



Minnesota State

Community and Technical College

Practical Nursing Program Policies and Procedures Manual (P/P) Spring 2025



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WELCOME to the Minnesota State Community and Technical College (M State) Nursing Program! We are excited that you have chosen to pursue your nursing career with us. We are proud of our history and excited about our future as we continue to excel in the area of nursing education. M State faculty and staff are here to support you as you pursue your nursing education.

This **M State Nursing Program Policies and Procedures Manual** has been prepared to help you learn about the structure and expectations of our nursing program. It also provides the framework for the academic and clinical laboratory policies and requirements we have instituted to maintain an effective and efficient nursing program. The most up-to-date electronic version is always located on the [Accepted Nursing Students](#) web page.

The **M State Student College Handbook** addresses the policies for all students enrolled in the college, including nursing students. Nursing students are to refer to the M State College Student Handbook, located on the [Student Handbook page](#) of the M State College website, for all information that is not specific to the nursing program and contained in the Program Policies and Procedures Manual.

Please take the time to read and familiarize yourself with the Nursing Program Policies and Procedures Manual, as well as the College Student Handbook. It is your responsibility to know the content of both.

Again, I want to say welcome to Minnesota State Community and Technical College Nursing Program. We look forward to partnering with you throughout your educational journey.

Warmest Regards,

Dr. Ken Kompelien
Academic Dean for the School of Health Sciences,
Human Services, and Nursing.

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Nursing Policies and Procedures Manual (P/P) Information

The Nursing Policies and Procedures Manual (also referred to as P/P) is intended to provide the information necessary for you to be successful in the M State Nursing Program. It is a guide for the student when concerns or questions arise during the program.

The M State Nursing Program adheres to the policies and procedures outlined in this manual. The purpose of the online manual is to provide students, advisors, counselors, the public, faculty, and college administration a convenient, paperless vehicle for viewing up-to-date information about the M State Nursing Program options and associated courses, as well as other policies and procedures associated with the program. It is important for all online P/P Manual users to understand that this publication is not intended to create any guarantees about current practices or program/course offerings and does not constitute a contract between the student and the college or the nursing program.

The manual may undergo changes following students' admission and during their progression. Students are held to the standards outlined in the most current version uploaded to the [M State Nursing](#) webpage under the [Accepted Nursing Students](#) link. The M State Nursing Program is committed to communicating in a timely and accurate manner, therefore, students will be notified verbally and via email of changes when they occur. It is the user's responsibility to seek clarification and/or assistance from nursing faculty regarding any content questions. The most current publication of this online manual supersedes all prior print or online publications.

If you use a TTY, you can call us using the Minnesota Relay Service at 651.297.5353 or 800.627.3529 and ask them to place a call to Minnesota State Community and Technical College. Upon request, this information will be made available in alternate formats. Minnesota State Community and Technical College is an affirmative action, equal opportunity employer and educator.

Governing Bodies

Minnesota State Colleges and Universities Board

The Minnesota State Colleges and Universities ([Minnesota State](#)) system is one of two systems of public higher education in the state of Minnesota (the other is the University of Minnesota). The Minnesota State system is 37 institutions with 54 campuses conveniently located in 47 Minnesota communities. We serve 375,000+ students each year, with more Students of Color and American Indian Students attending our colleges and universities than all other higher education providers in Minnesota combined. Minnesota State offers the lowest tuition in Minnesota, with 55.1% of our college students and 61.3% of our university students receiving financial aid. The law creating the system was passed by the Minnesota Legislature in 1991 and went into effect July 1, 1995. The law merged the state's community colleges, technical colleges, and state universities into one system.

Controlling Body

A controlling regulatory body, in the context of higher education, is an organization that has been empowered by legislation to oversee and control the education process and outputs germane to it. Minnesota State is the ultimate controlling body of Minnesota State Community and Technical College (M State). M State is the official controlling body of the Nursing Program. M State policies and procedures are determined through established college procedures.

Accreditation and Approval

Minnesota State Community and Technical College is accredited by the Higher Learning Commission; Member of the North Central Association (NCA). Information about NCA can be found on their website at: <http://www.ncahigherlearningcommission.org/> or you can write to them at 30 North LaSalle Street, Suite 2400; Chicago, IL 50502-2504; telephone 312.263.0456.

Minnesota Board of Nursing

The Practical and Professional Nursing Programs are approved by the Minnesota Board of Nursing. The Minnesota Board of Nursing can be contacted at the following address:

Minnesota Board of Nursing
1210 Northland Drive Suite 120
Mendota Heights, MN 55120
(612) 317-3000
E-mail: nursing.board@state.mn.us
<https://mn.gov/boards/nursing/>

National Accreditation

The Minnesota State Community Technical College Associate Degree in Nursing and Practical Nursing programs are accredited system-wide by the [National League for Nursing Commission for Nursing Education Accreditation](#) (NLN CNEA) 2600 Virginia Avenue, NW, Washington, DC 20032, 202-909-2526.

Mission and Philosophy

M State Mission: Minnesota State Community and Technical College specializes in affordable and exceptional education, service, and workforce training. We welcome all students and engage them in shaping their futures and their communities.

M State Vision: A success story for every student.

M State Values:

- **Integrity:** As dedicated professionals, we act with purpose in everything we do. We are sincere and honest in our relationships and communications and hold ourselves accountable to doing the right thing even when no one is watching.
- **Inclusion:** We welcome, respect and accept people for who they are and celebrate the power of our collective differences in creating and shaping more robust, energized communities.
- **Innovation:** Through the power of our four campuses, strategic partnerships and creative problem-solving, we enhance communities. We incorporate technology to improve the student experience, and we see continuous improvement as a constant.

M State Nursing Mission: Preparing practical and associate degree nursing students for licensure by providing dynamic learning, while fostering scholarship and excellence in nursing to contribute to the health of the community and create a positive impact to healthcare.

M State Nursing Philosophy: The Minnesota State Community and Technical College (M State) Nursing Program is grounded in the biological, psychological, sociological, and spiritual sciences. The nursing faculty of M State regard nursing as a noble profession and embrace the core values of caring, integrity, diversity, excellence, ethics, patient centeredness, and holism as we aim to integrate and model the core values in all we say, do, and teach. We believe that nursing students graduating from the M State Nursing Program must be ready to practice in a complex and changing healthcare environment.

M State nursing faculty support an environment that is conducive to learning and working while being responsive to the communities that we serve. M State nursing faculty prepare students to become practical and professional nurses in an educational environment that promotes critical thinking, growth of the individual student, and a holistic view of healthcare. Faculty recognize the diverse learning needs and strengths of the nursing student and utilize a variety of learning strategies to promote learning. The student is expected to be caring, conscientious, flexible, professional, and accountable for their actions. We utilize the classroom, simulation, and clinical experiences to provide a variety of learning opportunities for students.

Promotion of a culture of caring is a fundamental part of the nursing profession and is characterized by the nurse's concern and consideration of the whole person. M State nursing faculty interweave caring concepts throughout the nursing program in all organizational activities that are managed in a participative and patient-centered way. Demonstrating caring abilities by considering the needs of the patient, family, and community utilizing the nursing process is integral to the success of the nursing student.

M State nursing faculty promote a culture of integrity by respecting the dignity and moral wholeness of every person without conditions or limitations. We believe promoting integrity is necessary to

nurture professional identity as well as promote quality and safety in nursing. Integrity is evident when organizational principles of open communication, ethical decision-making, and humility are encouraged, expected, and demonstrated consistently. The nursing faculty believe that doing the right thing is not only how one should do business, but how one's actions reveal commitment to truth telling. The M State nursing faculty support and integrate the M State college wide policy of [Academic Honesty and Integrity](#).

M State nursing faculty recognize uniqueness and embrace diversity for all individuals. By promoting mutual acceptance and respect, teamwork and collaboration are incorporated into our curriculum. M State nursing faculty prioritize teaching and learning not only of students, but also of patients and families in a culturally diverse setting across the age continuum. We believe that patient-centered care is best achieved by encompassing diversity throughout the curriculum.

Excellence is requiring exceptional standards for oneself and all nursing and inter-professional teams while also demanding adherence to those high standards, despite opposition. Excellence is not accepting anything less than the absolute best (Grossman & Valiga, 2013). Supporting a culture of excellence, M State nursing faculty encourage teamwork and collaboration as well as effective open communication to promote safe quality patient-centered care. M State faculty partake in and encourage professionalism and a commitment to lifelong learning in nursing through continuous professional development. Our commitment to excellence embraces evidenced-based practice and change that is innovative and transformational.

Ethics in nursing practice is shaped by personal, societal and professional values. M State nursing faculty require the application of ethical principles while caring for patients, families and communities. These ethical principles are promoted as part of human caring while respecting the dignity, self-determination, and worth of all persons. Ethical enculturation is evidenced by the inclusion of ethics throughout nursing curriculum, promoted in the classroom environment where a spirit of inquiry is encouraged, and is communicated through student interactions as they provide patient-centered care.

Holism is an integral part of human flourishing that affirms the synergy, attributes, values, and behaviors of the individual. M State faculty believe in exemplifying patient-centered care through teamwork and collaboration with the patient and family. Respect for personal experiences, cultural values, religious beliefs and practices, moral and ethical constructs, societal norms, physical characteristics, and patient autonomy nourish the spirit of inquiry as students implement care of patients within the context of the wellness-illness continuum.

Patient-centeredness is the primary focus of care that incorporates and reflects the uniqueness of an individual patient's background, personal preferences, culture, values, traditions, and family. M State faculty believe in exemplifying a patient-centered approach that supports respectful, efficient, safe, and well-coordinated transition of the patient through all levels of care.

Reference

Grossman, S., & Valiga, T. (2013). *The new leadership challenge: Creating the future of nursing* (4th ed.). Philadelphia, PA: F. A. Davis.

M State's Core Abilities

The college has identified the following as core abilities that all M State graduates, earning associate degrees and diplomas, will achieve through their program of study.

Demonstrate effective communication

Indicators

1. Learner writes clearly, concisely, and accurately in appropriate context and format.
2. Learner speaks clearly, concisely, and accurately in a variety of context and formats.
3. Learner comprehends written and verbal communication.

Demonstrate critical thinking

Indicators

1. Learner draws conclusions based on evidence.
2. Learner distinguishes between facts, fallacies, inferences and judgments.
3. Learner considers multiple perspectives in problem solving.

Demonstrate quantitative and logical reasoning

Indicators

1. Learner performs computations using appropriate methods.
2. Learner demonstrates numerical and logical reasoning.

Demonstrate personal and social responsibility

Indicators

1. Learner demonstrates personal integrity and professional ethical practices.
2. Learner demonstrates respect for the rights, views and work of others.
3. Learner demonstrates personal accountability.
4. Learner demonstrates multicultural and global awareness.
5. Learner demonstrates the ability to work in a team.

Demonstrate effective use of information technology

Indicators

1. Learner applies technology to create solutions.
2. Learner uses technology to communicate.

Nursing Options at M State

The M State nursing department is responsive to the needs of area communities by providing competitive and rigorous educational program with degree and diploma options. M State offers the following program options:

***Professional Nursing Program/Associate Degree** option Detroit Lakes and Moorhead (**spring start**), Fergus Falls (**fall start**), and Wadena (**fall start**).

***Professional Nursing Program/Associate Degree LPN** □ **Associate Degree Bridge** option Detroit Lakes (**spring start**), Moorhead (**spring start**), Fergus Falls (**fall start**), Wadena (**fall start**)

***Diploma Practical Nursing** Moorhead (**fall/spring start**)

Practical Nursing: Diploma

Below you will find information regarding the general education and core nursing courses required for the Practical Nursing Program. Admission guidelines are fully explained in the application packets located on the [M State Nursing](#) web page.

Diploma 40 Credits	
Required General Education Courses (MnTC Credits)	<p>Students who took the following as 3 credit courses from M State in the past may need 3 additional credits to meet the total credits required for an associate degree.</p> <ul style="list-style-type: none"> -Human Anatomy and Physiology I -Human Anatomy and Physiology II <p>Applicants requesting to transfer three-credit Anatomy and Physiology I, three-credit Anatomy and Physiology II or three-credit Microbiology from another institution will be required to take a one-credit lab in order to make required credit difference and/or lab component.</p> <ul style="list-style-type: none"> 3 cr. BIOL 2260 Anatomy and Physiology I 1 cr. BIOL 2261 Anatomy and Physiology I Lab 3 cr. BIOL 2262 Anatomy and Physiology II 1 cr. BIOL 2263 Anatomy and Physiology II Lab 3 cr. ENGL 1101 College Writing 3 cr. PSYC 2222 Lifespan Development
Practical Nursing Courses	<ul style="list-style-type: none"> 6 cr. PNSG 1509 Foundations of Adult Nursing Care I 2 cr. PNSG 1512 Practical Pharmacology 4 cr. PNSG 1514 Clinical I Practical Nurse Foundations 5 cr. PNSG 1518 Foundations of Adult Nursing Care II 2 cr. PNSG 1520 Nursing Care of Women, Newborns, and Children 1 cr. PNSG 1522 Transition to Practical Nursing Practice 2 cr. PNSG 1524 Practical Nursing Mental Health 4 cr. PNSG 1528 Clinical II Practical Nursing

The table below displays the PN program plan. Official program plans can be accessed from the [Nursing Program](#) web page under **Degrees Offered**.

PRACTICAL NURSING DIPLOMA		
SEMESTER 1		
BIOL2260	Anatomy & Physiology I	3
BIOL2261	Anatomy & Physiology I lab	1
PSYC2222	Lifespan Development	3
PNSG1509	Foundations of Adult Nursing I	6
PNSG1512	Practical Pharmacology	2
PNSG1514	PN Clinical I	4
	Semester 1 total credits	19
SEMESTER 2		
BIOL2262	Anatomy & Physiology II	3
BIOL2263	Anatomy & Physiology II lab	1
ENGL1101	College Writing	3
PNSG1518	Foundations of Adult Nursing II	5
PNSG1520	Nursing Care W, N, C	2
PNSG1522	Transition to PN Practice	1
PNSG1524	PN Mental Health	2
PNSG1528	PN Clinical II	4
	Semester 2 total credits	21
	PN Total Credits	40

NOTE: Program required general education courses must be completed with a grade of C or better before or during the semester in which they appear in the program plan. Students who do not meet this expectation will not be permitted to continue taking PNSG courses and should work with an advisor to create a Revised Plan of Study.

Program Student Learner Outcomes (SLOs) for Practical Nursing Program

The PN curriculum is built upon program student learner outcomes (PSLOs) below, that were developed using the Minnesota Board of Nursing Scope of Practice, the National League for Nursing Outcomes and Competencies Model, and the National Association of Practical Nursing Education and Service (NAPNES) professional standards. All course student learner outcomes (CSLOs) are mapped to these PSLOs and students should review and reflect upon that alignment as they progress through the PN program.

Nursing Judgment

Incorporate evidence-supported practice and nursing judgment while applying the nursing process to provide safe, quality care to diverse populations.

Patient Centered Care

Communicate with individual patients to establish and maintain effective, caring relationships.

Teamwork/Collaboration

Collaborate effectively with interdisciplinary health care team to promote safety and achieve quality patient-centered care.

Safety

Provide safe, individualized care founded on basic physical, developmental, spiritual, cultural, functional, and psychosocial needs of the patient.

Quality Improvement

Participate in continuous quality improvement.

Professionalism

Demonstrate professional behavior in regard to legal and ethical nursing practice standards for the LPN Scope of Practice.

Technology

Utilize informatics and technology in the healthcare setting.

Managing Care:

Work within an established plan of care for an individual patient to organize or assign aspects of care under the direction of a Registered Nurse or other Health Care Provider.

Practical Nursing Course Descriptions

Because of the rapid changes in healthcare, all nursing courses have a shelf life of two (2) years from the date of completion after which time the student is required to retake the course(s) to complete the diploma.

PNSG 1509 Foundations of Adult Nursing Care I

4 lecture / 2 lab credits

This course introduces concepts of teamwork and collaboration, safety, quality improvement, professional identity and behavior, patient-centered and relationship-centered care, nursing judgment, evidence-based practice, managing care of the individual patient, informatics and technology. An introduction to the nursing process provides a beginning framework for decision-making related to common health problems of adults and older adults. Principles of pathophysiology, nutrition and pharmacology are applied to basic health care concepts. A lab component includes focused assessments and basic nursing skills that support course concepts.

Prerequisites: Acceptance into the Practical Nursing Program AND experience as a nursing assistant as guided by the PN application packet AND current American Heart Association Basic Life Support AND current, clear Minnesota Department of Health criminal background check AND current, clear national background check AND up-to-date immunizations and health form.

PNSG 1512 Practical Pharmacology

2 lecture / 0 lab credits

This course incorporates the concepts of pharmacokinetics, pharmacodynamics, common adverse/side effects and contraindications to medication administration. Emphasis is placed on drug classifications and the role of the practical nurse in providing nursing care related to the safe administration of medications to individual patients across the age span.

Prerequisites: Acceptance into the Practical Nursing Program AND experience as a nursing assistant as guided by the PN application packet AND current American Heart Association Basic Life Support AND current, clear Minnesota Department of Health criminal background check AND current, clear national background check AND up-to-date immunizations and health form.

PNSG 1514 Clinical I Practical Nurse Foundations

0 lecture / 4 lab credits

This clinical course provides the student an opportunity to apply nursing judgment using the nursing process to implement safe, patient-centered and relationship-centered care in selected settings. The student demonstrates focused assessments, data collection and implementation of skills learned in lab settings. The student documents findings and reinforces teaching plans for individual patients with common problems. The student develops communication and customer service skills while working with individual patients and team members.

Prerequisites: Acceptance into the Practical Nursing Program AND experience as a nursing assistant as guided by the PN application packet AND current American Heart Association Basic Life Support AND current, clear Minnesota Department of Health criminal background check AND current, clear national background check AND up-to-date immunizations and health form.

PNSG 1518 Foundations of Adult Nursing Care II

3 lecture / 2 lab credits

This course incorporates the nursing process, teamwork and collaboration, safety, quality improvement, professional identity and behavior, patient-centered and relationship-centered care, nursing judgment, evidence-based practice, managing care of the individual patient, informatics, and technology into the care of adults and older adults with complex and comorbid health disorders. Principles of pathophysiology, nutrition and pharmacology are applied. A lab component includes focused assessments and advanced nursing skills that support course concepts.

Prerequisites: BIOL2260 AND BIOL2261 AND PSYC2222 AND PNSG1509 AND PNSG1512 AND PNSG1514 AND experience as a nursing assistant as guided by the PN application packet AND current American Heart Association Basic Life Support AND current, clear Minnesota Department of Health criminal background check AND current, clear national background check AND up-to-date immunizations and health form.

PNSG 1520 Nursing Care of Women, Newborns, and Children**2 lecture / 0 lab credits**

This course provides an integrative approach to care of childbearing women, newborns and children. Emphasis is placed on normal pregnancies, normal growth and development, and common pediatric disorders. Principles of pathophysiology, nutrition and pharmacology are applied.

Prerequisites: BIOL2260 AND BIOL2261 AND PSYC2222 AND PNSG1509 AND PNSG 1512 AND PNSG1514 AND experience as a nursing assistant as guided by the PN application packet AND current American Heart Association Basic Life Support AND current, clear Minnesota Department of Health criminal background check AND current, clear national background check AND up-to-date immunizations and health form.

PN 1522 Transition to Practical Nursing Practice**1 lecture / 0 lab credits**

This course prepares the student for transition into practical nursing practice. Concepts related to career development options that enhance career mobility are explored. Standards of practice and the importance of practicing according to state regulations and statutes that are within the scope of practice for the practical nurse are reviewed. The role of the practical nurse in emergency preparedness is examined.

Prerequisites: BIOL2260 AND BIOL2261 AND PSYC2222 AND PNSG1509 AND PNSG 1512 AND PNSG1514 AND experience as a nursing assistant as guided by the PN application packet AND current American Heart Association Basic Life Support AND current, clear Minnesota Department of Health criminal background check AND current, clear national background check AND up-to-date immunizations and health form.

PNSG 1524 Practical Nursing Mental Health**2 lecture / 0 lab credits**

This course focuses on the care of individual patients with psychiatric and behavioral disorders. Emphasis is placed on common psychiatric and behavioral disorders as well as promoting and maintaining the mental health of individual patients. Principles of pathophysiology, nutrition and pharmacology are applied.

Prerequisites: PSYC2222 AND BIOL2260 AND BIOL2261 AND PNSG1509 AND PNSG1512 AND PNSG1514 AND experience as a nursing assistant as guided by the PN application packet AND current American Heart Association Basic Life Support AND current, clear Minnesota Department of Health criminal background check AND current, clear national background check AND up-to-date immunizations and health form.

PNSG 1528 Clinical II Practical Nursing**0 lecture / 4 lab credits**

This course provides the student an opportunity to apply nursing judgment using evidence-based care, critical thinking and clinical judgment to implement safe, patient-centered and relationship-centered care to individual patients across the lifespan. The clinical student reflects on the value of patient-centered care, teamwork and collaboration, informatics, quality improvement, safety, managing care of the individual patient, nursing judgment and evidence-based care.

Prerequisites: BIOL2260 AND BIOL2261 AND PSYC2222 AND PNSG1509 AND PNSG 1512 AND PNSG1514 AND experience as a nursing assistant as guided by the PN application packet AND current American Heart Association Basic Life Support AND current, clear Minnesota Department of Health criminal background check AND current, clear national background check AND up-to-date immunizations and health form.

Technical Standards for Entry-Level Nursing Programs

Technical standards (see table below) 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 are not intended to be a complete list of all tasks in an entry-level nursing program. Reasonable accommodation to meet standards may be available for otherwise program-qualified individuals with disabilities. Contact the college Accessibility Services Office as soon as possible for more information if you think you may need accommodation for a disability.

Intellectual Standard

Capability	Standard	Examples
Cognitive Perception	The ability to perceive events realistically, to think clearly and rationally, and to function appropriately in routine and stressful situations. Students must be able to independently and accurately assess or contribute to the assessment of a client.	<ul style="list-style-type: none"> ● Identify changes in client health status. ● Prioritize multiple nursing activities in a variety of situations.
<p style="text-align: center;">Critical Thinking</p> <p>Careful thought, reasoned judgment. Differentiated from personal opinion and superficial memorization of facts by the ability to obtain and use an appropriate quantity and quality of data for a given situation. Critical thinkers question assumptions, routines, and rituals, reconsider "known facts" when new information becomes available and develop new "rules" when old ones fail or are unavailable.</p>	<p>Critical thinking skills demanded of nurses require the ability to learn and reason: to integrate, analyze and synthesize data concurrently.</p> <p>Students must be able to solve problems rapidly, consider alternatives, and make a decision for managing or intervening in the care of a client.</p>	<ul style="list-style-type: none"> ● Able to make effective decisions in the classroom and in the clinical sites. ● Develop/contribute to nursing care plans that accurately reflect client concerns. ● Able to make decisions reflective of classroom learning in the clinical sites.

Communication Standard

Capability	Standard	Examples
Communication	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.	<ul style="list-style-type: none"> ● 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 communication received.
Interpersonal Relationships	Interact with clients, families, staff, peers, instructors, and groups from a variety of social, emotional, cultural and intellectual backgrounds	<ul style="list-style-type: none"> ● Establish rapport with clients, families, and colleagues. ● Respond in a professional and therapeutic manner to a variety of client expressions and behaviors.

Motor Skills Standard

Capability	Standard	Examples
Motor skills	Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client.	<ul style="list-style-type: none"> • Position clients. • Reach, manipulate and operate equipment/ instruments, supplies (ie syringes, monitors, sterile equipment). • Perform/use electronic documentation. • Lift, carry, push and pull. • Perform CPR.
Mobility	Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client.	<ul style="list-style-type: none"> • 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 the transfer and walking of clients who may require substantial support.
Activity Tolerance	Ability to tolerate lengthy periods of physical activity.	<ul style="list-style-type: none"> • Move quickly and/or continuously. • Tolerate long periods of standing and/or sitting.

Senses Standard

Capability	Standard	Example
Hearing	Auditory ability sufficient to hear normal conversation and/or assess health needs.	<ul style="list-style-type: none"> • Ability to monitor alarms, emergency signals, auscultation of sounds (ie BP, heart, lung, bowel), cries for help, telephone interaction and dictation. • Communicates with clients, families and colleagues.
Vision	Visual ability sufficient for observation, assessment, and performance of safe nursing care.	<ul style="list-style-type: none"> • Observes client responses. • Discriminates color changes. • Accurately reads measurements on client-related equipment. • Read medication labels. • Evaluate for safe environment.
Tactile	Tactile ability sufficient for physical assessment, inclusive of size, shape, temperature, and texture.	<ul style="list-style-type: none"> • Performs palpation. • Performs functions of physical examination and/or those related to therapeutic intervention, ie catheter insertion.

Environmental Standard

Capability	Standard	Example
Psychosocial Behaviors	Possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities.	<ul style="list-style-type: none"> • Demonstrate professional abilities of trust-worthiness, empathy, integrity, confidentiality, etc. in work, school, or volunteer activities. • Be able to change, and display flexibility. • Learn to function in the face of uncertainties and stressful situations.
Environmental Adaptability	Ability to tolerate environmental stressors.	<ul style="list-style-type: none"> • Work with chemical and detergents. • Tolerate exposure to odors. • Work in close proximity to others.

- | | | |
|--|--|--|
| | | <ul style="list-style-type: none">• 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. |
|--|--|--|

NOTE: Students are expected to be able to perform the technical standards prior to and during their course of study. **Students who experience a change in their health status must notify their instructor and nursing advisor immediately.** For the safety of all students and patients, students will be required to submit a **Medical Clearance Form** (found in [Appendix H](#) and on the [Accepted Nursing Students webpage](#)) from a health care provider indicating any limitations or restrictions. Clinical partners may not permit students with restrictions(s) to participate in their facilities, resulting in the students not being able to meet those course outcomes.

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.

Original version 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 Minnesota Practical Nursing Education and Associate Degree Education Directors Association on 1/29/10.

General Program Policies

The following items must be uploaded into Student Passport by July 1 for fall starts or December 1 for spring starts. Students are encouraged to keep copies of all the following documents and forms for their own records and are responsible for making sure all program documents and background studies are kept current throughout the entire program. **Students who fail to upload documents as expected will not be allowed to participate in lab, clinical, or service-learning opportunities. In some cases, it will also result in the student being placed on program probation.** Missed service learning or clinical experiences will have a negative effect on the student's grade and in some cases may mean the student will not meet course outcomes.

NOTE: Once admitted, students will be contacted via their M State official email, with specific information and instructions regarding how to initiate the required background studies and how to upload into Student Passport. Students are expected to meet the deadline(s) indicated in the message to prevent jeopardizing their spot in the program.

CPR Certification

To be eligible to start classes, students must upload into Student Passport official documentation of **American Heart Association Basic Life Support CPR** certification by July 1 for fall starts and December 1 for spring starts. **The certification must include a hands-on testing component.** Certificates of attendance are not acceptable. Ongoing certification is required throughout the nursing program.

Nursing Assistant

Students accepted into the PN program must have nurse assistant experience prior to starting the program. The following are means of demonstrating experience:

- Successful completion of a Certified Nursing Assistant course OR Healthcare Core Curriculum with nursing assistant skill set within the last five years with a minimum grade of C or Pass.
- Current unencumbered Certified Nursing Assistant (current on the Nurse Aid Registry for any state).

Applicants with healthcare experience other than CNA, who feel that experience is equivalent to CNA, may test out rather than enroll and complete the CNA course. Students are responsible for all costs and fees incurred as part of the test-out process. Students who do not successfully test out will be required to enroll in and complete the Nursing Assistant Course.

Health Declaration Information

All M State clinical facilities require submission of health declaration information. Forms are found on the [Accepted Nursing Students](#) landing page. This information, complete and with proper documentation, must be uploaded into Castle Branch by July 1 for fall starts and December 1 for spring starts.

Students are required to provide dates and supporting documentation of current immunization against diseases that are preventable by vaccine prior to entering the nursing program. Vaccines administered on or after September 1, 1991, must include the mm/dd/yy each vaccine was given.

Students with a medical condition who have not received the required vaccines must provide a note from a physician and will be addressed on an individual basis.

It is recognized that a student may be a conscientious objector to receiving immunizations for religious or personal reasons; however, the clinical facilities have the right to deny access to clinical opportunities to any non-immunized student. The college is not required to locate an alternate clinical site and cannot guarantee such placement.

[Minnesota Department of Health Background Study](#)

All nursing students are required to have a clear Minnesota Department of Human Services (DHS) background study prior to starting the program and to maintain clearance throughout the program. An individual who is disqualified from having direct contact with or access to persons served by the program as a result of the background study, and whose disqualification is not set aside, will not be permitted to participate in a clinical placement in facilities with programs subject to licensure under Minnesota statutes. This is to protect the health, safety, and rights of persons served by those programs. Failure to participate in a clinical placement required by the academic program could result in ineligibility to qualify for a program degree or diploma.

The Department of Human Services (DHS) determines disqualification and will inform an individual of the report. If a student has questions or would like to appeal the results of his/her background study, he/she may contact the Minnesota Department of Human Services, Division of Licensing, Background Study Unit, 444 Lafayette Road, St. Paul, MN 55155-3842. Information regarding MN DHS background studies, and the crimes for which an applicant may be disqualified, can be found at the Office of the Revisor of Statutes, [Minnesota Statutes 245C.14 Disqualification](#) and [245C.15 Disqualifying Crimes or Conduct](#).

Students may not attend clinical, laboratory, or simulation experiences until the study is deemed clear. Discrepancies are kept confidential but may preclude a student from participating in clinical experiences at the discretion of the DHS and/or the clinical facility. Students can work with the DHS to have discrepancies set aside but should be aware that the process will need to be repeated with any subsequent DHS background study while enrolled in the Nursing Program. Discrepancies not set aside by the DHS will preclude the student from being able to participate in any clinical or service-learning opportunities and jeopardize the student's ability to complete the Nursing Program. Once a student completes the program, he/she must apply to a state Board of Nursing for licensure. Students should be aware that the MN Board of Nursing does screen an applicant's pre-licensure conduct. It may be possible that an applicant would be denied licensure even though they were able to complete the nursing program. For more information, please contact the Minnesota Board of Nursing, 1210 Northland Drive Suite 120, Mendota Heights, MN 55120.

[National Background Study](#)

Prior to the start of the nursing program, and annually thereafter, all students must have a cleared national background study. The national background study is in addition to the required Department of Human Services background study. Information included in the national background study

includes: County Criminal Record Search, National Criminal Database Search, ID Search, and a National Sex Offender Public Registry Search. The National Background Study is completed by a third-party vendor and students are responsible for the cost due at the time they initiate the study.

Some clinical facilities require the college notify them of the results of the background studies. In those cases, M State will maintain students' confidentiality to the fullest degree possible. At no time will a student's name or identifying information be shared. A facility may refuse a student placement based upon the results of the national background study. The college will make a reasonable effort to locate an appropriate alternate clinical site, but cannot guarantee such placement, or that the placement will be in the community of choice.

Federal Background Study

Some clinical facilities require a Federal Background Study. The clinical facility conducts this study on the student's behalf. Students required to do the Federal Background Study must follow the directions and expectations of the clinical facility.

Accepted students who choose not to complete the required background studies OR are not cleared to provide unsupervised care, will not be able to attend clinical, laboratory, simulation, or service-learning experiences until the study is deemed clear. In such cases, the college cannot guarantee alternative learning opportunities, which ultimately will affect students' abilities to complete the program.

Nursing Program Required Document Retention

Documents uploaded to Student Passport at the time of acceptance (noted under "General Program Requirements") remain in Student Passport unless the student removes them. The system is set to purge all documents one semester after the student's anticipated date of graduation. Students who are progressing out of sequence are required to ensure all program required documentation and background study results have been updated in Student Passport by July 1 for fall starts and December 1 for spring starts when approved for placement prior to those dates. Students approved for placement after the Passport deadlines should work with the College Lab Assistant to determine a reasonable alternate deadline. Due to confidentiality concerns, M State does not transfer student program related documents to another college/university.

FAILING TO COMPLY WITH THE ABOVE REQUIRED PROGRAM EXPECTATIONS FOR THE DURATION OF THE PROGRAM WILL RESULT IN PROGRAM PROBATION, FAILURE TO PROGRESS AS PLANNED, AND/OR REMOVAL FROM THE PROGRAM.

STUDENTS ARE ENCOURAGED TO KEEP COPIES OF ALL DOCUMENTS (HEALTH FORMS, IMMUNIZATIONS, CPR, NURSE AIDE) SUBMITTED. Students who become out of sequence will be required to resubmit all documentation.

STUDENTS ARE RESPONSIBLE TO MAINTAIN CURRENCY AND UPLOAD UPDATED DOCUMENTATION INTO STUDENT PASSPORT PRIOR TO THE EXPIRATION OF ANY PROGRAM REQUIRED DOCUMENTS.

Financial Aid, Academic, and Advising Records Retention

Financial Aid, enrollment, academic, and advising records are kept in accordance with M State

College Policy. Students should consult the [M State Student Handbook](#) for more information.

[Liability Insurance](#)

The student is required to have student nurse liability insurance for practice in the clinical area. The student will be billed for liability coverage with tuition billing. Practice liability insurance is designed to cover situations pertaining to injury of others. Students are encouraged, but not required, to have their own personal liability insurance as well.

[Health Insurance](#)

The Nursing Program and related clinical facilities do not provide students with general health insurance. While some clinical education sites may make emergency medical care available to students, the cost of treating injuries or illnesses sustained during clinical rotations, lab, and classroom time is the responsibility of the student. It is recommended that students have their own adequate health insurance coverage.

For purposes of Workers' Compensation insurance, it is the position of the clinical facilities and M State that, as a nursing student, one is not an employee of either the clinical facilities to which the student is assigned or the college. Thus, the student is not eligible for workers' compensation.

[Legal Documents and Student Credentials](#)

Students may not sign or witness any legal documents such as surgical permits, wills, advance directives, power of attorney, code status, etc. Unless otherwise directed by a clinical site, Practical Nursing Students will use the abbreviation PNS with their signatures when documenting patient care.

[Laptop Computer Requirements](#)

Students enrolled in nursing program courses on any of the M State campuses are required to have laptops. Required computer specifications are available on the [PN](#) program plan pages under the View Computer Requirements link. Information concerning network capacity is also available through the campus Computer Help Centers. All policies concerning laptop applications will apply. The cost for a laptop computer will be in addition to the cost of tuition, fees, and books. The use of computers in the classroom is guided by the course syllabus. The college policy does not provide for use of smartphones, iPads, or other tablet-type devices in the classroom. These devices do not support many of the applications required by D2L Brightspace and the M State network. Current learning resources and software applications do not support the use of Apple MacBook and therefore, students will not be able to use a MacBook during their time in the program.

[Reasonable Accessibility Resources & Accommodations](#)

There are conditions for which reasonable accommodations may be appropriate under the Americans with Disabilities Act. The Nursing Program will make all reasonable accommodation required by law for qualified individuals. All students are, however, required to successfully meet course and program outcomes and perform at a safe level in all areas required for completion of the nursing program. Individuals who have any disability, either permanent or temporary, which may affect their ability to perform in the nursing program, are invited to contact the Accessibility Resources office promptly to

determine eligibility and/or submit accommodation requests. To receive service, register with Accessibility Services. Once registered, accommodation requests need to be made each semester for which accommodation is requested. Information can be accessed on the [Accessibility Resources](#) page. **NOTE:** Some clinical partners may not permit students with accommodations to participate in their facilities. M State will make every effort to find placements for all students with documented accessibility needs, but such placement cannot be guaranteed.

[Diversity and Intercultural Services](#)

M State nursing faculty value diversity in education and in practice and are committed to helping all students succeed. We continually work with student development, academic offices, and our Office of Admissions to meet the needs and increase the number of all students of diverse populations on our campuses and in the nursing program. Students are encouraged to seek faculty assistance in developing strategies for success should they have unique learning needs. Specific information and helpful resources can be found on the M State [Office of Diversity and Inclusivity](#) web page.

[Student Clubs and Activities](#)

M State believes student activities and organizations promote the complete development of students and help motivate students to enroll in and continue in college. Through a number and variety of activities and organizations, all students can participate in extracurricular programs. The student life budget supports the expenses of approved student body activities. All student club membership and activities are governed by the Student Code of Conduct. Some M State campuses have active nursing clubs/organizations. Students at the other campuses interested in establishing a student organization should contact the Director of Student Life on their campus.

[Other Student Support](#)

M State is committed to supporting student needs along their educational journey. Information about all the available resources can be accessed on the [Student Resources](#) web page.

[Additional Costs](#)

At times in the program, additional costs are incurred for which the students will need to plan. These may include but are not limited to:

- Costs of supplies for presentations, small projects, or other group projects.
- Costs associated with travel to and from clinical and school (gas and associated car maintenance and repairs).
- Uniforms (additional set), shoes, and equipment (i.e., stethoscope, watch, pen).
- Laptop computer.
- Lab supplies included in the required lab pack(s).
- Other minimal costs associated with coursework.
- Application costs associated with taking the national board exam and state licensure application.
- National background study through Castle Branch.
- OPTIONAL learning resources recommended by faculty (but not required).
- OPTIONAL costs associated with graduation ceremonies.

If financial hardship prevents students from being able to incur these costs, the students should meet with Student Development Services to seek assistance.

Nursing Academic Policies

Student Learner Outcomes

Students are required to meet student learner outcomes at both the course and program levels. Outcomes are achieved by successful completion of course assignments and evaluations. Students repeating a course are expected to submit all assignments and evaluations as though they have not taken the course before.

Attendance

Attendance in all coursework is crucial to successful completion of the Nursing Program. Prompt, reliable attendance is a professional responsibility and a minimal expectation of industry. Therefore, students are expected to be present physical and mentally, engaged, and prepared for active classroom activities in all theory, laboratory, simulation, and clinical courses.

Theory Class and Labs: There is no specific penalty imposed for absence in theory class or labs; however, attendance may be taken to comply with Financial Aid reporting requirements and to identify at-risk behaviors that may be contributing to unsuccessful student performance. Students who are absent and miss unscheduled quizzes and/or graded classroom/lab activities are not permitted to make them up and will receive a zero (0). Missed scheduled lab test-outs due to absence will count as a missed attempt and may contribute to the student not meeting a required course outcome(s) and possibly failure of the course.

Clinical: Experiential clinical opportunities are how students make important connections between what they are learning in the classroom with what they will be doing in practice, therefore, students are expected to attend all clinical learning opportunities. If a student is late or leaves early, he/she will receive a zero (0) for the day, and this will count as an absence. Students who miss a scheduled clinical day will be expected to make up the experience as soon as possible. ** Faculty will work with the student to help schedule an equitable make-up day to fulfill the clinical hours that were missed. If a second clinical day is missed, the clinical experience must be made up at the expense of the student and would be arranged during finals week of the semester (see next paragraph regarding clinical make-up). Students who miss more than two clinical days are considered unsuccessful and will receive a letter grade of F.

Make-up clinical experiences are not guaranteed. Opportunities for make-up clinical are limited and will be based on instructor and clinical site availability. If make-up experiences can be arranged, attendance is required as scheduled. The student jeopardizes his/her ability to progress if he/she does not attend. If the student's request to complete a clinical make-up is granted, he/she/they will pay a required \$25.00 per hour fee at the campus bookstore and present the paid receipt to the director prior to the start of the make-up experience.

****Students who are not permitted to attend clinical due to noncompliance with program required**

documents are not allowed to make-up those missed experiences, will be awarded zero (0) for each missed day, and risk not being able to meet course outcomes resulting in failure of the clinical course.

Grading Policy

All prerequisites, general education, and core nursing courses required for all M State Nursing program options must be completed with a grade of “C” or better, according to the grading scale adopted by the instructor. Nursing faculty have adopted a common grading scale for the Practical Nursing Program:

A = 94 – 100%

B = 87 – 93%

C = 83 – 86%

D = 74 – 82%

F = below 74%

Common class/clinical grade percentage configuration:

- All semester 1 PNSG theory courses: 65% Test/Assessments and 35% Assignments.
- All semester 2 PNSG theory courses: 75% Test/Assessments and 25% Assignments.
- All NURS Clinical I courses: 50% Portfolio and 50% Performance.
- All PNSG theory courses with a lab: 50% Theory (65% Test/Assessments and 35% Assignments), 50% Lab (65% Test/Assessments and 35% Assignments). Students must pass both theory and lab at 83% separately, or they receive a letter grade of F for the course.
- All PNSG Clinical 1 courses: 50% Assignments, 50% Performance.
- All PNSG Clinical 2 courses: 45% Assignments, 45% Performance, 10% Test/Assessments.

Grades are not rounded.

Client Categories

The Minnesota Board of Nursing requires that students provide care for a variety of patients during their clinical rotations. Students are required to use the electronic Client Categories Portal (CCP) to document care of patients from the categories listed therein. The faculty will review and approve the student submission each week. The CCP must be complete, accurate, and fully approved by faculty at the end of the final clinical course to earn a grade for that course and graduate as expected. It is the responsibility of each student to submit information, update, and maintain the CCP. Faculty reserve the right to deny verification if not submitted the same week cares are provided.

Dosage Calculation Competency

Dosage calculation competency is paramount to patient safety. The student is expected to demonstrate competency with dosage calculations throughout the Nursing Program. Students must achieve 100% on competency exams to progress through the program and will have three attempts to pass each calculation assessment. Students are required to use their own basic, four-function calculators. (This is an inexpensive calculator that performs only addition, subtraction, multiplication

and division.) Cell phones are not allowed as calculators. Students without their own four-function calculator will calculate problems by hand.

[Assessment Technologies Institute \(ATI\) Integrated Learning System](#)

ATI is a comprehensive assessment and review program that is integrated into all nursing program courses. The package includes access to computer modules, content reviews, and lab skills tutorials. The package also includes a live NCLEX review course that will be delivered to each campus at the end of the program. The fee for ATI is assigned to certain courses within the program and is assessed to the student during the semester they take the course. There is no fee assessed to the student who repeats a course. There are no refunds of ATI fees after the college drop/add date.

[Copyright Statement](#)

Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use, and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at M State contain nothing unlawful, unethical, or libelous and do not constitute any violation of any right of privacy.

[Children in the Learning Environments](#)

Unless a part of the approved learning activities, children are not permitted in the learning environments during class or lab time, as they can be a distraction to others and inhibit open discussion of the sensitive issues that often occur in nursing education. All other disruptions in the classroom are guided by the college [Student Handbook](#).

General Clinical, Laboratory, Simulation, and Community Service Policies

Noncompliance with any of the following policies will result in the student being sent home from the learning experience. This will be considered an unexcused absence, without the possibility of make-up, resulting in a zero (0) for the day. The student may also be placed on Nursing Program probation at the discretion of the instructor.

[Uniforms](#)

Unless otherwise indicated, M State uniforms will be worn during simulation, scheduled or open lab, clinical, and community service experiences. Fleece, sweatshirts, and/or hoodies are not appropriate when students are required to be in uniform.

When the student is engaged in clinical, laboratory, or simulation activities, the following is expected:

- Clean, wrinkle-free uniform, in good repair.
- The uniform should fit, covering the student's body even with movement. Pants should be hemmed to a length that does not drag on the floor.
- Closed-toed, full back shoes will be worn (no Crocs or slip on clogs).

- The student is permitted to wear a long-sleeve shirt under the uniform top. If the shirt hangs below the hem of the scrub top, it must be tucked in. No logos or saying are permitted. Shirt sleeves are not to hang below the wrist. Some clinical facilities do not allow long sleeves for infection control purposes.
- Current M State photo ID and/or clinical facility ID badge, attached on the chest area of the uniform. **Name and picture must face forward and be visible to patients, families, and staff at all times.**
- Hijabs and scarves are left to the discretion of the clinical facilities. If permitted, they must be neutral in color and without adornments that may pose safety hazards.
- Required personal equipment includes bandage scissors, penlight, wristwatch with a second hand, stethoscope, and a four-function calculator. Students will lose points if they present to the clinical experience without these items.
- Attire for non-direct patient care activities (i.e., service learning) will be addressed by the faculty on each campus.

Jewelry & Body Art

The M State Nursing Program follows the policies of our clinical partners. General guidelines are:

- Hand jewelry is discouraged; however, wedding and engagement rings may be acceptable. Neither M State nor the clinical facilities are liable for loss or damage to engagement or wedding rings related to use of gloves, hand sanitizer, or repetitive movements.
- Stud-like earrings can be worn. No other forms of visible piercings are permitted. Students with gauged earlobes must fill the hole with flesh-colored plugs when participating in clinical or lab experiences.
- No necklaces or neck chains are allowed.
- Students may be asked by faculty, patients, or clinical facility staff to cover visible tattoos if they are deemed insensitive or offensive in nature.
- Henna skin designs are not allowed in clinical or lab settings.

Personal Hygiene

- Students are expected to appear neat, clean, and be odor-free.
- Students that smoke are expected to be free from the odor of smoke before and during their clinical rotations. Tobacco use is not allowed on the property of any clinical facility.
- Students should not wear perfumes, after-shaves, or scented toiletries.
- Fingernails will be no longer than ¼ inch from the tip of the finger. Artificial nails, tips, wraps, enhancements, adornments, or appliqués are not permitted. Nail polish is permitted if it is clean, intact, and not chipped.
- Hair is to be off the shoulders and pulled back in a professional manner.
- Beards and mustaches must be neatly trimmed.

Unacceptable Attire for Clinical, Laboratory, Simulation, and/or Service Learning

Students represent themselves, the nursing profession, the Nursing Program, and M State. The following is a list of unacceptable attire:

- Nonprofessional clothing, including denim, skinny jeans, leggings, athletic wear, cargo pants, shorts, short skirts, or garments made from sheer fabrics.

- Attire that reveals the abdomen, lower back, upper thighs, shoulders, or cleavage.
- Attire that reveals undergarments, or lack thereof.

General Lab Safety

Below are general lab safety requirements common across the college. Individual campuses may have a more extensive lab policy. Students should also refer to those additional expectations when engaging in lab activities at those sites.

- Safety is always the priority in the lab.
- All contents of the lab kits purchased are meant for use on simulators and not to be used on humans.
- Universal precautions are to be used in all nursing simulation and lab procedures.
- M State Nursing lab kits are purchased each semester by the student when enrolled in a lab course. According to **MN Statutes SECTION 151.37**, students cannot have in possession any solutions or legend drug. Therefore, any of these products will be purchased, but delivered directly to a faculty, College Lab Assistant (CLA), or director, and 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.
- **Minnesota Statutes 151.40: POSSESSION AND SALE OF HYPODERMIC SYRINGES AND NEEDLES.**
 - ❖ According to this statute, it is unlawful for any person to possess, control, manufacture, sell, furnish, dispense, or otherwise dispose of hypodermic syringes or needles.
 - ❖ Therefore, M State will distribute any needles and syringes purchased by students only when under direct supervision in the lab.
- 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 not left unattended in the laboratory.
- Syringes, needles, and any “simulated” medications may not be removed from the laboratory for practice at any time by students.
- Any sharps, such as needles of any kind, breakable bottles, or any solutions cannot leave the lab at any time.
- Any of these unused supplies at the end of a course or the program will become property of the M State lab in accordance with **Minnesota Statutes Rules** listed above.
- Students are reminded to review, and always adhere to, the High Hazard Exposure and Injury section in the P/P Manual.

High Hazard Exposure and Injury

Blood and Body Fluids: Nursing students are exposed to blood and blood-borne pathogens. Student exposure to blood-borne pathogens while engaging in nursing program activities will be addressed according to college policy. If a student’s scrub attire is contaminated with blood or body fluids while at the college, the student will be required to immediately leave the learning environment. He/she may return once the contaminated attire has been removed and the student has donned clean attire.

Sharps-related Injury/Exposure: Nursing students are expected to exercise care and caution when working with needles and other sharp materials. Any injury incurred while engaged in nursing

program activities **MUST** be reported to the CLA or nursing faculty immediately and will be addressed according to college policy.

Students experiencing an injury while engaged in nursing program activities should contact their health care provider for advice and follow-up care. In the event of an emergency, the college reserves the right to initiate emergency care by calling 911. In either situation, any expenses associated with medical care are the responsibility of the student. It is strongly recommended that students maintain their own adequate health insurance coverage. Students may be required to follow the clinical facility's policy if an injury or exposure occurs at clinical.

Latex Exposure

Students who have a latex allergy are advised to consult with their health care provider prior to lab and clinical experiences. Students with a latex allergy should alert the lab/clinical instructors prior to beginning lab/clinical experiences so that exposure can be minimized/avoided.

Course Progression

General education courses are important building blocks that support core nursing courses and as such, are strategically placed within the program plans. **All general education courses required for the diploma should be successfully completed prior to or during the semester in which they appear in the program plan. It is also expected that students will have completed all program required general education courses by the time they complete core nursing courses.**

General Progression Guidelines

Specific program progression information follows this section.

- Students must be accepted to the college and the nursing program prior to enrolling in any PNSG courses. Only students accepted into the Practical Nursing program may take PNSG program courses.
- Students must be successful in all program prerequisites to be eligible to start the program. If a student is in progress but unsuccessful in the prerequisites, he/she will not be able to start nursing courses.
- Students are considered unsuccessful if they earn a W, D, F, FN, or FW in any PNSG course, and should schedule an appointment with their academic or program advisor to discuss their options.
- General education courses may be repeated according to the M State policy. Needing to repeat a general education course that is a prerequisite for a nursing course, may delay or prohibit program progression.
- Students may repeat a program PNSG course one time.
- Students requesting to repeat a program course must submit a Revised Plan of Study form as guided by the information found on the [Transfer, Appeals and Progression](#) nursing web page.
- Students who are unsuccessful in any combination of two courses, including repeated courses, are not

eligible to progress in the program. Students may finish courses in which they are currently enrolled but may not take future semester courses.

- Students who are unsuccessful in two or more nursing courses, including repeated course, are not eligible for acceptance in either program (ADN or PN) for six (6) academic semesters, not including summer, and will be required to take all nursing courses over.
- Students needing to repeat clinical or lab courses are required to submit updated DHS and national background studies, evidence of immunizations, nursing assistant experience, and American Heart Association BLS CPR. Students will be required to purchase new lab kits.
- **Clinical orientation is mandatory.** Consistent, safe patient care and current orientation to clinical facilities prior to all clinical courses is a priority public safety concern to the college, clinical agencies, and the Minnesota Board of Nursing. To progress in clinical/lab courses, students must comply with clinical agency policies. A student missing orientation to clinical may not be eligible to participate in the course and jeopardizes his or her progression in the program.
- Students denied access to a clinical site by the clinical facility will be unable to progress in the Nursing Program. The college will make a reasonable effort to locate an alternate clinical site as appropriate but cannot guarantee such placement.
- Students may be ineligible to progress in the nursing program for gross unsafe or unethical practice. Students that are found ineligible to progress for these reasons are not eligible for acceptance in either program (ADN or PN) for six (6) academic semesters, not including summer, and will be required to take all program courses over.
- Progression of all students considered out of sequence, or progressing off plan, is on a space-available basis and does not guarantee placement in the course section of choice. **Students who decline placement are required to submit a new RPOS and will forfeit their rank in the placement queue.**
- Students must achieve a grade of "C" or better in all program required general education, program required elective general education, and program required nursing courses to be eligible to progress and/or graduate.
- Failure or withdrawal from a PNSG course will delay the student's anticipated graduation plans as outlined in the program planner.
- All PNSG courses need to be completed within two academic years. The Degree Audit Reporting System (DARS) will check back two years from the end of the semester of graduation to determine if the recency requirement has been met.

Nursing Program Course Progression Guidelines

Progression of all students considered out of sequence or off plan is on a space-available basis and does not guarantee placement at the campus or in the course section of choice. Students who decline placement are required to submit a new RPOS and will forfeit their rank in the placement queue.

Students who are ineligible to progress due to 2 or more unsuccessful attempts (any combination) and wish to reapply for admission after the 6-semester wait period must meet all program application requirements at that time and compete with all other applicants in the pool.

Practical Nursing Program Course Progression

Semester 1

- To be eligible to progress into Semester 2 PNSG courses, the student must achieve a grade of “C” or better in all general education courses prerequisite for semester 2 PNSG courses, and all Semester 1 PNSG courses, which include:
 - ✚ PNSG 1509 Foundations of Adult Nursing Care I
 - ✚ PNSG 1512 Practical Pharmacology
 - ✚ PNSG 1514 Clinical I Practical Nurse Foundations
- Students who are unsuccessful in **any Semester 1 PNSG course** (PNSG 1509, PNSG 1512, PNSG 1514), are not eligible to progress as planned and must complete a Revised Plan of Study (RPOS) and proceed on a seat available basis for the next available start, which may not be the next semester. Students with a gap of six (6) academic semesters (not including summer) from the end of the term in which they were unsuccessful will be required to take all nursing courses over.
- Students who are unsuccessful in **two or more Semester 1 PNSG courses** (PNSG 1509, PNSG 1512, PNSG 1514), are ineligible to progress, and must wait 6 academic semesters (excluding summer) from the end of the unsuccessful term to be reaccepted into either M State Nursing Program (ADN or PN).

Semester 2

- To graduate from the Practical Nursing Program, the student must achieve a grade of “C” or better in all final semester general education courses and all the final semester PNSG courses, which include:
 - ✚ PNSG 1518 Foundations of Adult Nursing Care II
 - ✚ PNSG 1520 Nursing Care of Women, Newborns, and Children
 - ✚ PNSG 1522 Transition to Practical Nursing Practice
 - ✚ PNSG 1524 Practical Mental Health Nursing
 - ✚ PNSG 1528 Clinical II Practical Nursing
- Students who are unsuccessful in any **one of the Semester 2 PNSG courses** (PNSG 1518, PNSG 1520, PNSG 1522, PNSG 1524, or PNSG 1528), are not eligible to graduate, must have a conversation with their advisor, and are required to submit a Revised Plan of Study (RPOS) if they wish to repeat

and graduate. The RPOS requests will be considered by the Nursing Transfer and Progression Team (NTPPT). Placement is not guaranteed, but if possible, is on a space-available basis related to the date the RPOS was submitted. Students with a gap of six (6) academic semesters (not including summer) from the end of the term in which they were unsuccessful will be required to take all nursing courses over.

- Students who are unsuccessful in **two or more of the Semester 2 PNSG courses** (PNSG 1518, PNSG 1520, PNSG 1522, PNSG 1524, or PNSG 1528), are ineligible to graduate, and must wait 6 academic semesters (excluding summer) from the end of the unsuccessful term to be reaccepted into either M State Nursing Program (ADN or PN). Students will be required to repeat all previous PNSG courses.

Progression of all students considered out of sequence or off plan is on a space-available basis and does not guarantee placement at the campus or in the course section of choice. Students who decline placement are required to submit a new RPOS and will forfeit their rank in the placement queue.

Students who are ineligible to progress due to 2 or more unsuccessful attempts (any combination) and wish to reapply for admission after the 6-semester wait period must meet all program application requirements at that time and compete with all other applicants in the pool.

All Practical Nursing students must achieve a grade of “C” or better in all required general education and PNSG courses to be eligible for graduation. An evaluation of the student’s DARS will be completed prior to awarding the Practical Nursing Diploma, which is necessary for students to be authorized to sit for the PN National Council Licensure Examination (NCLEX-PN).

Nursing Progression and Transfer Policy

The purpose of this policy is to recognize and facilitate the student's right to complete the Nursing Program in a timely fashion. Submission of a Revised Plan of Study (RPOS) does not guarantee the desired outcome.

Revised Plan of Study Form with expected documents attached is required for the following:

- **Students who are unsuccessful (D, F, W, FN, FW) in one course in the Nursing Program (except for those courses requiring reapplication to the program) and want to continue in the Nursing Program.**
 - ✚ Submitting a Revised Plan of Study helps to keep students in progression. It does not guarantee the student will be offered a seat in the next offered course, nor a seat in the course on their home campus.
- **Students granted an appeal to continue their progression through the program having been unsuccessful in any combination of 2 courses.**
 - ✚ A student granted a progression request on appeal progresses on a space-available basis according to the date of the Revised Plan of Study. It does not guarantee the student will be offered a seat in the next offered course, nor a seat in the course on their home campus.

Procedure for Submitting a Revised Plan of Study:

1. Students submitting a Revised Plan of Study (referred to as "request") are considered out of sequence and progressing off plan. They will be placed in nursing courses by the Nursing Transfer and Progression Team (NTPT) at the end of each semester, on a space-available basis related to the date of the RPOS submission. **Students should not self-register for the next semester nursing courses, and if already registered, should withdraw to avoid tuition charges for courses they may not be permitted to take.**
2. Complete the **Revised Plan of Study** dynamic form located on the Nursing home page under the [Appeals, Transfers, and Progressions](#) link.
3. Requests should include the following: All courses needed to finish the program, the semester in which the student requests those courses.
4. Requests without all required attachments **will not be considered**. Attachments are uploaded from your computer. Required attachments include:
 - Current transcript
 - Health Form and supporting documentation
 - Current American Heart Association BLS CPR
 - Nursing assistant documentation or current, unencumbered Practical Nursing License
 - Any other documentation supporting the request

5. Requests are forwarded to the NTPT as they are submitted and placed in queue for consideration based upon the date of submission.
6. Requests will be reviewed by the NTPT at the end of fall semester, at the end of spring semester, and again mid-summer. The NTPT does not meet during times when program faculty are not on contract (during semester breaks, spring break, holidays, weekends, or summer).
7. Only requests received by the NTPT three (3) business days prior to scheduled meetings will be considered at the meetings. Anticipated meeting dates are indicated on the Nursing Resource web page under the [Appeals, Transfers, and Progressions](#) link.
8. All requests are considered individually, based upon the content and documentation provided by the student.
9. Students who are out of sequence and progressing off plan, are placed on a space-available basis related to the date their RPOS was submitted. Submission of the request does not guarantee placement at the campus nor in the course section of choice. If the student declines the placement, he/she/they will relinquish their rank in the placement queue and must submit a new RPOS if they wish to be considered for future placement.

Nursing Transfer and Progression Team Decisions

1. The Program Director will communicate NTPT decisions via the student's official school e-mail. Decisions will be filed in the student's academic record, and the program progression and transfer log.
2. Decisions may also be communicated to faculty, Student Development Services Directors, Associate Registrars, and with admissions, advising and counseling personnel, as appropriate.
3. Approval of requests is contingent upon the following:
 - Space availability in the courses requested, which is determined at the end of the academic terms.
 - Submission of a complete Revised Plan of Study Form.
 - Inclusion of all required up-to-date documents.

Students progressing out of sync, or off plan, should **not** register themselves. The NTPT will register and notify students if they are able to be placed.

Nursing Appeals Policy and Procedure

The purpose of this policy is to provide the student due process. Submission of an appeal does not guarantee the desired outcome.

Students **may choose** to submit a **Level One** appeal for the following situations:

- ✚ **Students are unsuccessful in two (2) or more nursing courses and are, thus, ineligible to progress in the program.** Students should address the following in their appeal:
 - Barriers to their success
 - Realistic and concrete plan to decrease those barriers in the future, should their appeal be approved

- Clear and convincing evidence that the circumstances preventing success have substantially changed
- Supporting documentation

Students **must submit an appeal for the following:**

- ✚ **Students were previously granted a conditional appeal and were expected to meet terms or conditions.** This appeal should provide documentation of meeting the terms and conditions of the prior appeal and must include:
 - Indication that this is a follow-up to a previous appeal
 - Date of the original appeal and/or copy of original appeal decision
 - Supporting documentation demonstrating the completion of terms and conditions

Procedure for Submitting an Appeal

1. Students submitting a **Level One Academic and Student Services Appeal** (referred to as “appeal”), are considered out of sequence and progressing off plan. **They should not self-register for the next semester nursing courses and if already registered, should withdraw to avoid tuition charges for courses they may not be permitted to take.**
2. Complete the **College Appeal Form; Level One Academic and Student Services Appeal** dynamic form located on the Nursing home page under the [Appeals, Transfers, and Progressions](#) link.
3. Complete the **Revised Plan of Study** dynamic form located on the Nursing home page under the [Appeals, Transfers, and Progressions](#) link that will be necessary, should the appeal be approved (see above). Submit both forms at the same time.
4. The appeal is forwarded to the Nursing Appeals Council (NAC) which meets monthly during the academic year. The NAC does not meet during times when faculty are not on contract (during semester breaks, spring break, holidays, weekends, or summer).
5. Only appeals received by the NAC three (3) business days prior to scheduled meetings will be considered at the meetings. Anticipated meeting dates will be indicated on the Nursing home page under the [Appeals, Transfers, and Progressions](#) link.
6. Students wishing to present their appeal to the council should email the respective program director, nikki.oliver@minnesota.edu or erica.berg@minnesota.edu at the same time the appeal is submitted. Students will be expected to follow the instructions for connecting to the electronic web-based discussion at the specified time, or they will forfeit their right to be present. Students will need a computer with internet access in a private location and a headset with microphone to communicate with the NAC.
7. All appeals are considered individually, based upon the content and documentation provided by the student.
8. **Appeals related to confirmed cheating are not considered by the NAC but instead are escalated to Level Two and decided by a college administrator.**

Nursing Appeals Council Decisions

1. Program director(s), or designee, will communicate NAC decisions via the student's official school e-mail. Decisions will be filed in the student's academic record and program progression and transfer log.
2. Decisions may also be communicated to faculty, Student Development Services Directors, Associate Registrars, and with admissions, advising, and counseling personnel as appropriate.
3. **Approved Appeals**

Readmission to the program is contingent upon the following:

 - Compelling rationale supporting the appeal.
 - Documented completion of any terms and conditions advised by the Council within the specified time frame.
 - Submission of a Revised Plan of Study (RPOS) to accompany the appeal if requesting continued program progression. Students who are out of sequence and progressing off plan, are placed on a space-available basis related to the date their RPOS was submitted. Submission of the request does not guarantee placement at the campus nor in the course section of choice. If placement is declined, a new RPOS must be submitted and students will lose their rank in the submission date queue.
4. **Denied Appeals**
 - The student must wait a period of six (6) academic semesters, not including summer, from the end of the unsuccessful term to be reaccepted to either Nursing Program (ADN or PN) and will be required to repeat all nursing courses.
 - Decisions of Level One appeals by the NAC are considered final. Based upon the NAC decision, students may choose to submit a Level Two academic appeal which is outlined in the Student Grievance section of the [M State Student Handbook](#).

Official Student Grievances

Students have the right to file a grievance in writing if they have allegations of improper, unfair, arbitrary or discriminatory action by an employee involving the application of a specific provision of a college rule or regulation. Students should use available informal means to have decisions reconsidered before filing a grievance. No retaliation of any kind shall be taken against a student for participation in a complaint or grievance. These procedures shall also protect data privacy rights. For more information about filing a student grievance, contact Student Development Services. The Student Grievance form can be found online at [Records Office Forms](#).

Nursing Student Professional and Ethical Behavior Policies

Student Conduct

In accordance with Minnesota State system Board Policy 3.1 Student Rights and Responsibilities, the college shall provide students with the system outlined rights and responsibilities. The college believes these student rights are essential components of academic life. The college asserts that students play a critical role in creating an educational atmosphere that supports these rights for all members of the academic community; thus, we expect students to exercise these freedoms with responsibility. For complete details, please review the [Student Rights and Responsibilities](#) policy. Conduct that is not specifically outlined within this P/P Manual is guided by the M State College [Student Conduct Code](#).

Professional Boundaries

Health care professionals and nursing students are expected to maintain appropriate professional boundaries. Boundaries are defined as limits that protect the space between the professional's power and the client's vulnerability. Maintaining appropriate boundaries allows for a safe connection between the professional and patient. Boundary violations occur when a professional exploits the professional-patient relationship to meet personal needs rather than patient needs. This violation breaches the fundamental nature of care that obligates the professional to place the patient's needs first. Patients expect the nurse/nursing student to act in their best interests and refrain from inappropriate involvement. Failure to maintain professional boundaries may result in immediate program probation, suspension, or dismissal.

Confidentiality

Patient confidentiality cannot be overemphasized. The nurse has a legal responsibility to safeguard the patient's right to confidentiality of his/her care and personal information. Students may not give information about a patient or occurrence to anyone not on the clinical facility staff. Conversation relating to patients is permitted only in the clinical and clinical conference areas. Patients or any clinical occurrences are not to be discussed in public places such as the cafeteria, student lounge, elevators, at home, or other public places. Students may not photocopy nor transmit electronically, any private health information or any part of the patient medical record. Students are responsible to follow all HIPAA guidelines and facility policies. Students will be required to sign a HIPPA agreement with all clinical facilities. All assignments must be redacted of patient identifiers, including room numbers, prior to submission. Failure to maintain patient confidentiality may result in immediate program probation, suspension, or dismissal.

Academic Dishonesty and Integrity Misconduct

An educated society tends to take a very negative view of academic dishonesty, as does the M State Nursing Program faculty. Academic dishonesty may include, but is not limited to, such behaviors as:

- **Deception:** Providing false information to an instructor concerning a formal academic exercise.
- **Cheating:** Any attempt to give or obtain assistance in a formal academic exercise without due

acknowledgment.

- **Plagiarism:** The adoption or reproduction of ideas, words, or statements of another person without due acknowledgment.
- **Altering Documents:** Altering, changing, or modifying a document for the purpose of deceiving another person.

Any incident in which a student engages in any degree of academic dishonesty, or in any way facilitates or promotes others to do so, will result in probation and possibly failure of the assignment or nursing course. All reports of student academic dishonesty or integrity misconduct are considered serious infractions, and as such, will be reported to the program directors and the Dean of Health Careers. **Probation related to confirmed cheating may be imposed by the program directors or Dean of Health Careers at Step 2, which would result in failure of the course and the student becoming ineligible to progress.**

Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter **before** submission. Students who submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or anything else from another source without appropriate acknowledgment of the fact, are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, including, but not limited to, a published article, chapter of a book, a paper from a friend, or course notes. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When an assignment involves researching information from outside sources, the student must carefully acknowledge exactly what, where, and how he/she/they employed these sources. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes in text while leaving the organization, content, and phraseology intact is considered plagiarism. Students should refer to a current APA Handbook regarding source citation.

Social Media

Student nurses have a responsibility to understand the benefits and consequences of participating in social media, including both personal and professional social media use. A common myth with social media is that the communication or post is private and accessible only to the intended recipient. Social media is a public forum, and any information posted in this media is considered public. Students should also be cautious of engaging in compromising behavior that may be photographed and tagged in another individual's social media without permission of the student. It does not matter if the behavior is in their personal or professional life, as nursing always requires the highest level of ethics.

Any questionable behavior with social media that is reported to the Associate Dean/Director of Nursing will be investigated. If the preponderance of evidence is found that the student is in violation of this policy, disciplinary action will be taken. Disciplinary action may range from probation to dismissal from the program, and/or reporting to a clinical agency and/or the Minnesota Board of Nursing. Nurses have an ethical obligation to report when others are engaging in questionable or unprofessional behavior. This could include reporting to an instructor, program director(s), charge nurse, or Board of Nursing.

Examples of social media may include, but are not limited to:

- Blogging – examples: Blogger, LiveJournal, Xanga
- Microblogging – examples: Dailybooth, Foursquare, Google Buzz, Posterour, Tumblr, Twitter
- Podcasting – example: Blubrry
- Social networking – examples: Bebo, Facebook, Google+, Instagram, LinkedIn, MySpace, Orkut, Snapchat, Twitter
- Social net sharing – examples: Digg, Reddit
- Social bookmarking/social tagging – examples: Delicious, Diigo, Google Reader, StumbleUpon
- Video hosting – examples: Vimeo, YouTube

Examples of questionable or unprofessional behavior may include, but are not limited to:

- Identifiable patient information or image, or HIPAA violation
- Blurring of professional patient/client/resident relationship – nurse boundaries
- Sharing of information or photos gained through the patient/client/resident - nurse relationship
- Lateral violence or cyber bullying, which may be behaviors of intimidation or bullying directed towards another individual
- Unprofessional remarks towards a patient/client/resident, or clinical agency employee
- Harassing, obscene, or sexually explicit comments or images

Students are responsible for reviewing the entire social media policy outlined in [Appendix E](#) and will be required to attest via signature that they fully understand the expectations and consequences for failure to comply.

Professional Integrity

Nursing is a helping profession that requires adherence to high standards of ethical comportment. The nurse or nursing student who embraces a personal and professional code of ethics, recognizes that patients and their families are trusting the nurse or student to advocate on their behalf. It follows that an expectation of trustworthiness would be an integral part of a nursing education program. The nursing faculty at M State believe in the nurse as a role model. This includes the nurse's behavior in all aspects of community and service; therefore, the M State nursing student is held to a high standard of professional integrity in the classroom and clinical settings.

The following documents describe and support the ethical behavior and expectations to which the student will be held. The student is responsible for understanding the content of these documents and consistently demonstrating the behaviors described therein.

Minnesota Board of Nursing Practice Act

ANA Code of Ethics

National Student Nurses' Association Code of Academic and Clinical Conduct

Nursing Program Probation

Program probation is a disciplinary action that may be taken when a student breaches policy of a nursing course, the Nursing Program, college, or industry standards; engages in a critical incident in any nursing course; or demonstrates insubordinate behavior. The severity of consequence increases with each incident.

Examples of breach of standards may include, but are not limited to:

- Failure to identify a patient prior to any invasive procedures or high-risk patient care activities
- Failure to implement physician orders in a timely manner
- Breach of patient confidentiality or HIPAA guidelines
- Unprofessional behavior, plagiarism, or integrity misconduct

Examples of critical incidents may include, but are not limited to:

- Unsafe practice
- Practicing outside the scope of practice
- Behavior that puts self or others at risk while participating in academic-related activities.

Examples of insubordinate behavior may include, but are not limited to:

- Unruly behavior
- Noncompliance with course or program rules and policies
- Tardiness and absenteeism

Probation Procedure

1. The instructor promptly discusses the incident with the student privately and determines if the student will be permitted to remain in the classroom, lab, or clinical area.
2. The instructor will communicate expectations to student and document the incident and communication using the Notice of Probation form (example [Appendix F](#)).
3. The instructor reviews the Notice of Probation with the student and gives the student the opportunity to provide a description of the situation in a WORD document format that will be attached to the Notice of Probation.
4. The instructor and student will sign the Notice of Probation, indicating they have discussed the incident and resulting probationary status, including the probationary plan and consequences associated with the student's failure to comply.

5. The faculty will forward the electronic Notice of Probation to the program director(s) for review and signature. Based upon the severity of the incident, the program director may request to meet with the student.
6. The program director will return a copy of the signed Notice of Probation to the instructor and student, and track probation on the Program Probation Log.
7. Terms of the Notice of Probation remain in effect until the student graduates.

Probation Consequences

Depending upon degree of incident, a student may be placed directly onto Step III

1. First Incident
 - a. The **Notice of Step I Probation** form is completed. (See [Appendix F](#) Probation Form.)
 - b. The student will be assigned a letter grade of “F” on the exam, assignment, or clinical evaluation, which *may* affect the student’s ability to successfully meet course or program outcomes.
2. Second Incident
 - a. The **Notice of Step II Probation** form is completed. (See [Appendix F](#) Probation Form.)
 - b. The student will be assigned a letter grade of “F” for the course associated with the incident, which *will* affect the student’s ability to successfully meet course and/or program outcomes. The student may continue in the current semester courses in which he/she/they may be enrolled but will be required to follow the course progression policy (page 36, P/P Manual). The student may be considered progressing out of sequence and off plan until graduated.
3. Third Incident
 - a. The **Notice of Step III Probation** form is completed. (See [Appendix F](#) Probation Form.)
 - b. The student will be assigned a letter grade of “F” for the course associated with the incident. The student may continue in the other courses in which he/she/they may be enrolled, but will be ineligible to progress in the program at the end of the semester, and is ineligible to reapply to either Nursing Program (ADN or PN) at M State.

NOTE: Subsequent incidents leading to a Step II or Step III Probation status may be repeat infractions or may be completely different incidents.

Gross Unsafe Practice

Depending on the nature of the incident(s), the student may be immediately removed from the learning environment, awarded a letter grade of “F” for the associated course and possibly dismissed from the program. Examples of incidents that may be cause for immediate removal, course failure, and program dismissal include, but are not limited to:

- Incidents where the patient is at risk of experiencing or does experience a catastrophic injury or sentinel event.
- Incidents where the student breaks the law while engaged in activities related to his/her M State academic endeavors.

Students removed from the program for these reasons are ineligible to reapply to either Nursing Program (ADN or PN) at M State.

Graduation, NCLEX Examination, and Licensure

Graduation

All students must submit an application for graduation according to M State policy in order for the degree to be conferred upon completion and posted to the official transcript. Failure to complete the graduation application prior to the announced deadline will result in delayed graduation and subsequent inability to apply for licensure examinations. M State confers degrees three times a year, at the end of fall, spring, and summer semesters.

The minimum level for satisfactory achievement shall be a GPA of 2.0 or “C” in all required preparatory, program required and elective general education, core nursing PNSG course work, and completion of all program requirements. Students who take courses out of sequence, or who deviate from specific nursing program plan may need to submit a new application in order to graduate.

NCLEX Examination and Licensure

Practical Nursing graduates are eligible to apply to the State Board of Nursing to take the NCLEX-PN licensure examination. Successful performance on the NCLEX-PN examination leads to the credential of Licensed Practical Nurse (LPN).

Students eligible to sit for the NCLEX and seeking licensure in Minnesota will be confirmed once all course work is successfully completed, degrees are conferred, and they are in good financial standing with the college. Students eligible to sit for the NCLEX and seeking licensure in North Dakota are required to submit an official transcript indicating the degree has been posted to the ND Board of Nursing. The official transcripts will only be released if the student is in good financial standing. It is the graduate's responsibility to make sure he or she meets the requirements to take the NCLEX in states other than Minnesota. Boards outside of the region may have different requirements.

Information for licensure examination is found on state Boards of Nursing websites and [The National Council of State Boards of Nursing](#) website.

Applying for the NCLEX Examination

1. Instructions with links to forms and websites is located on the M State Nursing page under the [Graduating Nursing Students](#) link.
2. Apply for graduation.
3. Successfully complete all degree requirements.

4. Complete and submit a Transcript Request Form if a transcript is required by the state to which you are applying for licensure. **Indicate on the form to send once the degree is conferred.**
5. Follow the instructions for application by examination on the Board of Nursing website for the state in which you intend to seek licensure.
6. Identify the correct program code – note, the code and school address may not indicate the campuses where you completed the Nursing Program.
 - ✚ M State Program codes:
 - All Associate Degree graduates will use code **US10402000**
 - All Practical Nursing graduates will use code **US10108300**
7. Other important candidate information can be found at and [The National Council of State Boards of Nursing](#) website.
8. Students requiring accommodation while taking the NCLEX should review the Candidate Bulletin found on the National Council of State Boards of Nursing website or contact the Board of Nursing in the state they intend to seek licensure.

Students Taking NCLEX and Seeking Licensure in Minnesota

1. Go to the [Minnesota Board of Nursing](#) website.
2. Follow the instructions to apply for licensure by exam.
3. Once degrees have been posted, the program directors, or designee, will electronically approve those who have applied to the Minnesota Board of Nursing. Once you have been confirmed on the Minnesota BON website, the BON will send you the Authorization to Test (ATT). This may be delivered electronically, so be sure you use an email which you will routinely check.
4. All Minnesota Health-Related Licensing boards are required to conduct a criminal background check (CBC) prior to issuing a license. Once a student completes the MN BON application process, directions for initiating the CBC are sent from the BON directly to the applicant. It is recommended students complete the MN BON application process well ahead of their desired testing date, because, while the CBC process does not preclude a graduate from taking the NCLEX-RN or NCLEX-PN, it can prolong licensure.

Students Taking NCLEX and Seeking Licensure in North Dakota

1. Go to the North Dakota Board of Nursing website.
2. Follow the instructions to apply for licensure by exam.
3. Request official transcripts with degree posted to be sent to the North Dakota Board of Nursing by completing the Transcript Request form. Once your application is complete, the North Dakota BON will send the Authorization to Test (ATT). This may be delivered electronically, so be sure to use an email address which you will routinely check.

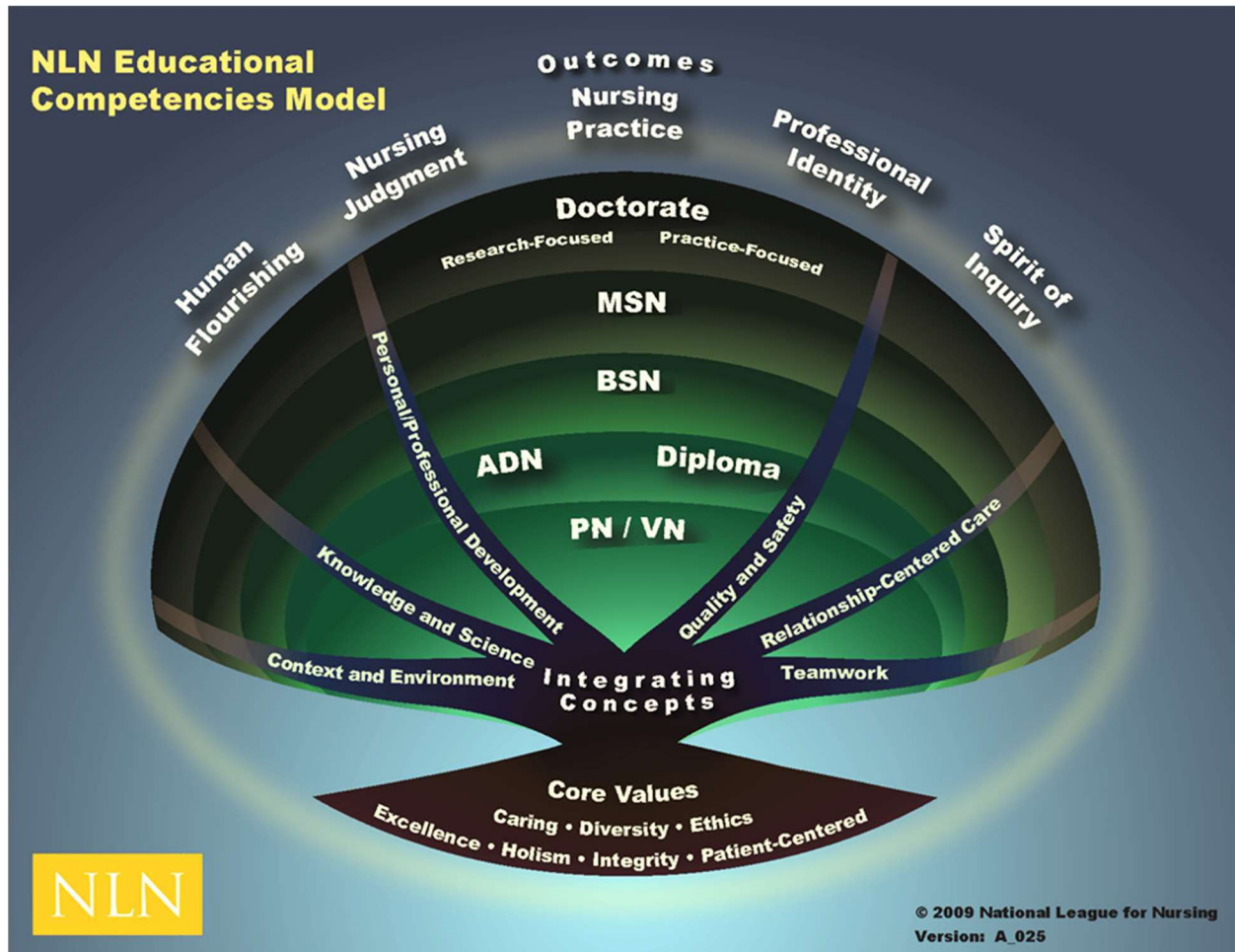
Students Taking NCLEX and Seeking Licensure in States Other Than Minnesota or North Dakota

It is the graduate's responsibility to make sure he or she meets the requirements to take the NCLEX and become licensed in states other than Minnesota or North Dakota. Boards outside of the region may have different eligibility requirements.

Appendix A: Nursing Program Framework

Nursing Framework

The National League for Nursing Education Competencies Model was developed by the National League for Nursing Council Competency Work Group in 2010. On April 1, 2011, the M State Nursing Program Faculty adopted the model as the framework for the M State Nursing Curricula. The National League for Nursing (NLN) Education Competencies Model identifies Core Values, Integrating Concepts, and Outcomes which are described below.



Core Values

According to the model architecture, there are even core values that form the foundation for all nursing practice. The values include Caring, Diversity, Ethics, Excellence, Holism, Integrity, and Patient Centeredness. They are strategically placed at the root of the model, to indicate that each type of nursing program and each type of competency must be grounded in each of these fundamental values.

The overviews, definitions, and explanations that follow are taken from the NLNL's book *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, associate degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing* (2010, p. 11-14).

Caring

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

Diversity

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 everyone is unique and recognize individual differences, which can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic 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.

Excellence

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. Excellence is seen not as a goal that can be achieved, but as an aspiration towards which we must continually strive no matter what standards are met, the status quo is never good enough.”

Integrity

Respecting the dignity and moral wholeness of every person without conditions or limitation. A culture of integrity is evident when organizational principles of open communication, ethical decision-making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and to how we always see ourselves from the perspective of others in a larger community.

Ethics

Ethics 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 agents, in caring for patients, families, communities, societies, populations, and organization. Ethics in nursing integrated knowledge with human caring and comparison, while respecting the dignity, self-determination, and worth of all persons.

Holism

Holism 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, with the context of a wellness-illness continuum.

Patient-Centeredness

Patient centeredness 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.

Integrating Concepts

Emerging from the seven core values are six integrating concepts. 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.

Nursing students must develop the ability to move with grace through the many realms of nursing, master varied areas of knowledge and science, be prepared to operate in complex environments while meeting the highest standards of quality and safety, be able to work comfortably in teams. With an awareness of their own personal and professional growth and learning needs, students must be able to build the relationships by which they touch and respond to those in need.

Inherent in each of these six integrated concepts there are three types of apprenticeships, knowledge, practice, and ethical comportment. **Knowledge** encompasses scientific theory, **Practice**, the mastery of skills in situational context to engage in a thoughtful, deliberate, and informed way, and **Ethical Comportment** that fosters the notions of 'good practice' and 'boundaries of practice'

Context and Environment

"Refers to conditions or social system within which the organization's members act to achieve specific goals. Context and environment are a product of the organization's human resources, and the policies, procedures, rewards, leadership, supervision, and other attributes that influence interpersonal interactions. In health care, context and environment encompass organizational structure, leadership styles, patient characteristics, safety climate, ethical climate, teamwork, continuous quality improvement, and effectiveness" (NLN, 2010, p.16-17).

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. These foundations include (a) understanding and integrating knowledge from a variety of disciplines outside nursing that provide insight into the physical, psychological, social, spiritual, and cultural functioning of human beings; (b) understanding and integrating knowledge from nursing science to design and implement plans of patient-centered care for individuals, families, and communities; (c) understanding how knowledge and science develop; (d) understanding how all members of a discipline have responsibility for contributing to the development of that discipline’s evolving science; and (e) understanding the nature of evidence-based practice” (NLN, 2010, p. 20-21).

Personal and Professional Development

“Personal and professional development is a lifelong process of learning, refining, and integrating values and behaviors that (a) are consistent with the profession’s history, goals, and codes of ethics; (b) serve to distinguish the practice of nurses from that of other health care providers; and (c) give nurses the courage needed to continually improve the care of patients, families, and communities and to ensure the profession’s ongoing viability” (NLN, 2010, p. 23).

Quality and Safety

“Quality and safety is the degree to which health care services 1) are provided in a way consistent with current professional knowledge 2) minimize the risk of harm to individuals, populations, and providers; increase the likelihood of desired health outcomes; and 4) are operationalized from an individual, unit and systems perspective” (NLN, 2010, p. 68).

Relationship-Centered Care

“Relationship centered care positions (a) caring; (b) therapeutic relationships with patients, families, and communities; and (c) professional relationships with members of the health care team at the core of nursing practice. It integrates and reflects respect for the dignity and uniqueness of others, valuing diversity, integrity, humility, mutual trust, self-determination, empathy, civility, the capacity for grace, and empowerment” (NLN, 2010, p 27).

Teamwork

“Teamwork means to function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care” (NLN, 2010, p. 30).

Student Learner Outcomes (SLOs) and Core Competencies

The NLN Nursing Council Competency Work Group identified four broad outcomes applicable to all nursing education programs. Nurses must be able to 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 with a **spirit of inquiry**.

To insure graduates meet all four of the broad outcomes, the workgroup recommended the implementation of Program Outcomes, “the expected culmination of all learning experiences occurring during the program, including the mastery of essential core nursing practice competencies, built upon the seven core values and six integrating concepts” (NLN, 2010, p.32), and Core Competencies, “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” (NLN, 2010, p.32).

Definitions:

Human Flourishing

The maximization of the nature of the human person seen as the good for this person. The process of achieving human flourishing is a life-long existential journey of hopes, regrets, losses, illness, unrelenting suffering, and achievement with the goal of self-actualization and self-fulfillment, which continues to evolve and develop until the moment of death. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual. The nurse helps the individual in efforts to self-promote, reclaim, or develop new pathways toward human flourishing.

Nursing Judgment

It includes a variety of processes that nurses use to make decisions about clinical care, development and application of research, broader dissemination to the community, and management of resource allocations. Processes include critical thinking, clinical judgment, and integration of best evidence into practice. Critical thinking refers to analytic that uses logic and reasoning based on nurses skills, tools and evidence; clinical judgment refers to a process including noticing, interpreting, responding and reflecting situated within and emerging from the nurse’s knowledge and perspective (Tanner, 2006); and integration of best evidence ensures that clinical decisions are to the extent possible informed by current research.

Professional Identity

Self-reflection and actualization are critical elements for the development of the person as a nurse. Professional identity is the realization that the nurse holds certain core values and perspectives integral to the art and science of nursing, and, relative to the role of self as a nurse. As the nurse evolves, core values become self-evident, and provide the fundamental, yet profound essentials for the profession. Professional identity is further advanced by the knowledge and evidence generated and re-evaluated in practice and nursing demeanor that reflects competence, leadership, and ethical comportment. The nurse embraces the core values in every aspect of practice and continually seeks to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experiences of the nurse, in his/her ways of “being”, “knowing” and “doing”.

Spirit of Inquiry

It is the persistent sense of curiosity about one's practice and about the profession. It includes various methods of discovery, raising significant questions, challenging traditional and existing practices, a sense of wonderment, and a yearning to discover creative approaches. The Spirit of Inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations.

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

Tanner, C.A., (2006). Thinking like a nurse: A research-based model of clinical judgment in nursing. *Journal of Nursing Education*, 46(6), 204-211.

Nursing Practice

The M State nursing program SLOs were developed by incorporating the four broad concepts of the NLN Nursing Framework (Human Flourishing, Nursing Judgment, Professional Identify, and Spirit of Inquiry) with the six Quality and Safety Education for Nurses Project (QSEN) outcomes (Patient-Centered Care, Teamwork/ Collaboration, Evidence-Based Practice, Quality Improvement, Safety, and Informatics. (<http://www.qsen.org>)

The resulting eight concepts (Nursing Judgment, Patient-Centered Care, Teamwork/Collaboration, Safety, Quality Improvement, Professionalism, Technology, and Management of Care/Leadership) support the scope of practice appropriate to both the Associate Degree Nursing and Practical Nursing programs, and are compared in Appendix B.

Appendix B: ADN and PN Program SLOs Comparison Table

ADN Student Learner Outcomes (SLOs)	PN Student Learner Outcomes (SLOs)
<ol style="list-style-type: none"> 1. Nursing Judgment: Demonstrate the ability to make nursing judgments using evidence-based research and clinical reasoning for quality patient care across diverse populations. 2. Patient Centered Care: Recognize the patient as the source of control and a full partner in providing compassionate and coordinated care based on respect for patient preferences, values, and needs. 3. Teamwork/Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decisions to achieve quality patient care. 4. Safety: Promote quality care and a safe environment for diverse populations of patients, self and others through system effectiveness and individual performance. 5. Quality Improvement: Participate in quality improvement to support effective and efficient health care services. 6. Professionalism: Demonstrate accountability to professional nursing values by adhering to legal and ethical principles and participating in continuous professional development. 7. Technology: Utilize information and technology to communicate, manage knowledge, mitigate error, and support decision making. 8. Leadership: Apply nursing leadership concepts in the provision of high-quality care to individuals, families, and communities. 	<ol style="list-style-type: none"> 1. Nursing Judgment: Incorporate evidence-supported practice and nursing judgment while applying the nursing process to provide safe, quality care to diverse populations. 2. Patient Centered Care: Communicate with individual patients to establish and maintain effective, caring, relationships. 3. Teamwork/Collaboration: Collaborate effectively with the interdisciplinary health care team to promote safety and achieve quality patient-centered care. 4. Safety: Provide safe, individualized care founded on basic physical, developmental, spiritual, cultural, functional, and psychosocial needs of the patient. 5. Quality Improvement: Participate in continuous quality improvement. 6. Professionalism: Demonstrate professional behavior regarding legal and ethical nursing practice standards for the LPN Scope of Practice. 7. Technology: Utilize informatics and technology in the health care setting. 8. Managing Care: Work within an established plan of care for an individual patient to organize or assign aspects of care under the direction of a RN or other HCP.

Appendix C: Legal Definitions of Nursing (Scope of Practice)

On May 3, 2013 Governor Mark Dayton signed into law a revision of the Nurse Practice Act. The Nurse Practice Act defines the scope of practice for every nurse in the state of Minnesota. The changes to the Nurse Practice Act became effective August 1st, 2013. Access the link to the document representing the act as it was presented to the Governor at <https://www.revisor.leg.state.mn.us/laws?id=31&year=2013&type=0>

The following tables provide crucial definitions and delineate current scope of practice for the practical and professional nurse.

Minnesota Board of Nursing Professional and Practical Nursing Scope of Practice

Definitions

"Assignment" means the designation of nursing tasks or activities to be performed by another nurse or unlicensed assistive person. (Subd. 3a.)

"Delegation" means the transfer of authority to another nurse or competent, unlicensed assistive person to perform a specific nursing task or activity in a specific situation. (Subd. 7a.)

"Intervention" means any act or action, based upon clinical judgment and knowledge that a nurse performs to enhance the health outcome of a patient. (Subd. 7b.)

"Monitoring" means the periodic inspection by a registered nurse or licensed practical nurse of a delegated or assigned nursing task or activity and includes: (1) watching during the performance of the task or activity; (2) periodic checking and tracking of the progress of the task or activity being performed; (3) updating a supervisor on the progress or completion of the task or activity performed; and (4) contacting a supervisor as needed for direction and consultation. (Subd. 8a.)

"Patient" means a recipient of nursing care, including an individual, family, group, or community. (Subd. 12a.)

"Supervision" means the guidance by a registered nurse in the accomplishment of a nursing task or activity. Supervision consists of monitoring, as well as establishing, the initial direction, delegating, setting expectations, directing activities and courses of action, evaluating, and changing a course of action. (Subd. 23.)

"Unlicensed assistive personnel" (UAP) means any unlicensed person to whom nursing tasks or activities may be delegated or assigned, as approved by the board. (Subd. 24)

LPN Scope of Practice	RN Scope of Practice
<p>Subd. 14. Practice of practical nursing. The "practice of practical nursing" means the performance, with or without compensation of those services that incorporates caring for individual patients in all settings through nursing standards recognized by the board at the direction of a registered nurse, advanced practice registered nurse, or other licensed health care provider and includes, but is not limited to:</p> <p>(1) conducting a focused assessment of the health status of an individual patient through the collection and comparison of data to normal findings and the individual patient's current health status, and reporting changes and responses to interventions in an ongoing manner to a registered nurse or the appropriate licensed health care provider for delegated or assigned tasks or activities;</p>	<p>Subd. 15. Practice of professional nursing. The "practice of professional nursing" means the performance, with or without compensation of those services that incorporates caring for all patients in all settings through nursing standards recognized by the board and includes, but is not limited to:</p> <p>(1) providing a comprehensive assessment of the health status of a patient through the collection, analysis, and synthesis of data used to establish a health status baseline and plan of care, and address changes in a patient's condition.</p>

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

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

Appendix D: Nursing Code of Ethics

The Code of Ethics for Nurses with Interpretive Statements, 2015, is for all nurses, regardless of practice setting or nursing role. Nurses may be challenged to fulfill moral and ethical obligations of their profession while providing care for their patients in a less-than-optimal health care system. The code sets the ethical standard for the profession of nursing and provides an enduring framework for all nurses to use in ethical decision-making. The full version of the Code of Ethics can be viewed at <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/coe-view-only/>

The Code of Ethics for Nurses provides the following:

- A succinct statement of the ethical obligations and duties of every individual who enters the nursing profession
- The profession's nonnegotiable ethical standard
- An expression of nursing's own understanding of its commitment to society

Below are the nine (9) provisions of the Code of Ethics:

- 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.

Appendix E: Social Media Policy

Student nurses have a responsibility to understand the benefits and consequences of participating in social media, including both personal and professional social media use. A common myth with social media is that the communication or post is private and accessible only to the intended recipient. Social media is a public forum and any information posted in this media is considered public. Students should also be cautious of engaging in compromising behavior that may be photographed and tagged in another individual's social media without permission of the student. It does not matter if the behavior is in their personal or professional life, as nursing always requires the highest level of ethics.

Any questionable behavior with social media that is reported to the Director of Nursing will be investigated. If the preponderance of evidence is found that the student is in violation of this policy, disciplinary action will be taken. Disciplinary action may range from probation to dismissal from the program, and/or reporting to a clinical agency and/or the Minnesota Board of Nursing. Nurses have an ethical obligation to report when others are engaging in questionable or unprofessional behavior. This could include reporting to an instructor, program Director, charge nurse, or Board of Nursing.

Examples of social media may include, but are not limited to:

- Blogging – examples: Blogger, LiveJournal, Xanga
- Microblogging – examples: Dailybooth, Foursquare, Google Buzz, Posterour, Tumblr, Twitter
- Podcasting – example: Blubrry
- Social networking – examples: Bebo, Facebook, Google+, Instagram, LinkedIn, MySpace, Orkut, Snapchat
- Social new sharing – examples: Digg, Reddit
- Social bookmarking/social tagging – examples: Delicious, Diigo, Google Reader, StumbleUpon
- Video hosting – examples: Vimeo, YouTube

Examples of questionable or unprofessional behavior may include, but are not limited to:

- Identifiable patient information or image or HIPAA violation
- Blurring of professional patient/client/resident – nurse boundaries
- Sharing of information or photos gained through the patient/client/resident - nurse relationship
- Lateral violence or cyber bullying, which may be behaviors of intimidation or bullying directed towards another individual
- Unprofessional remarks towards a patient/client/resident, or clinical agency employee
- Harassing, obscene, or sexually explicit comments or images

References/Resources

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Appendix F: Program Probation Form

Nursing



Notice of Nursing Program Probation Form

Student Name: _____

Student ID Number: _____

Major: DIP-PN

Course: _____

Date of Incident: _____

Date of Probationary Notice: _____

Instructor: _____

Instructor's Description of Situation:

Student's Description of the Situation: (Student should provide a WORD document that will be attached this form)

Plan:

Consequences for Failure to Comply:

Probation status remains in effect until the student graduates. Any future instances of failure to comply with program related documents and deadlines will result in a Step 2 notice of probation status, failure of the course, and the inability to continue in the nursing program.

Signatures below indicate faculty and student have discussed the incident and resulting probationary status including the probationary plan and consequences associated with the student's failure to comply.

Student Signature _____

Date _____

Faculty Signature _____

Date _____

Dean/Director of Nursing Signature _____

Date _____

Appendix G: Health Declaration and Immunization Requirements

Definitions/Explanations

1. **Tuberculosis:** Must provide one of the following completed, no more than 60 days prior to program start and annually:
 - A. 2-Step Mantoux test – Must be completed no more than 60 days before start of program. Fergus Falls programs require no more than 60 days prior to start of Clinical. Must be completed annually.
The first step of a 2-Step Mantoux consists of having provider place tuberculin under skin and returning 48-72 hours later to have it read. For the second step, the patient returns to the provider 2 weeks later and repeats step one.
 - B. QuantiFERON tb Gold blood test – Must be completed no more than 60 days before start of Program and must be completed annually.
 - C. T-Spot Blood test – Must be completed no more than 60 days before start of Program and must be completed annually.
 - D. If you have ever had a positive Mantoux, QuantiFERON tb Gold blood test, or T-Spot blood test, you will need to provide documentation that you have completed therapy and have a clear chest x-ray.
2. **Tdap:** Combination vaccine consisting of tetanus, diphtheria, and acellular pertussis.
 - A. Tetanus booster is required at least every 10 years.
 - B. Tdap – required at least 1 time between ages 11 and 64. Some providers use Tdap as tetanus booster.
 - C. Please Note Dtap is not the same as Tdap, and they are not interchangeable.
3. **Chicken Pox/Varicella:** Must have either received 2-dose series of vaccine or have a titer indicating immunity. A history of chicken pox as a child is **NOT** acceptable.
4. **Hepatitis B:** It is strongly recommended that students in the program be vaccinated against hepatitis B. Health career program students may be exposed to blood or other potentially infectious materials, therefore, may be at risk of acquiring the hepatitis B virus (HBV). Students are encouraged to discuss hepatitis B immunization with their health care provider (e.g., MD, FNP, PA). You must either have the 3-dose series or sign the declination statement.
5. **MMR:** A combination vaccine consisting of Measles, Mumps, and Rubella. This is 2-dose series 28 days apart. If supporting documentation is not available, a titer is required to show immunity.
6. **Influenza:** An annual Flu Vaccination is required. Summer and Fall cohorts will receive notification when the deadline is to turn in documentation for receipt of flu vaccine. Spring cohorts are required to turn in documentation with all other immunization information.

7. **Covid-19:** The COVID-19 vaccine is not mandated by the school, however many partnering clinical facilities are requiring the series (plus booster, if eligible) and not honoring exemptions for students. If a student is eligible to receive a booster vaccine, students may be required to receive the booster, based upon clinical facility requirements. Clinical assignments are not made based off known vaccination status and per the MN Board of Nursing regarding nursing education, faculty are not required to create alternative learning experiences for students desiring to not comply with facility requirements. Please reach out to Directors Nikki Oliver or Erica Berg should you have any questions.

Appendix H: Certification of Medical Clearance

Nursing



Certification of Medical Clearance

To M-State Nursing department:

This is to certify that _____ Student ID # _____

Has been under medical care of _____ from _____ to _____.

S/HE is able to safely perform the following abilities: (Initial what s/he is able to perform)

Cognitive Perception:

_____ 1. Is able to perceive events realistically, to think clearly and rationally, and to function appropriately in routine and stressful situations.

_____ 2. Is able to independently and accurately assess or contribute to the assessment of a client.

Example: Can identify changes in the client's health status and prioritize multiple nursing activities in a variety of situations.

Critical Thinking:

_____ 1. Is able to learn and reason: to integrate, analyze and synthesize data concurrently.

_____ 2. Is able to solve problems rapidly, consider alternatives, and make a decision for managing or intervening in the care of a client.

Example: Is able to make effective decisions in the classroom and clinical setting, will be able to develop/contribute to the nursing care plans accurately reflect client concerns.

Motor Skills/Mobility:

_____ Possesses ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client.

Examples: Able to lift 25 pounds, safely perform CPR (able to apply 25# pressure), position clients, reach manipulate and operate equipment/instruments, move/lift clients in bed, propel wheelchair, bend in all directions with normal range of motion.

Activity Tolerance:

_____ Ability to tolerate lengthy periods of physical activity.

Hearing:

_____Has auditory ability sufficient to hear normal conversation and or assess health needs.

Vision:

_____Has visual ability sufficient for observation, assessment, and performance of safe nursing care.

Tactile:

_____Has tactile ability sufficient for physical assessment, inclusive of size, shape, temperature, and texture.

Psychosocial behaviors:

_____Possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities.

Environmental Adaptability:

_____Ability to tolerate environmental stressors.

Example: Work with chemicals and detergents, tolerate exposure to odors, work near others.

Restrictions:

Duration of limitations _____

I certify that _____ is able to meet all standards and participate in all patient care/lab activities without restrictions on /_/_/.

Print Name and Credential

Date

Signature

Facility where student was treated

Appendix I: Glossary

ADN	Associate Degree in Nursing, professional nursing program at M State
ADNS.....	Associate Degree Nursing Student, the credential ADN students use while in clinical settings
APA	American Psychological Association Style, the writing style or format in which all nursing assignments are to be submitted to ensure clear and consistent communication
ASADN	Advanced Standing Associate Degree in Nursing, student enrolled in the ADN Advanced Standing Option
ATI	Assessment Technology Institute, the integrated learning system
BON	Board of Nursing
Caring	A core value: “promoting health, healing, and hope in response to the human condition” ” (NLN, 2010, p. 11)
Client	The person(s) that care is being directly or indirectly given
CNA	Certified Nursing Assistant
CNEA.....	Commission for Nursing Education Accreditation
Community	The large group of people in which care is being given
Core Values	The values established by the National League for Nursing upheld as a foundation to the Nursing program at M State
Diversity	A core value: “means recognizing difference among ‘persons, ideas values and ethnicities,’ while affirming the uniqueness of each,” (NLN, 2010, p. 12).
DON.....	Director of Nursing
EBP	Evidence-Based Practice
Ethics	A core value: “involves reflective consideration of personal, societal, and professional values, principles, and codes that shape nursing practice,” (NLN, 2010, p. 13)
Excellence	A core value means “creating and implementing transformative strategies with daring ingenuity,” (NLN, 2010, p. 12)
Holism.....	A core value: “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 characteristic, experiences, religious beliefs and practices, and moral and ethical constructs, within the context of a wellness-illness continuum,” (NLN, 2010, p. 14)
Holistic Nursing.....	Relating to or concerned with the complete person(s) or community as it relates to nursing rather than with the analysis of, treatment of, or dissection into parts
Integrity	A core value means “respecting the dignity and moral wholeness of every person without conditions or limitations,” (NLN, 2010, p. 13)
LPN.....	Licensed Practical Nurse, credential awarded by a board of nursing to an PN graduate who has successfully passed the NCLEX-PN
MSCTC.....	Minnesota State Community and Technical College, also referred to as M State
M State	Minnesota State Community and Technical College, also referred to as MSCTC
Minn State	Minnesota State, the shortened moniker for Minnesota State Colleges and Universities (MnSCU), the parent institution of M State
MnTC.....	Minnesota Transfer Curriculum – General Education Courses
NA.....	Nursing Assistant
MBON.....	Minnesota Board of Nursing
NCSBN.....	National Council State Boards of Nursing
NCLEX-PN.....	National Council Licensure Exam for the Practical Nurse
NCLEX-RN	National Council Licensure Exam for the Registered Nurse
NLN.....	National League for Nursing
NURS.....	ADN courses at M State

Nursing Program The program conferring nursing degrees and diplomas
QI..... Quality Improvement
QSEN Quality and Safety Education for Nurses
Patient Individual, group, or community that is being served
Patient-CenterednessA core value is an orientation to care that incorporates and reflects the uniqueness of an individual patients background, personal preferences, culture, values, traditions, and family,” (NLN, 2010, p. 14)
PN..... Practical nurse (a graduate of a program who is not yet licensed)
PNS Practical Nursing Student, the credential PN students use while in clinical settings
Professional Nurse A nurse that has completed the coursework and has earned an Associate Degree or higher in Nursing
PNSG Practical nursing courses at M State
RN Registered nurse, credential awarded by a board of nursing to an ADN graduate who has successfully passed the NCLEX-RN
Scope of Practice The legal guidelines in which a nurse may practice

Signature Sheet (Required Every Semester)

M State Nursing Program Confidentiality Statement

Initials: _____

I agree to adhere to the professional standards of confidentiality while enrolled in the Nursing Program at Minnesota State Community and Technical College. I understand the unique and personal nature of patient care that is involved in the education of nurses and fully intend to safeguard the privacy of all patients for whom I give care as well as their families. I will not disclose information about my patients, their families or information about fellow students that may be obtained during my studies in Nursing. I understand that this confidentiality is essential in the profession of nursing.

M State Consent for Photo/Video/Audio Recording for Simulation Educational Purposes

Initials: _____

Simulation activities may be recorded and stored for debriefing and educational purposes, for up to five years. I understand that I will be recorded while participating in a simulation activity. This information will be shared with fellow learners and faculty for educational purposes. All recordings will be destroyed after five years, unless further consent is granted.

M State Consent for Photo/Video/Audio Recording for Promotional Purposes

Initials: _____

Activities may be photographed and used for websites or promotional purposes. These documents will be stored for up to five years. I give permission to utilize my image for website or promotional purposes. I will not be compensated for the use of my image. All photos/images will be destroyed after five years unless further consent is granted.

M State Nursing Program Social Media Policy

Initials: _____

I have read and agree to the terms of the M State Nursing Department social media Policy. I understand that if I engage in behavior that is not professional and becoming of a nurse could result in disciplinary action. I also understand that if I witness another student engaging in this type of behavior and do not report to my instructor or the Director of Nursing I could also be in violation of this policy, which could result in disciplinary action.

M State Nursing Program Academic Integrity Agreement

Initials: _____

I agree that all my finished products assigned as individual efforts will be my own work and that I will not assume ownership of anyone else's academic property.

I will not give, nor will I receive any assistance with tests and/or quizzes. This assistance includes, but is not limited to, utilizing books, notes, internet sources or other individuals. I will not communicate any content of the learning assessments to any other individual and understand I may not replicate the test items in any form.

If I become aware of such behavior by any of my peers, I agree to inform my instructor immediately or be also held accountable. I furthermore understand that should I engage in unethical academic behavior in any form that could potentially undermine the integrity of this course or program, my educational experience and/or the professional for which I am training. I may be reported by one or more of my peers and agree to hold them harmless for any consequences to which I will be subjected.

M State Nursing Program Policies and Procedure Manual Accountability

I, _____ have received the Nursing Program Policies and Procedures Manual.
Print name

I understand that I am responsible for compliance with the statements and policies and am able to meet all of the technical standards identified in the Nursing Program Policies and Procedures Manual.

Student Signature

Student ID Number

Date

COVID-19 Addendum AY24-25

Quarantine/Positive Test Guidelines and Communication Protocols

Quarantine and Isolation Protocols

M State will be following the guidance of the Minnesota Department of Health relative to how we handle positive test results and quarantine expectations for employees and students.

This may change throughout the semester as numbers fluctuate in response to the pandemic.