

PRESENTATION COLLEGE DEPARTMENT OF NURSING



NURSING STUDENT HANDBOOK 2011-2012

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THE NURSING STUDENT HANDBOOK IS PROVIDED ANNUALLY TO EACH STUDENT ENROLLED IN A NURSING COURSE.

THIS HANDBOOK MAY BE DISTRIBUTED VIA ELECTRONIC OR PRINTED FORMAT. ANY DISCREPANCIES RELATED TO FORMATTING SHOULD BE VERIFIED WITH THE DEPARTMENT OF NURSING'S FILE COPY.

INTRODUCTION

The Department of Nursing Student Handbook provides information and policies for all nursing students in the nursing programs at Presentation College. The material in the Handbook provides important information to help Presentation College nursing students understand the curriculum, understand their responsibilities as nursing students, and comply with the policies and procedures for the nursing programs.

The policies and procedures in the Nursing Student Handbook expand on policies appearing in the Presentation College Student Handbook and College Catalog. The Handbook provides general information about the nursing programs at Presentation College and will be referred to in your classes. **Each student is responsible for knowing, understanding, and following the information in the Handbook.** The Handbook is available online at www.presentation.edu/nursing.

Because policies and procedures are continuously subject to change by external and internal sources, it is the intent of the Department of Nursing to review and modify these policies and practices as necessary. Information in this handbook is as complete and accurate as possible at the time of printing. Neither handbooks nor syllabi constitute a contract. Students will be notified in writing of any changes in policies and practices made during the academic year.

Nothing contained herein shall be deemed a limitation upon the expressed or implied powers or duties of the Board of Directors, the administration, or faculty of Presentation College.

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DEPARTMENT OF NURSING

OVERVIEW AND HISTORY

History

Presentation College is an independent Catholic educational institution, sponsored by the Sisters of the Presentation of the Blessed Virgin Mary (PBVM). It has origins in Mitchell, South Dakota, in 1922 when the Right Reverend Monsignor J.M. Brady, Pastor of Holy Family Church, established Notre Dame Junior College, a parochial junior college. Notre Dame Junior College continued to operate in Mitchell until 1951, when Monsignor Brady gave sponsorship of the school to the Presentation Sisters who had staffed Notre Dame Junior College since its beginning.

The name was changed to Presentation Junior College, and it was relocated to Aberdeen, South Dakota, where, for three years (1951-1954) it was housed in Butler Hall on the premises of the Presentation Convent. In May 1954, the College was moved to the present 100-acre campus in northern Aberdeen. The title "Presentation Junior College" was used from 1951 to 1965. On March 30, 1965, the title was simplified and the College was incorporated as "Presentation College." In 1968, the College became co-educational.

The 1,200-seat Strode Activity Center was dedicated in 1998 as the home of Saints Athletics. A new student housing complex opened in 1999, featuring suites with private bedrooms, semi-private bathrooms, living rooms, kitchens, computers and Internet access. In 2000, a new dining and recreation hall opened near the suites. Presentation College introduced its Wireless Initiative in 2005, providing a dynamic learning environment to Presentation College students with access to a flexible and ubiquitous learning community.

Presentation College has been continuously accredited by the Higher Learning Commission of The North Central Association of Colleges and Schools (previously known as the North Central Association of Colleges and Schools) since 1971. Presentation College conferred a diploma on its graduates until 1966 when the College began to confer associate degrees in Arts and in Science. In 1990, the College was accredited to also offer four-year professional baccalaureate programs.

In 1980, the Cheyenne River Lakota Nursing School at Eagle Butte, South Dakota, a satellite of the nursing program of Presentation College, enrolled the first class of Native American students. In 1991, the name of the school was changed to Presentation College-Lakota Campus.

In 2003, a second satellite location, Presentation College-Fairmont Campus, was opened in the community of Fairmont, Minnesota.

In 2006, Presentation College joined in partnership with Kilian Community College in Sioux Falls, South Dakota, to offer a Bachelor of Science degree completion in Social Work.

The College, in 1998, received the ABBY Award for Community Involvement; in 2002, the Outstanding Rural Health Program Award from the National Rural Health Association recognizing SEED (Skills Enhancement & Education through Distance Learning); and in 2008, the Corporation for National and Community Service named Presentation College to the President's Higher Education Community Service Honor Roll.

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PURPOSE

The purposes of Presentation College Department of Nursing are to prepare graduates:

1. for beginning professional nursing practice in providing and coordinating care as generalists in a variety of settings with clients of all ages,
2. with the academic background necessary to continue professional education in nursing and other fields,
3. to be contributing members of society responsible for their own continued professional growth and development through life long learning, and
4. to be active members of the profession committed to delivery of quality nursing and health care to all people.

PROGRAM OPTIONS/PROGRESSION

The Department of Nursing offers the Bachelor of Science in Nursing and Associate of Science in Nursing programs. The associate program began in 1966. The traditional four-year baccalaureate nursing program began in 1995. This program also provides the opportunity for the registered nurse with an Associate degree or diploma in nursing to earn a Bachelor of Science in Nursing degree. The BSN completion program for RNs began in 1990. The Department of Nursing also allows licensed practical nurses to establish credit for selected nursing courses in both the Bachelor and Associate degree programs. Graduates of the traditional Bachelor and Associate degree programs are eligible to take the NCLEX licensing examination for registered nurses.

Both the baccalaureate and associate degree programs are fully accredited by the National League for Nursing Accrediting Commission (NLNAC) and are approved by the South Dakota Board of Nursing. Additionally, the BSN program is approved by Minnesota Board of Nursing.

OVERVIEW OF PROGRAMS

Bachelor of Science in Nursing Program (Aberdeen and Fairmont Campuses)

Baccalaureate nursing education has as its goal the education of professional nurses who have a broad knowledge of nursing, the physical and behavioral sciences, and the humanities. Graduates provide leadership in nursing and collaborate with other professionals in the health care system, assume responsibility for competent nursing practice and continued professional development, and demonstrate commitment to the profession. In order to prepare generalists in nursing for beginning-level professional practice, learning experiences are designed to foster the development of critical thinking and analytical reasoning skills, decision-making abilities, and competent nursing practice. Baccalaureate degree completion courses are available at various distance education sites.

Associate of Science in Nursing Program (Eagle Butte and Aberdeen Cohort delivery)

Associate degree education in nursing prepares the graduate to assume the role of a registered nurse competent to serve in entry-level nursing positions. Associate degree nurses are skilled in technical aspects of nursing care and are qualified to give bedside care, most commonly in a hospital setting or extended care facility. The associate degree nursing program combines principles from nursing, other sciences, and liberal arts essential to the practice of nursing. Clinical experiences may be in Eagle Butte, Pierre, Mobridge, Aberdeen, Yankton, and other sites.

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PHILOSOPHY

The philosophy of Presentation College, a Catholic-Christian community, is based on the belief that human life is our greatest gift and its full development is our greatest pursuit. Presentation College, a private Christian college, has a unique role in higher education to provide a firm foundation of Christian thought and belief integral to its educational programs. Catholic ethical principles, respecting life at all stages from conception to death as well as openness to education of the total person in the broadest sense, are fostered in instructional and student life situations. The environment of the college is set by the administration, faculty, and staff who create a Christian community based on the gospel values of faith in Jesus Christ.

The philosophy of the college is also influenced by the sponsors of Presentation College, the Aberdeen order of the Sisters of the Presentation of the Blessed Virgin Mary. Originally founded by Nano Nagle in Ireland in 1775, the order has focused on education and hospitality as a means to improve the human condition while advancing Catholic-

Christian beliefs. The Sisters are committed to social justice and egalitarianism in society and the global community as reflected in their work individually and collectively. The Aberdeen community of Sisters has taken on as their focus health care and outreach to Native Americans to compliment their educational mission, and these priorities are reflected in programs and activities in the college as well as the Department of Nursing.

The philosophy of the Department of Nursing reflects the tenets of the Presentation College and Presentation Sisters philosophies which are philosophy and is the foundation for the nursing curricula. The nursing faculty endeavor to develop professional nurses who are contributing members of society by promoting development of the students' spiritual, intellectual, cultural, and social dimensions of life. In order to provide this type of learning environment, the faculty has developed a nursing program based on their beliefs about the concepts of ENVIRONMENT, HUMANITY, HEALTH, and NURSING. The nursing process is the framework by which these entities are explored and synthesized.

ENVIRONMENT is the composite of those changing external and internal biological, physical, social, political, and economic forces that surround and influence humanity at any given point in time. As part of the environment, individuals perform and function within familial and societal roles. Society serves the collective needs of humanity which bring about the establishment of rules, expectations, and mores. Nursing studies the wholeness or health of humanity recognizing that humans are in continuous interaction with a changing environment.

HUMANITY is that part of the holistic creation of God which encompasses the totality of humankind. Individually, humanity is the totality of the human person. Globally, there is an interconnectedness that binds the individual to humanity in the form of relationships. Full development of humanity is the greatest pursuit that can only evolve from an interconnectedness and harmony with God, humankind, and the environment.

HEALTH is a "dynamic state in which an individual adapts to internal and external environments so that there is a state of physical, emotional, intellectual, social, and spiritual well-being" (Potter and Perry, 1997, p. 1715). Health exists within a wellness-health continuum in which each individual has an optimal level of functioning for each position on the continuum. The wellness-health continuum model organizes wellness in order to achieve a good and satisfactory existence for humanity.

NURSING is the art and science of caring. Caring, inherent throughout nursing, involves the whole client - mind, body, and spirit. When caring ceases, nursing ceases. Nursing is committed to illness prevention and the promotion, restoration, rehabilitation, and maintenance of the health of individuals, families, groups, communities, and society as a whole. Professional standards promulgated by the American Nurses Association and other professional organizations provide the framework for the competent use of the nursing process. State and federal statutes and regulations set the parameters for practice. The American Nurses Association Code for Nurses outlines the ethical guidelines for implementation of the process.

In keeping with the college mission statement, the nursing education of baccalaureate and associate degree nurses is viewed as a foundation for students pursuing self-actualization, professional excellence, and lifelong learning. The nursing faculty believe that each student brings unique life experiences to the nursing program. These experiences are used as the base upon which further learning is generated, and upon which mutual enrichment is experienced. Teaching and learning principles are integrated in nursing education. The student and faculty work together to assist the student in achieving the program and course outcomes. It is expected that the student will be an active participant in the learning process. Ultimately, the student is responsible for their own learning.

The faculty believe that nursing education, strongly based on knowledge of the humanities and natural and behavioral sciences, will foster the development of safe practitioners who will be prepared to meet the health care needs of people within the community. The nursing faculty support and promote the roles of practice and the competencies expected of a graduate of the associate and baccalaureate degree programs. The associate degree nurse functions as a provider of client care, manager of client care, and as an involved member within the discipline of nursing. The baccalaureate degree nurse expands these competencies to include the roles of therapeutic agent, leader, coordinator, consultant, collaborator, change agent, consumer of research, and as an advocate and support agent. Undergraduate nursing education prepares the nurse to function as a generalist. The graduate is able to practice in both structured and unstructured settings while providing care to individuals, families, groups, and/or communities. The graduate is expected to have acquired the knowledge, skills, and attitudes necessary to function in the respective roles.

By assisting students in the understanding of the roles of both the baccalaureate and the associate degree nurse, graduates are prepared to practice within their respective professional parameters and continually strive for professional excellence. The programs of the Department of Nursing, presented in a supportive, Christian

community, provide: 1) the basis to become a contributing member of society, 2) an education for the associate and baccalaureate prepared nurse, and 3) a foundation for baccalaureate and graduate study in nursing.

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CONCEPTUAL FRAMEWORK

The conceptual framework of the nursing programs emanate from the philosophy of the Department of Nursing which is congruent with the college's purposes and goals. Therefore, an individual's spiritual, physiological, psycho-social, and cultural needs are incorporated in the nursing programs. The primary themes identified as basic to the role and function of the professional nurse are:

1. ENVIRONMENT
2. HUMANITY
3. HEALTH
4. NURSING

The integration of primary and secondary themes progress from foundational principles of health to complex alterations in health as the student advances through each level in the educational experience. Concepts, principles, and theories from support courses provide the foundation for the respective nursing curricula and for nursing practice. The nursing curricula are based upon numerous theories from a variety of disciplines. Concepts related to development, needs, change, stress, communication, ethics, health promotion, culture, caring, values, family systems theory, and roles are expanded throughout the curricula.

1. ENVIRONMENT

Environment is the composite of those changing external and internal biological, physical, social, political, and economic forces that surround and influence humanity at any given point in time. It is also all conditions, circumstances, and influences surrounding and affecting the development and behavior of individuals or groups. The individual and the environment are inseparable and coexist. A change in one is inseparable from simultaneous change in the other. Secondary themes of the environment include health care, culture, and rural geographic environment. Society has a variety of cultural groups with each culture sharing similar beliefs, attitudes, values, and practices. Cultural beliefs and rural settings have an impact on the consumer's health care and environment. Rural health care settings are often the first link to health care for many consumers in this environment.

2. HUMANITY

Humanity is that part of the holistic creation of God which encompasses the totality of humankind. Human life individually and collectively is our greatest gift and full human development, our greatest pursuit. Individuals unfold in increasing complexity and diversity in an ongoing process of human becoming with search for truth, understanding, and meaning. This process of human becoming can only evolve from an interconnectedness and harmony with God, humanity and the environment.

Our human interconnectedness is manifest in the form of relationships through brief encounters with other members of the global human family or ongoing interactions with specific individuals, families, groups and communities. Our interconnectedness transcends time and space so that all past and present interactions with God, humanity, and environment shape the current lived experience.

3. HEALTH

"Health is a dynamic state in which an individual adapts to internal and external environments so that there is a state of physical, emotional, intellectual, social, and spiritual well-being" (Potter and Perry, 1997). Every person has an optimal level of functioning on the wellness/health continuum to achieve a good and satisfactory existence. The wellness/health continuum model organizes wellness within the ability of all people. Wellness begins with the person and stimulates the demand for growth and change. Within this model the physical self is nurtured, emotions are expressed, creativity is fostered, and environment remains important, despite any physical incapacities. The wellness model has a neutral point or a point of no discernable disease. The steps above the neutral point are as follows: education, growth, self-actualization, and high-level wellness (well-being). The steps below the neutral point on the wellness/health continuum are: signs, symptoms, disability, and premature death. Within this model an individual moves in a positive direction, reaching a higher level of wellness, or regressing to a lower level because of illness. The illness can stimulate growth potential and assist the person to move along the wellness/health continuum (Ebersole and Hess, 1994). The nursing roles of health promotion, illness prevention, health maintenance, and health restoration/rehabilitation function within the wellness/health continuum.

4. **NURSING**

Nursing is the art and science of caring. Caring, the essential essence of nursing, involves the whole client -- mind, body and spirit. When caring ceases, nursing ceases. Secondary themes for nursing include nursing process and nursing roles. The nursing faculty believe that health through holistic care is the goal of nursing and the nursing process serves as a unifying framework for nursing practice. The student must learn and be prepared to assume a variety of nursing roles within the environment. In order to accomplish these nursing roles, nursing integrates principles from the natural/behavioral sciences and humanities.

A. **CARING**

Caring is the interaction of the nurse and client in an atmosphere of mutual respect and trust. In this collaborative environment, the nurse provides hope, support, and compassion to help achieve desired outcomes (NCSBN, 2000). Caring is the central and unifying domain for the body of knowledge and practices in nursing (Leininger, 1981).

B. **NURSING PROCESS**

Nursing process is the client-centered, systematic, cyclic, organized problem-solving process used in promoting optimum wellness and resolving identified health problems. This process is complex and focuses on individualized interactions with clients as recipients of nursing care. Because of its generality, the nursing process, based on scientific reasoning, can be used to extract, deduce, or infer from data analysis those spheres of practice that apply to nursing (Kelly, 1995). Thus, some components of critical thinking are intertwined and imbedded in the nursing process.

The steps of the nursing process are considered to be in collaboration with the client and include: Assessment, Diagnosis/Analysis, Planning, Implementation and Evaluation. Nursing process is a dynamic, cognitive and action-oriented process requiring modification as situations and client status change.

Assessment is the process of gathering information concerning the client.

Analysis/Diagnosis is the process of utilizing assessment data to identify the clients' active/potential strengths, concerns and problems.

Planning is establishing a goal and developing a course of action.

Implementation is acting to accomplish defined goals.

Evaluation is the appraisal of the client's response to the course of action and progress toward achieving goals.

C. **ROLES**

Nursing roles are defined as those patterns of behavior and expectations of a technical (AD) or professional (BSN) nurse and involve both functional and interactionist domains. Each role describes behaviors which demonstrate that the graduate has acquired the knowledge, skills, and attitudes inherent in their respective roles.

The three roles of the associate degree nurse are provider of care, manager of care, and member within the discipline of nursing (NLN, 2000). In each of these roles, decisions and practice are determined on the basis of knowledge and skills, the nursing process, established protocols of the setting, and knowledge of community resources.

The roles of the baccalaureate nurse are expanded from the associate degree nurse to include therapeutic agent, leader, coordinator, consultant, collaborator, change agent, consumer of research, and advocate/support agent. As a generalist, the graduate is able to practice in both structured and unstructured settings while providing care to individuals, families, groups, and communities. Involvement in client care and education increases as the student assumes these expanded roles. Understanding and practice of each of these roles are essential to the socialization of the student into the professional behaviors expected of the baccalaureate degree graduate.

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DEFINITIONS

ADVOCATE/SUPPORT AGENT: one who encourages and supports another, or acts as a proponent for a cause or proposal.

CHANGE AGENT: one who is able to facilitate growth through acceptance of new ideas, concepts, beliefs. One who brings about change.

CLIENT: an individual, family, group, or community that seeks or receives health care.

COLLABORATOR: one who functions interdependently with other health care professionals and the client in achieving health care goals.

COMMUNICATION: information transferred between individuals, families, groups, and/or communities; may occur as audio, visual, sensory, electronic, verbal, or non-verbal; emotions, values, and beliefs enter into the realm of communication; communication is an essential component of professional nursing practice.

COMMUNITY: a group of individuals, living in a particular area or linked by common socio-cultural, economic, political or religious beliefs (Stanhope & Lancaster, 2000).

CONCEPTUAL FRAMEWORK: a scheme or blueprint of concepts assembled together on the basis of relevance to the stated philosophy and outcomes of the curriculum of the Department of Nursing, Presentation College.

CONSULTANT: one who provides specialized expertise to a client and/or others in need of information.

CONSUMER: refers to individuals, families, groups or communities who utilize health care services.

CONSUMER OF RESEARCH: individual who reads, reviews, and critiques research findings and who attempts to use and apply these findings in nursing practice. (Polit & Hungler, 1991)

COORDINATOR: one who brings together or manages diverse approaches for the purpose of delivering quality health care. The nurse acts as a coordinator to prevent fragmentation or duplication of services.

CRITICAL THINKING: thinking with purpose and standards that leads to well reasoned judgment. Standards of thinking are clarity, accuracy, precision, logicalness, relevance, depth and breadth. Critical thinking includes self assessment for the purpose of improvement, and the identification of assumptions.

CULTURE: the learned, shared, and transmitted values, beliefs, norms, and lifeway practices of a particular group that guides thinking, decisions, actions, and patterned ways (Leininger, 1988).

DOCUMENTATION: events and activities associated with client care are validated through a written or electronic record that reflects quality and accountability in the provision of care (NCSBN, 2000).

FAMILY: a social group made up of two or more persons living together who may be related by blood, marriage, or adoption or who are living together by agreement over a period of time (Murray & Zenter, 1993).

GROUP: two or more individuals who have shared needs and goals, who take each other into account in their actions, and who thus are held together and set apart from others by virtue of their interaction.

HEALTH MAINTENANCE: a program or procedure to prevent illness, maintain maximum function, and promote well-being.

HEALTH PROMOTION: includes activities that improve or increase the level of health and well-being and bring about or optimize the health potential of individuals, families, groups, communities, and society. The individual, family or community moves toward a significantly valued state of improved health (Kozier, et al., 2000).

HEALTH RESTORATION/REHABILITATION: reparation of an individual to normal or near normal function after a disabling disease, injury, or addiction.

HEALTH CARE: practices that promote, maintain, restore, and/or rehabilitate the well-being of the consumer.

HOLISTIC: pertaining to the philosophic concept in which an entity is seen as more than the sum of its parts.

ILLNESS: an abnormal process in which aspects of the social, physical, emotional, intellectual, or spiritual

condition and/or function of an individual are diminished or impaired as compared to that individual's previous condition.

ILLNESS PREVENTION: behaviors focusing on avoiding or reducing illness/disease consisting of primary, secondary, and tertiary activities. Primary activities decrease the probability of occurrence of specific illness or dysfunction in an individual, family, group, or community and reduces the incidence of new cases in the population by resisting harmful forces that occur in the community and by strengthening the people to withstand these forces. Secondary activities include early diagnosis and treatment of pathologic processes, shortening duration and severity of a disease, and empowering the individual to return to normal function as soon as possible. The focus of tertiary activities is restoration of the individual to optimum functioning through rehabilitation when a disability is stable or irreversible (Kozier, et al., 2000).

INDIVIDUAL: a human being having uniqueness, dignity and worth, composed of a mind, spirit, and body.

LEADER: one who influences the activities of others toward goal setting and goal achievement.

LIFE LONG LEARNING: the life long quest for new knowledge and skills to advance one's spiritual, cognitive, affective and psychomotor attributes and skills.

MANAGER OF CARE: one who provides and coordinates care for individuals and groups of clients who have health care needs characterized by collaboration, organization, delegation, accountability, advocacy, and respect for other health care workers (NLN, 2000).

MEMBER WITHIN THE DISCIPLINE OF NURSING: one who is characterized by a commitment to professional growth, continuous learning, and self-development. This includes practice within the ethical, legal, and moral framework of nursing, ensuring high standards of nursing practice (NLN, 2000).

NURSING PRACTICE: nursing activities that provide a direct service, are goal-oriented and adaptable to the needs of the individual, family, and community during health and illness, conceptualized by theories and supported by experience and research.

PROVIDER OF CARE: one who utilizes the nursing process in relation to an individual client by providing client centered, safe, holistic nursing care in a variety of health care settings. This is characterized by critical thinking, clinical competence, utilization of teaching and learning, accountability, and a commitment to the value of caring. (NLN, 2000).

RESEARCH PROCESS: a learned, systematic, critical investigation of phenomena to discover new knowledge. The growth of nursing depends upon the continued development of a body of knowledge in order to build and improve practice.

RURAL: pertains to or is characteristic of people living in sparsely populated areas.

RURAL HEALTH CARE SETTING: a place where health care services are provided to communities of farming and small businesses with decreased numbers of providers per capita located 60 miles or more from health care services.

SPIRITUAL WELL-BEING: the affirmation of life in a relationship with God, self, community, and environment that nurtures and celebrates wholeness.

TEACHING/LEARNING PROCESS: a dynamic, interactive process that begins when a need is identified. Effective client education must engage the client in learning, resulting in a change in behavior to maintain or improve health (Potter & Perry, 1997).

THERAPEUTIC AGENT: one who uses self in a caring manner to assist others in developing insight and/or initiating health maintenance and promotion in a variety of settings.

THERAPEUTIC NURSING INTERVENTIONS: methods of providing holistic care to individuals, families, groups, and/or communities; includes primary, secondary, and tertiary levels; interventions must have a scientific base and be aligned with the ANA standards of nursing practice, state nurse practice acts, the Code for Nurses, and the NLNAC characteristics.

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BACCALAUREATE PROGRAM OUTCOMES

Graduates of Presentation College Department of Nursing baccalaureate program are expected to function as contributing members of society through the acquisition of the skills and knowledge gained in general education and nursing courses. In addition, the baccalaureate graduate is expected to:

1. Utilize the nursing process to provide care for clients.
2. Demonstrate appropriate use of professional nursing roles to achieve positive outcomes for clients.
3. Demonstrate professional behaviors which reflect the legal, moral, and ethical standards of nursing practice.
4. Synthesize concepts and theories from nursing and other disciplines as a basis for professional nursing.
5. Utilize nursing research to improve nursing practice.
6. Demonstrate a personal philosophy of professional nursing that incorporates caring attributes and behaviors personally and for others.
7. Influence environmental forces which promote, maintain, restore, or rehabilitate the health of the consumer.
8. Individualize communication and care delivery based on an understanding of the unique, evolving patterns of human existence.
9. Analyze the impact of environmental forces on the health care system.
10. Demonstrate an appreciation of cultural influences, particularly rural, impacting the consumer, health care systems and nursing care.

BACCALAUREATE PROGRAM AND LEVEL OUTCOMES

1. Utilize the nursing process to provide care for the consumer.
 - 100 Level - Develop the prerequisite knowledge and skills to comprehend the nursing process.
 - 200 Level - Begin to utilize the nursing process to provide care for the individual client with the focus on health promotion.
 - 300 Level - Implement the nursing process to provide care for individuals and families with the focus on health promotion and maintenance.
 - 400 Level - Utilize the nursing process to provide care for the individual, families, groups and communities with the focus on health promotion, maintenance, restoration/rehabilitation.

2. Demonstrate use of professional nursing roles for a positive impact on the health care for the consumer.
 - 100 Level - Acquire the knowledge and skills through the humanities and basic and social sciences as a foundation to understand professional roles.
 - 200 Level - Identify and begin to demonstrate professional nursing roles used to have a positive impact on the health care for the consumer.
 - 300 Level - Demonstrate use of professional nursing roles for a positive impact on the health care for the consumer.
 - 400 Level - Demonstrate use of professional nursing roles for a positive impact on the health care for the consumer.

3. Demonstrate professional behaviors which reflect the legal and moral/ethical standards of nursing practice.
 - 100 Level - Through the humanities and basic and social sciences develop an understanding of one's responsibility to be accountable for one behavior.
 - 200 Level - Identify and begin to demonstrate professional nursing behaviors that are responsible and accountable and which are legal, ethical/morally correct.
 - 300 Level - Demonstrate professional behavior as a nursing student giving care to individuals and families.
 - 400 Level - Demonstrate professional behavior.

4. Synthesize concepts/theories from nursing and other disciplines as a basis for professional nursing.
 - 100 Level - Develop an understanding of concepts and theories presented in the humanities and basic and social sciences upon which to build nursing content.
 - 200 Level - Understand the importance of the concepts/theories from a nursing and other disciplines as a basis for professional nursing practice.
 - 300 Level - Utilize the concepts/theories of nursing and other disciplines for the professional nursing practice.
 - 400 Level - Synthesize concepts/theories from nursing and other disciplines for professional nursing practice.

5. Utilize nursing research to improve nursing practice.
 - 100 Level - Develop the communication, reasoning, and mathematical skills which serve as a basis for understanding the research process.
 - 200 Level - Recognize the importance of nursing research to improve nursing practice.
 - 300 Level - Understand nursing research and how it improves nursing practice.
 - 400 Level - Utilize nursing research to improve nursing practice.

6. Demonstrate a personal philosophy of professional nursing that incorporates caring attributes and behaviors for self and others.
 - 100 Level - Develop an understanding of the caring philosophy through the humanities and behavioral sciences.
 - 200 Level - Recognize the need for and begin to incorporate a caring philosophy in nursing practice.
 - 300 Level - Incorporate caring attributes and behaviors for self and others in nursing practice.
 - 400 Level - Articulate a personal philosophy of professional nursing that incorporates caring attributes and behaviors for self and others.

7. Influence environmental forces which promote, maintain, restore and/or rehabilitate the health of the consumer.
- 100 Level - Develop an understanding of physical, sociological, psychological and spiritual factors as environmental forces which influence human beings.
 - 200 Level - Identify environmental forces as factors which promote the health of individuals.
 - 300 Level - Influence environmental forces which promote and maintain health of the individuals and families.
 - 400 Level - Influence environmental forces which promote, maintain, restore, or rehabilitate the health of individuals, families, groups and communities.
8. Individualize communication and care delivery based on an understanding of the unique, evolving patterns of human existence.
- 100 Level - Develop an understanding of human adaptation, maturation, and the processes of interaction between human beings.
 - 200 Level - Begin to understand how knowledge of evolving patterns of human existence influences communication and nursing practice.
 - 300 Level - Apply an understanding of evolving patterns of human existence to communication and nursing practice.
 - 400 Level - Individualize communication and care delivery based on an understanding of the unique, evolving patterns of human existence.
9. Analyze the impact of environmental forces on the health care system.
- 100 Level - Develop an understanding of environmental forces through the basic and behavioral sciences.
 - 200 Level - Recognize that environmental forces have an impact on the health care system.
 - 300 Level - Understand how environmental forces impacting on the health care system influences the delivery of health care.
 - 400 Level - Analyze the impact of environmental forces on the health care system.
10. Demonstrate an appreciation of cultural influences, particularly rural, impacting the consumer, health care systems and nursing care.
- 100 Level - Develop an understanding of the term culture through the humanities and basic and social sciences.
 - 200 Level - Recognize that culture influences the health of individuals.
 - 300 Level - Incorporate cultural influences in care of individuals and families.
 - 400 Level - Incorporate cultural influences in care of the individuals, families, groups and communities.

Adapted in part from the Characteristics of the Bachelor of Science in Nursing Degree by the National League for Nursing.

Reviewed 4/02
 Reviewed 7/07
 Rev. 2010
 Reviewed 2011

ASSOCIATE DEGREE PROGRAM OUTCOMES

The Associate degree graduate of the Department of Nursing, Presentation College is expected to:

1. Integrate the nursing process as a basis for providing client-centered, safe, and competent nursing care to individuals, families and groups of clients in a variety of health care settings.
2. Coordinate safe, managed nursing care within the American Nurses Association scope of practice of the associate degree nurse.
3. Synthesize core knowledge from the arts, sciences, humanities, and nursing for the application of critical thinking and problem solving skills to new situations as they arise.
4. Utilize therapeutic and effective communication skills to meet mutually established health goals of individuals, families, and groups of clients.
5. Utilize current nursing literature for continued nursing practice.
6. Respond appropriately to the needs of clients across the lifespan, as holistic individuals with unique physiological, social, developmental, spiritual, and cultural needs.
7. Contribute to the improvement of nursing practice through a commitment to professional growth, continuous learning, and self-development while practicing within the legal, ethical, and moral framework of nursing.

Adapted from the Characteristics of the Associate Degree Nurse by the National League for Nursing.

Revised 7/07
Reviewed 2010
Reviewed 2011

**PRESENTATION COLLEGE
BACCALAUREATE NURSING PROGRAM (127 credits)
SAMPLE STANDARD CURRICULUM PLAN
(for incoming 200 level students)**

Fall	Cr.	Sem
*BI173 Anatomy & Physiology I	3	
*BL171 Anatomy & Physiology I Lab	1	
*EN113 College Composition I	3	
*MA153 College Algebra	3	
*PS133 General Psychology	3	
RS123 Christian Trad or RS233 Catholicism	3	
GE111 College Experience	1	
	17	

Spring	Cr.	Sem
*BI183 Anatomy & Physiology II	3	
*BL181 Anatomy & Physiology II Lab	1	
*CH133 Introduction to Organic & Biochemistry	3	
*CL131 Introduction to Organic & Biochemistry Lab	1	
EN133 College Composition II	3	
*PS153 Developmental Psychology	3	
*SO103 Introduction to Sociology	3	
	17	

Fall	Cr.	Sem
*BI263 Intro to Medical Microbiology	3	
*BL263 Intro to Medical Microbiology Lab	1	
CT233 Comm Skills I: Interpersonal	3	
*NB213 Intro to Professional Nursing	3	
*NB243 Health Assessment	3	
RS283 Christian Ethics	3	
	16	

Spring	Cr.	Sem
*MA243 Statistics	3	
*NB235 Fundamentals of Nursing & Care of Older Adult	5	
*NB303 Pathophysiology	3	
*PS353 Abnormal Psychology	3	
Social Science/Human Culture Core	3	
	17	

Fall	Cr.	Sem
*NB311 Therapeutic Nutrition	1	
*NB323 Applied Drug Therapy	3	
*NB368 Adult Health Nursing I	8	
General Elective-Any	3	
	15	

Spring	Cr.	Sem
*NB338 Maternal-Child Nursing	8	
*NB344 Mental Health Nursing	4	
Humanities/Fine Arts Core	3	
Restricted Elective (must be HFA)	3	
	18	

Fall	Cr.	Sem
*NB436 Community Health Nursing	6	
*NB473 Research in Nursing	3	
General Elective-Any	3	
Restricted Elective	3	
	15	

Spring	Cr.	Sem
*NB454 Leadership Roles in Managing Client Care	4	
*NB455 Adult Health Nursing II	5	
Restricted Elective	3	
	12	

* Indicates courses required by the nursing department that must earn a minimum of "C" (2.0). All other courses transferred from previous colleges with a "C-" or above will be considered general electives (exception: remedial courses)

Acceptance of nursing courses will be finalized by the Nursing Department

Restricted electives must be chosen outside the disciplines of nursing, natural sciences, and psychology

Graduation Requirements:

- Technology Competency** _____Met _____Not Met (Windows__ Word Processing__ Power Point__ Internet__)
- Mathematics Competency** (MA153 or MA243) _____Met _____Not Met
- Service Requirement** _____Met _____Not Met
- Assessment** _____Met _____Not Met

Upper Level Requirement (38 cr hrs required)
E-Portfolio

____Met ____Not Met
____Met ____Not Met

2011-2012 catalog

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Rev. 2010
Revised 2011

PRESENTATION COLLEGE
DEPARTMENT OF NURSING
BACCALAUREATE COMPLETION PROGRAM FOR REGISTERED NURSES
SAMPLE CURRICULUM PLAN

<u>Spring #1</u>	<u>Cr.</u>	<u>Sem</u>
EN133 Composition II/EN313 Jr. Comp	3	
*MA243 Statistics	3	
*NU313 Dimensions/Professional Nursing	3	
*NU333 Health Assessment	3	
*NU373 Family as Client	3	
	15	

<u>Summer #1</u>	<u>Cr.</u>	<u>Sem</u>
*NU413 Applied Drug Therapy	3	
*NU473 Nursing Research	3	
RS123 Ch Trad or RS233 Catholicism	3	
	9	

<u>Fall #1</u>	<u>Cr.</u>	<u>Sem</u>
*NU436 Community Health Nursing	6	
*PS353 Abnormal Psychology	3	
Humanities/Aesthetics Core	3	
AR303 History of World Art		
AR413 Fine Arts Appreciation		
EN303 Elements & Forms of Literature		
EN325 Children's Literature		
EN326 British Literature I		
EN329 British Literature II		
EN335 Women in Literature		
EN347 American Literature I		
EN350 American Literature II		
EN383 World Literature I		
EN393 World Literature II		
EN413 Mythology		
EN3053 Shakespeare		
H333 The Art of Being Human		
H373 Landmarks in the Human Culture		
H423S Science, Gender & Knowledge		
RS353 Jesus the Christ		
	12	

<u>Spring #2</u>	<u>Cr.</u>	<u>Sem</u>
*NU454 Leadership Roles	4	
RS283 Christian Ethics	3	
Social Science/Human Culture Core	3	
H373 Landmarks in the Human Culture		
HS213 History of the United States I		
HS223 History of the United States II		
HS253 World Civilization I		
HS263 World Civilization II		
HS312 History of Early African Civilizations		
HS313 History & the American Indian		
HS323 The Middle Ages		
HS333 Modern Western Culture I		
HS340 History of the Far East I		
HS341 History of the Far East II		
HS343 Modern Western Culture II		
HS363 Developing Nations		
HS383 The History of Food		
HS403 A History of Great Ideas I		
HS413 A History of Great Ideas II		
RS303 World Religions		
RS383 Justice and Peace		
	10	

<u>Elective credits to reach 121</u>	<u>Cr.</u>	<u>Sem</u>

*Indicates courses required by nursing department that must earn a minimum of C (2.0)

All other courses transferred from previous colleges with a C- or above will be considered general electives (exception: remedial courses)

If RS123 and/or RS283 included in AD education, will need 3 or 6 additional general elective credits

Elective courses may be necessary in order to reach the minimum credits required of 121

Acceptance of Nursing courses will be finalized by the Nursing Department

RN License _____

Restricted electives must be chosen outside the disciplines of nursing, natural sciences, and psychology

In addition to the graduation requirements, General Education Outcomes must be met. See reverse side.

Graduation Requirements:

Technology Competency

_____Met _____Not Met (Windows___ Word Processing___ Power Point___ Internet___)

Mathematics Competency (MA153 or MA243)

_____Met _____Not Met

Service Requirement	_____Met	_____Not Met
Assessment	_____Met	_____Not Met
Upper Level Requirement (36 cr hrs required)	_____Met	_____Not Met
E-Portfolio	_____Met	_____Not Met

2011-2012 catalog

Revised 8/05
Reviewed 7/07
Reviewed 8/08
Rev.2010
Revised 2011

**BSN Completion for NDASPN (AD-LPN)
Sample Curriculum Plan
(127 credits)**

First Year

<u>Fall Semester</u>	Cr.	Sem
*BI173 Anatomy & Physiology I	3	
*BL171 Anatomy & Physiology II Lab	1	
*MA153 College Algebra	3	
*PS133 General Psychology (NLN)	3	
RS123 Ch Trad or RS233 Catholicism	3	
GE111 College Experience	1	WAIVE
	14	

<u>Spring Semester</u>	Cr.	Sem
*BI183 Anatomy & Physiology II (NLN)	3	
*BL181 Anatomy & Physiology II Lab (NLN)	1	
*CH133 Intro to Organic & Biochemistry	3	
*CL131 Intro to Organic & Biochemistry Lab	1	
*EN113 College Composition I	3	
*PS153 Developmental Psychology (NLN)	3	
*SO103 Introduction to Sociology	3	
	17	

Second year

<u>Fall Semester</u>	Cr.	Sem
*BI263 Intro to Medical Microbiology (NLN)	3	
*BL263 Intro to Medical Microbiology Lab (NLN)	1	
*MA243 Statistics	3	
*NU313 Dimensions/Professional Nursing	3	
*PS353 Abnormal Psychology	3	
RS283 Christian Ethics	3	
	16	

<u>Spring Semester</u>	Cr.	Sem
EN133 College Composition II	3	
*NB235 Fundamentals of Nursing (NLN)	2	
*NB303 Pathophysiology (NLN)	3	
*NU333 Health Assessment	3	
*NU373 Family as Client	3	
Social Science/Human Culture Core	3	
	17	

Third year

<u>Fall Semester</u>	Cr.	Sem
*NB311 Therapeutic Nutrition	1	
*NU413 Applied Drug Therapy	3	
*NB368 Adult Health Nursing I (NLN)	8	
General Elective-Any	3	
Humanities/Fine Arts Core	3	
	18	

<u>Spring Semester</u>	Cr.	Sem
CT233 Comm Skills I: Interpersonal	3	
*NB338 Maternal-Child Nursing (NLN)	8	
*NB344 Mental Health Nursing (NLN)	4	
Restricted Elective (must be HFA)	3	
	18	

Fourth year

<u>Fall Semester</u>	Cr.	Sem
*NB455 Adult Health Nursing II	5	
*NB473 Research in Nursing	3	
General Elective-Any	3	
Restricted Elective	3	
	14	

<u>Spring Semester</u>	Cr.	Sem
*NB436 Community Health Nursing	6	
*NB454 Leadership Roles in Managing Client Care	4	
Restricted Elective	3	
	13	

*Indicates courses required by nursing department that must earn minimum of "C" (2.0). All other courses transferred from previous colleges with a "C-" or above will be considered general electives (exception remedial courses)

Acceptance of nursing courses will be finalized by the Nursing Department

Restricted electives must be chosen outside the disciplines of nursing, natural sciences, and psychology

Graduation Requirements:

Technology Competency

_____Met _____Not Met (Windows___ Word Processing___ Power Point___ Internet___)

Mathematics Competency (MA153 or MA243)

_____Met _____Not Met

Service Requirement

____ Met ____ Not Met

Assessment

____ Met ____ Not Met

Upper Level Requirement (38 cr hrs required)

____ Met ____ Not Met

E-Portfolio

____ Met ____ Not Met

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Revised 8/08

Rev. 2010

Revised 2011

2011-2012 catalog

**PRESENTATION COLLEGE
BSN COMPLETION FOR LPN CERTIFICATE
SAMPLE CURRICULUM PLAN**

First Year

Fall semester	Cr.	Sem
*BI173 Anatomy & Physiology I	3	
*BL171 Anatomy & Physiology I Lab	1	
*EN113 College Composition I	3	
*MA153 College Algebra	3	
*PS133 General Psychology	3	
RS123 Ch Trad/RS233 Catholicism	3	
GE111 College Experience	1	WAIVE
	17	

Spring semester	Cr.	Sem
*BI183 Anatomy & Physiology II (NLN)	3	
*BL181 Anatomy & Physiology II Lab (NLN)	1	
*CH133/CL133 Intro to Organic & Biochemistry w/Lab	3/1	/
EN133 College Composition II	3	
*PS153 Developmental Psychology (NLN)	3	
*SO103 Introduction to Sociology	3	
	17	

Second year

Fall semester	Cr.	Sem
*BI263 Intro to Med Micro (NLN)	3	
*BL263 Intro to Med Micro Lab (NLN)	1	
*MA243 Statistics	3	
*NU313 Dimensions/Professional Nursing	3	
*PS353 Abnormal Psychology	3	
RS283 Christian Ethics	3	
	16	

Spring semester	Cr.	Sem
CT233 Comm Skills I: Interpersonal	3	
NB235 Fundamentals of Nursing (NLN)	5	
*NB243/NU333 Health Assessment	3	
*NB303 Pathophysiology (NLN)	3	
Social Science/Human Culture Core	3	
	17	

Third year

Fall semester	Cr.	Sem
*NB311 Therapeutic Nutrition	1	
*NB323 Applied Drug Therapy	3	
*NB375 Adult Health Nursing I-LPN	5	
*NB368 Adult Health Nursing I (NLN)	3	
General Elective-Any	3	
	15	

Spring semester	Cr.	Sem
*NB335 Maternal-Child Nursing	5	
*NB338 Maternal-Child Nursing (NLN)	3	
*NB344 Mental Health Nursing	4	
Restricted Elective (must be HFA)	3	
Humanities/Fine Arts Core	3	
	18	

Fourth year

Fall semester	Cr.	Sem
*NB455 Adult Health Nursing II	5	
*NB473 Research in Nursing	3	
General Elective-Any	3	
Restricted Elective	3	
	14	

Spring semester	Cr.	Sem
*NB436 Community Health Nursing	6	
*NB454 Leadership Roles in Managing Client Care	4	
Restricted Elective	3	
	13	

*Indicates courses required by nursing department that must earn minimum of "C" (2.0).

All other courses transferred from previous colleges with a C- or above will be considered general electives (exception: remedial courses)

Acceptance of nursing courses will be finalized by the Nursing Department

Restricted electives must be chosen outside the disciplines of nursing, natural sciences, and psychology

Graduation Requirements:

Technology Competency	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met	(Windows___ Word Processing___ Power Point___ Internet___)
Mathematics Competency (MA153 or MA243)	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met	
Service Requirement	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met	
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met	
Upper Level Requirement (38 cr hrs required)	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met	
E-Portfolio	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met	

2011-2012 catalog

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Revised 8/08
Rev. 2010
Revised 2011

**PRESENTATION COLLEGE
ASSOCIATE DEGREE PROGRAM
SAMPLE CURRICULUM PLAN
(69 credits)**

First Year

<u>Fall Semester</u>	Cr.	Sem	Grade
*BI173 Anatomy & Physiology I	3		
*BL171 Anatomy & Physiology I Lab	1		
*EN113 College Composition I	3		
*CH123 General Chemistry	3		
*CL121 General Chemistry Lab	1		
*NA106 Nursing Concepts	6		
GE111 College Experience	1		
	18		

<u>Spring Semester</u>	Cr.	Sem	Grade
*NA128 Nursing Concepts II	8		
*BI183 Anatomy & Physiology II	3		
*BL181 Anatomy & Physiology II Lab	1		
*PS133 General Psychology	3		
RS123 Ch Trad or RS233 Catholicism	3		
	18		

Summer

	Cr.	Sem	Grade
*BI263 Intro to Medical Microbiology	3		
*BL263 Intro to Medical Microbiology Lab	1		
*NA223 Psychiatric & Mental Health Nursing	3		
	7		

Second Year

<u>Fall Semester</u>	Cr.	Sem	Grade
EN133 College Composition II	3		
*NA227 Nursing Concepts-Child	7		
RS283 Christian Ethics	3		
	13		

<u>Spring Semester</u>	Cr.	Sem	Grade
*NA207 Nursing Concepts-Adults	7		
*NA253 Synthesis of Nursing Concepts	3		
*SO103 Introduction to Sociology	3		
	13		

* Indicates courses required by Nursing Department that must earn a minimum of "C" (2.0). All other courses transferred from previous colleges with a C- or above will be considered general electives (exception: remedial courses)

Acceptance of nursing courses will be finalized by the Nursing Department

Graduation Requirements:

Technology Competency _____Met _____Not Met (Windows___ Word Processing___ Power Point___ Internet___)

Mathematics Competency (MA143 or higher) _____Met _____Not Met

Service Requirement _____Met _____Not Met

Assessment _____Met _____Not Met

E-Portfolio _____Met _____Not Met

2011-2012 catalog

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Reviewed 7/07
Revised 8/08
Rev.2010
Revised 2011

COMMITTEES OF THE DEPARTMENT OF NURSING WITH STUDENT REPRESENTATION

Nursing students serve on faculty committees of the Department of Nursing. Students are elected to these committees on a yearly basis from each level within the program. Students are non-voting members. The standing committees that students may serve on are:

1) DEPARTMENT OF NURSING COMMITTEE

The Nursing Department Committee is a committee of the whole and meets monthly during the academic year. The students will represent their classmates and keep their classmates informed of committee actions. One student representative from each level of a program and campus shall serve a 1 year term.

2) LEARNING RESOURCE COMMITTEE

The membership shall include at least one baccalaureate degree student from both Aberdeen and Fairmont campuses.

Function:

The committee:

1. shall review and update the holdings of the library, audio visuals, computer software, and other learning support materials related to nursing within the allocated budget.
2. shall consider use of the lab and any proposed changes.

Meetings are held at least once per semester.

Rev. 8/04
Reviewed 7/07
Reviewed 8/08
Rev.2010
Reviewed 2011

MASTER PLAN OF EVALUATION Nursing Program Evaluation Overview

The Department of Nursing program evaluation is a procedure that allows all nursing faculties to become involved in the evaluation of all aspects of the Presentation College Nursing Programs. This process is conducted annually and is the responsibility of all individual nursing faculty and all nursing committees. Data collection is completed by the end of each academic contract year.

Purpose: The master plan of evaluation (MPE) is an ongoing process of gathering meaningful data and making evaluative judgments of that data for the purpose of making improvements in the program(s).

Outcomes: The faculty of the department of nursing will:

1. Evaluate the nursing curriculum on a regular basis.
2. Evaluate the material resources of the nursing program:
 - a. Faculty
 - b. Students
 - c. Clinical facilities
 - d. Nursing learning lab
 - e. Physical plant
 - f. Office resources and assistance
3. Evaluate administrative functions:
 - a. Policies and procedures
 - b. Handbooks

Responsibilities:

Faculty/
Chair Each faculty member is required to complete the appropriate data sheets by the dates stated in the MPE. Data should be submitted to the program evaluation committee via computer disc.

Program Evaluation Committee:

The MPE committee will collect and compile the data into a clear and concise report, which will be presented no later than the second curriculum meeting of the next academic contract year.

The Master Plan of Evaluation is divided into "Input", "Process", and "Results" for each of criteria. There are five major headings, with specific standards under each. Standards have been developed based on NLNAC Criteria, SDBN requirements, college mission, nursing department philosophy and conceptual framework, and the program outcomes. The MPE headings are organized as follows:

- I. Mission & Administrative Capacity
- II. Faculty and Staff
- III. Students
- IV. Curriculum
- V. Resources
- VI. Outcomes

Each portion of the report will state whether the standard is met, partially met, or not met. Evidence/documentation for that decision, along with recommendations when appropriate, will accompany the report. Previous year's recommendations are addressed.

The Master Plan of Evaluation for each academic year is kept in a binder in the department. An issues log is maintained and updated every month that reflects actions taken based on the MPE input. Tools and data are included in the appendices for each binder.

Note: Students give valuable feedback to this process. Nursing courses are evaluated as part of the college evaluation process annually. Additional feedback is also welcome.

Revised 8/08
Rev. 2010
Rev. 2011

GENERAL INFORMATION FOR NURSING STUDENTS

Each student is responsible for managing his/her own learning. You are encouraged to take your studies seriously. You need all the courses to provide a solid base for your entry into society in the nursing profession. Plan your time carefully, including adequate study time. You should limit the amount of time you spend working during the week to around 10-15 hours if enrolled in greater than 12 semester credits. Any more than that can seriously affect your study time. **Study time/preparation should average 3-4 hours per 1 hour of nursing class/week.**

Southeast Building

The majority of nursing courses are held in the southeast building on campus. Even if you are not taking any nursing courses, you may want to have a locker in the building for storage of book etc. between classes. See Dana Dohman in NU 19 for a locker assignment.

Food and Drink

Food and drink are NOT allowed in the nursing learning lab when using simulation, audio visual, or computer equipment.

Faculty Addresses and Phone Numbers

Presentation College and the Department of Nursing have a policy against disclosure of faculty personal addresses or phone numbers. Your instructor may choose to give you their telephone number for your emergency use only, during reasonable hours of the day or evening. All faculty have campus telephones with voice mail capability. **Every effort should be made to handle problems or concerns during normal working hours (8:00 AM to 5:00 PM).**

Secretarial Services

Students do not have access to secretarial services through the Department of Nursing. This includes routine photocopying, typing, mailing, collating, and taking or giving telephone messages from students, family members, friends, or employers. Emergency messages will be delivered to the best of our ability. Students and faculty should not be interrupted during classes, clinical, or meetings except for bona fide emergencies.

Photocopying may be done in the college library. Computers and word processing are available to students in the college computer center. Computer paper is available for purchase in the bookstore. Students needing multiple copies for a required nursing course presentation must submit documents to be copied 72 hours in advance to their course faculty.

College Student Services

Review the current college catalog for the many services, which are provided for you on campus in order to assist you in your college program. Do not hesitate to take advantage of them. Counseling services are available if you need them.

Commencement

Attendance at commencement is expected of students graduating from nursing programs at Presentation College. Students in nursing graduate on the same day as other graduates of the college.

Professional Recognition and Pinning Ceremony

Faculty will seek students to assist in planning the annual Professional Recognition Ceremony for students graduating from nursing programs at Presentation College. This ceremony is a way to celebrate completion of the nursing program with family and friends. An additional Professional Recognition Ceremony is held for Lakota and Fairmont campus nursing graduates.

Alumni

Once you complete graduation, you become an alumnus of Presentation College as well as the Department of Nursing. Graduates are urged to keep in contact and visit the campus and the Department of Nursing whenever possible. Please notify us of changes in address.

Student Advising

Each student is assigned an academic advisor from the Department of Nursing faculty. The roles of the advisor include:

1. Exploration of student goals.
2. Assisting students in planning courses for an academic year.
3. Assisting students progressing through the nursing program.
4. Monitoring student academic performance.
5. Guiding students to appropriate resources for assistance with course work, study skills, and personal concerns.

Students and advisors are to meet at regular intervals. Advisors have office hours posted on their office doors. Faculty also have voice mail and email. Please contact your advisor during these times or set up an appointment if more than a brief discussion is needed. Students are encouraged to see the assigned academic advisor at the following times during the school year:

1. Prior to registration for each semester.
2. At least once during each semester.
3. Upon receiving a D or less at midterm in a nursing course.
4. Any time you experience difficulty in your coursework.

If you have other concerns not related to a specific academic problem, refer to the appropriate section of the student handbook.

Degree Completion

Ultimately, each student is responsible for the completion of degree requirements. The Registrar should be consulted on a regular basis to check on progression in the degree sequence. The student should also seek the advice or counsel of the assigned faculty advisor in the Department of Nursing.

Courses at other Colleges

The expectation is that nursing students will take most or all courses at Presentation College. Student wishing to take courses from other institutions should check with the Registrar in advance to determine if credits can be transferred to meet college requirements. All requests for transfer of credit to Presentation College must be directed to the Registrar.

Keeping In Touch

Your current address and phone number is extremely important to have listed in appropriate places. Often it becomes necessary for us to contact you regarding activities in nursing. Please keep your address and phone number up-to-date in the Department of Nursing and the Registrar's office.

Supportive Services

The Office of Student Services is available to provide support services and assistance to students experiencing personal difficulty. The college is also able to refer students to either on-campus or off-campus counseling services as needed. You may also see your academic advisor if you would like to discuss counseling. Refer to the Presentation College Student Handbook for more information.

Tutoring

Nursing faculty provide many means to help students succeed in nursing classes. Faculty may offer review sessions, critical thinking workshops, and study sessions.

If the student desires assistance, the student may seek assistance through the Career Learning Center (605-229-8581). These services include study groups, guided study groups, and individual tutoring.

See the Presentation College Student Handbook for more information regarding these services.

DEPARTMENT OF NURSING STUDENT ORGANIZATIONS & AWARDS

PCNSA (Presentation College Nursing Student Association)

PCNSA (Presentation College Nursing Student Association) The presentation College Nursing Student Association (PCNSA) is a pre-professional organization for students in nursing programs at Presentation College.

PCNSA is designed to involve student nurses of all levels in activities of interest to professional nurses. Students are able to become involved with activities in the community and in the college. Guest speakers are invited to meetings throughout the year. Participation in PCNSA allows students to meet other nursing students at NSASD programs and conventions. A convention held in the spring involves business conducted by attending delegates and election of state officers. In addition, guest speakers and a large number of recruiters from various hospitals and health care agencies are present.

PCNSA is the local chapter of the Nursing Student Association of South Dakota (NSASD), Minnesota Student Nursing Association (MSNA), and the National Student Nurses' Association (NSNA). Paying membership dues includes membership in NSASD and SNA. Fees for the NSNA provide the following benefits:

1. National NSNA publications
2. Discount registration for select seminars and conventions
3. Insurance programs
4. Discount registration for some NCLEX review courses.

Participating at the local level gives students an opportunity to be selected as a delegate to the NSNA Convention which is held in various parts of the U.S. each year. NSNA also has numerous nursing scholarships to which members can apply. Faculty advisors serve as resource professionals.

SIGMA THETA TAU International – RHO XI CHAPTER

This honor society promotes and recognizes academic excellence, leadership abilities and scholarship in nursing. Membership is comprised of leaders in nursing education, practice and research, and upper level baccalaureate students who demonstrate academic excellence and leadership potential. Baccalaureate nursing students are required to have completed one-half of the nursing curriculum to be considered for membership. Students invited for membership shall have a minimum cumulative grade point average of 3.0 and rank within the upper 35 percent of third and fourth-level students. Eligible students are invited each year by the membership to join the society. An induction ceremony honoring new members is held each year. Members may participate in all local and regional society related activities.

NURSES CHRISTIAN FELLOWSHIP (NCF)

Nurses Christian Fellowship provides a local, regional, national and international network for Christian nursing. NCF membership is open to all nurses and nursing students who affirm our vision and basis of faith. NCF is a non-denominational organization that equips and mobilizes nurses and nursing students to develop special friendships among peers, promotes spiritual wellness when rendering client care, and provides professional networking during conventions and professional meetings. NCF is student led and has informal activities which include games and activities, mutual encouragement, prayer and Bible study.

OUTSTANDING NURSING STUDENT AWARDS

The department of nursing annually recognizes those students who consistently demonstrate excellence in the following areas: Community/Volunteer Work (within college, department, and external community); professional involvement (PCNSA, Sigma Theta Tau, etc.); professional growth; leadership experience; and academic achievement (GPA, awards, etc.). Awards for each program are announced at the Spring Recognition Ceremony.

ACADEMIC POLICIES

CHANNELS OF COMMUNICATION

All students are expected to follow appropriate channels of communication within the Department of Nursing. When a student has an issue or concern, the student must first address this with the individual faculty member involved. If the issue is not resolved with the individual faculty person, the student then goes to the program coordinator. If the issue is not resolved with the program coordinator, the student then goes to the department chair. The student will follow these channels of communication in its entirety before considering the following grievance procedure.

GRIEVANCE PROCEDURE

Student Appeal/Grievance Process

Purpose

The appeal/grievance process is designed to afford all students a means to redress any form of unjust, oppressive, discriminatory, or fundamentally unfair practice affecting student academic performance or progress. Such identified practice may be either academic or non-academic in nature.

Academic/Non-Academic Appeal/Grievance Defined

For the purpose of the policy and procedures that follow, academic/non-academic appeals/grievances refer to a substantial complaint of a serious nature. It is students' claim of injury or wrong resulting from a decision, practice, or act by a member or members of faculty, administration, or staff, which is arbitrary and capricious, unjust, oppressive, discriminatory, fundamentally unfair, or exceeds the limits of academic freedom. For any matter to give rise to such an appeal/grievance subject to these procedures there must be clear and convincing evidence, which demonstrates either arbitrary or capricious action on the part of the individual faculty, administration, or staff member or action which is oppressive, discriminatory, fundamentally unfair, or which exceeds the limits of academic freedom.

The evidence must also establish that such action was injurious. In all such appeals or grievances, the burden of proof and persuasion is upon a student.

Academic/Non-Academic Appeal/Grievance Process

Students who wish to appeal or grieve academic or non-academic actions/decisions are to follow appropriate channels of communication in seeking resolution of differences. **Note:** Ordinarily a final grade may not be appealed. In order for students to pursue an appeal of a final grade, they must have specific concrete evidence that the grade was either erroneously or unfairly awarded. A challenge to a grade received in a course, comprehensive examination or other graduation requirement will be considered only when the students allege that the grade received reflects other than appropriate academic criteria, that is, achievement and proficiency in the subject matter as stated in the course syllabus. When students appeal a final grade, they will provide the faculty member with a copy of all petitions.

Informal Phase:

When students believe that they have a grievance or complaint related to their enrollment and successful progress at the College, within 10 business days of the action for which the grievance is being filed, students must approach the instructor/staff/administrator directly and attempt to reach an understanding at that level. In those rare instances where students believe that a direct approach might prejudice their standing, they may bring the problem directly to the attention of the instructor/staff person's supervisor or Department Chair. The Informal Phase shall last no longer than two weeks from the date the grievance was initiated.

Formal Phase:

Level 1. In those instances in which a satisfactory resolution is not secured in the Informal Phase, and in those instances where the grievance involved more than a single event/course or College employee:

- a. Students should discuss their complaint first with the appropriate Department Chair and/or area supervisor within two weeks after the completion of the Informal Phase.
- b. The Department Chair/Supervisor may discuss the matter with the students and any involved faculty/staff separately or together.
 - i. If the situation warrants, the Department Chair/Supervisor may solicit the views and opinions of other faculty members, staff, and/or students on the matter at issue and may use any departmental appeal or grievance mechanism that has been established.
 - ii. A written decision must be given to all parties involved within 10 business days from the date Level I was initiated.

Level 2. In those cases where a satisfactory resolution has not been secured at Level 1:

- a. Students may request a conference with the appropriate College administrator (Vice President for Academics, Vice President for Finance, Vice President for Enrollment and Student Retention Services, or Vice President for Student Services).
- b. In attempting to reach a clarification and resolution of the grievance, the administrator should meet with the concerned parties within five business days after the written decision has been rendered in Level 1.
 - i. Prior to this meeting the administrator should have memos or letters from all involved persons stating the issues and describing the decisions reached in previous meetings.
- c. At the meeting with the administrator, each person concerned should review all letters and memos.
 - i. New evidence relevant to the case may be brought forth at this time.
- d. After studying the facts, the administrator shall make a decision. This decision must be given to all parties involved within 10 business days from the date Level 2 was initiated.

Level 3. In the event that students or the faculty/staff member cannot accept the decision reached by the administrator, within five business days after the written decision has been rendered in Level 2:

- a. They may apply for a hearing before the Committee on Student Grievances (CSG), whose composition of five members is as follows:
 - i. Academic Grievance
 - a. The Presentation College Student Senate President shall appoint two students from Student Senate, who are not from the department in which the grievance originated, to serve as student representatives.
 - b. The President of Presentation College Faculty Assembly shall appoint two faculty members, who are not from the department of the grieved faculty, to serve as faculty representatives.
 - c. The Vice President for Academics shall appoint an academic Department Chair, who is not from the department of the grieved faculty, to serve as the CSG Chairperson of the committee chosen to hear the grievance.
 - ii. Non-Academic Grievance
 - a. The Presentation College Student Senate President shall appoint two students from Student Senate, who are not from the department in which the grievance originated, to serve as student representatives.
 - b. The Vice President for Student Services shall appoint two College staff members, who are not from the department of the grieved staff person, to serve as College staff representatives.
 - c. The Vice President for Student Services shall appoint an Area Staff Supervisor, who is not from the department of the grieved staff person, to serve as the CSG Chairperson of the committee chosen to hear the grievance.
- b. The five members will be notified by the appropriate administrator that they have been chosen to hear a grievance with the notice to state the time, date, and place of the hearing.
- c. During the hearing, all individuals directly involved in the grievance must be present.
 - i. All letters, memos, documents and other tangible evidence introduced in previous hearings must be available to all parties at the hearing.
 - ii. All parties to the grievance have the right to obtain witnesses. The College will cooperate with the grievant in securing witnesses and in making available specifically identified and relevant documentary and other evidence requested by the grievant, to the extent not limited by law.
 - iii. There must be a tape recording of this hearing.
- d. After careful consideration of all the evidence relevant to the grievance as presented at the hearing, the CSG, by a majority vote, shall make a recommendation to the President of Presentation College regarding the disposition of the grievance within 30 days after the close of the hearing. Minority reports regarding the final disposition of the grievance shall be included with the recommendation.

Level 4. The President renders the final institutional decision based upon a review of the record and the recommendations, findings, and conclusions of the CSG and may:

- a. Affirm the decision of the CSG;
- b. Remand to the CSG with specific instructions for further findings or conclusions;
- c. Conduct such further investigation or hearing as the President deems necessary; or

- d. Reverse or modify the recommended disposition of the CSG.
 - i. If the President determines to reverse or modify the recommended disposition, the President shall state in detail the disagreement with the recommended disposition of the CSG.
 - ii. If the President disagrees with the findings or conclusions of the CSG, the President shall make available the findings and conclusions that are supported by a preponderance of the evidence in the record.

The President shall notify the parties involved by written decision rendered within 15 days after the issuance of the recommended decision of the CSG.

PROFESSIONALISM

As students progress through the nursing curriculum, they are expected to demonstrate professionalism in both the classroom and clinical setting. Characteristics of professional behavior are adapted from work by Chitty (1997) are as follows:

- *Has developed own philosophy of nursing
- *Self-determination
- *Uses critical thinking (reasoned judgment)
- *Collaborates and communicates effectively with other health professionals
- *Demonstrates accountability for self and others
- *Committed to lifelong learning
- *Active in professional organization(s)
- *Recognizes own limits and seeks help when needed
- *Responds positively to feedback and mentorship
- *Uses scientific knowledge and contributes to expansion of nursing's body of knowledge
- *Provides leadership and serves as a role model
- *Manages time efficiently and effectively
- *Delegates responsibility wisely
- *Represents the profession to the public
- *Models altruism
- *Possesses self-awareness and participates in self assessment
- *Demonstrates commitment to nursing
- *Models healthy coping behavior
- *Models professionalism in speech, appearance, and attitude
- *Follows written and verbal guidelines and policies of the college, department, clinical agencies, and nursing practice regulations
- *Demonstrates appropriate program level roles
- *Adheres to principles in the ANA Code for Nurses (2001) and practices with integrity
- *Maintains strict patient confidentiality and academic integrity.

Sources:

Chitty, K. (1997). *Professional nursing: Concepts and challenges* (2nd ed.). Philadelphia: Saunders.

American Nurses Association. (2001). *Code for nurses with interpretative statements*. Washington, DC: Author.

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 Reviewed 2011

CONFIDENTIALITY

All the information concerning the clients, clinical staff, clinical agencies, and other learning experiences, and students is to be kept in confidence and is only to be discussed in the formal learning environment. Nursing students are required to sign a document annually acknowledging their responsibilities concerning confidentiality. **ANY BREAKS IN CONFIDENTIALITY MAY BE CAUSE FOR DISMISSAL FROM THE PROGRAM.**

ACADEMIC INTEGRITY

Academic Integrity - Policies and Procedures

Inherent in the mission of Presentation College is the strong belief in the principle of academic integrity. Students' actions reflect their moral character and, by extension, the College's reputation. Therefore, all students are expected to recognize and abide by the following:

It is a major responsibility of students and faculty to promote academic integrity. The College will not tolerate violations by cheating, plagiarism, fabrication and other academic misconduct.

Cheating

Students who cheat are claiming credit for work that is not of their own creation and for knowledge that they do not possess. Students are violating their own integrity as well as the integrity of the College. Examples of cheating include copying answers from another student on tests and class work; permitting someone else to copy answers from their test and work; inappropriate use of text messaging or other forms of electronic communication; using information and aids for test questions that have been prohibited.

Plagiarism

When students apply or employ the words, ideas or work of someone else without proper documentation, they are plagiarizing the author of that material. Students who plagiarize, either **intentionally** or **unintentionally**, violate their integrity and the integrity of the College by claiming work that is not of their own creation or invention. Students should be aware that, even when they do not intend to plagiarize, they might still be technically guilty of academic misconduct if sources are not properly acknowledged and credited. Both intentional plagiarism and inaccurate documentation are threats to the integrity of the individual and the College. Clear thinking and responsible work depend on careful use of evidence, respect for other writers and the courteous and credible treatment of one's readers. Plagiarism includes the copying of words, sentences or passages from a text (this includes books, magazines, newspapers, pamphlets, another student's paper or a paper prepared by someone other than the student who submitted the paper) without indicating the source of those words, sentences or passages; using quotations inaccurately (exact wording and punctuation); paraphrasing or summarizing another writer's ideas, even if the writer is not quoted directly, without giving adequate credit to the author; failing to give adequate bibliographical information for referential purposes; and using graphs, charts, tables or other printed and visual aids without giving credit to the source of that information.

Fabrication

If students deceive members of the academic community by inventing information or providing misinformation, the students are fabricating. Fabrication includes, but is not limited to, listing false bibliographical references; citing information not taken from the source indicated; falsely claiming the completion of a clinical, internship or field experience; inventing data or sources for academic assignments; taking quizzes or exams under false pretense; and falsely taking credit for another student's work in group projects.

Actions Related to Academic Integrity

Because breaches of academic integrity vary in degree and seriousness, actions taken against violators will be left to the discretion and judgment of the individual faculty member. If requested, the Vice President for Academics will serve as a reference for mediation.

When a faculty member discovers a violation of academic integrity, students will be notified in writing within ten (10) business days of the charge. The faculty member and student will then meet to discuss the violation and the action to be taken. Actions that may be taken include but are not limited to the following:

1. Students will receive an **"F"** grade or **"0" (zero)** on the exam, paper, project, coursework, etc.
2. Students will be failed in the course
3. Students will be dismissed from the major

Students may appeal the faculty member's decision or action by following the Student Appeal/Grievance Process that follows.

For all **serious** and **substantiated** violations of integrity judged by the faculty to be intentional, the faculty member will submit in writing to the Vice President for Academics a description of the violation and the action taken against the student. Offenses which are considered serious include, but are not limited to, intentional cheating, plagiarism, or fabrication on a project, exam, etc. Upon evidence of two serious violations, students will be dismissed from the College. The Vice President for Academics will send a written notification of such dismissal to students, the Vice President for Student Services, and the Registrar. Students may appeal the dismissal in writing to the Vice President for Academics if they have evidence that the action was unjust, oppressive, discriminating or unfair.

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**DEPARTMENT OF NURSING POLICIES AND PROCEDURES
BACCALAUREATE PROGRAM POLICIES**

BACCALAUREATE DEGREE PROGRAM POLICIES

Sequential Progression

1. Enrollment in entry level nursing courses will be permitted only if students have:
 - a. Completed all prerequisite courses
 - b. Earned a grade of “**C**” (2.00) or above in all required nursing major and health professions track requirement courses
 - c. Maintained a minimum cumulative GPA of 2.70 or higher
2. Students may continue to progress according to the curriculum plan if they:
 - a. Complete all prerequisite courses prior to enrollment in any nursing course
 - b. Earn a grade of “**C**” (2.00) or above in all required nursing major and health professions track requirement courses
 - c. Maintain a minimum cumulative GPA of 2.50 or higher
 - d. Demonstrate satisfactory performance of designated nursing skills
 - e. Earn a satisfactory grade in both the theory and clinical components of the nursing courses. In the event that the earned clinical grade is unsatisfactory, the course grade assigned will not be higher than the letter grade of “**D**”
 - f. Pass the math calculation competency test at 100% each semester (RNs are exempt)
 - g. Demonstrate full compliance with all standards of the nursing profession as defined by the American Nurses Association (ANA) standards of practice, the ANA code for nurses, and South Dakota, Minnesota, Iowa and North Dakota law
 - h. Maintain current health requirements/CPR
 - i. Submit satisfactory national background screening annually by August 1; cost incurred by students.
3. If students **fail or withdraw** from any nursing course, they must petition in writing the Department of Nursing Admission and Progression Committee to be readmitted
4. Students having **withdrawn from or earned less than a “C” (2.00)** in a nursing course may be readmitted one time only
5. Students are accountable to follow all policies in the current handbook
6. All program requirements must be completed within six years of first admission to nursing courses. Due to curriculum changes, students not progressing in the major in a continuous manner may be required to complete additional courses

Failure to achieve any of these standards shall constitute reason for students to be dismissed from the program. The faculty and administration of the Department of Nursing reserve the right to dismiss any student enrolled in the major for unethical, dishonest, unprofessional, or illegal conduct that is inconsistent with the **ANA Code for Nurses**.

Readmission

Students requesting readmission must apply in writing to the Department of Nursing Admission and Progression Committee. Student situations are reviewed on an individual basis. **Requests for readmission for fall semester must be submitted by April 1 of the year in which readmission would occur, or by October 1 for readmission which would occur the following spring.** Placement is dependent upon class size and course enrollment constraints. Readmission cannot be guaranteed to any student.

Specific guidelines for readmission include the following:

1. Course repetition policies:
 - a. A nursing course withdrawn from or earned less than a “**C**” (2.00) may be repeated one time only
 - b. Only one (1) nursing course may be repeated
 - c. Non-nursing science courses may be repeated only one time
 - d. A repeated course must be repeated within the next academic year
 - e. **Students who have earned less than a 2.00 (“C”) in two science courses (either lab or lecture) at Presentation College or another institution (same course repeated or two different courses) will not be readmitted**
 - f. If students are allowed to repeat a nursing course, they must repeat the course in its entirety
 - g. Students may appeal decisions in writing based on course repetition policies to the Department of Nursing Admission and Progression Committee. The appeal should include a recommendation from the academic advisor or course instructor. Decisions on appeal requests are the responsibility of the Admission and Progression Committee and may be approved or denied based on individual circumstances and an evaluation of the request.
2. Students readmitted to the major will be required to:

- a. Meet College readmission criteria
 - b. Demonstrate a satisfactory level of knowledge from prerequisite nursing courses
 - c. Successfully validate prior medication calculation competency and clinical skills*
3. Readmitted students will be expected to meet graduation requirements in effect at the time of readmission and to follow the baccalaureate degree nursing policies in effect for that academic year
 4. Students must have a cumulative GPA of 2.70 or higher to be considered for readmission
 5. A tuition deposit is required to hold a place in the class
 6. Students must meet #1 – 12 under “Admission to All Nursing Programs (General Requirements and Information)”

*The range of fees for validation of mathematics and nursing skills is \$50 - \$150 dependent upon which semester of the program students re-enter. See the Department of [Nursing Student Handbook](#) for detailed discussion of program policies.

Graduation

The degree of Bachelor of Science in Nursing is granted by Presentation College to those candidates who have completed the 127-credit requirement as described in the traditional nursing curriculum course plan and who have met all degree requirements of Presentation College. **A cumulative GPA of 2.50 or higher is required to graduate from the program.**

State Board of Nursing Regulations for Licensure

The Board of Nursing may deny, revoke, or suspend any license or application for licensure or may take corrective action if the licensee or applicant has:

1. Been convicted or pled guilty to a felony. If the applicant has a felony conviction, or if the applicant has ever pled guilty to a felony, the Board of Nursing should be contacted before seeking admission;
2. Become addicted to the habitual use of intoxicating liquors or controlled drugs.

Prior to the Department of Nursing approval for the candidate's licensure (NCLEX) application, an exit interview with the Department of Nursing is required. Additionally, all College graduation requirements must be met and students' accounts must be cleared. **Official transcripts or certificates of completion of education program forms will not be released to State Boards of Nursing until students have successfully completed Nursing Department requirements for NCLEX-RN preparation. No exceptions to the Nursing Department NCLEX-RN preparation requirements will be made.**

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BSN COMPLETION PROGRAM FOR 2-Year LPN DEGREE

To be admitted to the BSN program students must:

1. Be admitted to Presentation College
2. Hold unencumbered, active LPN license
3. Graduate from state-approved practical nursing degree program (2 years)
4. Have a cumulative GPA of 2.70 or higher
5. Have a minimum of 1,000 hours of nursing practice experience (or less with permission of department)
6. Submit two satisfactory professional character references (forms available)
7. Submit to criminal background screening; cost incurred by students (except in Minnesota)
8. A laptop computer is required. Access to high-speed internet required.

For progression in the nursing program students must:

1. Maintain a cumulative GPA of 2.50 or higher
2. Maintain current LPN license (on file)
3. Meet all course prerequisites
4. Be in compliance with South Dakota, North Dakota, Minnesota, and other appropriate state Nurse Practice Acts at all times
5. Earn a "C" (2.00) in all required nursing major and health professions track requirement courses
6. Demonstrate competence on all NLN Mobility profiles at the decision score of 90 (mental health, adults and families) prior to enrolling in the first clinical course
7. NU333 Health Assessment challenge requires a score of 90% on both the exam and head-to-toe assessment. The challenge exam process for NU333 must be completed by May 1
8. Demonstrate competence in medication test at 100% in NB436 and NB455
9. Meet the credits and general education competencies required for graduation; 33 credits must be earned at Presentation College
10. Submit satisfactory background screening annually by August 1; cost incurred by students (except in Minnesota)

Procedures during the program:

1. Once admitted, students will work closely with an advisor to complete all program requirements and general education competencies
2. NU313 is the prerequisite to all nursing courses
3. NB454 must be the last nursing course
4. Students must demonstrate computer literacy and have access to a computer and the Internet
5. Students are responsible for scheduling the NLN exams with the proctor and must be completed by June 1 of the first year; payment must be received prior to exam
6. If a decision score of 90 is not achieved on any mobility profile exam the first time, students will do formal remediation to master the content prior to retaking the exam. If the exam is not passed on the second attempt, students will be required to take the appropriate course. Success in the course does not include automatic credit for the courses listed below (1, 2, 3). **Allow one month to order the NLN exam and another month to receive results**
7. Courses challenged with exams will be recorded on the transcript for a fee \$45.00 per credit hour - not including the challenge test fee*
8. All health requirements must be current and on file in the department prior to registration for NB436/NB455; a Presentation College lab jacket and name pin must also be purchased prior to the first clinical course
9. Clinical courses require travel; it may be possible to arrange clinical with mentors/preceptors in the students' community
10. Students requesting challenge of nursing courses must successfully complete the corresponding NLN/ATI exam(s) **and** clinical competency prior to earning full course credit

*Successful challenge exams can include:

1. NLN mobility exam for mental health (NB344 - 4 crs and PS133 - 3 crs)
2. NLN mobility exam for maternal-child (NB338 - 8 crs and PS153 - 3 crs)
3. NLN mobility exam for adults (NB368 - 8 crs, BI263 - 3 crs, BL263 - 1 cr, BI183 - 3 crs, BL181 - 1 cr, NB303 - 3 crs, and NB235 - 2 crs)
4. NU333 Health Assessment
5. College Composition I - CLEP (prerequisite to EN133 or EN313)
6. CH123/CL121 (prerequisite to CH133/CL131)

BSN COMPLETION FOR CERTIFICATE LPN (1-YEAR LPN)

To be admitted to the BSN program students must:

1. Be admitted to Presentation College
2. Hold unencumbered, active LPN license
3. Graduate from state-approved practical nursing degree program (1 year)
4. Have a cumulative GPA of 2.70 or higher
5. Have a minimum of 1,000 hours of nursing practice experience (or less with permission of department)
6. Submit two satisfactory professional character references (forms available)
7. Submit to criminal background screening; cost incurred by students (except in Minnesota)
8. A laptop computer is required. Access to high-speed internet recommended

For progression in the nursing program students must:

1. Maintain a cumulative GPA of 2.50 or higher
2. Maintain current LPN license (on file)
3. Meet all course prerequisites
4. Be in compliance with South Dakota, North Dakota, Minnesota, and other appropriate state Nurse Practice Acts at all times
5. Earn a “C” (2.00) in all required nursing major and health professions track requirement courses
6. Demonstrate competence in medication test at 100% in NB436 and NB455
7. Meet the credits and general education competencies required for graduation; 33 credits must be earned at Presentation College
8. Submit satisfactory background screening annually by August 1

Procedures during the program:

1. Once admitted, students will work closely with an advisor to complete all program requirements and general education competencies
2. NU313 is the prerequisite to all nursing courses
3. NB454 must be the last nursing course
4. Students must demonstrate computer literacy, and have access to a computer and the Internet
5. Students are responsible for scheduling the NLN exams with the proctor and must be completed by June 1 of the first year; payment must be received prior to exam
6. If a score of 80% is not achieved on any mobility profile exam the first time, students will do formal remediation to master the content prior to retaking the exam. If it is not passed on the second attempt, students will be required to take the appropriate course. Success in the course does not include automatic credit for the courses listed below (1, 2, 3). **Allow one month to order the NLN exam and another month to receive results**
7. Courses challenged with exams will be recorded on the transcript for a fee \$45.00 per credit hour - not including the challenge test fee*
8. All health requirements must be current and on file in the department prior to registration for NB375; a Presentation College nursing uniform must also be purchased prior to the first clinical course
9. Clinical courses may require travel
10. Students requesting challenge of nursing courses must successfully complete the corresponding NLN/ATI exam(s) **and** clinical competency prior to earning full course credit

***Successful challenge exams can include:**

1. NLN ACE I (NB235-5 crs and PS153 - 3 crs)
2. NLN Basic Care II (NB303-3 crs, NB368-3 crs, and NB338- 3 crs)
3. NLN Anatomy & Physiology (BI183 - 3 crs and BL181 - 1 cr)
4. NLN Microbiology (BI263 - 3 crs and BL263 - 1 cr)
5. College Composition I - CLEP (prerequisite to EN133 or EN313 with written essay)
6. CH123/CL121 (prerequisite to CH133/CL131)

BSN COMPLETION FOR RNs PROGRESSION POLICIES

To be admitted to the BSN Completion program students must:

1. Be admitted to Presentation College
2. Hold unencumbered, active RN license
3. Graduate from state-approved associate degree or diploma nursing program
4. Have a minimum of 1,000 hours of nursing practice experience (or less with permission of department)
5. Submit two satisfactory professional character references
6. Submit to criminal background screening; cost incurred by students (except in Minnesota)
7. A laptop computer is required. Access to high-speed internet recommended

For progression in the nursing completion program students must:

1. Maintain 2.50 cumulative GPA
2. Maintain current RN license (on file)
3. Meet all course prerequisites
4. Be in compliance with South Dakota, North Dakota, Minnesota, and other appropriate state Nurse Practice Acts at all times
5. Earn a “C” (2.00) in all required nursing major and health professions track requirement courses
6. Meet the required credits and general education competencies required for graduation; 33 credits must be earned at Presentation College
7. Submit satisfactory background screening annually by August 1

Procedures during the program:

1. Once admitted, students will work closely with an advisor to complete all program requirements
2. NU313 is the prerequisite to all nursing courses
3. NU454 must be the last nursing course
4. Students must demonstrate computer literacy, and have access to a computer and the Internet
5. Courses challenged with exams will be recorded on the transcript for a fee of \$45.00 per credit hour- not including the cost of the challenge test fee*
6. All health requirements must be current and on file in the department prior to registration for NU436; a Presentation College name pin must be secured prior to NU436
7. NU333 Health Assessment challenge requires a score of 90% on both the exam and head-to-toe assessment. The challenge exam process for NU333 must be completed by May 1
8. It may be possible to arrange clinicals with mentors/preceptors in the students' community; however travel to clinicals may be necessary

*Successful challenge exams can include:

1. NU333 Health Assessment
2. EN133/EN313 - portfolio
3. NU436 Community Health Nursing

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ASSOCIATE DEGREE PROGRAM POLICIES

Sequential Progression:

1. Students may continue to progress according to the curriculum if they:
 - a. Complete all courses required on the curriculum course plan
 - b. Earn a grade of “C” (2.00) or above in each nursing course (any course number with the prefix NA)
 - c. Earn a grade of “C” (2.00) or above in all required nursing major and health requirement courses
 - d. Maintain a cumulative GPA of 2.50 or higher
 - e. Demonstrate satisfactory performance of designated skills
 - f. To pass a nursing course, students must earn both a satisfactory theory and clinical grade. In the event students earn an unsatisfactory clinical grade, the highest course grade the students may earn is the letter grade of “D”
 - g. Pass the math calculation competency test at 100%
 - h. Demonstrate full compliance with all standards of the nursing profession as defined by the ANA standards of practice, the ANA code for nurses, and South Dakota law
 - i. Maintain current health requirements/CPR
 - j. Submit satisfactory national background screening annually by August 1st
2. If students **fail or withdraw** from any nursing course, they must petition in writing the Department of Nursing Admission and Progression Committee to be readmitted
3. Students having **withdrawn from the program or earned less than a “C” (2.00)** in a nursing course may be readmitted one time only
4. Students are accountable to follow all policies in the current handbook
5. All program requirements must be completed within six years of first admission to nursing courses. Due to curriculum changes, students not progressing in the program in a continuous manner may be required to complete additional courses
6. Submit to satisfactory national background screening annually by August 1; cost incurred by students.

Failure to achieve any of these standards shall constitute reason for students to be dismissed from the program. The faculty and administration of the Department of Nursing also reserve the right to dismiss any students enrolled in the program for unethical, dishonest, unprofessional, or illegal conduct that is inconsistent with the **ANA Code for Professional Nurses**.

Associate degree nursing program policies that describe standards for continued program progression are outlined in detail in the Department of [Nursing Student Handbook](#).

Readmission

Students requesting readmission must apply to the Department of Nursing Admission and Progression Committee. Guidelines are available through the Department of Nursing office. Student situations are reviewed on an individual basis. **Requests for readmission for fall semester must be submitted by April 1 of the year the students request to return to the program or October 1 for readmission in the spring.** Placement is dependent upon class size and course enrollment constraints. Readmission cannot be guaranteed for any student.

Specific guidelines for readmission include the following:

1. Course repetition policies:
 - a. A nursing course may be repeated one time only; any course designated by prefix NU or NA is considered a nursing course
 - b. Only one (1) nursing course may be repeated
 - c. A repeated course must be repeated within the next academic year
 - d. Science courses may be repeated one time only; only one course may be repeated
 - e. **Students who have earned less than a 2.00 (“C”) in two science courses (either lab or lecture) at Presentation College or another institution (same course repeated or two different courses) will not be readmitted**
 - f. If students are allowed to repeat a nursing course, they must repeat the course in its entirety
 - g. Students may appeal a decision in writing based on course repetition policies to the Department of Nursing Admission and Progression Committee. The appeal should include a recommendation from the academic advisor or course instructor. Decisions on appeal requests are the responsibility of the Admission and Progression Committee and may be approved or denied based on individual circumstances and an evaluation of the request
2. Any students readmitted to the program will be required to:
 - a. Meet College criteria for re-entry
 - b. Demonstrate a satisfactory level of knowledge from prerequisite nursing courses

- c. Successfully validate prior medication calculation competency and clinical skills*
3. Readmitted students will be expected to meet graduation requirements in effect at the time of readmission and to follow the associate degree nursing policies in effect for the academic year of readmission
4. Students must have a cumulative GPA of 2.70 or higher to be considered for readmission
5. Students who fail or withdraw from NA106 will not be readmitted
6. Students must meet #1 - 12 under "Admission to All Nursing Programs (General Requirements and Information)"

*The range of fees for validation of mathematics and nursing skills is \$50 - \$150 dependent upon which semester of the program the students re-enter.

Graduation

The degree of Associate of Science in Nursing is granted by Presentation College to those candidates who have completed the 69-credit hour requirement as described in the nursing curriculum course plan and who have met all degree requirements of Presentation College. A cumulative GPA of 2.50 or higher is required to graduate from the program.

State Board of Nursing Regulations for Licensure

The Board of Nursing may deny, revoke, or suspend any license or application for licensure or may take corrective action if the licensee or applicant has:

1. Been convicted or pled guilty to a felony. If the applicant has a felony conviction, or if the applicant has ever pled guilty to a felony, the Board of Nursing should be contacted before seeking admission;
2. Become addicted to the habitual use of intoxicating liquors or controlled drugs.

Prior to Department of Nursing approval for the candidate's licensure (NCLEX) application, an exit interview with the Department of Nursing is required. Additionally, all College graduation requirements must be met and students' accounts must be cleared. **Official transcripts or certificates of completion of education program forms will not be released to State Boards of Nursing until students have successfully completed Nursing Department requirements for NCLEX-RN preparation. No exceptions to the Nursing Department NCLEX-RN preparation requirements will be made.**

Rev. 8/08
Revised 2010
Rev. 2011

PROFESSIONAL ETHICS

All nursing students at Presentation College are expected to adhere to the principles of the American Nurses Association Code with Interpretive Statements. The Code for Nurses communicates a standard of professional behavior expected throughout the total program and in each individual nursing course. Students should familiarize themselves with the Code as it represents the commitment of the profession to the service of society. Violation of principles found in the Code are grounds for corrective action including dismissal.

POLICY ON STUDENT DISMISSAL

College Policy:

The College reserves the right to administratively withdraw students from a class or all classes if, in the judgment of the appropriate College officials, such withdrawal is in the best interests of the students and the College. A “WF” grade is given to students with a College-initiated withdrawal after the last date to withdraw in each semester. A “W” may be given prior to the last date to withdraw. A “WF” is computed into the grade point average as 0.00 grade points per credit hour.

Departmental Policy:

In addition, the Department of Nursing reserves the right to dismiss students from any nursing program at Presentation College. Dismissal is reserved for the most serious acts of professional misconduct and violations of professional ethics, such as stealing, violating confidentiality, or causing intentional harm to another person.

Procedure:

1. The faculty, student, or other reporting person will file a complaint of the alleged misconduct to the department chairperson. The complaint should describe circumstances surrounding the incident and cite witnesses. The complaint should be submitted in writing and signed by the complainant.
2. Depending on circumstances and the nature of the allegation, the department chairperson will exercise reasonable care to protect patients and others from the possibility of harm or threat of harm.
3. The department chairperson will conduct an investigation to substantiate the complaint, including a review of evidence and interviews with witnesses. The individual subject of the complaint may or may not be included in this process at the discretion of the department chairperson.
4. The department chairperson will impose possible actions, including but not limited to:
 - a. dismissal of the student from the nursing program with no possibility for readmission,
 - b. dismissal of the student from the nursing program with the potential for readmission,
 - c. other intermediary corrective action, or
 - d. dismissal of the case for lack of substantiation or other reasons.
5. Any student dismissed from the nursing program will be notified in writing with notification to the college Vice President of Academics and Associated Services and President.
6. Student appeals on dismissal must be filed in writing by the student to the Vice President of Academics and Associated Services within 15 business days of the dismissal.

ATTENDANCE POLICY

There is a "no cut system" within all nursing programs at Presentation College, meaning that students are to be present and punctual for all nursing classes, learning laboratory sessions, and clinical experiences. Students accumulating excessive absences or occurrences of tardiness will be considered individually by the nursing faculty, and may be subject to withdrawal from the course. Refer to individual course syllabi for attendance policy. A statement from the student's attending physician may be required for absence due to illness. Make-up for absence in the clinical area may be arranged at the discretion of the nursing faculty with costs to be incurred by the student.

Prearranged absences for personal, college, or nursing department functions should be discussed with nursing faculty well in advance of the absence.

Classroom Attendance

Classroom attendance is the expectation of Presentation College and the Department of Nursing. However, there are situations that arise that make it difficult for students to attend all scheduled classes. Students must be aware that Financial Aid requires faculty to record attendance, and a student's Financial Aid could be at risk if he/she does not attend class. Individual instructors of both online and traditional courses may develop their own attendance policies for their courses. These policies (and any points attached to attendance) are included in the course syllabi. Students are responsible for their learning when they do not attend class. Students accumulating excessive absences or occurrences of tardiness will be considered individually by the nursing faculty and may be subject to withdrawal from the course.

Clinical Attendance

Excused Absences

Students are expected to notify course faculty of both planned and unanticipated absences from clinical experiences in order for the absence to be excused.

Prearranged absences for personal, college, or nursing department functions (including student athletic events) should be discussed with nursing faculty well in advance of the absence. These students must meet with their clinical faculty prior to starting the semester in order to schedule the student's clinical hours around these events whenever possible.

In the event of an unplanned absence from a clinical experience, the student is expected to call his/her clinical instructor (per the instructor's directions) and speak directly with him/her. If the clinical instructor cannot be reached, the student should call the clinical agency and leave a message for his/her instructor about the absence and how the student can be reached. Leaving a voice message for a clinical absence does not constitute an excused absence.

Faculty reserve the right to determine "excused" and "unexcused" absences.

Two or fewer absences. If the student misses one or two shifts of clinical, he/she will need to make up this clinical time. Clinical faculty will determine the most appropriate means for making up these missed clinical hours. **The cost for clinical make-up will be incurred by the student.**

More than two absences. If a student has more than two excused clinical absences, the clinical instructor will develop an individualized make-up plan for the student. The clinical instructor will consult with the course coordinator and Program Directors when formulating this make-up plan.

Failure to make up an excused absence will result in zeros on the clinical evaluation tool.

Unexcused Absences

- Unexcused absences will result in zeros on the clinical evaluation tool, but still must be made up. **The cost for clinical make-up will be incurred by the student.**
- Two or more unexcused absences will result in failure of the course.

Tardiness and Unpreparedness

Tardiness or unpreparedness for clinical will result in zeros on the clinical evaluation tool and possibly making up the entire clinical day at another time (subject to the discretion of the clinical instructor). Two or more incidents of tardiness/unpreparedness may result in failure of the clinical.

Patterns of Absence and/or Tardiness

Absenteeism and tardiness will be reviewed each semester by the nursing faculty.

Laboratory Attendance

Orientation to Clinical and Skills Demonstrations

Clinical days that are spent in the Nursing Learning Lab for orientation and skills demonstrations are subject to the above Clinical Attendance policy with the following additions:

- Students should be aware that an absence from orientation and/or skills demonstrations must be made up prior to beginning clinical work at a clinical agency.
- If the clinical instructor cannot arrange a make-up day for missed orientation and/or skills demonstrations before the student is scheduled to begin clinical work at a clinical agency, the student will not be allowed to proceed with the clinical. This will result in failure or withdrawal from the course.
- **The cost for make-up orientation and skills demonstrations will be incurred by the student.**

Laboratory Classes

Courses such as NL213, NL235, AND NL243 that have a **laboratory** (rather than **clinical**) component are subject to the above Clinical Attendance policy with the following differences:

- Some courses are not conducive to scheduling make-up laboratory days. However, if student numbers allow, lab instructors can arrange for students to make up missed laboratory work during another lab group's regularly scheduled time. **Students will incur the cost of make-up laboratory hours.**
- Students will not receive credit for any missed laboratory work.
- Lab instructors reserve the right to dismiss a student from lab due to tardiness and/or unpreparedness.
- Two or more unexcused absences or incidents of tardiness/unpreparedness may result in failure of the laboratory course.

Professional Development: Students are encouraged to attend local, state, or national conventions, workshops, or other programs relevant to the outcomes of the nursing program. Students shall notify appropriate faculty prior to attendance to discuss impact on classroom or clinical attendance/work.

Examination Absences: If a student must miss an examination on a scheduled date due to extenuating circumstances, the student must notify the faculty in advance. Failure to notify the faculty results in deduction of a minimum of 5 points from the grade. The student must make arrangements within 24 hours after returning to school to reschedule the exam. The student should expect an alternative exam if missing the original exam.

POLICY ON FINAL EXAM ALTERNATIVE TIMES

The schedule for final exams is established for all courses offered by Presentation College through the Office of the Registrar approximately mid-semester. It is the policy of the Department of Nursing that exams will be administered during the time specified for each course according to this schedule.

Students may request an alternative time to take a final exam under selected conditions or for extenuating circumstances, including but not limited to the following:

- three or more final exams scheduled within a 24-hour period;
- death of a close relative or immediate family member;
- health reasons, including severe illness, hospitalization, or surgery.

Employment and regularly scheduled work does not ordinarily satisfy these conditions or justify scheduling of an alternative exam time. All requests to schedule an alternative time for a final exam time must be made in writing to the faculty responsible for the course for approval by the Department Chair with the concurrence of the respective course faculty.

Approved by Administrative Council 3/11/91.

POLICY ON EXAM REVIEWS

Exam reviews are considered a learning experience. Exam reviews are at the discretion of the faculty/instructor. Exams are available for review/discussion for one week after exam and/or test review and then will be destroyed. **No copying of the tests is allowed.**

Remediation Unit Exam Policy

In accordance with the Nursing Department policy, all exams with performance below 77% will require a remediation plan. Students will schedule an appointment for individual test review with the course instructor. A remediation plan will be implemented at that time. The remediation must be completed within specified course guidelines.

POLICY ON PAYMENT AND REFUND OF CLINICAL LAB FEES

Students enrolled in a nursing course at Presentation College which includes a lab or clinical fee are not eligible for a full or partial refund. Requests for refunds for withdrawal will otherwise be given according to the standard college refund policy. Students who successfully challenge an entire course which would otherwise include a clinical or lab component are assessed a challenge fee in lieu of the standard course lab fee as described in the college catalog.

ACHIEVEMENT EXAMS

During the program, nursing students regularly take standardized tests to determine their knowledge base in specific areas or topics in the discipline of nursing. Standardized tests assist in assessing student mastery of course content and/or level outcomes. Standardized tests will be used during the program to determine readiness for the NCLEX. To the extent possible, costs are included in specific course fees. Students have the opportunity for individual counseling and remediation regarding test results. Refer to individual nursing course syllabi for specific tests and competency requirements. (Rev. 5/03) Rev. 7/07 Rev. 7/09

EXIT TESTING

Senior Nursing students on all campuses will be required to complete the following prior to release by the Nursing Department chair to take the NCLEX exam. It is a program requirement that students complete the online ATI Virtual Coach program following graduation for approximately 2 to 6 weeks depending upon individual preparedness for NCLEX-RN based on ATI standardized exam performance. The NB454 instructor will coordinate registration for the ATI Virtual Coach program. The Nursing Department Chair will coordinate the timing of clearance to take NCLEX-RN based on performance in the ATI Virtual Coach program. No student will be released for graduation or the NCLEX prior to release from ATI Virtual.

MEDICAL CALCULATION COMPETENCY TESTING POLICY

Medication calculation competency will be validated each semester in the Nursing program. The student must meet this course/clinical requirement at 100% accuracy.

Grading:

- a. The student must achieve 100% in order to satisfactorily complete the quiz
- b. Points for the **FIRST ATTEMPT** will be recorded for calculation into the final course grade.
- c. After the 2nd and 3rd attempts to pass the quiz, students may have the opportunity for remediation work with the instructor; however, these assignments will not include any points.
- d. If the student requires more than 3 attempts, the course grade will be reduced by 1% for each additional attempt beyond the first 3.
- e. A 24-hour time period may be required between attempts.
- f. All math quizzes must be satisfactorily completed at 100% by the deadline listed in course syllabi in order to pass the course.

The student will be notified at the beginning of each course of the exact testing dates and specific content/chapters from the medication text that will be covered on the test(s).

GRADING POLICY

The Department of Nursing has determined the grading policy for all courses taught within the department. A minimum of C (2.0) is required in all nursing and major requirement (pre-requisites) courses to progress in the nursing program. The grading scale for all nursing courses is as follows:

A	95-100
A-	93-94
B+	91-92
B	85-90
B-	83-84
C+	81-82
C	77-80
C-	74-76
D+	72-73
D	70-71
D-	68-69
F	67 and below

Final course grade percentages are not rounded up to the next whole number.

Additionally, the student must maintain a cumulative GPA of 2.5 to progress through and graduate from the nursing program(s).

Refer to the Presentation College Student Handbook for policies regarding an incomplete as a semester grade.

Revised 5/03, Revised 8/08 Rev. 2010

Course Grade:

The course grade is a compilation of the theory and clinical grades as follows:

Theory Grade:

A cumulative theory grade of 77.00% is necessary in order to remain in good standing in all nursing programs.

Clinical Grade:

The clinical is graded on a satisfactory/unsatisfactory basis. Student must demonstrate satisfactory clinical performance to pass the course. In the event a student fails the clinical component, the highest course grade the student may earn is "D".

Credits for the course include credits for clinical. Semester grades are determined by the classroom portion of the course after the student has been successful in clinical.

The clinical evaluation tool will be completed daily in order to promote frequent and immediate feedback for students.

Each criteria on the clinical evaluation tool will be rated 0 to 2. Refer to scoring rubric.

All "0" or "1" scores will be reviewed by instructors. Students receiving two or more zeros or ones will be required to have a conference with the clinical instructor/faculty prior to the next clinical experience or at a date determined by the faculty. Consequences will be determined by faculty and may include but may not be limited to: remediation, make-up clinical hours at the expense of the student, withdrawal, or failure of the course.

Any action on the part of the student which puts a client at risk will result in review by the faculty, and may result in failure of the course. Any action on the part of the student in a clinical setting which demonstrates lack of professional behavior, including but not limited to: breach of confidentiality, unprofessional conduct or communication will be reviewed by the faculty and may result in failure of the course.

It is the responsibility of the students to review the clinical evaluation tool and make arrangements to discuss deficient areas with the faculty.

It is required that the student achieve a minimum score of "2" in each of the stated criteria by the end of the clinical.

FINAL GRADING: The student must have satisfactory performance in both the clinical performance and the clinical paperwork in order to pass the course.

Faculty reserve the right to review clinical performance and paperwork and determine final grades.

All evaluation tools, exams, quizzes, and the like are the property of the Department of Nursing.

Developed 5/07

Revised 8/08

Rev. 2010

Rev. 2011

Late Work:

Any required project, paper, exam, or the assigned work required in any theory or clinical course, which is not submitted/completed by the specified due date and time is considered late, and will be subject to a deduction of points, reduction of grade, refusal of acceptance, a grade of "0" by the instructor, or other similar actions of the instructor's choice. Failure to complete all course requirements in a timely manner may result in a grade of "F" for the course or a grade of incomplete at the discretion of the instructor.

An "incomplete" will be given in any nursing course only under extenuating circumstances. The student who is unable to complete course requirements must communicate directly with the responsible faculty or instructor in advance of the due date of assignments to discuss reasons for requesting an incomplete.

See individual syllabi for any specific additional information regarding late work.

PROFESSIONAL WRITING STYLE

The Department of Nursing requires all written work, unless otherwise instructed, to follow the format described in The Publication Manual of the American Psychological Association (APA) (6th edition). Failure to use APA format may result in deduction of points from the finished work. Please refer to the APA manual for specific information. The following recommendations are written with the intent of providing nursing students with information on how to write a professional nursing paper. Each recommendation is listed and is followed by supporting information.

1. **DO NOT WRITE YOUR PAPER IN FIRST PERSON.**

I think this is very distracting to the reader. I have yet to read a scientific article in a professional nursing journal written this way. I don't want the nursing students to feel that this is an acceptable method of writing a professional paper.

Below is the same paragraph written in an objective style.

The reader tends to become distracted when reading a paper written in the first person. Scientific articles in professional nursing journals are written with an objective style. Nursing students need to understand that first person is not an acceptable style for writing a professional paper.

Every sentence of a paper can be written in an objective manner. At first this may take some extra time on the part of the author, but the results reflect a more professional author.

2. **CLEARLY IDENTIFY THE PARTS OF THE PAPER.**

There are certain writing styles in which it is necessary to keep the reader guessing. Mystery novels are written in this style. However, professional papers need to be organized, clear, and concise. This can be accomplished most efficiently by headings. Guidelines for levels of headings are found in the APA manual. In some cases, specific criteria for a paper may be given by an instructor.

3. **READ THE CRITERIA FOR THE PAPER AND USE THAT AS A GUIDE.**

This may seem too basic, but this is a frequently overlooked tool. Many times the criteria set out for a project is written in some order which may be beneficial to the person carrying out the project. Other times the criteria is arranged in a certain way. For example, if criteria for a quality assessment (QA) project need to be based on literature, the literature review should precede the criteria. The criteria let the student know what is expected from the project.

4. **PROOFREAD THE PAPER.**

Many times mistakes are made which are not seen by the writer at the time the paper is written. Mistakes are difficult to pass over without taking extra time to re-read what is written. There are thirty-five (35) words misspelled in this paragraph, but only fifteen (15) of these words were caught by WordPerfect spell check. The rest of the words passed. Do not rely on the computer to proofread with your paper! You will also note that grammar problems are not caught. Having someone else read your paper can be useful in finding spelling and grammatical errors.

5. **PAPERS INCLUDE AN INTRODUCTORY AND SUMMARY PARAGRAPH.**

This gives the projects a beginning and an end. The reader is not thrown into the paper without knowing what to expect, and is not abruptly denied access to a statement(s) which tie the paper together. The introductory paragraph should briefly outline what the reader is to expect from the project. This is not an abstract, and should not refer to the project content. Rather the introduction should reveal the major concepts/topics included in the project. The summary paragraph should be a closure. This could be a summary of the major points of the project or a final synopsis of what any reader should learn from the project. It should not be a statement of how much the author learned or any other type of personal views intended for a specific reader.

6. **PERSONAL BIASES AND VIEWS SHOULD BE EXCLUDED FROM PROJECTS.**

This is true for the vast majority of projects. The only exception is when the criteria written for the project includes a section for expression of personal views. This is the only time the author should state any bias. Professional papers are intended to be impersonal and informative, and should allow the reader to determine what emotions/biases should result from the information printed.

7. **KEEP THE CONTENT NON-SEXIST.**

Not all nurses are she, not all physicians are he, and not all readers are impervious to sexist slants. Use grammar which does not necessitate using he/she or his/her. There are two basic methods of avoiding this pitfall. One is to use plural pronouns. For example: 'When nurses develop care plans they utilize...' The

other method is to avoid the use of pronouns altogether. For example: 'The nurse develops care plans the nurse utilizes ...' Either method is acceptable.

8. **IF YOU HAVE QUESTIONS ABOUT THE PAPER, OR APA FORMAT, OR ANY OTHER REQUIREMENTS, ASK THE NURSING COURSE FACULTY.**

The source of information is the faculty for the student, and the editor for the professional. Faculty do wish for questions along the way to assist students completing projects.

9. **INCLUDE A COVER PAGE.**

This should contain the title of the paper, student name, course number, professor's name, and date (all centered).

10. **PROPERLY CITE REFERENCES.**

All literature utilized within a paper should be cited in full in the references section. Any idea that is not your own should be cited immediately after the idea.

11. **FORMAT**

All margins are to be one inch. Use a font of 11 or 12 point. Double space. Remember, a paragraph must contain more than two sentences.

12. **USE CRITICAL THINKING PRINCIPLES AND ELEMENTS TO WRITE YOUR PAPER.**

An APA manual is on reserve in the library for your reference.

POLICY ON STUDENT HEALTH AND CPR CERTIFICATION REQUIREMENTS

Policy

Students admitted to any nursing program at Presentation College and wishing to enroll in a nursing course which includes a lab or clinical experience (i.e, any course beginning with the prefix NL) must comply with certain health, immunization, and CPR certification requirements before enrollment in the course is authorized. Specifically, students are required to provide documentation of immunizations appropriate for age and health status, documentation of testing or completion of appropriate therapy for tuberculosis, and proof of valid current American Heart Association CPR certification for the Health Care Provider which are concurrent with academic year, semester, or length of the course as appropriate. Final registration for specific courses will not be authorized until requirements are met and approval is given by the Department of Nursing.

Procedure

1. Prior to admission/progression to the nursing program, the student will submit to the Department of Nursing a completed Health Form which includes:
 - Part I - Immunization Record
 - Part II - Report of Medical History
 - Part III - Report of Health Evaluation
2. Prior to enrolling in any course beginning with the prefix NL the student will submit to the Department of Nursing a copy of the Presentation College Health Form Parts I, II, and III which include:
 - A. Evidence of appropriate immunizations for tetanus, polio, measles, mumps, rubella, and hepatitis B according to guidelines indicated on the form or as appropriate according to accepted professional standards and as certified by a recognized health care professional.
 - B. Evidence of a two step Mantoux skin test for tuberculosis. Skin test results are valid for 12 months only and must be valid concurrently with the academic year, semester, or duration of the course. The skin test period of validity must be concurrent with the entire length of the specific course before final registration is authorized. If there is a history of a positive skin test, documentation of completion of therapy for tuberculosis certified by a health care provider is required.
 - C. A physical exam is valid for the duration of time the student is enrolled in the program. Exceptions include: 1) change in health status; and 2) stepping out or withdrawal from the program for greater than one semester. It is recommended that a physical be performed annually. Any change in health status must be reported to the Program Director.

3. Additionally, the student will provide evidence of valid American Heart Association CPR certification for the Health Care Provider. Certification is valid for 24 months and must be valid concurrently with the academic year semester, or duration of the course. The certification must be valid for the entire length of the specific course before final registration is authorized.
4. The student is responsible for maintaining a current health insurance policy. Evidence of current health insurance may be required by clinical agencies.
5. The student should allow a period of no less than 10 working days after materials are received by the Department of Nursing for the registration authorization to be completed. Due to the complexity of orientation to the course the first week of the semester, late registration after a nursing class has begun is not permitted.
6. Assuring the submission of all required documentation and receipt by the Department of Nursing is entirely the responsibility of the student. Presentation College, the Department of Nursing, and the Office of Admissions are not responsible for delayed, incomplete, lost or missing documents or records. **It is the student's responsibility to determine if all necessary documentation has been received.**
7. The student is responsible for notifying faculty and clinical staff of any latex allergy. As many health care products are latex based, the student should be aware of agency policy and procedures.
8. Health requirement documentation shall be provided to clinical agencies at the agency's request.

UNIFORM POLICY

The uniform is an important part of the student's professional appearance and is expected to be neat and clean. The uniform identifies one as a Presentation College Nursing Student. The uniform should **ONLY** be worn in the clinical setting. **Any uniform violation will result in dismissal from the clinical site. This is an unexcused absence and must be made up. The student is responsible to re-schedule and pay for makeup clinical time.**

General Uniform Requirements for female and male nursing students in all programs:

- * **No tobacco use** when in uniform or at the clinical setting.
- * The uniform is intended to be worn only at the clinical setting.
- * Chewing gum is **not allowed** in the clinical areas.
- * Hair should be neat and clean. Only natural looking hair colors are acceptable. Hair of any length must be worn in such a way that it does not fall forward on the face or come in contact with clients. Facial hair shall be short and neatly trimmed.
- * Uniforms should be clean and pressed. Shoes should be clean and in good condition. Due to safety issues, open toe shoes and shoes without a secure back or strap are unacceptable in any clinical area. Hosiery and/or socks matching the uniform are required.
- * Clean and proper hygiene is expected. Body and breath odors are offensive to clients and others and should be avoided. Perfume/cologne/scented lotions should not be worn in the clinical areas as they may cause physical reactions in others.
- * Fingernails must be clean and trimmed evenly at fingertip length. Nail polish, if used, is to be completely intact and of a clear or subdued color. Due to health issues, acrylic nails are not allowed.
- * Jewelry: Rings are limited to 1 band-type ring. For safety and infection control reasons, no rings are recommended. No more than 3 earrings per ear are acceptable. Due to safety issues, no hoop earrings of any size shall be worn. Other visible or audible body piercing jewelry is unacceptable.
- * Visible tattoos are discouraged. If a visible tattoo is present, it must be discretional and respectful. Some tattoos may be required to be covered by clothing or a bandage.
- * A Presentation College photo ID is to be worn on left chest at all times.

- * A Presentation College patch is to be sewn on the left sleeve, one inch from shoulder seam on all uniforms.
- * Conservative, professional clothes with the lab jacket and photo ID, or the PC uniform should be worn when in the clinical area preparing for assignments. NO jeans are allowed in the clinical area at any time. Shorts are not acceptable.
- * Clinical instructors will inform students of any other requirements that are specific to a given clinical area.

Traditional 4 Year Baccalaureate Program& LPN Completion Program Uniform Guidelines:

The purchase of the uniform is the responsibility of the student. The generic baccalaureate student uniform will additionally include the following items:

- * Tailored white lab jacket
- * Tailored dark green pants
- * Dark green polo shirt
- * Dark green scrub top
- * White professional shoes with low heels in good repair, clean and polished, and safe. NO clogs, open toes, platform soles, boots, or canvas sneakers are allowed.
- * White or neutral socks/hose; intact, regular weave.
- * For maternity rotations, students must wear professional dress clothes as described previously, and bring hose, uniform pants and scrub top, and shoes. Hospital policy requires that a scrub top be worn in this area.

Instructions for ordering uniforms will be given during the summer prior to the 200 level. The school patch will be sewn on the left sleeve(s). An approved photo ID must be worn on the first clinical day in fall semester by students in the 200 level.

Baccalaureate RN Completion Program Uniform Guidelines:

The registered nurse baccalaureate student will dress appropriately for the clinical experience. Directions for dress will be included as a part of the assignment within a course. The purchase of the uniform is the responsibility of the student. The uniform for Presentation College Department of Nursing will additionally include the following items:

- * Tailored white lab jacket (RNs)
- * Professional dress or white uniform
- * Photo ID badge
- * Shoes with low heels in good repair, clean and polished, and safe. NO clogs, open toes, platform shoes, boots, or canvas sneakers are allowed. Intact matching hosiery/socks.

Associate Degree Program Uniform Policies:

The uniform for Presentation College Department of Nursing will additionally include the following items:

- * Tailored khaki lab jacket
- * A tailored khaki skirt or pants and a dark green polo shirt. (women)
- * A dark green polo shirt and khaki pants (men)
- * A khaki scrub top (in OB setting)

- * White shoes, low heels in good repair, clean and polished, and safe. NO clogs, open toes, platform soles, boots, or canvas sneakers are allowed.
- * White or neutral socks/hose, intact, regular weave
- * For maternity rotations, students must wear street clothes and bring uniform pants, scrub top, and shoes. Hospital policy requires that a scrub top be worn in this area.

LAB AND CLINICAL AGENCY POLICIES AND PROCEDURES

Students assigned to a clinical agency are required to be familiar with and adhere to the policies and procedures of the respective agency.

Identification of Student Documentation

The following format will be used by students to identify their documentation in clinical agency records:

<u>BSN Program</u>		<u>ADN Program</u>	
200 level BSN	PCBNS2	1st year ADN	PCANS1
300 level BSN	PCBNS3	2nd year ADN	PCANS2
400 level BSN	PCBNS4 (also for senior LPN-BSN students)		
RN-BSN	PCRN4		

Faculty must co-sign per hospital policy and faculty preference for narcotic administration, admissions assessments, and discharge paperwork.

SAFETY

Nurses have the duty to provide care that is safe and to reduce risk and otherwise protect clients and others from potential injury and harm. The instructor has the right and the obligation to remove from clinical settings a student whose behavior is unsafe or presents a hazard to themselves or others. Examples include illness, uncontrolled emotionalism, intoxication, impaired judgment, or unpreparedness in the care of a client. Any action on the part of a student that puts a client's safety at risk either physically or emotionally in a clinical experience will be reviewed by the faculty with a possible corrective action including a recommendation of failure in the clinical course.

CLINICAL INCIDENTS

Policy: Unusual incidents which occur in a lab or clinical experiences which involve students or faculty will be appropriately reported. Examples of such incidents include injury to students, clients, or staff, errors in administration or omission of a medication, or incidents such as automobile accidents while driving to or from practicum.

Procedure:

1. Students will immediately report unusual incidents to the faculty member.
2. The faculty member will immediately notify appropriate agency personnel. Agency incident report guidelines will be followed including submission of written and verbal reports. Students involved in an incident will complete the proper reports under the direct supervision of the faculty member.
3. A copy of the agency incident report will be given to the clinical faculty.
4. The clinical faculty will notify the course coordinator who will in turn notify the department chair of the incident.
5. The student is financially responsible for any cost of their health care related to an incident.

END OF ROTATION EVALUATION

Each student is responsible for arranging a conference with the instructor at the end of each clinical rotation. This one-to-one conference provides a time for discussion of the student's overall performance during the rotation in preparation for moving into the next rotation. This requirement must be completed within two weeks of the end of the rotation or will result in a grade of "F" in this course or prohibition of the student from attending further clinical experiences until the conference is completed.

DETRIMENTAL CIRCUMSTANCES IN CLINICAL

1. A student may be identified at risk for participation in clinical by the clinical instructor. At the time the student is identified at risk, he/she will be removed from the clinical area. Classroom attendance may not be affected.
2. Documentation of behavior and subsequent action shall be filed with the Department Chair.
3. A referral may be made for assistance for student. The student shall remain out of the clinical setting until a fitness clearance has been obtained.
4. If the student refuses assessment by a counselor or treatment after assessment, the student will be dismissed from the program.
5. Students who have been identified by faculty to be at risk will follow these steps to progress in the program:
 - a. Assessment by a certified counselor
 - b. Attendance in a program of treatment
 - c. Documentation from the counselor per student to the director regarding program compliance and plan of continued attendance
 - d. Non-compliance with treatment plan will result in dismissal from the program
6. The Board of Nursing will be notified if the student continues in counseling at time of graduation.

CLINICAL AGENCIES

Presentation College Department of Nursing faculty endeavor to provide students with broad opportunities for clinical experiences in different agencies reflecting the diversity in the contemporary health care setting. A variety of health care agencies are therefore used for student learning experiences. Faculty members select and guide all learning experiences. Health care agencies cooperate with the Department of Nursing in providing facilities for education of students. Clinical hours may be scheduled during morning, afternoon, evening or weekend hours according to student, faculty, and clinical agency needs as well as the availability of meaningful learning experiences. The following includes a partial list of agencies approved for student clinical experiences on the respective campuses. Other agencies may be added as needed to enrich student clinical learning experiences.

Main Campus

Avera St. Luke's
ManorCare Health Services
Bethesda Nursing Center
Aberdeen Family Physicians
Aberdeen Catholic School System
S.D. Communicable Disease Department
Northern State University Health Services
First Baptist Christian School
S.D. School for the Visually Handicapped
United Clinic

Dakota Plains Surgical Clinic and Orthopedic Specialists
South Dakota Human Services Center, Yankton
Oakes Community Hospital
Northeastern Mental Health Center
Aberdeen Public Schools
SD Urban Indian Health
First Baptist Christian School
Groton Public Schools
3-M

Lakota Campus

St. Mary's Hospital
Mobridge Regional Hospital
Avera St. Luke's
Veterans Administration facilities
Rapid City Regional Hospital
Human Resources Center, Yankton

Fairmont Campus

Fairmont Medical Center
Lakeview Methodist
Fairmont School Districts
United Hospital District, Blue Earth, MN
Worthington Regional Hospital

TRANSPORTATION TO CLINICAL AGENCIES

Students assigned to clinical experiences are responsible for providing their own transportation and lodging as deemed necessary. Students are responsible for transportation and lodging costs. Often students car pool and share the cost of transportation. In some courses students need individual transportation. **Transportation for Lakota Campus nursing students will be provided if there is a "willing insurable driver."**

Driving Policy

In the event that there would be severe weather, faculty and/or clinical instructors will refer to the weather driving policy in the faculty and staff handbook. Faculty and/or clinical instructors will then notify students through the clinical calling trees.

MEDICAL SUPPLIES AND EQUIPMENT

Students are expected to purchase a stethoscope, dressing scissors, and pen light for use in the clinical nursing courses. Other supplies may be required for specific clinical courses.

NURSING LEARNING LABORATORY (NLL)

The NLL is in the nursing building and is open every day Monday through Friday. The laboratory is provided for you to learn nursing knowledge and to practice nursing skills. Hours are variable each semester and schedules are posted in the learning laboratory.

Appointments are necessary to test or check off on your NLL skills. Time slots are limited. Therefore, it is to your advantage to sign up as early as possible in order to choose a time that is most convenient for you. Should you not be able to keep the appointment, it is your responsibility to trade your time slot with another student. Any trades that are made need to be communicated in writing as early as possible to the course faculty. Your courtesy and cooperation in these scheduling guidelines will help to ensure that everyone's time is utilized effectively.

The NLL will be closed when used for specific class periods. Hours for the closures will be posted, and you are **REQUIRED** to respect the classes in session - **NO ENTERING** the Learning Lab during closed times.

Students are responsible for completing the following **before** testing out on a particular skill:

1. Review required readings and/or media.
2. Attend planned discussions when required.
3. Clarify questions with the course faculty before testing.
4. Sign up for testing times as directed.

Students are required to demonstrate skills at a "**satisfactory**" level. An "**unsatisfactory**" performance will be based on, but not necessarily limited to, the following:

1. Inadequate demonstration.
2. Arriving late for demonstration.
3. Absence.
4. Failure to sign up for return before deadline.
5. Failure to contact NLL faculty within one class day of returning to school following an absence.

A student receiving an "unsatisfactory" will **NOT** be allowed to perform that skill in clinical until he/she has provided a satisfactory skill demonstration to faculty. The faculty reserve the right to prohibit students who have not satisfactorily demonstrated nursing skills from attending clinical experiences until the deficiency has been resolved; this may denote an "unsatisfactory" clinical day.

Lab Prescriptions

A Lab Prescription will be given by the clinical instructor to any student who needs additional practice in a nursing skill. The Lab Prescription form is to be given to the faculty immediately, and arrangements made by the student for return demonstration. Once the skill has been completed at a "satisfactory" level, the student must return the signed Lab Prescription to the clinical instructor. A student may be prohibited from attending further clinical experiences until the Lab Prescription has been satisfied. Under most circumstances, the Lab Prescription must be completed prior to the next clinical week.

NLL Preparedness

A student who comes unprepared for a NLL check-off, may go to the next scheduled clinical but must schedule the repeat check-off within one week. The second time the student comes unprepared for any check-off (new or repeat) this student cannot go to clinical and will receive unsatisfactory for that week. A student who comes a third time unprepared for any check-off will receive a failing grade in the course.

Skill Completion Record

This record is kept by the student and must be brought to the NLL when testing out on each skill, as well as to each clinical day. This tool is used for verification of skill completion both in the NLL and clinical areas. If the student does not bring the skill completion record to the NLL and/or clinical site, it will be reflected in the clinical evaluation as the student being unprepared.

All required NLL check-offs and Lab Prescriptions must be completed by the last day of the semester or the student will receive an **"unsatisfactory"** for the clinical component of the course.

NLL Supplies

Students may check out certain supplies via NLL coordinator. All supplies must be returned in working condition. Grades may be held until all supplies and/or videos are returned. Students may incur costs for any damage or loss of supplies checked out in their name.

MISCELLANEOUS FEES AND CHARGES

In addition to the regular college costs applicable to all college students, nursing students can anticipate extra costs for uniforms, equipment, laboratory fees, and travel to clinical areas. To the extent possible, these are included in specific course fees. Students will be issued electronic course syllabi and student handbook. All additional copying of publications, care plan forms, assessment guides, and weekly evaluation forms are the responsibility of the student. Master forms will be included in the course syllabi.

LIABILITY INSURANCE AND CRIMINAL BACKGROUND SCREENING

All students enrolled in a clinical course are required to have professional malpractice and liability insurance which is included in college fees. All un-licensed students seeking an educational experience at Presentation College must provide evidence of a national background check prior to the first clinical course and annually. All RN/LPN completion students must provide evidence of a background check annually. The student is responsible for pre-payment of any national background check.

Presentation College will provide an authorization form to each student during the application process to the major. If a background check is received revealing potential issues that may disqualify the student from participating in a clinical experience through Presentation College, such case is considered individually. The student is responsible to provide information to discount any negative information that is uncovered.

Considerations for acceptance or rejection of the student admitted to or progressing in nursing will be based on:

- The type of issue revealed by the background check (such as convictions related to patient abuse or theft of patient property, drug/alcohol abuse, federal or state health program violations).
- The length of time since an incident or correction occurred (such as within a year versus 10 years ago).
- The type of clinical experience requested (such as patient exposure versus non-patient exposure areas).

Decisions for acceptance or rejection of students with questionable background checks will be made by the Nursing Department Chair and the Vice President of Academics and Associated Services. If the decision is to reject the student's application to the major based on the background check, the Nursing Department Chair will notify the student. Students are accountable to report any changes in their background record to the Nursing Department Chair. Failure to do so may result in withdrawal from the program.

PHILOSOPHY ON ACCELERATED EDUCATION IN NURSING

The mission of Presentation College acknowledges that as an independent institution, the college has the flexibility to respond to emerging educational trends in this rural region. In support of this mission and in response to changing needs of consumers of nursing education, the faculty of the Department of Nursing has adopted this philosophy to guide accelerated educational offerings sponsored by the department.

Definition

Accelerated education refers to reformatting of standard or approved educational curriculum offerings to reduce the length of time required for completion. This may be accomplished through various means, including block scheduling, course concentration and condensation, and substitution of alternative learning methods for classroom teaching.

Assumptions About Accelerated Education

1. Accelerated education may not be appropriate or effective for some students or for teaching in some areas.
2. Accelerated education may be applied to an entire program or course of study, individual courses, or only selected portions of some educational offerings or curricula.
3. Educational standards, learning objectives, and expected learning outcomes will be consistent whether education is offered in an accelerated or standard format. Course outcomes will be met regardless of the course format.
4. Time is required for role socialization, professionalization, development of critical thinking skills, and effective learning. The educator faces additional challenges in assuring that learning occurs in the affective and psychomotor domains when an accelerated educational format is used.
5. Accelerated education offers the potential for attainment of educational objectives in less time than that required in a standard educational format. When progression becomes too rapid, the potential for learning and achievement of educational objectives and desired outcomes may diminish.
6. Greater structure is required at the beginning of an accelerated educational offering and should precede increased independent or self-paced study.

Assumptions About Student Participation in Accelerated Education

1. Accelerated education may be successful for some students but not for others. Not all students of nursing should be considered as candidates for participation in accelerated education.
2. The decision to offer accelerated courses should be based on learner readiness and needs rather than instructor or institutional convenience. Adults and those with life experience related to the area of instruction may be expected to be more receptive to accelerated education than younger learners.
3. Students should be partners in the teaching-learning enterprise and should participate in the planning of accelerated course offerings.

Guidelines

1. A proposal to develop or offer an accelerated course offering will be approved by the Department of Nursing Committee or the Department Chair.
2. Individual faculty are responsible for developing means to validate learning in accelerated education using recognized and accepted educational strategies such as credit by exam, performance exams, and portfolio review.
3. Specific learning experiences may be developed as alternatives to standard classroom teaching.
4. Classroom hours may be reduced by up to 30 percent in blocked accelerated education to account for specific alternative learning experiences and reduced time needed for preliminaries including repetition of announcements, establishing set, wrap-up, and closure.

References

Lenburg, C. (1986). Nontraditional nursing education. In H.H. Werley, J. J. Fitzpatrick, & R. L. Taunton (Eds.), *Annual review of nursing research: Vol. 4* (pp. 195-215). New York: Springer.

Mathews, M. B., & Travis, L. L. (1994). Research on the baccalaureate completion process for RNs. In J. J. Fitzpatrick & J. S. Stevenson (Eds.), *Annual review of nursing research: Vol. 12* (pp. 149-171). New York: Springer.

Approved: 11/10/97

CREDIT BY EXAM: Nursing Department Policy:

In accordance with Presentation College challenge credit policy, Credit by Exam is offered for selected nursing courses. Credit by Exam must be completed the semester prior to the actual nursing course. The exam will cover the materials presented in the standard semester course. The standards, outcomes, and content for Credit by Exam testing will be the same as the standard semester course. Credit by Exam must meet the Presentation College standard of 80% (3.0) competency or the decision score/percentile recommended by the exam vendor.

Skills competency may be required for certain Credit by Exam courses. The primary instructor will be responsible for arranging testing for students at Presentation College campus or alternate locations. Skill competency must meet Presentation College standards of 80% (3.0) competency.

The students will be given the exam dates at least one month prior to the exam in order to have time to prepare. A learning tool may be made available at the instructor's discretion. The student may be required to submit to the primary instructor an additional paper and/or a portfolio. A portfolio should include the following information as applicable:

- a) prior instruction relevant to the course including CE or college credits;
- b) documentation of experience in the area to be tested;
- c) professional certification in the area of expertise;
- d) written justification describing rationale for allowing Credit by Exam. The Approval for Credit by Exam is at the discretion of the Department of Nursing.

Students interested in Credit by Exam should submit the college challenge form to the Admission and Progression Committee, Department of Nursing. The request must be made at least one semester prior to the course offering. The letter should include the course name and number and a brief statement of justification for requesting Credit by Exam. A form for challenging a nursing course is available on the PC nursing website.

Fees for Credit by Exam are found in the Presentation College Catalog. They are listed under Challenge Exam Fee and Portfolio fees.

Students are expected to consult with the Registrar or their academic advisor to assure residency requirements are fulfilled before considering Credit by Exam as part of an individual program of study.

Approved: 11/17/97
Revised: 8/04
Rev. 2010
Rev. 2011

POLICY ON ACKNOWLEDGMENT OF PROFESSIONAL DEVELOPMENT AND ALTERNATIVE LEARNING - BACCALAUREATE COMPLETION PROGRAM

The Department of Nursing recognizes the important contributions and accomplishments of registered nurse students and values and supports recognition of professional development and alternative learning in the educational process. This policy is established as a means by which professional development and alternative learning may be recognized for individual students. In order to value and validate professional development and experiential learning, RN and LPN students may request a substitution of nursing experiences for nursing course/clinical requirements by following the established procedure.

Procedure:

1. Categories of professional development and alternative learning which may be considered for recognition include the following:
 - A. Professional certification by a nationally recognized certification program;
 - B. Professional certification or recognition used in organizing the education of others; and/or
 - C. Other forms of professional education and development.

2. The forms of acknowledgment or recognition of professional development and alternative learning is generally limited to release time from clinical experiences in nursing coursework.
3. Recognition for professional development and alternative learning will be considered in relation to specific courses in the nursing curriculum. Requests must be consistent with the course outcomes for which a request is made. The student must submit a written proposal to the course instructor for consideration, including the nature of the request and supporting documentation.
4. Up to 25% of the total clinical hours may be validated by the student's demonstration through writing in a portfolio/clinical journal of previous nursing experiences that are specifically and relevantly directed toward individual course/clinical outcomes. The portfolio or clinical journal documentation must follow the format for the course and be relevant to the course/clinical outcomes.
5. The course coordinator has the final authority to approve validation of prior experience, and may request additional information from the student. The burden of proof lies with the student to report experiences related to the outcomes, and to demonstrate analysis of that experience in relation to the outcome(s).

EXTENDED LEARNING POLICY - PROCTORED EXAMS

Policy

Students at distance education sites who are unable to take examinations under the supervision of the course professor must arrange to have examinations supervised by an approved proctor. It is the responsibility of the student to arrange for proctored examinations. Qualifications of suitable proctors are listed below:

1. A full-time member of the teaching faculty, educational administrator, or testing administrator of Presentation College or other regionally accredited institution of higher learning.
2. A full-time, state certified elementary or secondary school teacher, principal, or superintendent.
3. A school or public librarian who holds a library science degree.
4. A commissioned officer in any of the US Armed Forces or Public Health Service.

Other students, friends, or relatives are not permitted to proctor examinations for students.

Procedure

1. The student must contact a person who qualifies and agrees to serve as a proctor. The terms of the proctoring arrangement may be limited to administration of a single examination or all exams for a specific course.
2. The student and proctor must request the course professor's approval of the proctoring arrangement in writing. All pertinent details describing the proctor's qualifications and technical information including the dates, times, and locations for the examinations should be specified. The request should be submitted on official letterhead of the proctor's affiliated organization or institution and provide any supportive documentation about the proctor's qualifications such as a page or copy of an institutional directory or catalog listing identifying the proctor. Written requests must be signed by both the student and prospective proctor. (See department form)
3. The course professor will make specific arrangements with an approved proctor concerning transmittal and return of examinations.
4. The student is responsible for notifying the course professor if unable to take a scheduled exam.
5. Proctors are responsible for reporting violations of academic integrity and for returning unused examination materials to the course professor.
6. The student may be responsible for a proctor fee.

POLICY ON IMPAIRMENT AMONG NURSING STUDENTS

Drug abuse by students in health care professions in general and nursing students in particular is a major concern and may lead to impaired ability to manage personal and professional life. Impairment is the abnormal physiological and psychological functioning of a person which may interfere with thinking and personal relationships.

Early intervention can stop what can become a life-long problem. Identifying risk factors associated with chemical use can facilitate development of healthy coping mechanisms.

Personality, behavioral, and physical characteristics of the impaired person may include:

- a. Frequent mood swings;
- b. Irritability or hostility;
- c. Isolation with a preference to work alone;
- d. Offering apologies beyond warranted circumstances;
- e. Elaborate excuses for behavior;
- f. Increased absenteeism and tardiness;
- g. Decreased productivity in classroom and clinical;
- h. Less attention to personal appearance;
- i. Difficulty in meeting deadlines and schedules;
- j. Withdrawal and pulling away socially and emotionally; and
- k. Smell of alcohol or use of breath mints (O'Quinn-Larson & Pickard, 1989)

A student whose practice is impaired may have all or only a few of these characteristics or may have additional characteristics not described.

Procedure:

1. A student believed to be impaired or under the influence of alcohol or drugs will be removed from clinical. Classroom attendance will not be affected.
2. A student believed to be impaired or under the influence of alcohol or drugs will be referred to a certified counselor for an assessment through the college student services.
3. The students will not be allowed to re-enter the clinical setting until an evaluation is completed and recommended action taken.
4. A student suspected by faculty to be impaired must agree to an assessment by a certified chemical dependency counselor in order to participate in clinical. A student refusing assessment or recommended treatment for impairment will be dismissed from the program. The student will receive a failing grade (F) for the clinical nursing course.

O'Quinn-Larson, J. & Pickard, M. (1989). The impaired nursing student. Nurse Educator, 14(2), 36.

INFECTIOUS DISEASE

If a student has any potentially infectious or contagious disorder (including dermatological problems), he/she is required to see a primary health care provider prior to participating in clinical experiences. The student must bring a statement from the health care provider to the clinical faculty to verify the condition is not infectious or contagious and that the student may care for clients.

PREGNANCY POLICY

Students must have the approval of their primary health care provider to remain in clinical courses during pregnancy. A written statement to that effect must be submitted to the Department Chair of Nursing. Students are responsible for obtaining and delivering this statement. A copy of the statement must be provided to current faculty so that the student is not assigned to situations potentially hazardous to the pregnancy.

CHILDREN IN THE CLASSROOM

Please respect the learning environment of your peers by not bringing children to the classroom setting.

Presentation College Department of Nursing
Student Issue, Concern, Problem Resolution (ICPR) Form

Submitted by: (name optional) _____ Level/Program _____

Issues will be addressed monthly at Nursing Department meeting. Forms may be turned in to your class representative or directly to the Nursing Department Office. Responses will be directed to the individual class representative unless otherwise requested on the form. Forms must be filled out completely.

Please identify the issue, problem or concern you would like to have addressed.

Discuss the possible solutions you have identified.

What are your expectations concerning this issue, concern or problem?

Form directed to: (Who do you believe should address this?)

		Tracking
Reviewed and discussed by:		
G	Nursing Department	Date _____
G	Admissions and Progressions Comm.	Date _____
G	Nursing Learning Resource Comm.	Date _____
G	Nursing Department Chair	Date _____

Discussion: _____ Signature _____

Conclusion/Resolution:

Signature_____

Action:

Signature_____

Further Referral:

Signature_____

Note: Form also available at www.presentation.edu/nursing

**Presentation College
Department of Nursing**

Student Confidentiality Agreement

I understand confidential care and treatment is the right of all patients in all clinical agencies used for my clinical experiences as a nursing student at Presentation College. The diagnosis, treatment and all other information concerning clients is confidential and may not be released to anyone, including family members without the consent of the client. I understand even the presence of a client in an institution or their ability to pay their bill is considered to be confidential information.

I understand that other information I may obtain as part of my student experiences is also confidential. I understand confidential information includes information concerning: 1) a client; 2) a client's family or significant others; 3) an employee or job applicant; 4) a physician or other practitioner; 5) peer review or quality of care; 6) the sensitive business plans or finances of the college or clinical agencies; 7) my or anyone else's computer password; 8) other students and instructors; or 9) any other persons who make use of clinical facilities and services.

I agree that, except as clearly directed by my instructor, I will not at any time during or after my student experiences, disclose or discuss confidential client information or any part of my experience which is of a confidential nature to anyone who does not need the information to perform their duties. I also agree not to seek or obtain information regarding confidential matters which is not necessary to fulfill my responsibilities as a Student.

I recognize my disclosure of confidential information may cause irreparable injury to an individual, the college, and/or the clinical agencies, and may result in a civil lawsuit. I understand my violation of this agreement or my disclosure of any confidential information in an unauthorized manner can result in my immediate dismissal from the nursing program. If in any situation I am uncertain or unclear of my responsibilities in protecting confidential information, I will seek the guidance of my instructors or appropriate supervising personnel.

By my signature below I certify that I have read this Student Confidentiality Agreement, have had the chance to ask any questions I might have, to understand the Agreement, and agree to be bound by its terms.

Student

Date

Printed Name

Witness

Date

PRESENTATION COLLEGE
DEPARTMENT OF NURSING

AGREEMENT TO PROGRAM POLICIES

I, (print or type name) _____ the undersigned student, in consideration of being enrolled in the Department of Nursing at Presentation College, hereby understand and agree as follows:

1. I understand that I will not be reimbursed for services rendered during my assigned clinical courses.
2. I understand that I am required to carry professional liability insurance which will be included in the fees.
3. I understand that I am responsible for maintaining a current health insurance policy. Evidence of current health insurance may be required by clinical agencies.
4. I agree to promptly report in writing to the instructor/preceptor any accident/incident of which I have actual knowledge and which might involve legal liability on the part of myself or my supervising instructor.
5. I understand that the Department of Nursing and/or the clinical agencies retain the right to require the removal from and deny access to its facilities to me in the event my professional or social conduct is disruptive, disreputable, or otherwise destructive of the established practices of the cooperating agency or its standing in the community.
6. I understand that I will accept faculty decisions about continuation in the program in the event of prolonged illness, scholastic difficulties, infraction of the code of professional conduct, accidents, and dishonesty.
7. I understand that I must be CPR certified for Health Care Provider (adult/child) and have submitted proof of immunizations, background screening, and a physical examination to the Department prior to clinical nursing courses.
8. I understand that the Department of Nursing shall release evidence of health requirements and background screening to a clinical agency upon request.
9. I understand clinical/laboratory attendance is mandatory, and that missed clinical/laboratory experience will be rescheduled through the designated faculty person. If I must reschedule clinical, there will be a charge per hour.
10. I shall at all times maintain personal hygiene and professional appearance or other conditions, (i.e., dress code, hair regulations) as required by the faculty and/or as recommended by the cooperating agency.
11. I understand that while I am in the Nursing program I must report in writing to the Department of Nursing
 - a) any treatment for the following conditions:
 - 1) abuse or misuse of alcohol or chemical substance,
 - 2) physical conditions,
 - 3) emotional or mental conditions,
 - b) any change in health status affecting ability to perform in the clinical setting,
 - c) any change in background screening record.

DATED THIS _____ DAY OF _____ 20 _____.

(Witness)

All accepted students must sign and return this form.

Rev. 8/08
Rev. 2010
Rev. 2011

(Student Signature)