The Practical Nursing (PN) Student Handbook contains important information to help nursing students succeed at Minnesota West Community & Technical College. It is a supplemental document to the information located on our Current Students page at http://www.mnwest.edu/index.php/current-students. The section on "Student Information & Policies" contains important information for all students. It is the student’s responsibility to know the content of the Practical Nursing Student Handbook and the Minnesota West Student procedures and policies. All Minnesota West policies and procedures are uniformly applied.

The policies, rules and procedures found herein are formulated on the most recent rules and regulations, laws, information and dates available. They are subject to revision by state and federal agencies, which are beyond control of the College. Changes in rules and regulations or policies made by government agencies may supersede the information in this handbook. The College attempts to reconcile any conflict with government rules and to provide policy updates.

Message to Students
Welcome to the Minnesota West Community & Technical College Practical Nursing Program. Nursing students at Minnesota West have chosen a rewarding and fulfilling degree program.

Nursing is a respected and highly demanding profession. Being a nurse and becoming a nurse require a unique commitment and special personal and professional qualities. Nursing students must therefore meet certain standards. Clinical experiences in a variety of health care settings require travel and time away from home and family. Schedules vary and the time required for study, homework and preparation for clinical experiences is demanding. Individuals choosing nursing as a career must have the necessary physical, emotional and financial resources to meet the demands of the nursing program and of the nursing profession.

To prepare for a career in nursing, students are expected to:
- demonstrate behaviors characteristic of personal and professional integrity
- attend scheduled classes and clinicals
- display a willingness to explore new and different concepts and an inquiring attitude
- accept personal accountability for student’s own learning and progression through the nursing program
- establish realistic priorities and methods for meeting program requirements
- complete assignments and course requirements on time and at a minimum academic level of “C”
- comply with policies set forth in this student handbook
- address questions and concerns with the individual instructor or advisor

Nursing students have responsibilities throughout the year to attend mandatory campus class activities. The activities may include:
- Designated class meetings (e.g. orientations)
- Major Exams
- Class presentations/evaluation (e.g. ATI Predictor Exams)
This handbook is intended to serve as a valuable resource and guide for nursing students. Students are encouraged to refer to it often.

**Program Description**
The practical nursing curriculum provides students with the skills needed to administer safe, basic nursing care within the scope of the practical nurse as defined in Minnesota statutes. The practical nurse gives bedside care to clients under the supervision of registered nurses or doctors. Employers of practical nurses include hospitals, clinics, long-term care facilities, home care agencies, facilities that care for those with developmental disabilities, ambulance services and child care centers.

The first courses of the program are an introduction to practical nursing as a part of health care. To provide groundwork for future learning and understanding, the program will assist students in developing knowledge about the healthy individual, normal growth and development, the aging client, basic human needs for daily living, and the skills needed to assist those individuals unable to meet their basic needs. In addition, students will learn medications and drug calculation.

Early in the program students will survey common problems with health and various types of therapy. In the subsequent term, the study of problems with health continues. The study of the effects of illness on the child and family and the maternity client will also be studied. Students will identify the particular needs, health deviations and problems of these clients. This learning includes classroom, online, skills laboratory, and clinical experiences.

**Mission and Philosophy**
The following is not intended to be a comprehensive statement of the philosophy of the faculty of the Minnesota West Practical Nursing Program. Rather, it sets forth those beliefs and values that have high priority for the faculty and will, therefore, have a strong influence upon the nursing program and the manner in which it is implemented.

**Mission**
The Minnesota West Practical Nursing Programs provide nursing education using a variety of delivery methods to a diverse population with the goal of preparing graduates who practice safe, entry-level practical nursing care.

**Philosophy**
The Practical Nursing Program believes that Practical Nursing (PN) is grounded in the biological, psychological, sociological, and spiritual sciences. Licensed Practical Nurses (LPNs) care for diverse individuals in a variety of inpatient and community-based settings by providing safe, culturally sensitive, individualized patient/relationship centered care and by participating as a member of the health care team.

LPNs recognize that teamwork and interprofessional collaboration among health care professionals is critical to delivering safe, quality patient care. The ability to provide safe, patient-centered care is dependent on effectively utilizing information technology and informatics in the healthcare setting. Ongoing quality improvement activities are performed in concert with other members of the health care team. Implementing established evidence–based care is essential to the delivery of quality, safe, patient-centered care.

Professional values guide interactions with individuals, families, and the health care team. LPNs demonstrate professional behaviors by exhibiting accountability for one’s actions, meeting the health care needs of patients, and assuming legal responsibility for the care provided. LPNs demonstrate professional identity by upholding a commitment to the public and by adhering to an established code of ethics.

The major roles of the LPN include provider of nursing care and member of the nursing profession. As providers of care, LPNs contribute to the promotion of wellness, use nursing judgment in the identification of current and emerging patient problems, and function as advocates for individuals and families. LPNs
help to manage patient care through the use of established protocols and evidence-based practices incorporating the nursing process and caring as essential tools. In addition, LPNs demonstrate leadership by guiding and directing other LPNs and unlicensed assistive personnel to provide safe, quality patient care within the state’s scope of practice. LPNs provide selected patient education using established protocols and reinforce education provided by other members of the health care team to achieve positive clinical outcomes.

The nursing program believes that students graduating from Minnesota West Community and Technical College’s Practical Nursing Program must be ready to practice in a complex and changing clinical environment. The program measures eight student learning outcomes with identified competencies and apprenticeships by which the student must successfully complete to demonstrate proficiency in the role as a graduate of this PN program. From gradual leveling and evaluation in the didactic, lab, and clinical courses, students grow knowledge, skills, and values/attitudes to prepare for the LPN scope of practice. The student is given the opportunity to reflect on the importance of patient/relationship centered care, teamwork and collaboration, leadership skills, quality improvement, safety, informatics/technology, professional identify/behaviors, and nursing judgment/evidence based care within individual practice as a future LPN.

Program Framework
Program Outcomes

- Student academic achievement is measured by graduation rate. Graduation rate is based on the number of admitted students who are attending after the drop/add date. The goal of the nursing program is that 65% of the students graduate within 150% of the time allotted to complete the program based on the student’s attendance plan (part time vs full time) and terms courses are offered. (Program Outcome 6.3)

- Student ability to pass the NCLEX on the first try is an indication of the success of the educational preparation the student received. The goal of the Minnesota West Practical Nursing Program is to be at 80% or above on the NCLEX exam pass rate on the first attempt. (Program Outcome 6.2)

- Graduates having a job in health care 6 to 12 months post-graduation are an indicator of the appropriateness of the number of students prepared and the job demand in the area. At 6 to 12 months post-graduation, at least 80% of graduates seeking employment as practical nurses will report placement in a nursing position in a site and time percentage they desire. (Program Outcome 6.4)

- Another indicator of educational effectiveness is employer satisfaction. At 6 to 12 months post-graduation, at least 80% of responding employers will express satisfaction with student learner outcomes of the nursing program. (Program Outcome 6.1)

- Final program outcomes measured are related to specific course and resource achievements. In the NURS 1180 and 1280 courses, it is the program’s goal to have 80% of students earning a satisfactory grade on SLO/Role Competency Criteria, 80% of students earning a satisfactory grade on the SLO reflection paper, and meet designated outcomes on a comprehensive resource exam (ATI) during the program. (Program Outcome 6.1)
### Table 2: Concepts and Student Learning Outcomes

<table>
<thead>
<tr>
<th>Concept</th>
<th>Student Learning Outcome (SLO)</th>
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<tbody>
<tr>
<td>Concept: Informatics/Technology</td>
<td>SLO Information/Technology: Utilize information technology in the health care setting.</td>
</tr>
<tr>
<td>Concept: Managing Care</td>
<td>SLO Managing Care: Utilize an established plan of care for an individual patient to organize or assign aspects of care under the direction of a RN or other HCP.</td>
</tr>
<tr>
<td>Concept: Nursing Judgment/Evidence Based Care</td>
<td>SLO Nursing Judgment/Evidence Based Care: Utilize evidence based nursing judgment when providing and prioritizing care and promoting the health of patients across the lifespan.</td>
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<tr>
<td>Concept: Patient-Relationship Centered Care</td>
<td>SLO Patient/Relationship CC: Demonstrate therapeutic communication skills to practice holistic nursing that is patient and family centered, culturally sensitive and based on the physiological, psychosocial and spiritual needs of patients across the lifespan.</td>
</tr>
<tr>
<td>Concept: Professional Identity and Behavior</td>
<td>SLO Professional Identity and Behavior: Demonstrate professional behaviors and accountability to legal and ethical nursing practice standards.</td>
</tr>
<tr>
<td>Concept: Quality Improvement</td>
<td>SLO Quality Improvement: Participate in quality improvement by recognizing opportunities for improvement and collaborating with the health care team to enhance effective and cost efficient health care services.</td>
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<tr>
<td>Concept: Safety</td>
<td>SLO Safety: Promote quality care, recognize complications and provide a safe environment for patients, self, and others.</td>
</tr>
<tr>
<td>Concept: Teamwork and Collaboration</td>
<td>SLO Teamwork and Collaboration: Serve as a member of the interprofessional team using open communication, mutual respect, and shared decision making to promote safe, quality, patient centered care.</td>
</tr>
<tr>
<td>References</td>
<td>Massachusetts (2010); Meeting Minnesota’s Workforce Needs (2012); QSEN (2007); NLN (2010); NAPNES (2007); &amp; NFLPN (2003).</td>
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## Practical Nursing Program Concepts

### Table 1: Concepts and Definitions

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Definition</th>
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| **Concept: Informatics/ Technology**  | Informatics is defined as the use of information technology as a communication and information gathering tool that minimizes errors, supports clinical decision making and scientifically based nursing practice.  
Nursing informatics facilitates the integration of data, information, and knowledge to support patients, nurses, and other providers in their decision making in all roles and settings (ANA definition, retrieved from: [http://www.ncbi.nlm.nih.gov/pmc/articles/PMC344585/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC344585/), P. 16  
Essential to this concept is the utilization of information technology by the practical nurse to support and communicate the planning and provision of patient care.  
| **Concept: Managing Care**            | Managing care is defined as the effective use of human, physical, financial, and technological resources to achieve the patient identified outcomes while supporting organizational outcomes. The LPN manages care through the processes of planning, organizing, and directing.  
| **Concept: Nursing Judgment/ Evidence Based Care** | Nursing Judgment encompasses three processes: Critical thinking, clinical judgment, and integration of best evidence into practice.  
Essential to this concept is  
(1) Critical thinking which is defined as identifying, evaluating, and using evidence to guide decision making.  
(2) Clinical judgment which refers to the process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse’s knowledge and perspective.  
(3) Integration of Best Evidence which is defined as using current information from research and other credible sources upon which clinical judgment and patient care are based (NLN, 2010).  
| **Concept: Patient Relationship Centered Care** | The provision of care that is age and developmentally appropriate and based on a patient's physiological, psychological, sociological, spiritual and cultural needs, preferences, and values.  
Essential to this concept is effective communication by which the practical nurse displays caring, compassion, and cultural awareness which establishes a trusting relationship, fosters mutual respect and shared decision making and is directed towards promoting positive outcomes and patient/family satisfaction.  
Table 1: Concepts and Definitions

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<tr>
<td><strong>Concept: Professional Identity and Behavior</strong></td>
<td>Professional Identity and Behavior is defined as the responsible behavior of the nurse that demonstrates accountability for nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. The nurse embraces and internalizes these fundamental values to form a professional identity that is evident in the lived experience of the nurse, in his or her ways of “being” “knowing” and “doing” (NLN, 2010). Essential to this concept includes adherence by the practical nurse to standards of care, accountability for one’s own actions and behaviors, the use of legal and ethical principles in nursing practice and the participation of lifelong learning. Massachusetts, 2010; Minnesota Workforce Needs, 2012; NAPNES, 2007; NFLPN Standards, 2003; NLN, 2010; &amp; QSEN, 2007.</td>
</tr>
<tr>
<td><strong>Concept: Quality Improvement</strong></td>
<td>Quality Improvement is defined as the ability to raise questions, challenge traditional and existing practices, and seek creative approaches to problems by using data to improve the quality and safety of health care systems and needs of patients. Essential to this concept is the &quot;management of care by the practical nurse which includes the effective use of human, physical, financial, and technological resources&quot; (NAPNES, 2007, Section F) to support quality improvement of the environment of the health care system in which the nurse works. Massachusetts, 2010; Minnesota Workforce Needs, 2012; NFLPN Standards, 2003; NLN, 2010; &amp; QSEN, 2007.</td>
</tr>
<tr>
<td><strong>Concept: Safety</strong></td>
<td>Safety is defined as the identification and minimization of risk potentials that could cause injury or harm while promoting quality care and maintaining a secure environment. Essential to this concept, the practical nurse recognizes when a patient is experiencing potential/actual complications, and determines the appropriate actions and the need to communicate and consult with other team members (MASS, 2010; NLN, 2010; &amp; QSEN, 2007). Massachusetts, 2010; Minnesota Workforce Needs, 2012; NLN, 2010; &amp; QSEN, 2007.</td>
</tr>
<tr>
<td><strong>Concept: Teamwork &amp; Collaboration</strong></td>
<td>Teamwork and Collaboration are defined as the ability to &quot;function effectively within nursing, interprofessional teams, including patients/families by fostering open communication, mutual respect, shared decision making&quot; (NLN, 2010, p. 69), team learning and development to achieve safe, quality, patient centered care. Essential to this concept are conflict management skills and interpersonal communication skills with other interprofessional team members (MN Workforce needs, 2012). Massachusetts, 2010; Minnesota Workforce Needs, 2012; NAPNES, 2007; NFLPN Standards, 2003; NLN, 2010; &amp; QSEN, 2007.</td>
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ORGANIZATIONAL CHART
MINNESOTA WEST COMMUNITY & TECHNICAL COLLEGE
NURSING PROGRAMS

STUDENTS!

President of College          Provost          VP of Administration
Dr. Terry Gaalswyk              Dr. Jeff Williamson  Jodi Landgaard, MS

Dean of Nursing      Dr. Dawn Gordon

Clinical Coordinator  Tracy Hansen, MSN

Nursing Faculty
Stacy Christensen, MSN
Erika Freking, MSN, CNP
Tracy Hansen, MSN
Kim Lehrke, MSN
McCall Lutmer, BSN
Marissa Marten, MSN

Adjunct/Part Time Nursing Faculty
Heather Croatt, BSN
Holly Mellendorf, BSN
Bess Johnson, BSN
Leslie Johnson, BSN
London Landry, BSN
Glenn Scotting, BSN
Lisa Sneller, BSN
Laura Stoks, BSN
Ami Swanson, BSN

Nursing Tutors         Nursing Department Support Staff
Terry Peterson, RN - Pipestone Campus  Jodi Christensen

Nursing Advisors
Beth Bents - Worthington Campus
Laurel Christensen - Granite Falls Campus
Lynn Vander Plaats - Pipestone Campus

Additional Resources found at: http://www.mnwest.edu/index.php/directory
Practical Nursing Program, Diploma

Location:
Pipestone, Granite Falls, Worthington – on campus
Granite Falls, Worthington – ITV
Online lecture courses

Practical Nursing is designed to create upward mobility nursing education opportunities. After successful completion of the Practical Nursing Program, students may choose to receive the Practical Nursing Diploma and be eligible to take the NCLEX-PN examination. Students may exit at this point or continue in the program to receive the Associate Degree in Nursing after successful completion of the NCLEX-PN Licensing Exam (State Board Exam) and meeting the AS Nursing application requirements/standards.

PREREQUISITES: These must be taken prior to starting the nursing program: Nursing Assistant (NA) course (from a state approved NA course and location), BIOL 1115 Human Biology or equivalent biology course is required before taking Anatomy, EMS 1112, AHA CPR for Healthcare Provider, AED First Aid Certification, or equivalent certification course. Certification must be the American Heart Association-Basic Life Support or American Red Cross-CPR for Professional Rescuer. Students must remain certified through the completion of the program.

The following course sequence is required for completion of this program. Only students who have been accepted into the Practical Nursing Program are allowed to take the nursing courses. The non-nursing courses listed may be taken either before or during the program, with the exception of the prerequisite courses which must be taken before the beginning of the program.

**Prerequisites**
BIOL 1115 Human Biology - 3 credits

**Fall Semester**
BIOL 2201 Anatomy - 4 credits
PSYC 1150 Developmental Psychology - 3 credits
NURS 1100 Principles & Practices of Nursing - 4 credits
NURS 1120 Nursing of the Adult I - 3 credits
NURS 1130 Pharmacology I - 2 credits
NURS 1140 Nursing Skills Lab - 2 credits
NURS 1180 * Clinical Applications I - 2 credits

**Spring Semester**
NURS 1220 Nursing of the Adult II - 5 credits
NURS 1230 Pharmacology II - 1 credit
NURS 1250 Family Nursing - 2 credits
NURS 1280 * Clinical Applications II - 6 credits

**May Term**
NURS 1295 PN Integration – 2 credits

* Clinical situations are a part of the program and are done locally in area healthcare facilities. On-campus and distance learning students need to be prepared to travel to nursing labs and clinical sites as part of the program.
PRACTICAL NURSING PROGRAM INFORMATION

Accreditation
The Higher Learning Commission of the North Central Association of Colleges and Secondary Schools accredits Minnesota West Community & Technical College. The Higher Learning Commission can be contacted at the following address:

Higher Learning Commission
230 South LaSalle Street
Suite 7-500
Chicago, Illinois 60604-1411
Phone: Toll Free - 800.621.7440 or 312.263.0456
Fax: 312.263.7462
info@hlcommission.org

Approval Status of Nursing Program
Minnesota West Nursing Programs approval was renewed by the Minnesota Board of Nursing on April 3, 2014. The Minnesota Board of Nursing can be contacted at the following address:

Minnesota Board of Nursing
2829 University Avenue SE
Suite 200
Minneapolis, MN 55414
Phone: 612.317.3000
http://mn.gov/health-licensing-boards/nursing/

Note: The Minnesota Board of Nursing, which is responsible for licensing nursing personnel in Minnesota, has varied restrictions that may affect persons with a history of a felony conviction. Minnesota West Practical Nursing Program assumes no responsibility for the denial of licensure by the State Board of Nursing. Prospective students are responsible for contacting the Board concerning any questions regarding their eligibility for licensure.

American Disabilities Act & Reasonable Accommodations
There are conditions for which accommodations may be appropriate under the American Disabilities Act (ADA). Minnesota West Practical Nursing Program will make all reasonable accommodations required by law for otherwise qualified individuals. To receive accommodations, the student must contact the ADA advisor on a campus for assistance to establish a plan of appropriate accommodations in courses. The ADA advisor will communicate the plan with the student and faculty.

Non-Discrimination and Affirmative Action
It is the policy of Minnesota West Community & Technical College to undertake and maintain a program of affirmative and positive action and of nondiscrimination as determined by Minnesota State policy 1B.1 in educational opportunities and employment. No person shall be discriminated against in the terms and conditions of employment, personnel practices or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law.

Harassment of an individual or group on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission has no place in a learning or work environment and is prohibited. Sexual violence has no place in a learning or work environment. Further, Minnesota West shall work to eliminate violence in all its forms. Physical contact by designated College staff members may be appropriate if necessary to avoid physical harm to persons or property.
Student Senate – Student Government
Nursing students have the opportunity and are encouraged to become involved in the Minnesota West campuses Student Senate.

If students are interested, contact the student services advisors:
Kile Behrends (kile.behrends@mnwest.edu) at the Worthington Campus,
Brad Christensen (brad.christensen@mnwest.edu) at the Granite Falls campus,
and Jackie Lage (Jackie.Lage@mnwest.edu) at the Pipestone campus.
More information related to the student senate organization is found at http://www.mnwest.edu/index.php/student-services/student-senate.

Student Governance/Student Representatives
Nursing faculty value student input and professional communication of program concerns and questions. Students are encouraged to participate in student leadership and governance opportunities, both in nursing education programs and at the college campuses/centers.

A minimum of two, with maximum of six, student representatives will be chosen by their nursing student peers. Both classroom and online cohorts will be represented. Nursing student representatives are invited to the first ten minutes of monthly faculty meetings, either in person or via Adobe Connect. When a group of nursing students share similar concerns regarding the nursing program, they are encouraged to bring professional, constructive suggestions to the chosen student representatives, who will then communicate concerns/suggestions to faculty at faculty meetings. It is not the responsibility of the student representatives to solve student problems. Nursing faculty will respectfully consider student concerns/suggestions and will collectively make a decision on student requests.

The Dean of Nursing will communicate faculty decisions to students by emailing all students or D2L communication. Student representatives will also be invited to the Minnesota West Community and Technical College Nursing Advisory Board Meetings which are held twice a year in October and April.

Concerns that impact individual students should be communicated to the faculty member most directly involved with the issue of concern. If satisfactory resolution is not attained, the student is encouraged to contact the Dean of Nursing

Criminal Background Checks
Clinical experiences are an integral part of the nursing education program. To provide clinical experiences, Minnesota West contracts with a variety of health care facilities throughout southwest/central Minnesota and southeastern South Dakota. State law requires that any person who provides service that involves direct contact with clients or residents of health care facilities must have a background study conducted by the State.

Minnesota West **REQUIRES** all nursing students to complete two *background study forms* so that background studies can be initiated prior to clinical experiences:

1. Criminal background check through the CastleBranch database. Students are responsible for payment.
2. Minnesota Department of Human Services Background check- included in nursing clinical course tuition. If additional fingerprints or photo are needed it is at the expense of the student.

If clinical facilities require a specific background check, students are responsible to meet this requirement in order to participate in clinical experiences at the facility. Results of background checks are available to health care facilities where clinical experiences are planned.

Please be aware that if a student has been arrested, charged or convicted of any criminal offense, the student should investigate the impact that the arrest, charge or conviction may have on a student's ability to participate in a clinical experience. In addition, chances of becoming licensed, finding employment in nursing or the ability to obtain federal, state, or other higher education financial aid, may be affected.
Any individual who is disqualified from having direct client contact as a result of a background study issue and whose disqualification is not set aside by the Commissioner of Health will not be permitted to participate in a clinical placement in a health care facility. The nursing program is not obligated to find alternative clinical placements for students that have background check issues. Failure to participate in a clinical placement required by the academic program will result in ineligibility to qualify for a degree in this program.

**Data Practices Advisory and Informed Consent**
Some health care facilities impose certain requirements regarding the health of persons working in their facilities and may require that health information about students participating in clinical experiences be made available to them. Minnesota West nursing programs ask students participating in clinical experiences to provide health information that will be used to determine whether they meet a clinical facility's health requirements for care providers.

Health information collected is private data. The information provided will be disclosed, as needed, to Minnesota West Dean of Nursing and should any clinical site request the data, to any clinical site where students are placed. Students are not legally required to provide this information to the College. However, refusal to provide the information requested could mean that a clinical site might refuse to accept the student for clinical experiences. The nursing program does not guarantee alternative clinical placement. If no alternative facility is available, the student will be ineligible to progress in the nursing program.

**CastleBranch Student Background Check, Health and Clinical Records Database**
Nursing students are required to register and upload clinical health documents/records to CastleBranch database. CastleBranch is a secure database for permanent health record storage for students. Students pay an initial registration fee and upload private, health sensitive documents to their individual account. Access to student records in CastleBranch is provided only to the Minnesota West Dean of Nursing and Nursing Administrative Assistant. If requested, clinical facilities will be provided with a spreadsheet of student immunizations and health information.

**Responsibility for CastleBranch and Health Care Costs**
The student is responsible for registering and paying the CastleBranch database fee. Any health care costs incurred during the period of time a student is in the nursing program are the responsibility of the student. Students are required to have health insurance.

**ProctorU**
The nursing program seeks to deliver the program in formats that accommodate student learning styles while maintaining academic integrity for the student and the program. ProctorU is a test proctoring service used in online nursing courses to ensure online test integrity and allows student testing flexibility. The cost of the test proctoring service is the responsibility of the student.

**Part-time Student Learning**
Part-time learning may be best for students balancing many life commitments. Students choosing to attend the program on a part-time basis will need to develop a plan via the student petition form with the Dean of Nursing. Considerations related to financial aid, annual trainings, background check expenses, etc should be considered by the student prior to completing a petition for this request.

**Workers’ Compensation**
It is the position of the health care facilities used for clinical experiences and Minnesota West that nursing students are not employees of either the clinical facilities to which assigned or of Minnesota West for purposes of Workers’ Compensation insurance.

**Financial Aid and Attendance Policies**
Minnesota West Community & Technical College adheres to requirements of Federal Financial Aid in issues of satisfactory progress toward graduation, which does include monitoring of attendance. For
more detail, please refer to the Minnesota West Financial Aid weblink: http://www.mnwest.edu/financial-aid/

Student Employment
The decision whether or not to work while a student is a personal one for students and their families. However, work must not interfere with clinical or classroom performance or attendance. The program recommends that students work as little as possible. Homework for the nursing courses alone can exceed 30-40 hours per week - the equivalent of a full time job! Students who do work should not represent themselves as student nurses by performing specific functions learned as a student, unless the functions are part of her/his job description.

Transfer of Credit
Credits obtained from course work obtained at other accredited Colleges may be transferable to Minnesota West for credit. Courses which are equivalent to the course content required by the nursing program at Minnesota West, and in which a C or above has been achieved, will be accepted to apply to the degree requirements for the diploma degree in practical nursing. General education program courses with a 5-year requirement are the biology courses (prefix BIOL) and PSYC 1150 (Developmental Psychology). Nursing course credits earned at other accredited institutions within twenty-four months of the anticipated date of admission to Minnesota West may be transferable. (See reapplication section of handbook if reapplying to the nursing program at Minnesota West). Nursing courses will be evaluated by the Dean of Nursing and nursing faculty to determine transferability. A student wishing to take a clinical course must have successfully completed a clinical course with the previous institution or take the Minnesota West lab course as well.

CLEP examinations (College Level Examination Program) are available for highly qualified students to obtain credit in courses without completing the class. The nursing program may accept up to 10 credits by CLEP exam for humanities courses (e.g., foreign language), ENGL 1101, PSYC 1101, and SOC 1101. Standardized scores are used to determine successful attainment of the credits. Students should contact Student Services for the appropriate forms and more information.

Please note: all testing and transferring of credits must be completed at least four weeks prior to the start of the particular course(s). Applicants requesting advanced placement in nursing courses through CBE (Competency Based Education) must be accepted into the Practical Nursing Program before any testing will take place. (This does not apply to the NA course, for which testing SHOULD be completed prior to starting the nursing program). Applicants seeking advanced placement and/or transfer credit must meet the same pre-entrance requirements as other students being admitted to the program. (See Admission Policies of the program). Entering students who have been exempted from courses are subject to the same progress and graduation standards as the generic student. Individual arrangements will be made to assure the faculty and student that the necessary competencies have all been met. It is a Minnesota West policy that students must take a minimum of 20 credits at Minnesota West to graduate from the College.

Licensure
Students must meet the legal requirements of the State Board of Nursing. After meeting graduation requirements students are eligible to take the NCLEX-PN (National Council Licensure Exam). Students must successfully pass the licensure exam and meet the requirements of the State Board of Nursing to become a practical nurse.
PROGRAM REQUIREMENT
Requirements for the Nursing Practical Nursing Program

1. Minnesota health care agencies used for clinical experiences are required to obtain background checks on personnel providing direct patient care, including student nurses. Students must submit a student background check form at orientation.

2. Completion of all prerequisite coursework (BIOL courses and PSYC 1150 have a 5-year age requirement) including the Nursing Assistant (NA) course. The NA course must be taken at an approved state governed location meeting the 75-hour requirement.

3. Current health insurance (required)

4. Students are required to meet certain requirements before beginning the clinical experience. These include completion and submission of:
   a. Minnesota West Nursing Health History Form. This form includes required immunizations/tests for Tuberculin (Mantoux) test, MMR (Measles, Mumps, Rubella) Tdap (Tetanus, Diphtheria, Acellular Pertussis), Hepatitis B series, Influenza, and Chicken Pox.
   b. Current CPR certification from the American Heart Association (AHA) Basic Life Support (BLS) or American Red Cross (ARC) CPR for the Professional Rescuer. CPR certification must include “hands-on” skills test out. The AHA does offer a portion of the CPR course to be taken online at AHA.org. Be sure the online course meets the correct certification level, healthcare provider level, and includes a “hands-on” skills test out.

5. Students are responsible for transportation and other costs (i.e. CRP, immunizations, etc) for the nursing clinical experiences.

6. Students may need to complete a Urine Drug Screen per clinical facility policy if required for learning experiences.

7. Students are required to take ongoing integrated examinations and a standardized achievement examination near the completion of the program to assist in preparation for the licensure examination after graduation. The cost of this preparation tool and examinations by ATI is included with the program tuition and required program textbooks purchased at the Minnesota West bookstore.

8. Students must earn a grade of C in all courses (NURS and other program courses) to continue progression in the nursing program. A GPA of 2.0 is required for admittance and retention of a nursing program major. Nursing students follow the same GPA and satisfactory progress standards as all students at the College, and are subject to suspension and probation.

Note: Records with any personal medical information are considered confidential documents. These records are only kept within the program as long as a student remains in the program. Upon graduation or program exit, documents are destroyed.

Note: The curriculum in the nursing program may expose students to hazardous materials, radiation, and/or infectious diseases. Students will be provided with information via education to protect themselves and their patients from harm. Students are expected to utilize appropriate safety precautions in the classroom, lab, and clinical. For more information, refer to the Blood Borne Pathogens policy found at http://www.mnwest.edu/images/student-information-policies/bloodborne_pathogen_policy.pdf. The policy can also be reached from the Minnesota West homepage (go to Current Students, Student Information and Policies, and finally Bloodborne Pathogens Policy (Allied Health Students).
GRADING, PROMOTION, AND PROGRESSION POLICIES

Grading Scale for Nursing Courses

93 - 100% = A
86 - 92% = B
80 - 85% = C (80% is passing benchmark)
75 - 79% = D
74% & below = F

Grading – Theory & Lab Courses

1. Grades in theory and lab classes are achieved through a variety of assignments, classroom activities, and pencil-paper examinations. Examinations will encompass both multiple choice and alternative format questions (short answer, essay, multiple select, ordering, etc.). The established grading scale, as noted above, is used. The breakdown of theory components (i.e., number of quizzes and exams) is explained in each course.

2. Students must demonstrate an average of 80% on proctored exams (course exams, midterms, and finals) at the completion of each nursing theory course to pass in the Practical Nursing courses. Other assigned points (i.e. assignments, quizzes) will be added in course grade calculation after the 80% average is achieved on proctored exams.

Late assignments for theory courses: Submit assignments (review questions and papers) on time; assignments turned in after the due date will receive a 20% deduction off the original score achieved. All assignments will be posted with ample time to complete, usually 1-2 weeks in advance. Illness and computer problems will not be given any additional time. Students are encouraged to complete and submit assignments well ahead of the due date and time to avoid the 20% penalty.

Grading – Clinical Courses

1. The clinical grade is a combination of actual performance in the clinical or simulated laboratory, and written assignments associated with the clinical experience:

A. Clinical Performance
   Students are evaluated in a formative (day to day) manner and summative (at the completion of the clinical class) manner:
   • Criteria established by faculty for a clinical course (written in course syllabi) and the Minnesota West Standards for Professional Performance are used for on-going formative (day-to-day) evaluation.
   • Unsafe clinical performance (during each semester) may result in ineligibility to progress in the program.
   • Final evaluation of clinical performance occurs at the end of each semester using the formative evaluation tool and summarizing the results. Students must meet or exceed the minimum performance standards established in the evaluation tool to achieve a passing grade in the practicum component of the course and a minimum cumulative grade of 80% on case studies to pass the course.

B. Assignments
   • Points are awarded for assignments. To pass the course, students must achieve the 20% for the Practical Nursing Program of the total points possible on assignments.

Incomplete Grades

According to College policy, incomplete work must be completed within one year or the "I" will be recorded as an "F".

Withdrawal from the nursing program

If students find it necessary to leave the program prior to 80% completion of a course (last day to withdraw) during a semester, students must arrange for official withdrawal in the office of the Registrar or
an “F” will be recorded for each course in which students are enrolled. If students withdraw from the nursing program, students should schedule an interview with the Dean of Nursing.

Students must follow the petition/late application process for readmission to the nursing program. Withdrawal from either a nursing course or a general education course may prevent a student from continuing in the nursing program.

**Failure to Progress in the Practical Nursing Program**

Students should understand that faculty members are true advocates for students, but are ultimately accountable to the public for promoting and graduating safe, competent practitioners. The faculty has established promotion criteria that students must meet to progress and graduate. If it is evident during a semester that a student does not meeting those classroom and/or clinical standards expected of nursing students at a particular point of the program, the student will meet with the faculty member. Occasionally it does not become evident until late in the term that a student is failing to keep up to expected standards. While this is painful for students and faculty alike, protection of the public is an essential responsibility of the nursing faculty and is not taken lightly by the faculty.

**Continuation in the Nursing Program**

One failure or one withdrawal in a nursing course requires a petition for continuation in the nursing programs. Student must have a 2.0 GPA to be reviewed for continuation. Continuation to the program requires a two-step process:

1) Student petition to be considered for continuation in the nursing program.
2) Nursing faculty meets to determine acceptance or denial of the petition.

Continuation in the nursing program is a privilege, not a right, and occurs on a space available basis only. The nursing faculty will act upon petitions for continuation - the petition may be approved or denied by the faculty and the Dean of Nursing. Grounds for denial of a petition for continuation include but are not limited to problems with safe practice, transfer of nursing theory and knowledge to practice, qualities required for the practice of professional nursing such as responsibility and accountability for own actions, ability to evaluate own strengths and limitations, ability to accept constructive criticism, and integrity.

Grounds for denial of continuation petition follow*:

1. **Integrity** - The student has demonstrated a pattern of dishonesty in either theory or clinical experiences in the past. Demonstrates behaviors implying the absence of professional values.
2. **Transfer of knowledge** - The student's past clinical performance demonstrated a lack of core knowledge which resulted in safety concerns.
3. **Critical thinking** - The student's past clinical performance has demonstrated a pattern of inability to respond to situations requiring problem solving, analysis, and application of knowledge at the skill level expected and demonstrated by other students.

(Examples are not all inclusive.)

- Students petitioning to seek continuation need to do so at least one semester prior to the course for which continuation is being sought so that any continuation criteria can be met on a timely basis.
- Students must petition to seek continuation into the program within one semester of leaving the program (the time between leaving the program and continuation cannot exceed one year.)
- After two failures or withdrawals a student will need to apply for readmission to the nursing program. Students exceeding two failures/withdrawals due to extenuating circumstances can complete a petition form requesting continuation and will be reviewed on an individual basis by the faculty and director.

**Readmission to the Nursing Program**

Student must reapply to continue in the program after two failures or withdrawals. Students need to complete the reapplication process (application, PSB test, etc) by the annual February 15th deadline.
Readmission is not guaranteed. Students may be readmitted only one time. Preferences for readmission will be given to students who have not previously failed the course for which they are seeking readmission. Students must have a 2.0 GPA to be readmitted to the program.

By readmission to the nursing program, the student will follow the current catalog program requirements, not a previous program format or graduation requirement.

Nursing course credits earned within twenty-four months of the anticipated date of readmission to the program are accepted. Program curricular changes may have occurred requiring the student to take additional coursework to ensure all nursing content is provided in the program.

**Late Admission Process**

Students that earn two failures or withdrawals or a second failure or withdrawal in the Spring term are eligible to submit a late application. It is the goal of the nursing program that a student continue when knowledge is fresh and also prevents the delay of program completion. Readmission criteria follows the process outlined in the previous heading above.

**Program Progression**

Complete all required courses with at least a "C" → Graduates on time

Does not achieve a "C" or withdraws from one nursing course → Student must petition to seek continuation in nursing program. This must occur within one semester of the failure or withdrawal.

A total of two failed nursing courses or withdrawals from a nursing course → Student must reapply to continue in the program. Readmission is not guaranteed. Students may be readmitted only one time.

**Promotion through the PN Program to Graduation**

1. After acceptance to the Practical Nursing program, students must earn a grade of C or higher in any course in order to continue full-time in the program. If a grade of a C is not earned in any course, the student may not continue full time and may be ineligible to progress in the nursing program. If a grade of D, F, or W is earned in a NURS course, the student must petition to continue on a space available basis. If space is available for the student to repeat the course, the student continues on a part time basis. In order to repeat a course, a petition must be submitted to the Dean of Nursing. Petitions to continue must be received one full semester prior to the offering of the course. Upon approval of a petition, nursing
students may repeat the course only once. Students may take NURS courses up to two times. If the student is not successful, the student may reapply to the program (students can be accepted into the nursing program twice – see Progression/Readmission sections in this handbook).

2. In special instances, a student may receive an “incomplete” (I) grade in a nursing course and be allowed to continue to the next semester. This will be considered on an individual basis when special circumstances exist and it is determined that the student can satisfactorily complete the course requirement. The decision to allow the student to progress with an “I” will be made by the nursing faculty and the Dean of Nursing.

3. Confidentiality – Clients and their families are not to be discussed outside of the classroom. Conversations related to a patient or the health care facility is only permitted in the clinical conference area or a secure classroom. Patients or any clinical occurrences are not to be discussed in public places including, but not limited to, the cafeteria and student lounge. Removing care records or photocopying of clinical documents is not permitted. Sharing any patient or clinical site information via social media including, but not limited to, Facebook, Twitter, etc., is strictly prohibited. Personnel or policies of the cooperating clinical agencies are not to be discussed outside of the clinical conference area or a secure classroom. Violation of confidentiality may be cause for ineligibility to progress in the program.

Graduation
To graduate and to be eligible to apply for licensure as a practical nurse, the student must successfully complete the Practical Nursing Program. All candidates for the diploma in Practical Nursing must fulfill the following requirements:

1. Completion of a minimum of 29 semester credit hours in nursing, along with 10 general education prerequisite credits, and the nursing assistant requirement. A GPA of at least 2.0 (C) in each nursing and general education course.

2. Participate in program assessments: Program assessments will be provided from ATI and are given throughout the program. Emphasis is on review and exams at the completion of the nursing program to prepare for the licensure exam (NCLEX-PN). These standardized, integrative, computer adapted testing assessments will be given to measure specific knowledge points and end-of-program comprehensive knowledge and skill. Cost for the ATI integrative learning exams is part of the tuition and bookstore purchases for the program.

3. As a nursing student working towards the nursing diploma, he/she must take a minimum of 20 credits from Minnesota West. A diploma is granted upon satisfactory completion of the education program.

4. Students must submit an Application for Graduation during the term prior to graduation. The nursing program is divided into two semesters and a May Term. Graduation dates are reflected after May Term completion.

Nursing Student Graduates
A nursing student graduate with a completed degree seeking additional knowledge development for his/her career or for NCLEX preparation, may be granted permission into a course pending space in the course section. Current students have first priority.
ACADEMIC POLICIES & DUE PROCESS

Attendance
Regular attendance in the classroom is essential in meeting the objectives of the nursing program. The responsible nursing faculty member is to be notified by the student in case of classroom absence.

Punctuality for all class, lab and clinical experience is expected of all students. If students arrive late for class, students must enter unobtrusively. If a test is in session, students may not enter at all.

Theory/Lab: When a classroom absence occurs, students are held responsible for the content addressed. It is the student’s responsibility to complete any and all assignments.

Clinical: Students are allowed a maximum of two clinical absences (16 hour) for full time students and one 8-hour absence for part time students for an academic year. Absences are designed for illness, jury duty, funeral leave of immediate family, and other emergent situations as approved by faculty and the Dean of Nursing. Weather cancellations may involve clinical makeup.

If a clinical absence is necessary, the clinical instructor must be notified at least one half hour in advance of the scheduled experience. Failure to notify the clinical/lab instructor will result in a clinical failure and absence for the day.

Absence: An absence is defined as missing any portion of the patient care time, including report. Pre- and post-conference is part of the clinical day. If 0-4 hours are missed, a half day absence is incurred (in a typical 8-hour clinical day). Four or more hours is a full day absence (for a typical 8-hour clinical day). Be aware that the program occasionally offers 12 hours shifts; One 12 hours shift absence can be very impactful to clinical absence hour totals. For part time students that only need one semester of clinical during an academic year, one 8 hour shift of absence time is allowed. Two absences results in a meeting with the clinical instructor, Clinical Coordinator, and Dean of Nursing. Additional hours of clinical time will be added into another course, requiring a student to incur additional credits of coursework to complete the program. Incomplete grades in clinical courses will be given when 2 or more absences occur.

Tardy: A tardy is defined as any portion of missed time during pre-conference. Two tardies equal one 4 hours of absence. A third tardy equal 8 hours (added 4 hours) of absence and results in meeting with the Clinical Coordinator, Dean of Nursing, and the clinical instructor.

Make up work will be required for missed clinical experiences after 8 hours of absences occurs. There is not make-up work to replace clinical absences. If a student exceeds the 16 hours of absence time, the student will need to pay for additional credits for training time in the NURS 2295 preceptorship course in the May term.

Program and clinical orientation days in the fall and spring are mandatory. Failure to attend a mandatory orientation for required annual background checks or annual training will count as a clinical absence, unless arrangements are made with the clinical coordinator prior to the scheduled orientation day. Any missed orientation day must be made up prior to beginning the clinical experience.

Examination Policy
Students are expected to take examinations/tests/quizzes when scheduled. If a student is late to class when an exam is scheduled, the student is not allowed into the classroom. If a student misses an examination, the student must notify the instructor that day. It is the student’s responsibility to arrange a make up. If the student did not take a test at the scheduled time (including early testing), 20% will be deducted from the score. Early examinations are not given unless for significant reasons (medical, jury duty, funeral/death of family member, etc). Students are not expected to take an examination when ill. If a student is not physically or emotionally well at the time of a scheduled exam, it is the responsibility to communicate this clearly with the instructor before the scheduled exam begins. Students are required to make up the test within seven (7) calendar days. An exam not taken within one calendar week of the scheduled date may not be taken and zero points will be earned.
There are no retakes for any quiz, test, mid-term, or final exams.

Electronic tests or quizzes of any type may not be printed. Students found to be printing these tests or quizzes are subject to the Code of Conduct of the College.

Examinations are not returned to students for their keeping. It is the student’s responsibility to arrange to meet with the nursing faculty to discuss weak areas on the exam and to clarify theoretical content contained on the exam.

**Late Assignment Policy**

All assignments are to be completed by the due date to full receive credit. If a class assignment is submitted after the due date, it will be accepted if turned in within one week of the due date but will receive a 20% deduction of the earned score. If the assignment is not completed within one week, it will be given a zero.

*Examination/Late Assignment Policy Note:* Policies related to late assignments and examinations were written to protect the student who is consistently on time with assignments and for examinations. Exceptions to the policies regarding late written assignments and missed examinations may be granted at the discretion of faculty. However, to be fair to all students, policies will be adhered to unless compelling justification for an exception is presented to the faculty.

**Academic Misconduct**

Academic misconduct is defined in the Minnesota West Student Handbook as cheating and plagiarism.

Cheating: Cheating is dishonesty of any kind with respect to examinations, course assignments, alterations of records, or illegal possession of examinations. Students who help other students cheat are also guilty of cheating.

Plagiarism: Failure to give adequate credit to the proper source is plagiarism. All ideas, statements or materials taken from any source for written or oral presentations must be acknowledged and documented. Using one’s own work from a previous term(s) without appropriately citing the work is self-plagiarism and will be treated as academic misconduct.

Cheating and plagiarism will not be tolerated in the nursing program. At the discretion of the instructor and the Dean of Nursing, a student who is found guilty of academic misconduct may be:

1. Given a zero for the assignment or examination
2. Ineligible to progress in the program

Students must be aware that an individual's academic conduct may be seen as a reflection of ethical standards. Ethical behaviors expected of nursing students while in the nursing program are also expectations of graduates and practicing nurses.

**Petition Process**

The Minnesota West Petition Form, available at [www.mnwest.edu](http://www.mnwest.edu) under “Student Forms”, is used when a student wishes to 1) substitute one course for another, 2) waive a requirement, 3) enroll in a course without the designated prerequisite, 4) failure in any required general education or nursing course, 5) request a different learning format (online vs on campus course learning), or 6) request part time nursing student status. The petition form may also be used to have further review of a nursing program decision prior to submitting a formal grievance or course grade appeal. The Minnesota West Petition Form is the appropriate step when a student wishes to seek an exception to a policy.

It is the intent of the Minnesota West Practical Nursing Program and individual faculty members to make fair and reasonable decisions concerning individual students’ academic performance and progress. A Petition Form submission is designed to give a student a means to address issues and/or decisions related to her or his status or progression in the nursing program. If a student disagrees with a decision made by nursing program staff, the student is entitled to petition or seek an exception to the specific
policy that lead to the decision. An example of a possible petition would be that of a student who seeks to continue in the nursing program despite not satisfying a particular course requirement.

**Student Complaints/Grievances**
A student has the right to seek a remedy for a dispute or disagreement through a designated complaint or grievance procedure. Students are encouraged to use available informal means to have decisions reconsidered before filing a complaint or grievance. No retaliation of any kind shall be taken against a student for participation in a complaint or grievance. For detail addressing complaints or grievances, please refer to [http://www.mnwest.edu/index.php/student-services/complaint-grievance](http://www.mnwest.edu/index.php/student-services/complaint-grievance)

**Grades Appeals Process**
Students have the right to appeal for a grade review in instances where they believe that a final course grade was assigned unfairly or in a manner inconsistent with the stated course grading policy. For more detail, refer to [http://www.mnwest.edu/images/student-forms/grade_appeal.pdf](http://www.mnwest.edu/images/student-forms/grade_appeal.pdf)
STANDARDS OF PROFESSIONAL PERFORMANCE

Ethics
Nursing is a human service profession, and as a human service professional, the nurse has ethical and moral responsibilities. Ethical behavior is expected of nursing students and the Code for Nurses with Interpretive Statements (American Nurses Association, 2001) has been included in this handbook to guide nursing actions and to provide standards of ethical behavior.

CODE OF ETHICS FOR PRACTICAL NURSES*
The Licensed Practical/Vocational Nurse Shall:
1. Consider as a basic obligation the conservation of life and the prevention of disease.
2. Promote and protect the physical, mental, emotional, and spiritual health of the patient and his family.
3. Fulfill all duties faithfully and efficiently.
4. Function within established legal guidelines.
5. Accept personal responsibility (for his/her acts) and seek to merit the respect and confidence of all members of the health team.
6. Hold in confidence all matters coming to his/her knowledge, in the practice of his profession, and in no way at any time violate this confidence.
7. Give conscientious service and charge just remuneration.
8. Learn and respect the religious and cultural beliefs of his/her patient and of all people.
9. Meet his/her obligation to the patient by keeping abreast of current trends in health care through reading and continuing education.
10. As a citizen of the United States of America, uphold the laws of the land and sees to promote legislation that shall meet the health needs of its people.


The American Nurses' Association Code for Nurses
Provision 1: The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
Provision 2: The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.
Provision 3: The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
Provision 4: The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.
Provision 5: The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
Provision 6: The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
Provision 7: The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
Provision 8: The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
Provision 9: The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Electronics
Attentiveness during classroom, laboratory, and clinical experiences is an expected component of professional behavior. Text messaging and similar activities during classroom, lab, clinical or post clinical experiences will not be tolerated. If such activity occurs, the student will be asked to leave and counted absent.

Cameras are not allowed in classes for purposes of privacy and security.

Social Media
Social media allows for rapid exchange of information and networking, but is not without risk. The National Council of State Boards of Nursing (NCSBN) has published a white paper, A Nurse’s Guide to the Use of Social Media in 2011. The paper is located at https://www.ncsbn.org/Social_Media.pdf

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

The toolkit lists the following tips to avoid problems
1. Remember that the standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse - patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

Remember that any violation of patient confidentiality makes a student at risk for ineligibility to continue in the nursing program.

Incivility
“Incivility is any action that is offensive, intimidating, or hostile that interferes with the learning or practice environment” (p. 14, Harris, 2011). It can take on a variety of forms and often occurs when people feel stressed, rushed, or are unhappy with a situation. Nursing students and faculty alike feel stressed and rushed at times, making them at risk for behaviors that may be characterized by incivility. Incivility as described by Harris can be subtle and initially seem benign. Incivility includes disrespectful behaviors which include, but are not limited to, eye-rolling, sarcastic comments, spreading rumors, back-stabbing, the ‘silent treatment’, dominating group conversations, showing up late, or setting another up for failure.

The ANA Code of Ethics indicates that any form of disrespect or harassment will not be tolerated by the profession of nursing. The Joint Commission asserts that incivility is a safety issue which impacts quality of care and as such should not be tolerated.

Faculty at Minnesota West believe that nurses, faculty members, and students are ultimately accountable for their own professional behaviors. We believe in a culture of open, respectful communication. The goal is that students, faculty members, patients, families, coworkers, and all team members enjoy and
learn in a safe, respectful environment. Patterns of incivility will not be tolerated and can result in ineligibility to continue in the nursing program.

Clinical Responsibilities

A major focus of any nursing activity is client safety. Nursing students are legally responsible for their own acts, commission and/or omission. The nursing faculty is responsible for appropriate delegation to students in the clinical area. Students must adhere to the responsibilities listed below or they will receive a failing grade for the clinical day.

Student Responsibilities

1. Prior to the first clinical experience, students provide evidence of:
   a. good health as evidenced by a completed physical examination and updated immunizations
   b. current CPR certification (as specified in program requirements)
2. Students prepare for clinical experience by:
   a. understanding assignments
   b. understanding diet, activity level of client, scheduled diagnostics, and prescribed therapy
   c. understanding medications (action, dosage, side-effects, time and method of administration)
   d. understanding when to take vital signs and any other special assessments needed
   e. understanding special precautions for client
   f. understanding special needs of client
   g. understanding delegated nursing interventions (e.g., procedures and treatments)
3. Students arrive on time.
4. Students come to clinicals in a state of psychological and physical health which is non-threatening to the client and/or student.
5. Students notify the instructor and/or the clinical facility within 30 minutes of the start of the clinical day when ill, late, or unable to come for clinical experience.
6. Students assume legal responsibilities for providing safe care (e.g., maintains asepsis, administers medications safely, uses side rails and restraints appropriately, reports medication errors).
7. Students show evidence of preparation for clinical prior to the experience at a level consistent with the course objectives (e.g has a tentative plan of care ready for the day).
8. Students communicate effectively, accurately, and appropriately with peers, nursing staff, and instructor.
9. Students use therapeutic communication skills when communicating with clients and families.
10. Students adhere to the Dress Code.

Instructor’s Responsibilities

1. Is prepared for clinical supervision and pre/post conferences.
2. Is punctual for conferences and clinical
3. Functions as learning resource by:
   a. identifying essential learning
   b. functions as a professional role model
   c. identifying learning needs
   d. directing learning experiences toward meeting individual needs
   e. evaluating the student’s achievement of essential learning
4. Maintains a working relationship with the nursing staff.
5. Coordinates and supervises the client care provided by the students.
6. Identifies and intervenes and /or guides the behavior of the student to provide safe care.
7. Assumes legal responsibility for herself and/or students in providing client care.
8. Shares methods and results of evaluation with students on an on-going basis.
9. Adheres to the Minnesota West Dress Code as stated in handbook.
10. Establishes office hours and notifies students of office hours.
11. Maintains a relationship with the student that is characterized by mutual respect, cooperation and is conducive to learning.
Dress and Grooming Code
1. The Minnesota West nursing programs have set a style of uniform that every student must wear (purchased in bookstore). Uniforms must be clean, unwrinkled, and mended when necessary. Students are responsible for laundering own uniforms.

2. A clean uniform must be worn to the clinical facility if students come directly from home. After a clinical, the uniform may not be worn out in the community setting. If a student appears for clinical experiences inappropriately attired, or appearance does not conform to the standards stated in this handbook or by expectation of the clinical facility, the student will be sent home and will receive an absence for the clinical day.

3. Uniforms: Pant length must not touch the floor for sanitary reasons. Uniforms must not be skin tight to allow for appropriate movement. Pants must be worn at the waist. Appropriate undergarments must be worn (neutral or white).

4. Shoes: Neutral colors only (white, tan, black, brown and grey) are permitted. No neon colors, no mesh, no open heel or open toes (no Croc or clog style). Must wear neutral colored socks (white preferred) that cover the ankle.

5. Fingernails must not extend beyond the fingertips and must be clean. Clear nail polish is allowed or per facility policy. No artificial nails or gel nails of any type are permitted.

6. Hair must be worn back from the face. Hair color must be of a naturally occurring hue. Hair must be worn so that it does not fall into the work area. Facial hair must be neatly trimmed.

7. Jewelry should be minimal and conservative in appearance: small stud earrings, wedding rings/bands. No rings should be worn when doing invasive techniques or working in isolation. Bracelets and necklaces should not be visible with exception of Medic-alert bracelets. Earrings must be simple, small posts, and must not dangle. Visible piercings are limited to no more than two (2) pairs of posts in the ear. The only visible body pierced jewelry allowed is pierced earrings as described above.

8. Visible tattoos must be covered or in compliance with facility policy.

9. A watch with a second-counting capacity is required.

10. Name badges are provided to students by Minnesota West and must be worn to all required clinical activities and/or used for identification for major exams. Students should take care not to lose their name badges! The student will need to purchase an additional badge if lost.

11. Students are required to bring the following items to clinical (in addition to uniform): clinical badge, stethoscope, penlight, and black pen.

12. A scrub jacket and name badge must be worn while at the clinical facility collecting assignments, gathering data, and for certain clinical experiences (i.e. observations). Jeans are not to be worn to any clinical facility when participating in these activities. Dress in business attire (no jeans, no revealing necklines, no miniskirts and no shorts). No open-toed shoes or flip-flops.

13. No gum chewing, smoking, or chewing tobacco during clinical activities.

14. Any student suspected of being impaired due to lack of sleep, prescribed medication, alcohol or drug use, will be immediately removed from the patient care environment and sent home (if appropriate).

Hygiene
1. Students must be especially attentive to personal hygiene since close contact with others occurs during client care situations.

2. Students must not use perfumes, scented after-shave lotions, etc. Strong odors are often offensive to ill and healthy individuals and may trigger allergic reactions in certain people.

3. Smokers should be particularly careful about odor of breath and clothes. Do not smoke in a car on the way to clinical experiences. Strong smells of smoke will results in the student being sent home, resulting in an absence for the clinical day.
These technical standards are required abilities for effective performance in Minnesota State nursing education programs. The standards are compatible with the scope of practice as defined by the Minnesota State Board of Nursing. The examples show how a standard may be applied in entry-level nursing education programs. The examples listed are for illustrative purposes only, and not intended to be a complete list of all tasks in an entry-level nursing program.

Reasonable accommodations to meet standards may be available for otherwise program-qualified individuals with disabilities. Contact the College’s Disability Services Office as soon as possible for more information if an accommodation for a disability is needed.

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<th>Capability</th>
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<td><strong>Cognitive Perception</strong></td>
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<td>The ability to perceive</td>
<td>Identify changes</td>
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<td>function appropriately</td>
<td>nursing activities</td>
<td>care plans that accurately reflect</td>
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<tr>
<td>in routine and stressful</td>
<td>in a variety of</td>
<td>client concerns.</td>
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<tr>
<td>situations. Students</td>
<td>situations</td>
<td>Able to make decisions reflective of classroom learning in the</td>
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<tr>
<td>must be able to</td>
<td></td>
<td>clinical sites.</td>
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<td>independently and</td>
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<td>accurately assess or</td>
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<td>contribute to the</td>
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<tr>
<td>assessment of a client.</td>
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<tr>
<td><strong>Critical Thinking</strong></td>
<td>Critical thinking</td>
<td>Able to make decisions reflective of classroom learning in the</td>
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<tr>
<td>Careful thought, reasoned</td>
<td>skills demanded</td>
<td>clinical sites.</td>
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<tr>
<td>judgment. Differentiated</td>
<td>of nurses require</td>
<td>Able to make decisions reflective of classroom learning in the</td>
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<tr>
<td>from personal opinion</td>
<td>the ability to</td>
<td>clinical sites.</td>
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<tr>
<td>and superficial</td>
<td>learn and reason:</td>
<td>Able to make decisions reflective of classroom learning in the</td>
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<tr>
<td>memorization of facts</td>
<td>to integrate,</td>
<td>clinical sites.</td>
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<td>by the ability to obtain</td>
<td>analyze and</td>
<td>Able to make decisions reflective of classroom learning in the</td>
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<td>and use an appropriate</td>
<td>synthesize data</td>
<td>clinical sites.</td>
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<td>quantity and quality of</td>
<td>concurrently.</td>
<td>Able to make decisions reflective of classroom learning in the</td>
</tr>
<tr>
<td>data for a given</td>
<td>Students must be</td>
<td>clinical sites.</td>
</tr>
<tr>
<td>situation. Critical</td>
<td>able to solve</td>
<td>Able to make decisions reflective of classroom learning in the</td>
</tr>
<tr>
<td>thinkers question</td>
<td>problems rapidly,</td>
<td>clinical sites.</td>
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<tr>
<td>assumptions, routines,</td>
<td>consider</td>
<td>Able to make decisions reflective of classroom learning in the</td>
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<tr>
<td>and rituals, reconsider</td>
<td>alternatives and</td>
<td>clinical sites.</td>
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<tr>
<td>“known facts” when new</td>
<td>make a decision</td>
<td>Able to make decisions reflective of classroom learning in the</td>
</tr>
<tr>
<td>information becomes</td>
<td>for managing or</td>
<td>clinical sites.</td>
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<td>available and develop</td>
<td>intervening in the</td>
<td>Able to make decisions reflective of classroom learning in the</td>
</tr>
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<td>new “rules” when old</td>
<td>care of a client.</td>
<td>clinical sites.</td>
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<td>ones fail or unavailable.</td>
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<tr>
<td>Capability</td>
<td>Standard</td>
<td>Examples</td>
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<tr>
<td><strong>MOTOR SKILLS</strong></td>
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<tr>
<td>Motor Skills</td>
<td>Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client</td>
<td>Position clients Reach, manipulate, and operate equipment, instruments and supplies e.g. syringes, sterile equipment, monitors Perform/use electronic documentation Lift, carry, push and pull Perform CPR</td>
</tr>
<tr>
<td>Mobility</td>
<td>Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client</td>
<td>Propel wheelchairs, stretchers, etc., alone or with assistance as available Transport supplies to client room Work around bedside with other personnel Lift a child Move and lift clients in and out of bed, wheelchair or cart Assist with transfer and walking of patients who may require substantial support</td>
</tr>
<tr>
<td>Activity Tolerance</td>
<td>Ability to tolerate lengthy periods of physical activity</td>
<td>Move quickly and/or continuously Tolerate long periods of standing and/or sitting</td>
</tr>
<tr>
<td><strong>COMMUNICATIONS</strong></td>
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<tr>
<td>Communication</td>
<td>Communicate in English with others in oral and written form Able to communicate with clients and members of the health care team in order to plan and deliver safe care</td>
<td>Utilize oral and written communication skills sufficiently for teaching/learning and for interaction with others Read, understand, write, and speak English Explain treatment procedures Initiate and/or reinforce health teaching Document client responses Clarify communications received</td>
</tr>
<tr>
<td>Interpersonal Relationships</td>
<td>Interact with clients, families, staff, peers, instructors, and groups from a variety of social, emotional, cultural and intellectual backgrounds</td>
<td>Establish rapport with clients, families, and colleagues Respond in a professional/therapeutic manner to a variety of client expressions and behaviors</td>
</tr>
<tr>
<td>Capability</td>
<td>Standard</td>
<td>Examples</td>
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<tr>
<td><strong>SENSES</strong></td>
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<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to hear normal conversation and/or assess health needs</td>
<td>Ability to monitor alarms, emergency signals, auscultatory sounds e.g. B/P, heart, lung, and bowel sounds, and cries for help, telephone interactions/dictation. Communicates with clients, families and colleagues.</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical assessment, inclusive of size, shape, temperature and texture</td>
<td>Performs palpation e.g. pulse. Performs functions of physical examination and/or those related to therapeutic intervention, e.g. insertion of a catheter.</td>
</tr>
<tr>
<td><strong>PSYCHOSOCIAL</strong></td>
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<tr>
<td>Psychosocial Behaviors</td>
<td>Possess the emotional health required for full use of intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities</td>
<td>Demonstrate professional abilities of trust-worthiness, empathy, integrity, confidentiality. Be able to change, and display flexibility. Learn to function in the face of uncertainties and stressful situations.</td>
</tr>
<tr>
<td><strong>ENVIRONMENTAL</strong></td>
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<tr>
<td>Environmental Adaptability</td>
<td>Ability to tolerate environmental stressors</td>
<td>Work with chemicals and detergents. Tolerate exposure to odors. Work in close proximity to others. Work in areas of potential physical violence. Work with infectious agents and blood-borne pathogens. Work in environments that may have allergens such as latex.</td>
</tr>
</tbody>
</table>

A task force of representatives from nursing education in Minnesota developed these Technical Standards. Educational institutions represented were: Bemidji State University, The College of St. Scholastica, Lake Superior College, Itasca Community College, Rainy River Community College, Mesabi Range Community and Technical College, Hibbing Community College, and Riverland Community and Technical College. Adaptations were made from the Core Performance Standards of the University of Arizona, Minnesota West Practical Nursing Program, and Iowa Community Colleges.

Presented to Minnesota Practical Nursing Education Directors’ Association on 5/3/02 1/24/03, and 4/4/03. Revised 10/11/02, 1/21/03, 3/28/03

Presented and revised by the Minnesota Practical Nursing Education and Associate Degree Education Directors’ Association on 1/29/10

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