PRESENTATION COLLEGE
DEPARTMENT OF NURSING

NURSING STUDENT HANDBOOK
2015-2016
Approved by the South Dakota Board of Nursing
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2829 University Avenue S.E., #200
Minneapolis, MN 55414-3252
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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.

Reviewed 2010
Revised 2011
Revised 2012
Reviewed 2013
Reviewed 2014
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Department of Nursing

PROGRAM OPTIONS/PROGRESSION

The Department of Nursing offers the Bachelor of Science in Nursing (BSN). The traditional baccalaureate nursing program began in 1995 and continues. 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 LPN to BSN completion program began in 1994 and serves to provide opportunity for LPNs to earn a BSN. Graduates of the BSN program are eligible to take the NCLEX licensing examination for registered nurses.

The BSN program is approved by the South Dakota and Minnesota Boards of Nursing.

OVERVIEW OF PROGRAM

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, 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, clinical reasoning, decision-making abilities, and competent nursing practice. Baccalaureate degree completion courses are available at various distance education sites.

Revised 2014

MISSION

Welcoming people of all faiths, Presentation College challenges learners toward academic excellence and, in the Catholic tradition, the development of the whole person.

In keeping with the college mission statement, the nursing education offered at Presentation College is viewed as foundation for students pursuing self-actualization, professional excellence and lifelong learning.

Revised 2014
PHILOSOPHY

The philosophy of Presentation College is expressed in its core values:

CATHOLIC TRADITION
Drawing upon a 2,000 year old Catholic tradition, Presentation College has a rigorous commitment to the pursuit of truth in harmony with a deep appreciation for the spiritual life. The most basic tenet of the Catholic intellectual tradition, as it relates to higher education, is the manner in which faith, knowledge and reason complement each other. Presentation College offers an education of continuing scholarship, seeking the truth. That tradition permeates the curriculum, student life and core values of the College.

Inherent in both the tradition of the Church and in the mission of the Presentation Sisters is a sincere commitment to social justice which includes respect for the dignity of the individual. This commitment is expressed in service and is a special hallmark of a Presentation College education.

LEARNING COMMUNITY
The charism of the Presentation Sisters of the Blessed Virgin Mary extends itself through Presentation College. Inspired by the love and zeal of Nano Nagle, the College welcomes all people in the spirit of hospitality to include warmth, acceptance and gratitude.

Presentation College is committed to intentionally serving and learning with all who seek relationship within the context of the College. Presentation College promotes acceptance, unity, dignity and appreciation for diversity.

WHOLE PERSON EDUCATION
Presentation College believes that an effective, comprehensive education will encompass the spiritual, intellectual, socio-cultural, emotional, environmental, physical and career dimensions of the whole person.

EDUCATION OF DISTINCTION
Presentation College is the only college, worldwide, which is sponsored by a congregation of Presentation Sisters of the Blessed Virgin Mary.

A vital aspect of the legacy of the Presentation Sisters is excellence in teaching and in healing. Honoring that legacy, as well as the sponsorship of the Presentation Sisters, is the basis for an education of distinction at Presentation College.

Presentation Sisters value hospitality and practice social justice and those values are a distinctive part of the Presentation College learning community. As Presentation people, we joyfully teach, learn and serve.

RESOURCEFULNESS
Presentation College has been a leader in health care education, in establishing outreach campuses, in utilizing technology and in offering on-line education. Based on that history of innovation and of responding to needs, Presentation College continues to embrace creativity, originality, imagination and vision to promote resourcefulness.

DEPARTMENT OF NURSING PHILOSOPHY

The philosophy of the Department of Nursing reflects the core values of Presentation College and the Presentation Sisters. The nursing faculty endeavor to develop professional nurses who are contributing members of society and who demonstrate integrity and respect for humanity by promoting development of the students’ spiritual, intellectual, socio-cultural, emotional, environmental, physical, and career 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 metaparadigm 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 – physical, emotional, socio-cultural, and spiritual dimensions. When caring ceases, nursing ceases. Nursing encompasses autonomous, evidence based, and collaborative care and 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. Nurses provide a point of human contact in the face of a complex health care system. 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 nursing practice. The American Nurses Association Code for Nurses outlines the ethical guidelines for implementation of the nursing process.

In keeping with the college mission statement, the nursing education 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 self-reflection, fostering maturity, valuing integrity, seeking and validating evidence and achieving the course and program 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 individuals, families, groups, communities, and populations across the life span. The nursing faculty support and promote the roles of practice and the competencies expected of a graduate of the baccalaureate degree program. The professional nurse functions as a provider of client care, coordinator of client care, member within the discipline of nursing, leader, coordinator, consultant, collaborator, 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, communities, and/or populations. The graduate is expected to have acquired the knowledge, skills, and attitudes necessary to function as a generalist in the respective roles.

By assisting students in the understanding of the roles of professional nursing practice, graduates are prepared to practice within their professional parameters and continually strive for professional excellence. The programs of the Department of Nursing, presented in the Catholic tradition as part of a supportive, accepting, and caring community, provide: 1) the basis to become a contributing member of society, 2) an education for the baccalaureate prepared professional nurse, and 3) a foundation for graduate study in nursing.
METAPARADIGM AND CONCEPTUAL FRAMEWORK

The conceptual framework of the nursing program emanates from the philosophy of the Department of Nursing which is congruent with the colleges’ core values. Therefore, an individual's spiritual, physiological, socio-cultural, emotional, and environmental needs are incorporated in the nursing program. The metaparadigm identified as basic to the role and function of the professional nurse includes:

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

The concepts identified as essential to the role and function of the professional nurse include:

1. HEALTH CARE
2. SAFETY
3. QUALITY IMPROVEMENT
4. SOCIAL JUSTICE
5. DIVERSITY
6. CARING
7. NURSING PROCESS
8. ROLES
9. NURSING INFORMATICS
10. EVIDENCE BASED NURSING PRACTICE

The integration of the metaparadigm and conceptual framework 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.

A. HEALTH CARE: The application of individual, family, community, and population-level practices that promote, maintain, restore, and / or rehabilitate the well-being of the consumer as a holistic entity Health care: Practices that promote, maintain, restore, and /or rehabilitate the well-being of the consumer as a holistic entity by acknowledging both internal and external influences on health.

B. SAFETY: Safety is a core value in health care based on the commitment to uphold ethical principles to do no harm, always safeguard the patient, and act with ethical comportment (Egan, 2013). Safety is preventing errors and negative outcomes that happen unrelated to the patient condition being treated and involves constantly scanning the environment to prevent errors from occurring (Barnsteiner, 2012). The goal of safety is zero negative occurrences (Sherwood & Zomorodi, 2014).

C. QUALITY IMPROVEMENT: Quality is an inherent approach to doing good work (Sherwood & Zomorodi, 2014). Quality Improvement is the correlation of improved health care system delivery and desired health outcomes of the population. Improvement of quality within an education or health care system is demonstrated by continuously measuring effect of the implemented changes within the organization.

Presentation College, Department of Nursing, strives to utilize program data by identifying and analyzing the
strengths, weaknesses, and opportunities for implementing changes to ameliorate and enhance the degree of excellence of its educational program. The program continuously evaluates competency and effectiveness of its educational program by monitoring and examining the interventions for degree of success or improvement. The goal demonstrates the importance of measuring health-care outcomes in order to provide the highest level of care to all individuals within the community as the baccalaureate-prepared student transitions to professional nursing practice.

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 fulfils 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.

A. SOCIAL JUSTICE: Promoting a just society to include equitable treatment, supporting human rights, and not discriminating regardless of economic status, social class, disability, sexual orientation, ethnicity, or age (AACN, 2008).

B. DIVERSITY: Diversity in the profession of nursing helps to ensure quality, culturally competent client care is delivered to all (AACN, 2014). Presentation College prides itself in the recruitment and acceptance of students from various backgrounds and ethnicities. In addition to the student body, the nursing department works to provide diverse academic and clinical opportunities. These opportunities help to develop a culturally aware student that develops into a culturally competent nurse upon graduation.

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. 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: 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 (Craven, Hirnle, & Jensen, 2013). The nursing domains 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. The ability of the nurse to provide holistic care is derived from the concepts of social justice and the expectations that equality crosses all barriers. Secondary themes for nursing include caring, nursing process, nursing roles, and nursing informatics. 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 that essence of nursing that brings forth the connection between nurses and their clients. It 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. Caring is the central and unifying domain for the body of knowledge and practices in nursing (Leininger, 1981). It is the result of role modeling and leads to the development of ethical treatment and compassion. Integrating caring and ethical practice guidelines within the curriculum supports human dignity, altruism, and integrity.
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 & Joel, 2011). 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

The nursing faculty support and promote the roles of practice and the competencies expected of a graduate of the baccalaureate degree program. Undergraduate nursing education prepares the nurse to function as a generalist. As a generalist, the graduate is able to practice in both structured and unstructured settings while providing care to individuals, families, groups, communities, and/or populations. The graduate is expected to have acquired the knowledge, skills, and attitudes necessary to function as a generalist in the respective roles.

The baccalaureate degree nurse functions in a variety of roles including:

Provider of Client 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.

Manager of Client 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.

Communicator – One who communicates. Communication is the process of exchanging information and generating and transmitting meanings between two or more individuals. Interpersonal communication is the most primary aspect of a nurse-client relationship. Nurses use communication to lay the foundation for therapeutic relationships and influence behavior leading to improved client outcomes (Stuart, 2009).

Leader - One who influences the activities of others toward goal-setting and goal-achievement (formal or informal); includes role modeling. A leader is one who is able to facilitate growth through acceptance of new ideas, concepts, and beliefs and brings about change.

Coordinator - One who brings together or manages diverse approaches for the purpose of delivering quality healthcare.

Collaborator - One who functions interdependently with other health care professionals and the client in achieving healthcare goals.

Consumer of Research - Individual who reads, review, and critiques research findings and who works to use and apply these findings in his/her nursing practice.

By assisting students in the understanding of the roles of professional nursing practice, graduates are prepared to practice within their professional parameters and continually strive for professional excellence.
D. NURSING INFORMATICS

Nursing informatics utilizes technology as a tool to access and analyze data in order to provide evidence of the effects of nursing interventions by linking them with the outcomes of client care. Nursing informatics combines computer science, information science, and nursing science to assist in the management and processing of nursing data, information, and knowledge to support the practice of nursing (Swan, Lang, & McGinley, 2004).

E. EVIDENCE BASED PRACTICE

Integration of a problem-solving approach within the context of caring, considering best evidence from studies, patient care data, clinical experience and expertise, and patients, preferences and values (Melynk et al, 2009).
STUDENT PROGRAM OUTCOMES

The programs of the Department of Nursing, presented in the Catholic tradition as part of a supportive, accepting, and caring community, provide: 1) the basis to become a contributing member of society, 2) an education for the baccalaureate prepared professional nurse, and 3) a foundation for graduate study in nursing. 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.

The nursing student program outcomes are based on the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), the College core values, the Nursing metaparadigm, the conceptual framework, ANA Standards of Professional Nursing Practice (ANA, 2010), and follow:

The baccalaureate graduate is expected to:

1. Utilize the nursing process to provide safe, patient centered, holistic, and evidence based nursing care for individuals, groups, families, communities, and populations across the lifespan and across the continuum of healthcare environments.

2. Employ the baccalaureate professional nursing roles of provider of care, manager of client care, communicator, leader, coordinator, collaborator, and consumer of research to achieve positive outcomes with patients.

3. Model inter-professional communication and collaboration for improving patient healthcare outcomes.

4. Demonstrate professionalism and professional values of altruism, autonomy, human dignity, integrity, and social justice.

5. Utilize nursing research, in collaboration with other members of the healthcare team, to inform and improve nursing practice.

6. Apply patient care technologies and information management tools to support the delivery of quality patient care.

7. Identify and 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. Employ leadership and quality improvement knowledge and skills to provide quality patient care.

10. Demonstrate an appreciation of cultural, legal, financial, and regulatory influences, particularly rural, that impact the consumer of healthcare, healthcare systems, and nursing care.
REFERENCES


# Presentation College 4-Year Baccalaureate Nursing Program

## Minimum Hours Required: 128

### First Year

#### Fall

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### Third Year

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* 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:**

- **Mathematics Competency** (MA153 or MA243)     Met Not Met
- **Service Learning Requirement**                Met Not Met
- **Assessment**                                  Met Not Met
- **Upper Level Requirement** (38 cr hrs required) Met Not Met

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2015-2016 catalog
## PRESENTATION COLLEGE BSN Completion Program for RN's (RN-BSN)

Minimum hours required: 121 (includes 69 credits from AD/diploma)

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### General education requirements (may be met by transfer):
- *EN113 College Composition I: 3 credits
- *EN133/*EN313 Coll Comp II/Jr. Comp: 3 credits
- *CT233 Comm Skills I: Interpersonal Skills: 3 credits
- Social Science/Human Culture Core: 3 credits
- Humanities/Fine Arts Core: 3 credits
- Laboratory Science: 4 credits
- RS123 Christian Tradition RS233 Catholicism: 3 credits

### Service Learning Requirement:
- *RS293 Christian Ethics: 3 credits

### Electives to meet 121 credits:
- Assoc degree transfer credit
- TP

### Graduation Requirements:
- Assessment: Met/Not Met
- Upper Level Requirement (36 cr hrs required): Met/Not Met

2015-2016 catalog
## PRESENTATION COLLEGE BSN Completion for AD-LPN

**Minimum Hours Required 128**

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**Total Hours:** 17

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**Total Hours:** 17

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**Total Hours:** 18

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2015-2016 catalog
## PRESENTATION COLLEGE BSN Completion for LPN Certificate

Minimum Hours Required 128

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<td><strong>Fall semester</strong></td>
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<tr>
<td>*NU455 Adult Health Nursing II</td>
<td>5</td>
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<tr>
<td>*NU473 Research in Nursing</td>
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<tr>
<td>Humanities/Fine Arts Elective</td>
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<tr>
<td>Restricted Elective</td>
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<th><strong>Spring semester</strong></th>
<th>Cr.</th>
<th>Sem</th>
<th>Grade</th>
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<td>*NU446 Community Health Nursing</td>
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<tr>
<td>*NU465 Leadership Roles in Nursing</td>
<td>5</td>
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<tr>
<td>Restricted Elective</td>
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</tbody>
</table>

*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:**

- Mathematics Competency (MA153 or MA243) ______ Met ______ Not Met
- Service Learning Requirement ______ Met ______ Not Met
- Assessment ______ Met ______ Not Met
- Upper Level Requirement (38 cr hrs required) ______ Met ______ Not Met

2015-2016 catalog
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.

Revised 2010
Reviewed 2011
Reviewed 2012
Reviewed 2013
Reviewed 2014
MASTER PLAN OF EVALUATION
Nursing Program Evaluation Overview

The Department of Nursing program evaluation is a procedure that allows all nursing faculty 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 informed, intentional, evaluative judgments of that data for the purpose of outcome evaluation, goal setting, and making improvements in the program(s).

Specifically the nursing faculty will utilize the evaluation process to:

1. Evaluate the nursing curriculum on a regular basis.
   a. Teaching-learning practices
   b. Consistency with relevant professional nursing standards
   c. Consistency with mission, values, and outcomes of parent organization
   d. Program effectiveness

2. Evaluate the material resources of the nursing program:
   a. Faculty
   b. Clinical facilities
   c. Nursing learning lab
   d. Physical plant
   e. Office resources and assistance
   f. Academic support services

3. Evaluate administrative functions:
   a. Policies and procedures
   b. Handbooks
   c. Program completion rates

Process

Each faculty member is required to complete the appropriate data sheets by the dates indicated on the MPE form. Data is submitted to the nursing program evaluation committee.

The nursing program evaluation committee is made up of the nursing department chair and a representative from Aberdeen, Fairmont campuses, and the nursing completion program.

The nursing program evaluation committee will collect and compile the data into a clear and concise report, which will be presented at a scheduled curriculum meeting of the next academic contract year.

The nursing program evaluation committee will evaluate previous academic year outcomes and goals and present to the curriculum committee and the college development committee (CDC).

The nursing program evaluation committee will develop outcomes and goals for the next academic year and submit same to the curriculum committee and the CDC.

Tool

The Master Plan of Evaluation is divided into Process and Results for each of the criteria. Process includes the standard, level of achievement, assessment method, person(s) responsible for data collection, and the date due.
Results include the results of data analysis and the action plan. There are six major headings with specific standards under each. Standards have been developed based on South Dakota and Minnesota Boards of Nursing requirements, accreditation standards, college mission and values, nursing department philosophy and conceptual framework, and the program outcomes.

Each level of achievement will be documented as met, partially met, or not met. Evidence/documentation for that decision, along with recommendations when appropriate, will accompany the report.

The outcomes and goals submitted the previous year to CDC will be addressed in a separate document for submission to CDC.

The Master Plan of Evaluation for each academic year is kept in a binder in the nursing department office. Tools and data are included in the appendices for each binder.

Revised 2014
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.

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.

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.

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.

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 the nursing program at Presentation College. This ceremony is a way to celebrate completion of the nursing program with family and friends.

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.
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 or seek guidance from your academic advisor.

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.

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.
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 scholarliness 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.

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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 on professional comportment by Clickner and Shirey (2013) and the ANA Code for Nurses with Interpretive Statements (2001). Characteristics of professional behavior include but are not limited to:

- A personal philosophy of nursing based on own values and beliefs
- Integrity
- Accountability
- Critical thinking (reasoned judgment)
- Collaboration
- Positive communication
- Commitment to lifelong learning
- Effective relationships with patients and colleagues
- Self regulation
- Commitment to the profession evidenced by activity in professional organization(s)
- Positive leadership and role modeling
- Time management
- Self-awareness and self assessment
- Healthy coping behavior
- Professional attire
- Strictly adhering to patient confidentiality and privacy

References

Revised 2014

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.

SOCIAL MEDIA POLICY

Social media and other forms of electronic communication can benefit health care in a variety of ways. Some examples include fostering professional connections, promoting timely communication with patients and family members, and educating and informing consumers of health care and health care professionals (NCSBN, 2011).

Students in clinical are accountable to the policies governing employee use of such media in the workplace and held to the same standard as an employee of the organization. Students are also held to a standard of conduct when using social media outside the clinical agency. Any information concerning clients, clinical staff, clinical agencies, students, and other learning experiences is to be kept in strict confidence and not discussed or disclosed in any manner outside the formal learning environment. Inappropriate use of social media may constitute a breach in confidentiality and as with any breach of confidentiality, may be cause for dismissal from the program.

The following descriptors of policy adapted from the National Council of State Boards of Nursing (NCSBN) white paper: A Nurse’s Guide to the Use of Social Media (2011) are intended to minimize the risks of using social media. Students and faculty must:
1. Recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
2. Recognize that they are strictly prohibited from transmitting any patient related image, and additionally, information that may be reasonably anticipated to violate the patient’s rights to privacy and confidentiality.
3. Not share, post, or disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient centered need to disclose the information or legal obligation to do so.
4. Not post or publish information that may lead to identification of a patient. Limiting access to postings nor withholding patient name is sufficient to ensure privacy.
5. Promptly report any identified breach of confidentiality or privacy.

Reference

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.

Reviewed 2010
Reviewed 2011
Reviewed 2012
Reviewed 2013
Revised 2014
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. Students whose health requirements or background screen are not current on the first day of each semester school is in session will be withdrawn from nursing courses.
   i. Submit satisfactory national background screening annually by August 1; cost incurred by students.
      i. additionally, Minnesota students are required under Minnesota Statues, section 144.057, to submit to a background study conducted by the Minnesota Department of Human Services (DHS); see Minnesota Notification Requirement at page 192 in the Presentation College Catalog for details.

3. Students who do not progress according to the curriculum plan as identified, fail, or withdraw from a nursing course, must petition in writing the Department of Nursing Admission and Progression Committee to be readmitted or gain permission to progress out of the expected sequence.

4. A nursing course may be repeated one time only regardless of whether students withdraw (“W”), earn less than a “C”, or withdraw failing (“WF”).

5. Students who earn less than a “C” or withdraw failing (“WF”) in two nursing courses will not be allowed to progress.

6. Students are accountable to follow all policies in the current handbook.

7. 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 (“W”) from, earned less than a "C" (2.00), or withdrawn failing (“WF”) may be repeated one time only.
   b. Non-nursing science courses may be repeated only one time.
   c. A repeated course must be repeated within the next academic year.
   d. 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.
e. If students are allowed to repeat a nursing course, they must repeat the course in its entirety.

f. 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.

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.

Revised 2010
Reviewed 2011
Revised 2012
Reviewed 2013
Reviewed 2014
Revised 2015
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, Iowa 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 100 (mental health, adult health, and OB & Peds) 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 to national criminal background screening; see policy in the Nursing Student Handbook regarding interpretation of results. Students in Minnesota are also required to complete, by state law, a criminal background screening.

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 prior to starting the nursing major; testing fees will be posted to the students account.
6. If a decision score of 100 isn’t 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).
7. Courses challenged with exams will be recorded on the transcript for a fee per credit hour - not including the challenge test fee*
8. All health requirements must be current and on file in the department. Students whose health requirements or background screen are not current on the first day of each semester school is in session will be withdrawn from nursing courses.
9. A Presentation College lab jacket and name pin must also be purchased prior to the first clinical course
10. Clinical courses require travel; it may be possible to arrange some clinical experience with mentors/preceptors in the students’ community
11. Students requesting challenge of nursing courses must successfully complete the corresponding NLN/ATI exam(s) and clinical competency prior to earning full course credit
12. Students are responsible for all travel and related expenses for clinical and course requirements.

*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 EN113 or EN313)
6. CH103/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
9. Have completed all prerequisite courses

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, Iowa, 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 prior to starting the nursing major; testing fees will be posted to the students account.
6. If a score of 77% 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).
7. Courses challenged with exams will be recorded on the transcript for a fee per credit hour - not including the challenge test fee*
8. All health requirements must be current and on file in the department. Students whose health requirements or background screen are not current on the first day of each semester school is in session will be withdrawn from nursing courses.
9. A Presentation College nursing uniform must also be purchased prior to the first clinical course
10. Clinical courses may require travel
11. Students are responsible for all travel and related expenses for clinical and course requirements
12. 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. CH103/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 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. All health requirements must be current and on file in the department. Students whose health requirements or background screen are not current on the first day of each semester school is in session will be withdrawn from nursing courses.
7. A Presentation College name pin must be secured prior to NU436
8. 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
9. It may be possible to arrange clinicals with mentors/preceptors in the students’ community; however travel to clinicals may be necessary and is at student expense

*Successful challenge exams can include:
1. NU333 Health Assessment
2. EN133/EN313 - portfolio
3. NU436 Community Health Nursing

Revised 2010
Reviewed 2011
Revised 2012
Reviewed 2013
Reviewed 2014
Revised 2015
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**

Absenteism 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 Rev 7/15

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 enroll in the online ATI Virtual Coach program following graduation for length of time required to accomplish benchmark of “green light”. 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 NCLEX prior to release from ATI Virtual.

MEDICATION 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>93-94</td>
</tr>
<tr>
<td>B+</td>
<td>91-92</td>
</tr>
<tr>
<td>B</td>
<td>85-90</td>
</tr>
<tr>
<td>B-</td>
<td>83-84</td>
</tr>
<tr>
<td>C+</td>
<td>81-82</td>
</tr>
<tr>
<td>C</td>
<td>77-80</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
</tr>
<tr>
<td>D+</td>
<td>72-73</td>
</tr>
<tr>
<td>D</td>
<td>70-71</td>
</tr>
<tr>
<td>D-</td>
<td>68-69</td>
</tr>
<tr>
<td>F</td>
<td>67 and below</td>
</tr>
</tbody>
</table>

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.

Revised 2010
Revised 2011
Revised 2012
Revised 2013
Revised 2014

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 will 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.**
Mann ymès mỳstckès ar mỳt witch ar nùt scene by the righter at the tìme thìş papr ès rìttèn. Mỳstckès is dìffìcùlt to pàssé oveër wìthouù thìş tìmè tììkì tìn xàtìmì tìn rëdd wàtt ès wìttèn. Thèrè ar thirvì (-35) wùrnìs mìsspèllèd iìn thìş páàgràph, bùt tìnle ênìn (15) ùff òf òfèè wòrdès wàs càugh by WordPèrfèct spèll cèck.
The ròst òff òwàrs pàssèd. Dò nòt rèll on thè còmùtèr tòô pröffrèed wíth yòù papèr! Yòu wìll álso nòt thàt grammàr prôblèmes ar nòt càught. Hòvìng sòmèònìe èlè ñè Èssé rëdd yòù papèr çàn bè ùsèfùl ín fììdìng spèllìng ánd grammàtìcál èrròrs.

5. **PAPERS INCLUDE AN INTRODUCTORY AND SUMMARY PARAGRAPH.**
Thìss gíveś thè pròjèctss á bégìnnìng ánd àn ènìnd. Òh thè rìddèr is nòt thòwñhèd íntò thè papèr wìthòút kñòwìng whàt tò èxèpt, ánd is nòt ìntróðúlìtìd dënéd àsèss tò àn stàmèttìon(s) wìch tìë thè papèr tògètèr. Òh thèntròdùctòry páàgràph shòùld bìèflìy óùtlíne wìh thè rìddèr is tò èxèpt fròm thè pròjèct. Òh nòt èn àntràst, ánd shòùld nòt rëfèr tò thè pòjèct còntènt. Ràther thè ntròdùctòry shòùld rèvèèl thè mòjùr còncèptís/tòpìcs încûldèd ín thè pòjèct. Thè sùmmàry páàgràph shòûld bë à còlsùrè. Òh ñòûld bë à sùmmàrì of thè mòjùr pòintés òf wòhèn rìddèr shòùld lèàrn fròm thè pròjèct. Òh nòt bë à sùmmàrì of hòw mùch thè àùthòr lèàrnèd òr ìnìdètìe rìghe òf pèrsònàl vîèwès întèndèd fòr ès spècìfic rìddèr.

6. **PERSONAL BIASES AND VIEWS SHOULD BE EXCLUDED FROM PROJECTS.**
Thìs is trùe fòr thè vàst mòrròüty òf pròjèctss. Òh nòly èxèption ís wìth thè cèrrètri wîtten fòr thè pròjèct încûldès á sèctìon fòr êxprèsìónîng pèrsònàl vîèwès. Thìs ís thè nòly tìmè thè àùthòr shòùld stàte ìnìdètìe bìàs. Pèrfèssìònl pòjèctss ar întèndèd tò bë îmèrsìònål ánd înfòrmâtìvë, ánd shòùld állow thè rìddèr tò dètêrmìné wòhèn émòtìóns/bìàs shòûld rèsùlt fòrm thè inftòrmâtìon pîntìed.

7. **KEEP THE CONTENT NON-SEXIST.**
Nòt áll nùrnès ar sèhé, nòt áll pìchèns ar hë, ánd nòt áll rìddèrs ar împèrvióus tò sexist slànts. Ùsè gràmmàr wùch dòes nòt nècessîtàt ûsing hë/sèhé òr hìs/hèr. Òh òr ás b礰 cètticès méthòds óf àvòìdìng thìs pìffàl. Ònè is tò ùsè plùràl pronouns. Fòr èxàmplè: ‘Wèn nùrnès dèvèlòp càrè plàns .... thè ùtìlìzè...’ Òh òthèr mèthòd is tò àvòìd thè ùsè óf pronouns áltogethèr. Fòr èxàmplè: ‘Thè nùrnè ðèvèlòp càrè plàns .... thè nùrnè ùtìlìzè ...’ Èithèr mèthòd is åcçèptàblè.

8. **IF YOU HAVE QUESTIONS ABOUT THE PAPER, OR APA FORMAT, OR ANY OTHER REQUIREMENTS, ASK THE NURSING COURSE FACULTY.**
The sòurce of înfòrmâtìon is thè fàcultè fòr thè stàttèd, ánd thè èdîtòr fòr thè pèrsèssìònl. Fàcultè ñòw îñ wèst fòr quèstìons álòng thè wày tò àsst stàttèd còmpètìng pròjèctss.

9. **INCLUDE A COVER PAGE.**
Thìs sǹdòût còntàin thè títìl óf thè pòjèct, stàttèd nàmm, còrrès fòr nàm, pèrsèssìònl’s nàmm, ánd dàtè (âll cèntèrdèd).

10. **PROPERLY CITE REFERENCES.**
Àll lìtèrâtùr êlîtìlìtèd wìthin á pòjèct shòùld bë cîtèd ín fùlìn ín thè rèfèrènces sèctìon. Any îdèa thàt ís nòt yòù ówn sǹdòût bë cîtèd ímèdîàtèìy áftèr thè îdèa.

11. **FORMAT**
Àll màngërìs ar tò ônè încìh. Ùsè á fònt óf 11 ór 12 pònt. Dòùblè sçàpé. Rèmèmbèr, á pàràgràph mûst còntàìn mórh ân tów tònè sèntènces.

12. **USE CRITICAL THINKING PRINCIPLES AND ELEMENTS TO WRITE YOUR PAPER.**
Àn APA mànùál is ôn rèseërve ín thè lìbràrì for yòùr rèfèráncè.

Thè fòllòwìng rùbrìc wìll bë úsèd tò évàlùàtè wùttìng. Áddítìònål rècòmìnånts ánd rèqùìrèmènts mày apûly.

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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:
   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.

2. 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.

3. An annual influenza immunization or documentation of reason for lack of one is required.

4. The student is responsible for maintaining a current health insurance policy. Evidence of current health insurance may be required by clinical agencies.

5. An annual national background screen is required.

6. 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.

7. 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.

8. 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.

9. 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 discretionnal 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.
- See course instructor for specific details of uniform purchase.
**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 NB 213. 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
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. It is important to note that any violation of laws, rules or regulations, or policies and procedures of the clinical site, and/or willful misconduct or negligence by a student or faculty member, may result in termination of the affiliation contract with the agency. Further, an institution may remove from clinical any student or faculty member whose work, conduct, or health may have a detrimental effect on patients or the organization, and/or the agency may reserve the right to refuse acceptance of any student or faculty member who has previously been discharged by the agency. Nursing students are under the guidance of the Presentation nursing instructors. The instructors are responsible for their assignments and supervision of learning. They are to work cooperatively with personnel in the agencies.

Identification of Student Documentation

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

BSN Program
200 level BSN PCBNS2
300 level BSN PCBNS3
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.

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 may 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.


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. A complete list of clinical agencies is on file in the nursing department main office.

TRANSPORTATION TO CLINICAL AGENCIES

Students assigned to clinical experiences are responsible for providing their own transportation to and from the site. To provide a varied and worthwhile clinical experience, the student may be required to travel to sites 30 miles or more from their residence. Students are responsible for transportation costs. Often students car pool and share the cost of transportation. In some courses students need individual transportation.

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 southeast 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.
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.

Revised 2010
Revised 2011
Reviewed 2012
Reviewed 2013
Reviewed 2014
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.

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:

- Nursing Department Date ____________
- Admissions and Progressions Comm. Date ____________
- Nursing Learning Resource Comm. Date ____________
- Nursing Department Chair Date ____________

*******************************************************************************
Discussion: Signature __________________________
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*******************************************************************************
Conclusion/Resolution: Signature __________________________
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*******************************************************************************
Action: Signature __________________________
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*******************************************************************************
Further Referral: Signature __________________________
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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 patients is confidential and may not be released to anyone, including family members without the consent of the patient. I understand even the presence of a patient 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 patient; 2) a patient'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 patient 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  

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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 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.
4. I understand 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.
5. 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 examination to the Department prior to clinical nursing courses.
6. 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.
7. I understand that the Department of Nursing shall release evidence of health requirements and background screening to a clinical agency upon request.
8. 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.
9. 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.
10. I understand that while I am in the Nursing program I must report in writing to the Department of Nursing any treatment for the following conditions:
    a) abuse or misuse of alcohol or chemical substances,
    b) physical conditions,
    c) emotional or mental conditions,
    d) any change in health status affecting ability to perform in the clinical setting,
    e) any change in background screening record.

DATED THIS ___________________________DAY OF 20 ____________.

(Witness) ____________________________________________ (Student Signature) ____________________________________________

All accepted students must sign and return this form.

Revised 8/08
Revised 2010
Revised 2011
Reviewed 2012
Reviewed 2014