurse must care for ranges from infants to the elderly. Therefore, a rural nurse must know about every stage of life. Experience with rural communities is a benefit in order to understand the cultural context within which the people live. For most rural nurses, traveling between isolated communities is part of their role. Rural nurses may operate from a clinic or small hospital, while others may base themselves out of a large health center” (Rural Nursing Organization at www.rno.org).

NURSING (RN TRACK) DUAL ADMISSION PROGRAM CONCEPTUAL FRAMEWORK

(National League for Nursing, 2010, p.8)

The Riverland Community Nursing (RN Track) Dual Admission Program’s conceptual framework is based on the National League for Nursing (NLN) Educational Competencies Model and the components within it. The model consists of the following components (National League for Nursing, 2010):

1. **Core Values:** Seven core values, implicit in nursing’s historic paradigm, are foundational for all nursing practice.
   - Caring
   - Diversity
   - Ethics
   - Excellence
   - Holism
   - Integrity
• Patient-centeredness

They are shown at the root of the model to indicate that each type of nursing program and each competency must be grounded in these fundamental values. (p. 8)

2. Integrating Concepts: Emerging from the seven core values are six integrating concepts:

• Context and environment
• Knowledge and science
• Personal and professional development
• Quality and safety
• Relationship-centered care
• Teamwork

These concepts are shown as bands around the program types illustrating their progressive and multidimensional development in students during their learning experiences. The critical feature of the bands is an enveloping feedback mechanism that acknowledges the ongoing advancement of nursing education, as new graduates return new learning, gleaned from multiple sources, to nursing practice through nursing education. In this way, nursing practice and nursing education remain perpetually relevant and accountable to the public and all those in need of nursing. (p. 8)

Rural Nursing shapes the integrating concepts in the following ways:

1. Context and Environment: includes local small hospital care, distances between health care agencies; core values shaped by the community; caring for your neighbors; and the changing health care scene in small communities.

2. Knowledge and Science: includes accidents, injuries, and illnesses typical of rural communities that nurse will likely see; and the medical care that can be provided.

3. Personal & Professional Development: includes nurses performing in a “generalist” role and being comfortable with all nursing skills.

4. Quality & Safety: includes how we communicate between rural and larger urban area health care agencies, including telehealth; and safe patient transportation and care between agencies.

5. Relationship-centered Care: includes caring for patients and families you know from the community; and working with a consistent health care team.

6. Teamwork: includes working with consistent small health care team, but collaborating with larger urban areas agencies to provide quality patient care.
3. **Program Student Learning Outcomes:** The goals of nursing education for each type of nursing program can be summarized in four broad program outcomes. Nurses must use their skills and knowledge to enhance human flourishing for their patients, their communities, and themselves. They should show sound nursing judgment, and should continually develop their professional identity. Finally, nurses must approach all issues and problems in a spirit of inquiry. All essential program-specific core nursing practice competencies and course outcomes are assumed within these four general aims. (p. 9) The student learning outcomes are as follows:

1. **Human Flourishing:** Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings, provide patient-centered care.
2. **Nursing Judgment:** Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.
3. **Professional Identity:** Implement one’s role as a nurse in ways that reflect 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 within a family and community context.
4. **Spirit of Inquiry:** Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.
5. **Safe Care:** Provide care that is safe, culturally and developmentally appropriate, centered on building and sustaining positive, healthful relationships with individuals and families.
6. **Scope of Practice:** Practice within the legal and ethical scope of professional nurse, guided by accepted standards of practice (NLN, 2010).

**For clarity the Nursing Program has added Student Learning Outcomes #5 and #6.**

The program has condensed the 22 concepts listed above (core values, integrating concepts, and program outcomes into behaviors sets which for ease of use can be traced across the curriculum in course organization, content, and evaluation strategies.

**THE QUALITY AND SAFETY EDUCATION FOR NURSES (QSEN)**

This project is designed to meet the challenge of preparing future nurses who will have the Knowledge, Skills and Attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work. Using the Institute of Medicine1 competencies, QSEN faculty and a National Advisory Board have defined quality and safety competencies for nursing and proposed targets for the knowledge, skills, and attitudes to be developed in nursing pre-licensure programs for each competency. These competencies are included in the Student Learning Outcomes and include: Patient-Centered Care, Teamwork and Collaboration, Evidence-Based Practice (EBP), Quality Improvement (QI), Safety, and Informatics (http://qsen.org/competencies).
STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Definition</th>
<th>Integrating Concept</th>
<th>Core Values</th>
</tr>
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<tbody>
<tr>
<td>Human Flourishing</td>
<td>Fostering human flourishing in their clients, team members and themselves</td>
<td>Patient/Relationship-Centered Care</td>
<td>• Caring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Patient Centeredness</td>
</tr>
<tr>
<td>Nursing Judgment</td>
<td>Showing increasing ability to make clinical nursing judgments</td>
<td>Context and Environment</td>
<td>• Diversity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Holism</td>
</tr>
<tr>
<td>Professional Identity</td>
<td>Developing a professional identity as a nurse</td>
<td>Personal and Professional Development</td>
<td>• Ethics</td>
</tr>
<tr>
<td>Spirit of Inquiry</td>
<td>Developing and fostering a spirit of inquiry</td>
<td>Knowledge and science, Informatics, Evidence-Based Practice (EBP)</td>
<td>• Excellence</td>
</tr>
<tr>
<td>Safe Care</td>
<td>Safe care that is culturally and developmentally appropriate centered on building and sustaining positive, healthful, relationships with families and individuals.</td>
<td>Quality Improvement and Safety</td>
<td>• Integrity</td>
</tr>
<tr>
<td>Scope of Practice</td>
<td>Practicing within the legal, ethical and professional scope of the nurse</td>
<td>Teamwork and Collaboration</td>
<td>• Communication</td>
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WHAT IS THE NURSING (RN TRACK) DUAL ADMISSION PROGRAM?

The Nursing (RN Track) Dual Admission Program is a partnership with Winona State University (WSU) and is intended for students pursuing an Associate's Degree in Nursing (ADN) intending to bridge it to their Bachelors of Science in Nursing (BSN) degree. This program allows students to complete some credits towards a BSN while they are completing required pre-requisites and ADN nursing courses at Riverland Community College.

At the time of enrollment to Riverland’s Nursing Program, students may be admitted at Riverland and WSU. Students in the nursing program can begin WSU’s upper-level division general education courses during any semester of their ADN coursework, provided they have completed prerequisite requirements.
Two nursing courses offered by WSU can be taken during the last semester in the ADN program at Riverland (N375 and N435). A 2.75 cumulative GPA is required prior to starting these nursing courses. **Statistics is required before taking N375. RN licensure is required to complete the remaining 6 Nursing courses at WSU.**

Winona State University allows nursing students the flexibility in obtaining their BSN degree through a hybrid delivery method with reduced seat time. Students can obtain their BSN full-time or part-time.

**DO I NEED TO COMPLETE MY ADN BEFORE BEGINNING WSU BSN NURSING COURSES?**

No. There are 2 Nursing Courses offered by WSU that may be taken in the final semester of the ADN program at Riverland. Those courses are **(N435 and N375)**. A cumulative GPA of 2.75 is required before a student can take those courses.

*Statistics is required before taking N375*

**IS THERE A PART-TIME OPTION AT WSU FOR MY BSN?**

Yes, students can complete the WSU BSN program part time. Speak with the Dual Enrollment Coordinator about course planning for part-time enrollment.

**WHAT ARE THE ADMISSION REQUIREMENTS FOR THE WSU BSN PROGRAM?**

Upon completion of the Dual Enrollment Intent form, students will be granted a provisional acceptance to the WSU BSN nursing program.

Progression to WSU Nursing courses is contingent upon completion of the ADN Program, achieving an RN license, and a cumulative GPA of 2.75.

**WHEN CAN I START THE BSN PORTION OF THIS PROGRAM?**

WSU offers Fall, Spring, and Summer semester start options for BSN coursework. Please note, availability of the location of site-based courses will be dependent on number of interested students.

**WHAT IS REQUIRED TO GRADUATE FROM WSU WITH A BSN?**

- A minimum of 120 credit hours, which includes 40 credits of upper division coursework and transfer credits.
- All university requirements for Minnesota Transfer Curriculum/General Education Program.
- One of the following statistics courses: Stats 301 or equivalent
- All required 8 nursing courses in the BSN curriculum.
- Upper-division elective credits as needed to meet 120 credits for graduation.

**CAN ANY OF THE ADN COURSEWORK BE DONE ONLINE?**
Yes, some general education coursework (noted in curriculum plan) could be completed online. Science classes such as General, Organic, and Bio Chemistry and Microbiology have lab components which do not make them a 100% online option. All NURS (Nursing Core) classes must be taken on the Riverland Austin Campus. The NURS core classes are taught during the day Monday-Friday.

**CAN ANY OF THE BSN COURSEWORK BE DONE ONLINE?**

Yes, all courses are either online or in a blended/hybrid format. Refer to the WSU website ([https://www.winona.edu/undergrad-nursing/rn-bs-completion-program.asp](https://www.winona.edu/undergrad-nursing/rn-bs-completion-program.asp)) for a list of all courses.

**WHAT IF I AM ALREADY AN LPN?**

If a student is an LPN – he or she will take a Transitions course in the first nursing semester of the ADN Nursing program and get 5 credits advanced standing in the Nursing Program.

**WHAT IF I DO NOT WANT TO CONTINUE WITH THE BSN PORTION?**

Students will obtain their Associates Degree after successful completion of the pre-program coursework and 4 semesters of nursing courses at Riverland. After the degree is granted, students can take the NCLEX-RN examination and become licensed as a Registered Nurse (RN). It is of the student’s best interest to finish the BSN portion of this program to be awarded a Bachelor of Science Degree (BSN) (awarded through Winona State University).

**PROGRAM TRACKS**

Each program track can be found on our website at:


**LEGAL LIMITATIONS FOR LICENSURE**

Applicants should be aware that there are legal limitations both on the acquisition and retention of the RN 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 be licensed.

**RIVERLAND COMMUNITY COLLEGE STUDENT CODE OF CONDUCT**

**RESOURCES**

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 meetings per semester.

Teaching Teams

1. Goal: Coordinate, develop, implement and evaluate the nursing courses.

2. 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 stakeholders 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 on a daily basis 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. Faculty do have the ability to see which students have read the specific posting(s).

**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 Riverland 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.

**Phone**- Students may also use their phones to communicate with the faculty and with other students. All faculty office phone numbers are listed in the course syllabus. Faculty’s personal cell phone number 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 the time they are on break. When faculty are at their clinical sites with students, 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.**

**ACADEMIC AND CONDUCT EXPECTATIONS**

**STUDENT ACADEMIC CONDUCT**

Students enrolled in the nursing program at Riverland Community College accept the moral and ethical responsibilities that have been credited to the profession of nursing and are obligated to uphold and adhere to the professional Code of Ethics.

The 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

STUDENT NONACADEMIC CONDUCT
A student, group of students, or student organization whose conduct is determined to be inconsistent with the published codes in the Riverland Community College Student Policies is subject to “Penalties for Misconduct” as defined in the Riverland Community College Student Policies. Any action which results in negative impact on a student will contain the elements of “Due Process” as defined in the Riverland Community College Student Policies.

STUDENT ACADEMIC AND NONACADEMIC CONDUCT CONSEQUENCES
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 Riverland Grade Appeal 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.

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 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, 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 and be 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 ASSIGNMENT POLICY

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 Riverland Nursing Program Guidelines for written assignments, as well as the requirements specified in the course syllabi.
LATENESS POLICY
- 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. The student will be required to participate in the Performance Review for Student Success process in order to discuss the pattern of lateness.

The student’s faculty will use the worksheet included in this handbook (Appendix B) to clarify the Performance Review for Student Success process, review Nursing Program and College policies, and help the student to prepare for the Performance Review for Student Success Committee meeting.

See Performance Review for Student Success worksheet (Appendix B) and the section on the Grievance/Complaint policy in the Riverland Community College Student Handbook.

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 considered to be in noncompliance with the nursing policies. The student will be required to participate in the Performance Review for Student Success process in order to discuss the pattern of lateness.

The student’s faculty will use the worksheet included in this handbook (Appendix B) to clarify the Performance Review for Student Success process, review Nursing Program and College policies, and help the student to prepare for the Performance Review for Student Success Committee meeting.

See Performance Review for Student Success worksheet (Appendix B) and the section on the Grievance/Complaint policy in the Riverland Community College Student Handbook.

RIGHTS OF NURSING FACULTY PERTAINING TO EXAMS
- Nursing faculty reserve the right to substitute another exam for the scheduled exam that the student was unable to take.
Nursing faculty reserve the right to substitute a different format for the missed exam, for example, the nursing faculty 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 only for emergencies.
- Arrive five (5) minutes prior to the beginning of the exam, as a courtesy to classmates.
  - If you are late to 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 testing room. This includes cell phones and smart watches. Please turn off cell phones during testing.
- Leave caps and jackets in front of testing room.
- Sign in on the attendance roster if applicable.
- Sit as directed by the proctor.
- Receive one half-sheet of colored or marked scratch paper provided by proctor.
- Write name at the top of the colored scratch paper.
- Write only on the 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 building immediately following the exam. 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 the exam date. Exam review will be provided within one week of the original exam unless faculty identifies extenuating circumstances.
circumstances. Students will not be allowed to write down any information during the time they are reviewing their test.

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 CONDUCT)
Students 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 (Riverland Community College Student Conduct Policy). 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 will result in immediate referral to the Performance Review for Student Success Committee with a recommendation for 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 patient, 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 the 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 stating personal opinions as being endorsed by the 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. In the event that 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 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 nursing 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 illness, a doctor’s note will be required in order 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 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.

7. 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. Collects data from the patient.
   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:
   - 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

- 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.

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 faculty or the nurse in charge. This will result in an unexcused absence from 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, purple scrub top with charcoal bottoms (uniforms to be purchased through an approved scrub store). Orientation to this website will be provided at nursing program orientation. Pants must be full length and skirts knee length or longer. No material may touch the ground.
- No smoking in clinical uniforms. An approved color 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. An approved sweater or cover-up 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 a professional zip up jacket.
- 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. Hose and socks must be white.
- White, black, gray athletic style shoes with a non-skid surface and flat heel 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.
• 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 are permitted.
• Maintain personal hygiene which eliminates body odor including foul breath. Refrain from use of fragrances, perfume or cologne, etc. All wearing 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. If you have a piercing for a medical reason, please get that approved by faculty prior to starting clinical experiences.
• 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.
• 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, during simulation, or skills labs.

**UNSAFE CLINICAL PERFORMANCE**
Unsafe clinical performance, failure to meet clinical, simulation, lab objectives, or inadequate preparation for clinical, simulation, or lab experiences may require a faculty Performance Review for Student Success Committee meeting 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, clinic, 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 stipulates 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 at 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.

In order 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 the 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 return 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 place 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 not be shared during this experience.

All rules for handling bio-hazardous waste must be followed according to our policies. When in doubt, consult faculty or lab supervisor.

According to MN Statues SECTION 151.37, students cannot have in possession any solutions or legend drug. Therefore, any of these products will directly monitored by a faculty or Nurse Administrator and will be kept secure in the lab. They will be distributed only when using them 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.

Faculty and 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 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 their regular lecture, lab or clinical day.

- The uniform must follow the clinical/lab requirements as posted above.
- A Riverland picture ID badge will be worn on the front of the uniform above the waist in the laboratory setting.
- Hands must be washed before and after working with simulation mannequins and equipment.
- Students must maintain confidentiality 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 laboratory, 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 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 a faculty Performance Review for Student Success Committee meeting and possible termination from the program. See Appendix B.
- Lateness to clinical, lack of preparation or non-adherence to school or institutional policies could also result in a faculty Performance Review for Student Success Committee meeting and possible termination from the program.
- Faculty reserves the right to request proof of illness or family emergency for any reported absence.
- The student’s faculty will use the worksheet included in this handbook to clarify the Performance Review for Student Success Committee Process, review Nursing Program and College policies and help the student to prepare for the Performance Review for Student Success Committee meeting.
- See Performance Review for Student Success Committee worksheet (Appendix B) and the appeals process as outlined in the Riverland Community College Student Handbook.

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 to help control the spread of COVID-19.
These may include measures such as:

- Health screening protocols
- Social distancing guidelines
- Wearing face coverings or masks

We expect our clinical partners will be doing the same for their facilities and operations. Students are expected to adhere to these standards and measures while on campus and with those of our clinical partner’s when in their settings. These standards and measures may change at any time, so students should stay in touch with their individual faculty member and clinical preceptors.

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) in all nursing and general education courses in the sequence identified on the Curriculum Plan in order to progress in the program. Required general education courses can be taken earlier, but not later, than the identified semester.

2. Progression in the nursing program requires a grade of C or better in all required courses in the curriculum plan.

3. A C- is not considered a passing grade.

4. A Minimum GPA of 2.00 is required for graduation from Riverland’s Associate Degree program. However, if your plans are to continue on to Winona State University, you will have to satisfy the requirements below:

   a. Progression to WSU Nursing courses is contingent upon completion of your ADN Program, achieving your RN license, and a cumulative GPA of 2.75.
   b. There are 2 Nursing Courses offered by WSU that may be taken in the final semester of the ADN program at Riverland. Those courses are (N435 and N375). A cumulative GPA of 2.75 is required before you can take those courses. Statistics is required before taking N375.

5. Nursing courses that combine theory, clinical and/or lab require that all portions must be passed at a minimum of 80% 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.

6. Points will be carried out two decimal points. There will be no rounding of points to determine letter grades.
7. The Nursing Program reserves the right to deny admission/readmission based on academic failure and/or code of conduct violations.

8. The medication dosage exam must be passed at a level of 90% within a maximum of 3 attempts in any given course.

UNSUCCESSFUL ACADEMIC PROGRESS

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. A withdrawal constitutes an attempt for a course and will count as one failure to complete the course.
   b. 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.

2. If a student fails one or more nursing courses in semester 1, all NURS courses in semester 1 must be repeated upon return. For a student to be eligible for return, they must reapply by submitting a new application and will be ranked with all of the new applicants.

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
   a. 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.
   b. 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 programs.

REAPPLICATION TO THE PROGRAM

A student who is exited from this program for failure to meet conduct expectations will be considered for readmission to the program based on faculty review. Students who are exited from this program for the reasons stated above under “Academic Exit” will not be considered for readmission to the program. Students
who are allowed to reapply to the program must meet the current published admission criteria and the following criteria:

1. A student may be readmitted one time only.
   a. Reaplication 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 program exit must retake all nursing courses even if previously successful in these courses.

RE-ENTRY POLICY FOR STUDENTS WITH ALTERED PROGRESSION NOT RELATED TO ACADEMIC OR CODE OF CONDUCT ISSUES.

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.

LPN LICENSURE REQUIREMENTS FOR CURRENT LPNs IN THE PROGRAM

Current LPN licensure must remain unencumbered whilst in the nursing program. If LPN licensure becomes encumbered during the program, the student may be ineligible to continue in the program. LPN licensure status may be monitored in Minnesota and nationally.

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 academics 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 (Appendix E) and current transcript must be submitted within the required time frame.

**GRADING SCALE FOR PROGRAM**

The Riverland Nursing Program grading scale is as follows:
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. See College Student Handbook at:
   http://www.riverland.edu/studenthandbook

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 outlined above.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92 - 100%</td>
<td>A</td>
</tr>
<tr>
<td>85 - 91.9%</td>
<td>B</td>
</tr>
<tr>
<td>80 - 84.9%</td>
<td>C</td>
</tr>
<tr>
<td>74 - 79.9%</td>
<td>D</td>
</tr>
<tr>
<td>Less than or equal to 73.9%</td>
<td>F</td>
</tr>
</tbody>
</table>

All students must pass all classroom proctored exams and quizzes with an 80% average.
4. Grades at the time of withdrawal may be taken into consideration for any request for re-entry.

**PERFORMANCE REVIEW FOR STUDENT SUCCESS COMMITTEE**

The rigorous nature of this program can make it very difficult for nursing students to navigate the various aspects of the program. Nursing school can be very challenging for some students and it can create barriers to student success. When this happens, students can get off track and can have difficulties successfully fulfilling the requirements of the program.

**Purpose:**

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 have created this committee to help guide students in the right direction.

**What can students expect?**

If you are asked to attend a Performance Review for Student Success Committee (PRSSC) meeting, do not be afraid. This meeting is a problem-solving process between the student and the nursing faculty to discuss identified academic or non-academic barriers to student success. Students and faculty will use the worksheet in Appendix B to prepare for this committee meeting.

**When will students be called in to attend a meeting?**

Any time a faculty determines that a student is performing unsatisfactorily or is in non-compliance with the nursing program policies.

**STEPS IN THE PERFORMANCE REVIEW PROCESS:**

1. Faculty will address the concern(s) with the student and give time for the student to explain the details associated with the concern(s).

2. Faculty will confer with the committee to plan next the next steps in the process. If the committee agrees, the process will continue to step 3.
   a. If the process continues to step 3, faculty will help to prepare the student for what to expect during the PRSSC meeting.

3. The student receives either a hard copy or electronic version (sent to their Riverland email account) of a **written description of the concern(s)** and if applicable an identification of the problematic behavior(s).
   a. Depending on the identified concern(s), the student may or may not be allowed to return to the clinical, classroom, or lab area until a decision is rendered. The student will be responsible for making up any time lost during the pending Performance Review Process.

4. The student will get a chance to confer with the faculty to receive clarification about the **written description of the concern(s)** submitted by the faculty member.

5. The student is responsible for formulating a plan of action for resolution of the concern(s).
6. After both parties sign and date the worksheet, or acknowledge it via email, a date for the PRSSC meeting will be sent and agreed upon.

7. The student may have an advisor or advocate present at the meeting. A student’s advisor or advocate may attend this meeting but may not participate except to advise the student.

8. The student attends the scheduled meeting with the committee, shares his/her perception of the concern(s), and presents an action plan to work through the identified concern(s). Committee members may ask questions to clarify their understanding of the student’s presentation.
   a. Failure of the student to appear before this committee or failure to provide a 24 hour notice of need for rescheduling could result in an automatic dismissal from the program.
   b. Faculty reserve the right to continue with the Performance Review for Student Success Committee meeting without the student present.
   c. 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 for the Performance Review for Student Success Committee meeting.

9. After the committee confers with the student, the student will leave the meeting and the committee will discuss the student presentation, the severity of the issues, and consider possible solutions. The solution may range from but is not limited to:
   a. No further action to be taken.
   b. 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.
   c. Determination that the student has become ineligible to progress in the program.

10. The faculty will notify the student of the formal decision in writing via the student’s Riverland email account within 3 business days of the committee meeting and if warranted, will also advise the student of recourse via the grievance procedure.

11. If the student chooses to grieve the faculty’s decision, he/she must notify the Nurse Administrator within 3 business days of receiving the decision. The Nursing Administrator will review the PRSSC worksheet, and if indicated, a copy of the contract. The Nursing Administrator may confirm or deny the faculty’s decision or ask for more information before reaching a decision or may recommend a modified action.

12. The Nursing Administrator will notify the student of the formal decision within 5 business days of receiving the notification from the student and if warranted, will also advise the student of recourse via the grievance procedure as outlined by the Student Handbook.
NON-DISCIPLINARY ADMINISTRATIVE ACTIONS
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 student’s faculty will use the worksheet included in this booklet to clarify this procedure. (Appendix C). 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 in order to better facilitate his/her learning experience.

APPEALS PROCESS
If there is a dispute between the student and faculty member concerning the outcome of a Non-Disciplinary Academic Action, the following steps will occur:

1. The student will meet with the faculty within 3 business days to explain why the action in question is unreasonable and propose alternatives for resolving the issue. The faculty and the student will together use the worksheet provided in this booklet (Appendix C) to review this policy. 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 Nurse Administrator and re-state his/her objection(s) and offer proposed solutions. The Nurse Administrator may ask for more information from the student and faculty before making decision.
4. If no resolution is secured in the preceding three steps, the student may begin the written grievance process as outlined Riverland Community College Handbook. See section in the handbook titled Grievance/Complaint Policy.

DISCIPLINARY PROCEDURES
Disciplinary procedures are consequences of inappropriate behavior, conduct or action.

ON CAMPUS DISCIPLINARY PROCEDURES MISCONDUCT:

ACADEMIC AND OR NONACADEMIC
Misconduct is subject to disciplinary action. There are two types of misconduct depicted in the Riverland Community College Student Handbook.

The two types of misconduct are designated as:

- Academic Misconduct
• Nonacademic Misconduct

Please see the Riverland Community College Student Handbook for an explanation of the types of misconduct, penalties for misconduct, procedures and appeals. (http://www.riverland.edu/policy/Academic-Misconduct.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 will be addressed by using the Performance Review for Student Success Process.

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 extent or quality of care given.
• Submitting false documentation in order 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 persons 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, or attempts to carry out such a threat.

COMPLAINTS AND GRIEVANCES

If a student has a complaint concerning alleged improper, unfair, arbitrary or discriminatory treatment by nursing faculty or personnel, the nursing department strongly encourages students to bring their issues forward. In order to promote a positive learning environment, the nursing program expects the student to attempt to first resolve concerns with the faculty member to whom the complaint is directed.

If the complaint is unresolved with an informal meeting with the faculty member, the student may contact the Nursing Administrator for assistance with resolution. A formal written complaint should be submitted using the Student Complaint Form found in the Riverland Student Handbook. If the student chooses to file a formal written complaint, the process includes:

- The student will submit the Student Complaint Form to the Nursing Administrator. If the student requests a meeting, it will be arranged between the student, the appropriate nursing personnel and Nursing Administrator.
- If the student feels a satisfactory resolution is not reached and feels the decision was improper, unfair, or arbitrary, the students has the right to file a formal complaint with the college. The written grievance must be filed within 10 days of receipt of the Nursing Administrator’s decision. See the policy “Complaint/Grievance Policy/Procedure” found on the College website.
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

- 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 time period, you must complete a two-step testing process, one to three weeks apart. Two Mantoux texts must be on file or have proof the QuantiFERON (TB gold test).

- Students must maintain good health throughout the program in order 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 professionals 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 as a result 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 in order 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 taping lecture are to use the tape for their individual study purposes only. No lecture tapes 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 carefully 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 of 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) 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**

http://www.riverland.edu/policy/Student-Code-of-Conduct-3000.pdfAppendix
The system of Minnesota State Colleges provides the following example of performance standards that associate degree 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.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Standards</th>
<th>Examples include but are not limited to…</th>
</tr>
</thead>
</table>
| Critical-thinking Skills| Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation | • Ability to assess, plan, implement, and evaluate care.  
• Organize workload to manage time effectively and prioritize the delivery of client care.  
• Use resources effectively to understand the evidence, context of situations, and perspectives (their own and others) to make logical and informed decisions.  
• Possess problem-solving skills, including the ability to reason, measure, calculate and use data to make decisions in time-pressured environment.  
• Assimilate information from class, lab and clinical to demonstrate achievement of learning outcomes.  
• Ongoing demonstration of skills mastery while integrating and mentally sorting new information. |
| Interpersonal Skills   | Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families, | • Maintain and protect client confidentiality and privacy.  
• Establish professional and ethical relationships with others.  
• Accept feedback and integrate new understanding into behavior.  
• Display personal accountability, integrity, understanding that student behavior affects others.  
• Practice the ability to delegate.  
• Promote a team-building environment.  
• Provide effective and therapeutic care in a variety of cultural settings.  
• Convey empathy, compassion and sensitivity in interactions and relationships. |
<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>Communication skills sufficient for verbal and written professional interactions</th>
</tr>
</thead>
</table>
|                      | • Assimilate verbal and non-verbal information, process and exchange information with clients, families, instructors and members of the healthcare team.  
|                      | • Accurately interpret and document nursing actions and client responses.  
|                      | • Display the capacity to engage 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 design teaching plans for client education and assess effectiveness.  
|                      | • Provide disease prevention and health promotion, care coordination and case findings. |

<table>
<thead>
<tr>
<th>Psychomotor Skills</th>
<th>Psychomotor skills sufficient for providing safe, effective nursing care</th>
</tr>
</thead>
</table>
|                    | • Move about client's room and/or workspaces to complete client assessment.  
|                    | • 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 nursing skills safely and efficiently. |

<table>
<thead>
<tr>
<th>Assessment Skills</th>
<th>Assessment skills sufficient for providing safe, effective nursing care</th>
</tr>
</thead>
</table>
|                   | • Ability to provide comprehensive assessment of client's health status through collection and synthesis of data to establish baseline status for client.  
|                   | • Ability to integrate assessment information to form a plan of care.  
|                   | • Recognize emergent needs; perform appropriate targeted assessment, interventions and evaluation.  
|                   | • Assume accountability for delivered care; recognize limits of knowledge, skills and licensure scope.  
|                   | • Understand and process healthcare provider orders according to assessment data, evaluate effectiveness of interventions and communicate with members of the healthcare team.  
<p>|                   | • Demonstrate distinction between provider-dependent and independent nursing interventions. |</p>
<table>
<thead>
<tr>
<th>Emotional-Behavioral Skills</th>
<th>Demonstrates appropriate behavior to function effectively under stress and assume accountability for one’s actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Demonstrate emotional stability while encountering a wide variety of emotions in self and others.</td>
</tr>
<tr>
<td></td>
<td>• Communicate empathy, recognize own values, attitudes, beliefs, emotions and experiences affect perceptions and relationships with others.</td>
</tr>
<tr>
<td></td>
<td>• Personal flexibility to adapt to rapidly changing environments.</td>
</tr>
<tr>
<td></td>
<td>• Ability to apply sound judgement in pressured situations.</td>
</tr>
<tr>
<td>Professional Conduct Skills</td>
<td>Process attributes that include compassion, altruism, integrity, honesty, responsibility and tolerance</td>
</tr>
<tr>
<td></td>
<td>• Provide safe and effective care to patients along the age continuum without regard to disability, ethnic origin, gender status or social standing.</td>
</tr>
<tr>
<td></td>
<td>• Recognize and preserve individual human dignity.</td>
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<tr>
<td></td>
<td>• Advocate for the client’s best interest.</td>
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<tr>
<td></td>
<td>• Demonstrate professional accountability and ability to work in hierarchical environment.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate intent to follow the ANA Code of Ethics.</td>
</tr>
<tr>
<td></td>
<td>• Practice participation in development of healthcare policies, procedures.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate understanding of nursing theory and practice.</td>
</tr>
<tr>
<td>Environmental Stressors</td>
<td>Other considerations</td>
</tr>
<tr>
<td></td>
<td>• Ability to work with infectious agents and blood-borne pathogens.</td>
</tr>
<tr>
<td></td>
<td>• Ability to work in area with potential chemical and radiation hazards, potential allergens such as latex.</td>
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<td></td>
<td>• Ability to work in areas of potential violence.</td>
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<tr>
<td></td>
<td>• Ability to work in close proximity to others.</td>
</tr>
<tr>
<td>Other</td>
<td>Sensory</td>
</tr>
</tbody>
</table>

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.
## GLOSSARY OF TERMS:

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
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<tr>
<td>Caring</td>
<td>“promoting health, healing, and hope in response to the human condition.” A culture of caring, as a fundamental part of the nursing profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participative and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interests of all stakeholders (NLN, 2007).</td>
</tr>
<tr>
<td>Context and Environment</td>
<td>In relation to organizations, refer to the conditions or social system within which the organization’s members act to achieve specific goals. Context and environment is a product of the organization’s human resources, and also the policies, procedures, rewards, leadership, supervision, and other attributes that influence interpersonal interactions. In health care, context and environment encompass organizational structure, leadership styles, patient characteristics, safety climate, ethical climate, teamwork, continuous quality improvement, and effectiveness.</td>
</tr>
<tr>
<td>Core Competencies</td>
<td>Are the discrete and measurable skills, essential for the practice of nursing, that are developed by faculty in schools of nursing to meet established program outcomes. These competencies increase in complexity both in content and practice during the program of study. The core competencies are applicable in varying degrees across all didactic and clinical courses and within all programs of study, role performance, and practice settings. They structure and clarify course expectations, content, and strategies, and guide the development of course outcomes. They are the foundation for clinical performance examinations and the validation of practice competence essential for patient safety and quality care.</td>
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<tr>
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<tr>
<td>Course Outcomes</td>
<td>Are the expected culmination of all learning experiences for a particular course within the nursing program, including the mastery of essential core competencies relevant to that course. Courses should be designed to promote synergy and consistency across the curriculum and lead to the attainment of program outcomes.</td>
</tr>
<tr>
<td>Diversity</td>
<td>Means recognizing differences among persons, ideas, values and ethnicities, while affirming the uniqueness of each. A culture of diversity embraces acceptance and respect. We understand that each individual is unique and recognize individual differences, which can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. A culture of diversity is about understanding ourselves and each other and moving beyond simple tolerance to embracing and celebrating the richness of each individual. While diversity can be about individual differences, it also encompasses institutional and system-wide behavior patterns (NLN, 2007).</td>
</tr>
<tr>
<td>Excellence</td>
<td>Creating and implementing transformative strategies with daring ingenuity. A culture of excellence reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated (NLN, 2007).</td>
</tr>
<tr>
<td><strong>Ethics</strong></td>
<td>Involves reflective consideration of personal, societal, and professional values, principles and codes that shape nursing practice. Ethical decision making requires applying an inclusive, holistic, systematic process for identifying and synthesizing moral issues in health care and nursing practice, and for acting as moral agents in caring for patients, families, communities, societies, populations, and organizations. Ethics in nursing integrates knowledge with human caring and compassion, while respecting the dignity, self-determination, and worth of all persons.</td>
</tr>
<tr>
<td><strong>Evidence-Based Practice</strong></td>
<td>A problem-solving approach to clinical decision-making within a health care organization. It integrates the best available scientific evidence with the best available experiential (patient and practitioner) evidence.</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (WHO, 2017)</td>
</tr>
<tr>
<td><strong>Holism</strong></td>
<td>Is the culture of human caring in nursing and health care that affirms the human person as the synergy of unique and complex attributes, values, and behaviors, influenced by that individual's environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs within the context of a wellness-illness continuum.</td>
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<tr>
<td><strong>Human Flourishing</strong></td>
<td>Can be loosely expressed as an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. The process of achieving human flourishing is a lifelong existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing.</td>
</tr>
</tbody>
</table>
| **Integrity** | "Respecting the dignity and moral wholeness of every person without conditions or limitation."  
"A culture of integrity is evident when organizational principles of open communication, ethical decision making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and to how we always were ourselves from the perspective of others in a larger community" (NLN, 2007). |
| **Informatics** | The specialty that integrates *nursing* science with multiple information management and analytical sciences to identify, define, manage, and communicate data, information, knowledge, and wisdom in *nursing* practice. |
| **Knowledge and Science** | Refers to the foundations that serve as a basis for nursing practice, which, in turn, deepen, extend, and help generate new knowledge and new theories that continue to build the science and further the practice. Those foundations include (a) understanding and integrating knowledge from a variety of disciplines outside nursing that provide insight into the physical, psychological, social, spiritual, and cultural functioning of human beings; (b) understanding and integrating knowledge from nursing science to design and implement plans of patient-centered care for individuals, families, and communities; (c) understanding how knowledge and science develop; (d) understanding how all members of a discipline have responsibility for contributing to the development of that disciplines' evolving science; and (e) understanding the nature of evidence-based practice. |
| **Nursing** | Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations (ANA, 2017). |
| **Person** | The one receiving the nursing care. But importantly, Person is defined according to the recipient of nursing care (*the patient or client*) and may include the patient’s family and friends and the community. The nurse needs to consider how the patient defines family when planning care. |
| **Nursing Judgement** | Encompasses three processes; namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation.  
*Critical thinking* means identifying, evaluating, and using evidence to guide decision making by means of logic and reasoning. Clinical judgment refers to a process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse's knowledge and perspective (Tanner, 2006). Integration of best evidence ensures that clinical decisions are informed to the extent possible by current research (Craig & Smith, 2007). |
<p>| <strong>Patient Centeredness</strong> | Is an orientation to care that incorporates and reflects the uniqueness of an individual patient's background, personal preferences, culture, values, traditions, and family. A patient centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their clinical care. Patient centeredness supports the respectful, efficient, safe, and well-coordinated transition of the patient through all levels of care. |
| <strong>Personal and Professional Development</strong> | Is a lifelong process of learning, refining, and integrating values and behaviors that (a) are consistent with the profession's history, goals, and codes of ethics; (b) serve to distinguish the practice of nurses from that of other health care providers; and (c) give nurses the courage needed to continually improve the care of patients, families, and communities and to ensure the profession's ongoing viability. |
| <strong>Professional Identity</strong> | Involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experience of the nurse, in his or her ways of -being, -knowing, and -doing. |</p>
<table>
<thead>
<tr>
<th>Program Outcomes</th>
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<tbody>
<tr>
<td>Are the expected culmination of all learning experiences occurring during the</td>
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<tr>
<td>program, including the mastery of essential core nursing practice competencies,</td>
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<tr>
<td>built upon the seven core values and six integrating concepts.</td>
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<tr>
<td>Quality and Safety</td>
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<tr>
<td>Is the degree to which health care services 1) are provided in a way consistent</td>
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<td>with current professional knowledge; 2) minimize the risk of harm to individuals,</td>
</tr>
<tr>
<td>populations and providers; 3) increase the likelihood of desired health outcomes;</td>
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<tr>
<td>and 4) are operationalized from an individual, unit, and systems perspective</td>
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<td></td>
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<tr>
<td>Relationship Centered Care</td>
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<tr>
<td>Positions: (a) caring; (b) therapeutic relationships with patients, families,</td>
</tr>
<tr>
<td>and communities; and (c) professional relationships with members of the health</td>
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<tr>
<td>care team as the core of nursing practice. It integrates and reflects respect</td>
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<tr>
<td>for the dignity and uniqueness of others, valuing diversity, integrity, humility,</td>
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<tr>
<td>mutual trust, self-determination, empathy, civility, the capacity for grace, and</td>
</tr>
<tr>
<td>empowerment.</td>
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<tr>
<td>Spirit of Inquiry</td>
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<tr>
<td>Is a persistent sense of curiosity that informs both learning and practice. A</td>
</tr>
<tr>
<td>nurse infused by a spirit of inquiry will raise questions, challenge traditional</td>
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<tr>
<td>and existing practices, and seek creative approaches to problems. The spirit of</td>
</tr>
<tr>
<td>inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry</td>
</tr>
<tr>
<td>in nursing engenders innovative thinking and extends possibilities for discovering</td>
</tr>
<tr>
<td>novel solutions in ambiguous, uncertain, and unpredictable situations</td>
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<tr>
<td></td>
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<tr>
<td>Teamwork</td>
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<td></td>
</tr>
<tr>
<td>Means to function effectively within nursing and inter-professional teams,</td>
</tr>
<tr>
<td>fostering open communication, mutual respect, and shared decision making to</td>
</tr>
<tr>
<td>achieve quality patient care.</td>
</tr>
</tbody>
</table>
APPENDIX B: FACULTY/STUDENT WORKSHEET: PERFORMANCE REVIEW FOR STUDENT SUCCESS COMMITTEE

PERFORMANCE REVIEW FOR STUDENT SUCCESS COMMITTEE (PRSSC)

WORKSHEET

This form to be filled out by faculty

<table>
<thead>
<tr>
<th>Student Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Nursing Faculty:</td>
<td></td>
</tr>
<tr>
<td>Scheduled Date and Time for Meeting:</td>
<td></td>
</tr>
<tr>
<td>Location of Meeting:</td>
<td></td>
</tr>
</tbody>
</table>

What concern(s) were identified by the faculty (you may attach additional sheets for support)-

Student’s general response to the faculty’s description of the concern(s)-

Areas of agreement:

Areas of dispute:
Supporting evidence for areas of dispute:

______________________, my faculty has reviewed and discussed his/her perception of the events leading to the Performance Review for Student Success Committee evaluation process. Through either email, phone and/or meeting, he/she has outlined areas of concern, has reviewed the nursing program and/or college policies, and has given me guidance in how I may best participate in this process. I understand that I may select an advisor to be present at the review process. He/she has also provided me with an explanation of my options for the appeals process as outlined in the Nursing Program Handbook.

Student Signature: ___________________________ Date: ____________________
PERFORMANCE REVIEW FOR STUDENT SUCCESS COMMITTEE (PRSSC)
WORKSHEET

This form to be filled out by the student

<table>
<thead>
<tr>
<th>Student Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Nursing Faculty:</td>
<td></td>
</tr>
<tr>
<td>Scheduled Date and Time for Meeting</td>
<td></td>
</tr>
<tr>
<td>Location of Meeting:</td>
<td></td>
</tr>
</tbody>
</table>

Refer to the next page for help to complete this form

My version of the events described by the faculty:

How my version is alike and/or different from the faculty’s version:

My definition of the problem(s) identified:

Goals I have set to bring resolution to the problem:
Help I need from the faculty to bring about the desired change:

Things I need to change in myself/my environment to bring about the selected change:

Length of time I need to meet my goals:

How I will prioritize my goals:

How I will organize my day, week, year to accomplish my goals:
### TABLE TO HELP PREPARE THE STUDENT FOR THE PERFORMANCE REVIEW
FOR STUDENT SUCCESS COMMITTEE (PRSSC)

<table>
<thead>
<tr>
<th>What is my version of the event(s) described by the faculty?</th>
<th>How is this alike or different from the faculty’s version? What evidence do I have to support areas that are in dispute?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is my definition of the problem(s) identified? (What do I look like, act like, do, feel now? What skills are absent, what skills do I need to improve upon, where do I feel most frustrated—what do I think may be a root cause of the lack of proficiency? What brings about or contributes to the problem)?</td>
<td>What would I see as a reasonable goal(s) to set for myself to bring resolution or improve my lack of proficiency for the selected problem(s)? What will I look like, act like, do, feel like when I am successful? How will I know that I have reached my goal?</td>
</tr>
<tr>
<td>What help do I need from the faculty to bring about a change in my proficiency? What is reasonable to expect? How comfortable do I feel expressing that? How can I deal with that? Who/what are the resources in my environment? How can I tap into those resources? What strengths do I have that can be used to bring about this change?</td>
<td>What things do I need to change in myself/my environment to bring about the selected change? Do I need more time—how can I get that? Do I need more study or organizational skills -- how do I get that? Do I need more time with clients—how do I get that? Do I need more monitored practice—how do I get that? Please be as specific as possible</td>
</tr>
<tr>
<td>How much time do I need to meet my goals? What is a reasonable time frame to make this behavior change?</td>
<td>How will I organize my day, week, year to accomplish the changes I need to make? What are the most important elements of my plan? What are the first things to be accomplished?</td>
</tr>
</tbody>
</table>
APPENDIX C
NON-DISCIPLINARY WORKSHEET

Worksheet for Faculty /Student to Use when Non Disciplinary Administrative Actions are Necessary

This type of action is based on practical need for the individual, class, or to maintain program integrity. It is unrelated to student performance. The following illustrations clarify this type of action.

1. One lab section is too large--one or more students will be asked to relocate to another section to equalize clinical group size and provide for more teacher-student interaction and supervision. Every effort will be made to make the moves voluntary.

2. Employment in a clinical agency as well as participating in clinical experiences there may bring about conflicts between the two roles of employee and student

Appeals Process:
If there is a dispute between the student and faculty concerning this action the student may

1. First speak to the clinical faculty to explain reasons the action in question is unreasonable and propose alternatives that might resolve the issue. If there is no resolution at this level the student may proceed to step two.

2. Appear before the nursing faculty and explain reasons the action in question is unreasonable and propose alternatives that may resolve the issue. A decision will be given within five (5) working days. If there is no resolution at this level the student may proceed to step three.

3. Speak with the appropriate Dean and explain the reasons the action in question is unreasonable and propose alternatives that may resolve the issue. The Dean may ask for more information from the student and faculty before making a decision. A
decision will be given within five (5) working days. If there is no resolution at this level the student may proceed to step four.

4. If no resolution is secured in the preceding three steps, the student may begin the written grievance process as outlined in the Section on Grievance/Complaint Policy located in the Riverland Community College Student Handbook.

Name of Student _______________________________________

Date: ___________________________
Description of the action being taken and the reasons it is needed:

I have read, discussed and understand the nature of this Non-disciplinary Administrative Action. I have had a chance to ask questions and clarify what is being asked of me.

If I do not agree with what I am being asked to do, I understand that I have several options for appeal.

I have been given a copy of the appeal process.

________________________________________
Student name

________________________________________
Signature of faculty explaining Non-disciplinary Administrative Action
Student handbook updates for 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.
- Reapplication to the program update: This passage was added - Students who are exited from this program for the reasons stated above under “Academic Exit” will not be considered for readmission to the program.
- COVID-19 Clinical Updates