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By signing below, the Proctor acknowledges that he/she has read and understands the above and agrees to perform his/her duties as proctor as set forth hereinabove........................................................................................................................................

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Accreditation and Board of Nursing Approvals

Accreditation

The Presentation College BSN, LPN-to-BSN, and RN-to-BSN nursing programs have been continuously accredited since 1968. Currently, the BSN Programs are accredited by:

Commission on Collegiate Nursing Education (CCNE)
655 K Street, NW, Suite 750
Washington, DC 20001
P: (202) 887-6791
F: (202) 887-8476
www.aacnnursing.org/CCNE

Boards of Nursing

South Dakota Board of Nursing
4305 South Louise Avenue, Suite 201
Sioux Falls, SD 57106-3115
(605) 362-2760

Minnesota Board of Nursing
2829 University Avenue SE, #200
Minneapolis, MN 55414-3252
(612) 617-2270

Iowa Board of Nursing
400 SW 8th Suit B.
Des Moines, IA 50309
(515)281-3255

Nebraska Board of Nursing
PO Box 94986
Lincoln, NE 68509-5026
(402)471-4376

North Dakota Board of Nursing
919 7th St. #504
Bismarck, ND 58504
(701)328-9777

Wisconsin Board of Nursing
1400 East Washington Ave, Rm 112
Madison, WI 53703
(877)617-1565

Wyoming Board of Nursing
130 Hobbs Ave B
Cheyenne, WY 82002
(307)777-7601
**MSN Program**

The master’s degree program in nursing at Presentation College is accredited by the Commission on Collegiate Nursing Education.  
Address: 655 K Street, NW, Suite 750, Washington, DC 20001  
Phone: 202-887-6791.

**Boards of Nursing**

The South Dakota BON currently does not approve the MSN educator program.
Introduction

The Division of Nursing Student Handbook (“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 Handbook expand on policies appearing in the Presentation College Nursing Division Student Handbook (Handbook) and Presentation College Catalog, which is available to students online. The Nursing Division Student 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 Nursing Division Student Handbook. The Nursing Division Student Handbook is available on the Presentation College Nursing BSN website under “Program Resources.”

This Handbook was developed by the Presentation College Division of Nursing and may be amended at any time at the discretion of Presentation College Division of Nursing. Amendments will be effective immediately. Student will be notified by email at their Presentation College email address and/or through the Moodle course of any changes in policies and practices made during the academic year. It is the obligation of the student to study the Handbook and any supplements or amendments.

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.

Notice of Non-Discrimination

Presentation College is committed to a policy of nondiscrimination on the basis of race, color, gender, age, national origin or disability, marital or veteran status, or religion, in admission, educational programs or activities, and employment, all as required by applicable laws and regulations.

Responsibility for coordination of compliance efforts and receipt of inquiries, including those concerning Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, has been delegated to the Registrar 605-229-8424, and the Americans With Disabilities Act (ADA) to the Director of Career & Learning Center 605-229-8580, Presentation College, 1500 North Main Street, Aberdeen, SD 57401.

Presentation College is an Equal Opportunity and Affirmative Action Employer.

RETAIATION IS PROHIBITED. Presentation College encourages reporting of all perceived incidents of discrimination or harassment. It is the policy of the College to investigate such reports. Presentation College prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports.
Message from the Dean

Congratulations, you are now on your nursing journey. It is a pleasure to welcome you to College and the future of nursing, where you will engage with faculty that are passionate about improving health by educating the next generation of nurses. You will find the faculty are knowledgeable, skillful, compassionate, and teach the importance of evidenced-based care.

As a lifelong learner myself, I feel education and knowledge are both exciting and rejuvenating. I believe education is a collaboration between the educator and the learner. The small class sizes at Presentation College empower the learner to engage in activities that encourage and promote knowledge, while making exceptional learning-oriented connections.

The Division of Nursing is committed to the mission of the College: "Welcoming people of all faiths, Presentation College challenges learners toward academic excellence and, in the Catholic tradition, the development of the whole person." We embrace the teachings of the "Lady with the Lantern", Venerable Nano Nagle, the foundress of the Sisters of the Presentation of the Blessed Virgin Mary. She has inspired nurses to care for others for generations. Nano stated, "If I could be of service in saving souls in any part of the globe, I would gladly do all in my power," and "Take down your lantern from its niche and go out".

As a Presentation College nurse, you have the power to take your lantern down and go out by inspiring others to change the world through quality health care.

You are now a part of a great community of Saints.

Dr. Sandra Sexton Welling, PhD, RN,
CCM Dean of Nursing
Presentation College
About Presentation College

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

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

The athletics program began in 1995 and continues to grow and expand. The College participated in athletics at the National Collegiate Athletic Association (NCAA) Division III level until April 2013 when it became an approved member of the National Association of Intercollegiate Athletics (NAIA). Presentation College offers male and female students the opportunity to participate in a number of sports including basketball, cross country, soccer, softball, baseball, volleyball, and football.

Distance learning programs at the College were added in 2000 under the umbrella known as PC Virtual. PC Virtual currently includes distance-based programs in a variety of areas. The classroom work for these programs is offered completely online to students who reside in states where Presentation College has received state approval to operate.

In 2003, Presentation College-Fairmont Campus was opened in the community of Fairmont, Minnesota. In 2006, Presentation College offered programs within the Sioux Falls, South Dakota, area on the campus of Kilian College. The College moved its Sioux Falls offerings to an independent location in Sioux Falls in May 2013.

In the 2011-2012 academic year, the College completed a renovation of its chemistry, biology, anatomy and physiology and athletic training lab facilities. During that time period, the College also invested in infrastructure and programming by constructing a practice football field with artificial turf and by expanding the Strode athletic facility to accommodate the addition of football as a conference sport.

In 2013, Presentation College opened a multi-million dollar student suites housing facility, as well as a new athletic training and wellness center with expanded space and high-tech exercise equipment. At the same time, a project to reconfigure the campus parking lots and open areas was begun. In 2014, the finished result was a beautiful new campus green, with sidewalks, paths and trees.

At the beginning of 2017, construction began on the Avera Simulation Center, a high-tech, hands-on learning center for students in Nursing, Athletic Training and other Allied Health Fields. The facility, containing 6 distinct simulation areas, and equipped with specialized equipment and interactive mannequins, opened in early summer.

During the summer of 2017, a new Welcome Center for visitors, alumni, prospective students and families was constructed at the entrance of the main building. “Saint Square,” a resource and service office for students, was designed on the second floor. The Wein Gallery, containing display space for artworks, was renovated and re-opened in the Southeast Building.

Also in the fall of 2018, Presentation College launched its first-ever graduate program: a Master’s in Nursing with two tracks: Family Nurse Practitioner and Nurse Educator. The programs are designed with a focus on rural health care.

The College, in 1998, received the ABBY Award for Community Involvement; in 2002, the Outstanding Rural Health Program Award from the National Rural Health Association recognizing SEED (Skills Enhancement & Education through Distance Learning).
About Presentation College Division of Nursing

The Presentation College Division of Nursing offers the following programs:

- Bachelor of Science in Nursing - 121 credits (BSN) (Traditional, available at Aberdeen and Fairmont campuses)
- LPN-to-BSN Nursing Completion – 121 credits (Course work on-line delivery through PC Virtual)
- RN-to-BSN Nursing Completion- 121 credits (Course work on-line delivery through PC Virtual)
- Master of Science in Nursing (MSN) (On-line delivery with on-campus residencies through PC Virtual)
  - Family Nurse Practitioner – 47 credits (FNP) Track
  - Nurse Educator (NE) Track – 38 credits

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.

Masters nursing education has as its goal the education of advanced practice registered nurses. MSN program graduates are master’s prepared nurses with advanced knowledge and skills. The MSN program is a Master of Science Nursing Program with two tracks: Nurse Educator and Family Nurse Practitioner. The curriculum is comprehensive and designed to provide graduates with the knowledge and skills needed for advanced nursing practice. Learning experiences in the MSN courses prepare family nurse practitioner students for a family nurse practitioner role and support the students’ eligibility to sit for the Nurse Practitioner-Certified (NP-C) the American Nurses Credentialing Center (ANCC)’s Family Nurse Practitioner board certification (FNP-BC) examinations. They also prepare nurse educator students for a nurse educator role and support the students’ eligibility to sit for the National League for Nursing Certified Nurse Educator (NLN-CNE) examination. Practicum experiences for the Family Nurse Practitioner student are designed to synthesize the theoretical concepts and research findings that support advanced nursing practice while collaborating effectively as a member or leader of an interdisciplinary team in the design, coordination, and evaluation of health care delivery. Practicum experiences for the Nurse Educator are designed to integrate the role of faculty with respect to teaching, scholarship, service and practice through learning experiences in nursing education through professional development relevant to one’s goals and stage of career development. Master’s degree courses are provided online with face-to-face residencies and clinical experiences.

History of the Division of Nursing

The four-year baccalaureate nursing program began in 1995. This program also provides the opportunity for the registered nurse with an associate degree or diploma in nursing to earn a Bachelor of Science, Nursing degree. The BSN completion program for RNs began in 1990. The Division of Nursing also allows LPNs to establish credit for selected nursing courses in the Bachelor degree program. Graduates of the Bachelor degree program are eligible to take the NCLEX licensing examination for registered nurses. Also in the fall of 2018, Presentation College launched its first-ever graduate program: a Master’s in Nursing with two tracks: Family Nurse Practitioner and Nurse Educator. The programs are designed with a focus on rural health care.
College Mission, Core Values, Philosophy, and Concepts

Presentation College Mission

The mission is, “Welcoming people of all faiths, Presentation College challenges learners toward academic excellence and, in the Catholic tradition, the development of the whole person.” This mission statement was originally approved in 2005 and members of the community felt that it was still a guiding inspiration for the goals and strategic directions of Presentation College.

The Presentation College mission is located online at http://www.presentation.edu/about/mission-core-values/

Presentation College Core Values

The five core values of Presentation College are Catholic Tradition, Learning Community, Whole Person Education, Education of Distinction, and Resourcefulness. The Presentation Sisters are fond of using the term “Presentation People” to indicate the broad community of interest in the charism and works of the Sisters worldwide. The core values are located online at http://www.presentation.edu/about/mission-core-values/. In keeping with the College mission statement and core values, the nursing education offered at Presentation College is viewed as a supportive foundation for students pursuing self-actualization, professional excellence, and lifelong learning.

- **“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.”

Presentation College offers an education of continuing scholarship, seeking the truth and supports that
search for those true things that are essential to the genuinely good life, including the search for God. That tradition of continuing scholarship and lifelong learning permeates the curriculum, student life and the core values of the College. The College has a sincere commitment to social justice and respect for the dignity of the individual. The College expresses this commitment in service, a special hallmark of a Presentation College education.
Nursing Program Mission and Philosophy

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. The College has been a leader in healthcare education, in establishing outreach sites, in utilizing technology and in offering online 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.

The **mission and philosophy of the Division of Nursing** exhibits congruence with the College mission which is “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 mission of the Division of Nursing-Bachelor of Science in Nursing program is to provide an education that is “foundational for students pursuing self-actualization, professional excellence, and lifelong learning.”

The Master of Science in Nursing mission builds upon the BSN mission in “preparing leaders for rural advanced practice nursing delivering evidence-based care across the lifespan to improve health outcomes in diverse populations.” In addition, the core values of wholism, Catholic tradition, lifelong learning, and education encompass the nursing program’s philosophical model.

The **philosophy of the Division of Nursing** reflects the core values of the College, which is to develop professional nurses and advanced practice nurses who are contributing members of society and who demonstrate integrity and respect for humanity by promoting the development of the students’ spiritual, intellectual, socio-cultural, emotional, environmental, physical, and career dimensions of life.

Nursing Metaparadigm

The nursing faculty has developed a nursing program based on a nursing metaparadigm that includes four concepts central to the mission of the College and Division: Environment, Humanity, Health, and Nursing. Along with the nursing metaparadigm, the conceptual framework for both the BSN and MSN programs, contains concepts identified essential to the role and functions of the professional nurse: caring, diversity, healthcare, quality improvement, nursing informatics, evidenced based practice, nursing process, social justice, safety, and roles. The following concepts are integrated into the Metaparadigm and further elaborate on programmatic outcomes. The following concepts are defined as:

**Environment:** 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. Secondary themes of the environment include healthcare (culture, and rural geographic environment), safety, and quality improvement.

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

**Health:** 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 the environment remains important, despite any physical incapacities. The wellness model has a neutral point or a point of no discernable disease. The steps above the neutral point are as follows: education, growth, self-actualization, and high-level wellness (well-being). The steps below the neutral point on the wellness/health continuum are: signs, symptoms, disability, and premature death. Within this model, an individual moves in a positive direction, reaching a higher level of wellness, or regressing to a lower level because of illness. The illness can stimulate growth potential and assist the person to move along the wellness/health continuum (Craven, Hirme, & Jensen, 2013). The nursing domains of health promotion, illness prevention, health maintenance, and health restoration/rehabilitation function within the wellness/health continuum across the lifespan.

**Nursing:** 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 healthcare system. Professional standards provide the framework for the competent use of the nursing process. State and federal statutes and regulations set the parameters for nursing practice. Ethical guidelines are core to the implementation of the nursing process.

**BSN Nursing Concepts**

The following BSN nursing concepts are integrated into the Conceptual Framework. The following concepts are defined as:

**Caring:** The 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.

**Diversity:** In the profession of nursing, diversity helps to ensure that 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 Division of Nursing works to provide diverse academic and clinical opportunities. These opportunities help to develop a culturally aware student who develops into a culturally competent nurse upon graduation.

**Healthcare:** 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.

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

**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).

**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).

**Nursing Process:** 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.

**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, age, or geographic location (AACN, 2008).

**Safety:** A core value in healthcare 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).

**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 nurse functions in a variety of roles including provider of care, manager of client care, communicator, leader, coordinator, collaborator, and consumer of research.

The conceptual model for the Division of Nursing that illustrates the relationship of the College core values, the philosophy of the Division of Nursing and the BSN nursing curriculum is below as Figure 1.
BSN Student Learning Outcomes

The Presentation College Division of Nursing presented in the Catholic tradition, is part of a supportive, accepting, and caring community. All graduates of the Division of Nursing will be provided a foundation for baccalaureate study of nursing, become a professional member of society, and be prepared as a licensed nurse. Graduates of Presentation College Division of Nursing baccalaureate program are expected to function as contributing members of society through 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) and the College core values.

The baccalaureate graduate is expected to:

1. Integrate knowledge from nursing and liberal education concepts as the basis for clinical reasoning, analytical skills of inquiry, social justice, spirituality, and advocacy.
2. Apply leadership concepts of quality improvement, patient safety, and caring to healthcare delivery.
3. Synthesize the impact of evidence based practice utilizing theory and research.
4. Demonstrate best practice using patient care technologies, information systems and communication devices to collaborate with interdisciplinary team to delivery safe, quality care.
5. Analyze knowledge of healthcare policy, finance and regulatory environments that impact safe, quality care.
6. Apply concepts of interdisciplinary communication techniques to promote positive patient outcomes.
7. Collaborate with interdisciplinary professionals to implement effective clinical prevention strategies for the population health throughout the lifespan.
8. Articulate the value of pursing practice excellence, lifelong learning, and professional engagement to foster professionalism.
9. Implement holistic compassionate, patient centered, safe, and evidence based care that respects patients and family preferences.
10. Advocate for global care and social justice among all populations.
11. Employ lifelong learning for decision making to support excellence in nursing practice.
**Essentials of Baccalaureate for Professional Nursing Education (2008)**

<table>
<thead>
<tr>
<th>Essentials of Baccalaureate Nursing Education Relationship to Student Program Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice</strong> -</td>
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<tr>
<td>A solid base in liberal education provides the cornerstone for the practice</td>
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<tr>
<td>and education of nurses.</td>
</tr>
<tr>
<td><strong>Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety</strong> -</td>
</tr>
<tr>
<td>Knowledge and skills in leadership, quality improvement, and patient safety are</td>
</tr>
<tr>
<td>necessary to provide high quality health care.</td>
</tr>
<tr>
<td><strong>Essential III: Scholarship for Evidence Based Practice</strong> -</td>
</tr>
<tr>
<td>Professional nursing practice is grounded in the translation of current evidence into</td>
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<tr>
<td>one’s practice.</td>
</tr>
<tr>
<td><strong>Essential IV: Information Management and Application of Patient Care Technology</strong></td>
</tr>
<tr>
<td>Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.</td>
</tr>
<tr>
<td><strong>Essential V: Healthcare Policy, Finance, and Regulatory Environments</strong> -</td>
</tr>
<tr>
<td>Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice. Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.</td>
</tr>
<tr>
<td><strong>Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</strong> -</td>
</tr>
<tr>
<td>Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.</td>
</tr>
<tr>
<td><strong>Essential VII: Clinical Prevention and Population Health</strong> -</td>
</tr>
<tr>
<td>Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.</td>
</tr>
<tr>
<td><strong>Essential VIII: Professionalism and Professional Values</strong> -</td>
</tr>
<tr>
<td>Articulate the value of nursing practice excellence, lifelong learning, and</td>
</tr>
</tbody>
</table>

**Student Program Outcomes**

- Integrate knowledge from nursing and liberal education concepts as the basis for clinical reasoning, analytical skills of inquiry, social justice, spirituality, and advocacy.
- Apply leadership concepts of quality improvement, patient safety, and caring to healthcare delivery.
- Synthesize the impact of evidence based practice utilizing theory and research.
- Demonstrate best practice using patient care technologies, information systems and communication devices to collaborate with interdisciplinary team to deliver safe, quality care.
- Analyze knowledge of healthcare policy, finance and regulatory environments that impact safe, quality care.
- Apply concepts of interdisciplinary communication techniques to promote positive patient outcomes.
- Collaborate with interdisciplinary professionals to implement effective clinical prevention strategies for the population health throughout the lifespan.
- Articulate the value of nursing practice excellence, lifelong learning, and
<table>
<thead>
<tr>
<th>Essentials of Baccalaureate for Professional Nursing Education (2008)</th>
<th>Student Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.</td>
<td>professional engagement to foster professionalism.</td>
</tr>
<tr>
<td></td>
<td>Advocate for global care and social justice among all populations.</td>
</tr>
</tbody>
</table>
| **Essential IX: Baccalaureate Generalist Nursing Practice** -  
The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients. | Employ lifelong learning for decision making to support excellence in nursing practice. |
MSN Nursing Concepts
The following MSN nursing concepts are integrated into the Conceptual Framework. The following concepts are defined as:

**Caring:** The 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.

**Diversity:** In the profession of nursing, diversity helps to ensure that 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 Division of Nursing works to provide diverse academic and clinical opportunities. These opportunities help to develop a culturally aware student who develops into a culturally competent nurse upon graduation.

**MSN Healthcare:** 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. The delivery of healthcare includes an interconnection and collaboration of care between other healthcare disciplines to gain additional team perspective to improve the health outcome of patents. The team includes, but is not limited to, technicians, pharmacists, social workers, physicians, occupational therapists, and physical therapists.

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

**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).

**Leadership in Evidence Based Practice:** Integration of advanced problem-solving approaches within the context of leading to support stratagical systematic organizational changes in complex rural health care environments (Stetler, Richie, Rycroft-Malone & Charnes, 2014).

**Advanced Nursing Practice (APRN):** “APRNs treat and diagnose illnesses, advise the public on health issues, manage chronic disease, and engage in continuous education to remain ahead of any technological, methodological, or other developments in the field. APRNs hold at least a Master’s degree, in addition to the initial nursing education and licensing required for all Registered Nurses” (ANA, 2017).

**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, age, or geographic location (AACN, 2008).

**Safety:** A core value in healthcare 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).

**Roles:** The nursing faculty support and promote the roles of practice and the competencies expected of a graduate of the graduate degree program. Graduate nursing education prepares the nurse to function as an Advanced Practice Registered Nursing (APRN) within their scope and standards of practice. As an APRN, the graduate is able to practice advanced nursing in both structured and unstructured settings while providing care to individuals, families, groups, communities, and/or populations.

In keeping with the College mission statement, nursing education is viewed as a foundation for students pursuing self-actualization, professional excellence, and lifelong learning. Nursing faculty members 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 mutual enrichment is experienced. Teaching and learning principles are integrated in nursing education. The student and faculty member work together to assist the student in self-reflection, fostering professionalism, valuing integrity, seeking and validating evidence and achieving the course and program outcomes. It is expected that the student be an active participant in the learning process. Ultimately, students are responsible for their own learning.

The conceptual model for the Division of Nursing that illustrates the relationship of the College core values, the philosophy of the Division of Nursing and the MSN curriculum is below as Figure 2.

Figure 2. Division of Nursing MSN Conceptual Model
MSN Student Learning Outcomes

The nursing student program outcomes are founded on the Essentials of Master’s Education in Nursing (2011), the College core values, the nursing metaparadigm, and the MSN conceptual framework.

The master’s graduate is expected to:

1. Synthesize theory and research from nursing and related disciplines addressing the needs of individuals, groups, families, communities, and diverse populations across the lifespan. (Essential IV)
2. Translate current evidence into practice by synthesizing knowledge from organizational and system leadership that benefits patients, families, communities, and populations. (Essential I, IV)
3. Model professional behavior when collaborating inter-professionally to improve patient, families, communities, and diverse population healthcare outcomes. (Essentials VII)
4. Demonstrate proficiency when safely delivering evidenced-based care and improving nursing practice for advanced nursing practice roles. (Essentials III, IX)
5. Lead innovative evidence-based nursing practice changes that reflect best practices and organizational change. (Essentials I, II)
6. Advocate for policies and social justice that lead to improvement in health outcomes for the patients, families, communities, and diverse populations. (Essentials VI)
7. Integrate healthcare technologies and informatics in practice to support the delivery of quality patient care. (Essentials V)
8. Demonstrate competency with health promotion and clinical prevention improving diverse population health for patients, families, and communities. (Essentials VIII)
**Essentials of Masters Education In Nursing**

**Essentials of Masters Education for Professional Nursing Practice Relationship to Student Program Outcomes**

The relationship of Organization Core Values to Student Program Outcomes and Essentials of Master’s Education in Nursing (2011)

<table>
<thead>
<tr>
<th>Essentials of Master’s Education in Nursing (2011)</th>
<th>Student Program Outcomes</th>
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<tbody>
<tr>
<td><strong>Essential I: Background for Practice from Sciences and Humanities</strong> - Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.</td>
<td>Translate current evidence into practice by synthesizing knowledge from organizational and system leadership that benefits patients, families, communities, and populations. Lead innovative evidence-based nursing practice changes that reflect best practices and organizational change.</td>
</tr>
<tr>
<td><strong>Essential II: Organizational and Systems Leadership</strong> - Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.</td>
<td>Lead innovative evidence-based nursing practice changes that reflect best practices and organizational change.</td>
</tr>
<tr>
<td><strong>Essential III: Quality Improvement and Safety</strong> - Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.</td>
<td>Demonstrate proficiency when safely delivering evidenced-based care and improving nursing practice for advanced nursing practice roles.</td>
</tr>
<tr>
<td><strong>Essential IV: Translating and Integrating Scholarship into Practice</strong> - Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.</td>
<td>Synthesize theory and research from nursing and related disciplines addressing the needs of individuals, groups, families, communities, and diverse populations across the lifespan. Translate current evidence into practice by synthesizing knowledge from organizational and system leadership that benefits patients, families, communities, and populations.</td>
</tr>
<tr>
<td><strong>Essential V: Informatics and Healthcare Technologies</strong> - Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.</td>
<td>Integrate healthcare technologies and informatics in practice to support the delivery of quality patient care.</td>
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<tr>
<td>Essentials of Master’s Education in Nursing (2011)</td>
<td>Student Program Outcomes</td>
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<tr>
<td><strong>Essential VI: Health Policy and Advocacy</strong> - Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.</td>
<td>Advocate for policies and social justice that lead to improvement in health outcomes for the patients, families, communities, and diverse populations.</td>
</tr>
<tr>
<td><strong>Essential VII: Inter-professional Collaboration for Improving Patient and Population Health Outcomes</strong> - Recognizes that the master's-prepared nurse, as a member and leader of inter-professional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.</td>
<td>Model professional behavior when collaborating inter-professionally to improve patient, families, communities, and diverse population healthcare outcomes.</td>
</tr>
<tr>
<td><strong>Essential VIII: Clinical Prevention and Population Health for Improving Health</strong> - Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.</td>
<td>Demonstrate competency with health promotion and clinical prevention improving diverse population health for patients, families, and communities.</td>
</tr>
<tr>
<td><strong>Essential IX: Master's-Level Nursing Practice</strong> - Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.</td>
<td>Demonstrate proficiency when safely delivering evidenced-based care and improving nursing practice for advanced nursing practice roles.</td>
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The relationship between the MSN Essentials (AACN, 2008) and the Nursing Program/Student Outcomes

<table>
<thead>
<tr>
<th>Student Program Outcomes</th>
<th>Nursing Metaparadigm Concepts</th>
<th>Core Values</th>
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<tbody>
<tr>
<td>Synthesize theory and research from nursing and related disciplines addressing the needs</td>
<td>Health Environment Nursing</td>
<td>Education of Distinction</td>
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<td>of individuals, groups, families, communities, and diverse populations across the</td>
<td>(Essential IV)</td>
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<td>lifespan. (Essential IV)</td>
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<tr>
<td>Translate current evidence into practice by synthesizing knowledge from organizational</td>
<td>Environment Humanity</td>
<td>Education with Distinction</td>
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<td>and system leadership that benefits patients, families, communities, and populations.</td>
<td>(Essential I, IV)</td>
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<tr>
<td>Model professional behavior when collaborating inter-professionally to improve patient,</td>
<td>Humanity Health</td>
<td>Whole Person Education and Learning Communities</td>
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<td>families, communities, and diverse population healthcare outcomes. (Essentials VII)</td>
<td>(Essentials VII)</td>
<td></td>
</tr>
<tr>
<td>Demonstrate proficiency when safely delivering evidence-based care and improving nursing</td>
<td>Environment Health Nursing</td>
<td>Education with Distinction</td>
</tr>
<tr>
<td>practice for advanced nursing practice roles. (Essentials III, IX)</td>
<td>(Essentials III, IX)</td>
<td></td>
</tr>
<tr>
<td>Lead innovative evidence-based nursing practice changes that reflect best practices and</td>
<td>Health Nursing</td>
<td>Education with Distinction</td>
</tr>
<tr>
<td>organizational change. (Essentials I, II)</td>
<td>(Essentials I, II)</td>
<td></td>
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<tr>
<td>Advocate for policies and social justice that lead to improvement in health outcomes for</td>
<td>Humanity Health</td>
<td>Catholic Tradition and Learning Community</td>
</tr>
<tr>
<td>the patients, families, communities, and diverse populations. (Essentials VI)</td>
<td>(Essentials VI)</td>
<td></td>
</tr>
<tr>
<td>Integrate healthcare technologies and informatics in practice to support the delivery of</td>
<td>Environment Nursing</td>
<td>Education of Distinction and Learning Community</td>
</tr>
<tr>
<td>quality patient care. (Essentials V)</td>
<td></td>
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<tr>
<td>Demonstrate competency with health promotion and clinical prevention improving diverse</td>
<td>Health Nursing</td>
<td>Education of Distinction and Whole Person Education</td>
</tr>
<tr>
<td>population health for patients, families, and communities. (Essentials VIII)</td>
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Nurse Practitioner Criteria

Criteria for Evaluation of Nurse Practitioner Programs (NTF)

NT Criteria provides a framework for the review of all nurse practitioner educational programs. Nurse practitioner (NP) programs shall be at the graduate level. The program must be accredited by a nationally recognized nursing accrediting body. The criteria will focus on faculty, curriculum, evaluation, students, organization and administration, and clinical resources/experiences for all NP educational programs.

The NTF criteria can be accessed at https://www.aanpcert.org/resource/documents/evalcriteria2012.pdf

Criterion 1: organization and administration

I-A. The director/Coordinator of the NP program is certified as a nurse practitioner and has the responsibility of overall leadership for NP program.

I-B. The lead NP faculty member is nationally certified in the same population-focused area of practice and provides direct oversight for the nurse practitioner educational component or track. I-C. Institutional support ensures that NP faculty teaching in clinical courses maintains currency in clinical practice.

Criterion II: Students

II-A. Any admission criteria specific to the NP program/track reflect ongoing involvement by NP faculty.

II-B. Any progression and graduation criteria specific to the NP program/track reflect ongoing involvement by NP faculty.

Criterion III: Curriculum

III-A. NP faculty members provide ongoing input into the development, evaluation, and revision of the NP curriculum

III-B. The curriculum is congruent with national standards for graduate level and advanced practice registered nursing (APRN) education and is consistent with nationally recognized core role and population-focused NP competencies.

III-C. (1) The NP educational program must prepare the graduate to be eligible to sit for a national NP certification that corresponds with the role and population focus of the NP program

(2) The official transcript must state the NP role and population focus of educational preparation.

IIIID. The curriculum plan evidences appropriate course sequencing.

III-E. The NP program/track has a minimum of 500 supervised clinical hours overall. Clinical hours must be distributed in a way that represents the population needs served by the graduate. III-F. Post-master’s students must successfully complete graduate didactic and clinical requirements of a master’s NP program through a formal graduate-level certificate or master’s level NP program in the desired area of practice. Post-master’s students are expected to master the same outcome criteria as master’s NP students. Post-master’s students who are not already NPs are required to complete a minimum of 500 supervised clinical hours.

Criterion IV: Resources, Facilities, and Services

IV-A. Institutional resources, facilities, and services support the development, management, and evaluation of the NP program/track.

IVA. (1) Faculty resources support the teaching of the didactic components of the NP program/track.

IVA. (2) Facilities and physical resources support the implementation of the NP program/track.

IV-B. Clinical resources support NP educational experiences

IV-B. (1) A sufficient number of faculty is available to ensure quality clinical experiences for NP students. NP faculty have ultimate responsibility for the supervision and evaluation of NP students and for oversight of the clinical learning environment. The faculty/student ratio is sufficient to ensure adequate supervision and evaluation.

IV-B. (2) Clinical settings used are diverse and sufficient in number to ensure that the student will meet core curriculum guidelines and program/track goals.

IV-B. (3) NP faculty may share the clinical teaching of students with qualified preceptors.

IV-B. (3)(a) A preceptor must have authorization by the appropriate state licensing entity to practice in his/her population-focused and/or specialty area. IV-B. (3)(b) A preceptor must have
educational preparation appropriate to
his/her area(s) of supervisory responsibility and at least one year of clinical experience.

**IV-B. (3)(c)** Preceptors are oriented to program/track requirements and expectations for
oversight and evaluation of NP students.

**Criterion V:** Faculty and Faculty Organization

**V-A.** NP programs/tracks have a sufficient mix of full-time and part-time faculty to adequately support the
professional role development and clinical management courses for NP practice.

- **V-A. (1)** Faculty has preparation and current expertise appropriate to area(s) of teaching responsibility.
- **V-A. (2)** NP program faculty who teach the clinical components of the program/track maintain current
licensure and certification
- **V-A. (3)** NP program faculty demonstrates competence in clinical practice and teaching through a planned,
ongoing faculty development program designed to meet the needs of new and continuing faculty.

**V-B.** Non-NP faculty has expertise in the area in which they are teaching.

**Criterion IV:** Evaluation There is an evaluation plan for the NP program/track.

**VI-A. (1)** Evaluate courses annually

- **VI-A. (2)** Evaluate NP program faculty competence annually.
- **VI-A. (3)** Evaluate student progress through didactic and clinical components of NP program/track each
semester/quarter.
- **VI-A. (4)** Evaluate students cumulatively based on clinical observation of student
performance by NP faculty and the clinical preceptor’s assessment.
- **VI-A. (5)** Evaluate clinical sites annually.
- **VI-A. (6)** Evaluate preceptors annually.

**VI. -B** Formal NP curriculum evaluation should occur every 5 years or sooner

**VI. -C** There is an evaluation plan to measure outcomes of graduates at 1 year and some systematic
ongoing interval.
National League for Nursing Competencies

National League for Nursing (NLN) Competencies for Nursing Education
The NLN developed competencies to address both the specialized role of the nurse educator and competencies for graduates of all types of nursing programs. These competencies promote excellence in the advanced specialty role of the academic nurse educator. They establish nursing education as a specialty area of practice and create a means for faculty to more fully demonstrate the richness and complexity of the faculty role. NLN Competencies for Nursing Education are located at http://www.nln.org/professional-development-programs/competencies-for-nursing-education

NLN Core Competencies
Note: The task statements that accompany each competency can be found in The Scope of Practice for Academic Nurse Educators (2012).

Competency I: Facilitate Learning
Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

Competency II: Facilitate Learner Development and Socialization
Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.

Competency III: Use Assessment and Evaluation Strategies
Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.

Competency IV: Participate in Curriculum Design and Evaluation of Program Outcomes
Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.

Competency V: Function as a Change Agent and Leader
Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice.

Competency VI: Pursue Continuous Quality Improvements in the Nurse Educator Role
Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.

Competency VII: Engage in Scholarship
Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity.

Competency VIII: Function Within the Educational Environment
Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social, and economic forces impact their role.
QSEN Competencies

Quality and Safety Education for Nurses (QSEN) Competencies

Quality and Safety Education for Nurses (QSEN) Competencies provide a framework for preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work. The six (6) QSEN Competencies define quality and safety for nursing and proposed targets for the knowledge, skills, and attitudes to be developed in nursing pre-licensure programs for each competency.

The QSEN Competencies can be located at http://qsen.org/competencies/pre-licensure-ksas/#patient-center care

**Patient-Centered Care** - Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.

**Teamwork & Collaboration** - Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

**Evidence Based Practice (EBP)** - Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

**Quality Improvement (QI)** - Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

**Safety** - Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

**Informatics** - Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.
American Nurses Association (ANA) Code of Ethics

The ANA Code of Ethics for Nurses was developed as a guide for carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession.

"The ANA Code of Ethics is the foundation to nursing theory, practice, and praxis in its expression of the values, virtues, and obligations that shape, guide, and inform nursing as a profession, and it serves the following purposes:

- It is a succinct statement of the ethical values, obligations, duties, and professional ideals of nurses individually and collectively
- It is the profession’s non-negotiable ethical standards
- It is an expression of nursing’s own understanding of its commitment to society. (John Hopkins, 2018)"

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<tr>
<th>Provision 1</th>
<th>The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.</th>
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<tr>
<td>Provision 2</td>
<td>The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.</td>
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<tr>
<td>Provision 3</td>
<td>The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.</td>
</tr>
<tr>
<td>Provision 4</td>
<td>The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.</td>
</tr>
<tr>
<td>Provision 5</td>
<td>The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.</td>
</tr>
<tr>
<td>Provision 6</td>
<td>The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.</td>
</tr>
<tr>
<td>Provision 7</td>
<td>The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.</td>
</tr>
<tr>
<td>Provision 8</td>
<td>The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.</td>
</tr>
<tr>
<td>Provision 9</td>
<td>The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.</td>
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</tbody>
</table>

Division of Nursing Policies

Academic Integrity

The Presentation College Division of Nursing shall adhere to the academic integrity policies and procedures found in the current Presentation College Catalog and is outlined below.

Academic Integrity Committee is a standing Faculty Assembly Committee. Membership of the committee includes a representative from each academic department and a representative from Student Government Association. Each faculty committee member is elected for a two-year term. The Academic Integrity Committee will help educate faculty and students concerning academic integrity, advise faculty members concerning academic integrity policies and procedures, and adjudicate allegations of academic integrity.

1. The Academic Integrity Committee will meet regularly to review cases of alleged student academic misconduct. If needed, the Committee will conduct an investigation of the complaint, including but not limited to interviewing the person bringing the complaint forward and the student accused. The Committee will determine whether adequate evidence is available to warrant student sanctions and determine the level of sanction deemed appropriate for the level of student academic misconduct.

   a. For minimal offenses the Academic Integrity Committee, at the request of the faculty member, can provide a written statement to the student explaining the offense and the sanctions assigned.
      i. For a first-time offense, the individual faculty member can adjudicate the student violation themselves, but a report must be submitted to the Academic Integrity Committee. The reporting process provides evidence if multiple infraction occur and allows review of disciplinary action taken.
   b. For substantial violations the Academic Integrity Committee must hold a Disciplinary Conference with the student accused, explaining the offense and the sanctions assigned.
      i. For substantial violations the Academic Integrity Committee can levy a sanction as severe as course failure without involving the Vice President for Academics.
      ii. For substantial violations that the Academic Integrity Committee believes warrants expulsion from an academic program, the Committee will recommend such sanctions to the Dean of the appropriate Department.
      iii. For substantial violations that the Academic Integrity Committee believes warrants expulsion from Presentation College, the Committee will recommend such sanctions to the Vice President for Academics.

Academic Forgiveness

The Academic Forgiveness option is available to degree-seeking students re-entering Presentation College. This policy offers currently enrolled students a one-time, one-year window of opportunity to petition for Academic Forgiveness, allowing students who earlier had experienced academic difficulty to improve their academic standing and GPA. To be eligible for Academic Forgiveness students must:

1. Have been absent from Presentation College for a minimum of three years; and
2. Be currently enrolled at Presentation College; and
3. Have completed a minimum of 12 credits with at least a 2.50 cumulative GPA in residence since re-admittance to Presentation College; and
4. Not have completed a degree at Presentation College; and
5. Not have previously been awarded Academic Forgiveness at Presentation College; and
6. Have submitted the request for Academic Forgiveness within one year of re-admittance.

Students may be allowed to petition for Academic Forgiveness for one or two semesters' coursework completed at Presentation College prior to their absence by written request to the Vice President for Academics. All coursework will continue to be recorded on the students' official academic record and the semester(s) forgiven will be noted on the academic transcript. All college credit earned during the semester(s) forgiven will be eliminated from the computation of the student GPA and cannot be used to satisfy any graduation requirements.

The granting of Academic Forgiveness does not supersede institutional financial aid policies governing Satisfactory Academic Progress. Students should be aware that this policy might not be honored at other institutions of higher learning.
Academic Performance

For information on minimum GPA program requirements, academic forgiveness, academic standing review, academic suspension, academic probation, and academic withdrawal, please see the current Presentation College Catalog.

Admission and Progression

The Presentation College Division of Nursing shall adhere to Admission and Progression policies as set forth in the current Presentation College Catalog.

Students newly admitted and re-entering Presentation College should carefully read the Presentation College Catalog. Special attention should be directed to the Academic Policies section. The Nursing Admission and Progression Committee is available for questions. Please email Nursing.Progression@presentation.edu

The Division of Nursing reserves the right to refuse admission to any student who does not meet the established criteria for program admission. Additionally, the Division of Nursing reserves the right to revoke the admission of any applicants or suspend any students who have falsified or withheld the required admission information.

Academic Standing

Undergraduate Students. Presentation College monitors all undergraduate students' academic progress after fall and spring terms to determine academic standing. Students who are placed on an Academic Improvement Plan may also have their academic standings reviewed after completion of summer terms.

Good Academic Standing. An undergraduate student is in good academic standing if the cumulative GPA is 2.00 or above; select majors may require higher standards.

Academic Warning. When an undergraduate student's semester GPA falls below 2.00 but cumulative GPA remains above 2.00, the student is placed on academic warning. Advisors and students create strategies to remedy the situation. Academic warning will be noted on the transcript.

Academic Probation. The purpose of academic probation is to warn students of their scholastic standing. Notification of probationary status will be made in writing to students from the Registrar's Office and a copy of the notice will be sent to the appropriate Dean and advisor. Academic probation will be noted on the transcript. An undergraduate student who earns below a 2.00 cumulative GPA during any semester is placed on academic probation. Academic probation consists of the following restrictions for the welfare and guidance of the student:

1. The student will be placed on an Academic Recovery Plan which may include the following:
   1. Enrollment in and successful completion of GE021 Success Academy Lab II
      1. A maximum enrollment in 14 credits, including GE021 Success Academy Lab II, allowed during the next term of enrollment
      2. A minimum of three (3) appointments with the academic advisor

Academic Suspension. Based on credits attempted at Presentation College, an undergraduate student will be subject to dismissal from the College if:

1. The student receives three Fs in one semester or four Fs in the last two semesters attended (including summer); or
2. The cumulative GPA falls below 2.00 for two consecutive semesters; or
3. The semester GPA falls below 0.75; or
4. The student is admitted to Presentation College on a probationary basis and fails to earn a term GPA of 2.00 in the admitting semester.
A student may request appeal of a suspension within the timeframe designated in the suspension letter. If appeal of the suspension is not granted, the student may seek readmission to the College as an unclassified student after one semester of suspension. Academic suspension will be noted on the transcript.

If a student chooses to seek readmission to Presentation College as a classified student after one semester of suspension, the student is required to undergo review by the Admissions Appeal Committee, on which the Vice President for Academics (or designee) participates.

The Committee will review the status of the prospective probationary student, requiring a written appeal which will include two letters of recommendation and completion of a short questionnaire. Conditions for readmission will include entrance on probationary status, along with the required participation in an academic improvement plan that may include additional methods of remediation, mandatory counseling, mandatory appointments with the academic advisor, and/or specific class or clinical attendance requirements, and enrollment in the appropriate one-credit Success Academy Lab course. Violations of the academic improvement plan may result in dismissal from Presentation College.

Advising

Each student is assigned an academic advisor. 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 office hours will be posted in designated Moodle program classrooms. Faculty also have email as well as the ability to meet using Skype for Business. Please contact your advisor with the conditions listed below:

1. Prior to registration for each semester.
2. At least once during each semester.
3. Upon receiving a “C-” or less at midterm in any 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.

Allergies

The student is responsible for notifying faculty and/or clinical staff of any allergy. Special care should be taken by students with a latex allergy. As many health care products are latex based, the student should be aware of agency policy and procedures.

Alumni

Once you complete graduation, you become an alumnus of Presentation College as well as the Division of Nursing. Graduates are urged to keep in contact and visit the campus and the Division of Nursing whenever possible. Please notify the Registrar’s Office with any name of addresses change.

Appeal/Grievance Process

Students who wish to appeal or grieve academic or non-academic actions or decisions are to follow the Student Appeal/Grievance Process policies set forth in the current Presentation College Catalog.
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 a student's 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 the 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 a student to pursue an appeal of a final grade, the student 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 student alleges 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 a student appeals a final grade, the student will provide the faculty member with a copy of all petitions.

**Informal Phase:**

When a student believes that he/she has a grievance or complaint related to his/her enrollment and successful progress at the College, within 10 business days of the action for which the grievance is being filed, the student must approach the instructor/staff/administrator directly and attempt to reach an understanding at that level. In those rare instances where a student believes that a direct approach might prejudice his/her standing, the student may bring the problem directly to the attention of the instructor/staff person's supervisor or Dean. 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:

1. The student should provide written notification of the complaint to the appropriate Dean and/or area supervisor within two weeks after the completion of the Informal Phase.
2. The Dean/Supervisor may discuss the matter with the student and any involved faculty/staff separately or together.
   a. If the situation warrants, the Dean/Supervisor may solicit the views and opinions of other faculty members, staff, and/or students on the matter at issue and may use any division appeal or grievance mechanism that has been established.
   b. 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:

1. The student may, in writing, request a conference with the appropriate College administrator (Vice President for Academics, Vice President for Finance, Vice President for Student Affairs, or Executive Director for Mission).
2. 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.
   a. 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.
3. At the meeting with the administrator, each person concerned should review all letters and memos.
   New evidence relevant to the case may be brought forth at this time.
4. 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 the student 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:

**Undergraduate Student Process**

1. They may apply in writing, for a hearing before the Committee on Student Grievances (CSG), whose composition of five members is as follows:
   a. Academic Grievance
      i. 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.
      ii. 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.
      iii. The Vice President for Academics shall appoint an academic Dean, who is not from the department of the grieved faculty, to serve as the CSG Chairperson of the committee chosen to hear the grievance.
   b. Non-Academic Grievance
      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.
      i. The Vice President for Student Affairs shall appoint two College staff members, who are not from the department of the grieved staff person, to serve as College staff representatives.
      ii. The Vice President for Student Affairs 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.

2. 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.
3. During the hearing, all individuals directly involved in the grievance must be present.
   a. All letters, memos, documents, and other tangible evidence introduced in previous hearings must be available to all parties at the hearing.
   b. 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.
   c. There must be a tape recording of this hearing.
4. 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.

**Graduate Student Process**

1. They may apply, in writing, for a hearing before the Graduate Council on Student Grievances (GCSG), whose composition of three members is as follows:
   a. Academic Grievance
      i. The Presentation College Graduate Council Chair shall appoint two graduate faculty members, who are not from the division of the grieved faculty, to serve as faculty representatives.
      ii. The Vice President for Academics shall appoint an academic Dean, who is not from the department of the grieved faculty, to serve as the GCSG Chairperson of the committee chosen to hear the grievance.
   b. Non-Academic Grievance
      The Vice President for Student Affairs shall appoint two College staff members, who are not from the department of the grieved staff person, to serve as College staff representatives.
      i. The Vice President for Student Affairs shall appoint an Area Staff Supervisor, who is not from the department of the grieved staff person, to serve as the GCSG Chairperson of the committee chosen to hear the grievance.

2. The three 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.
3. During the hearing, all individuals directly involved in the grievance must be present.
   a. All letters, memos, documents, and other tangible evidence introduced in previous hearings must be available to all parties at the hearing.
   b. 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.
   c. There must be a tape recording of this hearing.
4. 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/GCSG and may:
1. Affirm the decision of the CSG/GCSG;
2. Remand to the CSG/GCSG with specific instructions for further findings or conclusions;
3. Conduct such further investigation or hearing as the President deems necessary; or
4. Reverse or modify the recommended disposition of the CSG/GSCG.

a. 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/GSCG.

b. If the President disagrees with the findings or conclusions of the CSG/GSCG, 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.

**Attendance**

**Classroom**

For classroom or online course attendance, the Presentation College Division of Nursing shall adhere to the policies and procedures found in the current Presentation College Catalog. It is our expectation the student will present and active for all scheduled class days. In addition, 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. For more information, see the attendance policy as set forth in the Student Financial Aid section of the Presentation College Catalog.

Pre-arranged absences for personal, college, or Nursing Division functions should be discussed with nursing faculty well in advance of the absence. A statement from the student’s attending physician will be required for absence due to illness, and an obituary for proof of death in the family. Make-up for absence in the clinical area may be arranged at the discretion of the nursing faculty with make-up costs to be incurred by the student. 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.

**Online**

Online students will be considered in attendance when posting to the online discussion board and/or scheduled activity for the course week. Students must be aware that the Financial Aid Office requires faculty to record attendance, and a student’s financial aid could be at risk if s/he does not attend class. (See attendance policy as set forth in the Student Financial Aid section of the Presentation College Catalog). Unless there are extenuating circumstances approved by the course instructor, absences for an entire week of class will NOT be considered excused absences. An excused absence is considered one for which the student has discussed the absence with the professor (in advance) and is of an emergency nature. Students with accumulating absences will be considered individually by the nursing faculty and may be subject to the Last Date of Attendance policy leading to possible administrative withdrawal (See Last Date of Attendance policy as set forth in the Academic Policies section of the Presentation College Catalog).

The attendance policy as stated above in the college catalog is expectation on all theory courses. Faculty and administration will honor officially approved absences where individuals or groups are absent as part of a College-sponsored activity or in the interest of the College. The director of the activity and the students will be responsible for notifying the appropriate faculty and staff prior to the absence. Officially approved absences may include tours, athletic competitions, field trips, and professional conferences.

*For MSN students, please refer to the MSN Student Clinical Guidelines for clinical attendance policies.
Clinical

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

- 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 clinical.

**Tardiness and Unpreparedness.** Tardiness, defined as more than one (1) minute late for the set clinical start time. Students tardy or unprepared will receive a zero for the day. See clinical/lab grade for ramifications.

**Patterns of Absence and/or Tardiness.** Absenteeism and tardiness will be reviewed each semester by the nursing faculty.

**Laboratory**

Orientation to Clinical and Skills Demonstrations

Clinical days that are spent in the Nursing Fundamental Lab or Simulation Center 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. See Appendix L for record of Nursing skills checkoff lists.
- 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 or course.
- This will result in failure or withdrawal from the clinical.
- The cost for make-up orientation and skills demonstrations will be incurred by the student.

BSN courses that have a laboratory (rather than clinical) component and MSN courses that have residencies are subject to the above Clinical Attendance and grading 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.

**Avera Simulation Center**

Please see the Simulation Center Policy Manual.

**Calendar**

Please refer to the current *Presentation College Catalog* for the current College calendar.

**Children, Family, or Friends in the Classroom**

Please respect the learning environment of your peers by not bringing children, family, or friends to the classroom or clinical setting. Failure to comply will result in a zero for that day.

**Classroom Etiquette**

The classroom is a learning centered environment requiring interaction and free exchange of ideas between the instructor and the learner. Disruptive behavior hinders student learning. Students are expected to maintain proper decorum in the classroom. Students must adhere to the rules established by the Division of Nursing. Failure to comply may result in dismissal from the class and/or the College. Faculty are authorized to manage the learning environment. Students are expected to take responsibility for their education. It is expect that student will come to *every* class prepared. The learning is dependent on a willingness to prepare, listen, and to adhere to deadlines.

To facilitate learning in the classroom student may be asked to leave the class for any of the following:

- Arriving to class late
- Arriving to class unprepared
- Engaging in private conversations (noise is distractive to both the instructor and student)
- Texting or talking on a cell phone
- Inappropriately dominating class time or interrupting the instructor (it is professional to discuss issues in private, following class)
- Disrupting the instructor by opening challenging their knowledge or authority (professionally discuss issue in private, following class)
- Disrupting or disrespecting other students
- Bringing children, family, or friends to class without instructor permission
- Using language other than the English language in the classroom

**Commencement and Professional Recognition and Pinning Ceremony**

Attendance of Commencement and Pinning is strongly encouraged. The Commencement date will be listed in the current *Academic Calendar*, and the Professional Recognition and Pinning Ceremony shall be held the Friday evening prior to Commencement. December and August graduates shall have the opportunity to attend the Professional Recognition and Pinning Ceremony in May.

**Communities of Interest**

The communities of interest identified are the students, alumni, nursing faculty, clinical partners, Board of Trustees, College faculty and staff, Nursing Advisory Board members, and potential employers for both BSN and MSN graduates. In most cases, the clinical partners are the potential employers of the graduates.
Communication

Chain of Command. All students are expected to follow appropriate chain of command within the Nursing Division. See Appendix A. When a student has an issue or concern, it should first be addressed with the individual instructor involved. If the issue or concern is not directly related to a course, it should first be addressed with the student’s advisor. If the issue is not resolved with the instructor/advisor, it may be referred to the program director. If the issue is not resolved with the program director, the director will refer the issue to the Dean of Nursing. Nursing students are expected to follow these channels of communication prior to beginning the grievance procedure, if needed. Please reference the Presentation College Catalog for further information regarding academic policies.

Correspondence. Division of Nursing faculty and staff shall strive to return all phone messages or written correspondence within 48 business hours. Business hours are defined as Monday through Friday from 8am to 5pm CST, on days when Presentation College is open and classes are in session. Closure dates can be found on the current Academic Calendar. If within 48 business hours you have not received a response to your message, please reach out again to ensure your message was received.

Netiquette. "Netiquette" is civil and respectful behavior in electronic communication, including but not limited to: discussion forums, chat services, email, phone calls, voicemail, text messaging, videoconferences, and social media. Such behavior is essential to the integrity of the academic environment and the free exchange of ideas.

In order to keep your communication academically professional and appropriate you should avoid:

- Personal attacks. The subject under discussion is always the content of the idea and not the characteristics of the person expressing that idea.
- USING ALL CAPITAL LETTERS IN A SENTENCE, which implies you are yelling at the reader.
- Using many exclamation points or question marks to end your sentence, as this also implies you are yelling at, or are very upset with, the reader!!!?????
- Writing offensive or sarcastic messages.
- Numerous emails, messages, or phone calls on the same subject, or to multiple recipients, within the 48 business hour period.

In order to keep your communication professional, remember the following principles:

- Always respect the opinions of others and keep your opinions positive. A robust discussion will have disagreements, even strong disagreements, but should not degenerate into personal attack.
- Always avoid offensive, rude, and sarcastic messages. If you receive a message of this nature, do not respond in the same tone. If this type of communication continues from one individual, inform your faculty member.
- Never send a message when you are angry or upset. Leave it in draft form, walk away, and review it later after you have calmed down (Utica College, 2018).

The Presentation College Division of Nursing is committed to maintaining an open and free learning environment. Violations of this policy may result in disciplinary action, including or up to reporting to the Academic Integrity committee, or in extreme or repeated cases, dismissal from the program and/or College.

Confidentiality

Confidential care and treatment is the right of all patients in all agencies used for 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 their family members, without the consent of the patient. Even the presence of a patient in an institution or their ability to pay their bill is considered to be confidential information.

Other information obtained as part of any student experience is also confidential. Confidential information includes information concerning: 1) a patient or client; 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) a student's or anyone else's computer password; 8) other students and instructors; 9) clinical staff; 10) clinical agencies; 11) any other persons who make use of clinical facilities and services; or 12) other sensitive learning experiences.
Students shall not, at any time during or after student experiences, disclose or discuss confidential patient information or any part of the experience which is of a confidential nature to anyone who does not need the information to perform their duties. Students agree not to seek or obtain information regarding confidential matters which are not necessary to fulfill their responsibilities as a student. Classroom discussion is to be kept in confidence and is only to be discussed in the formal learning environment.

In addition, please refer to the Social Media Policy within this handbook.

Disclosure of confidential information may cause irreparable injury to an individual, Presentation College, and/or the clinical agencies, and may result in a civil lawsuit. If in any situation a student is uncertain or unclear of their responsibilities in protecting confidential information, the student will seek the guidance of Presentation College instructors or appropriate supervising personnel. Violation of this confidentiality policy will result in immediate dismissal from the Nursing Program and/or Presentation College. Any breach of confidentiality shall result in disciplinary action up to or including dismissal from the Nursing Program and Presentation College.

Contact Information

It is extremely important for students to keep Presentation College updated on any changes of address, phone number, or legal name changes. Changes or updates to your contact information must be made through the Registrar’s Office online form. Changes to legal name also require supporting legal documentation, which should be sent directly to the Registrar’s office.

Students are able to use their presentation.edu email addresses for six months following graduation and should continue to check their Presentation College email address for communications from the school.

Courses at Other Colleges

Under normal circumstances, students may not enroll in courses at other institutions. The expectation is that nursing students will take all courses at Presentation College. A student wishing to take a course from other institutions due to extreme circumstances must follow the “Consortium Credit” policy in the Presentation College Catalog to determine in advance if such credits can be transferred to meet college requirements. If permission in advance is not obtained, courses taken at other institutions may not be transferrable.

Dismissal

For the College policy, please refer to the current Presentation College Catalog.

In addition, the Division 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, violations of academic integrity, and violations of professional ethics, including but not limited to: stealing, violating confidentiality, causing intentional harm to another person, failure of a criminal background screening, and/or failure or refusal of drug/substance abuse testing.

Entrance Testing for BSN Students

Please refer to the current Presentation College Catalog for the current nursing entrance testing policy.

Ethics and Professionalism

For the College policy, please see the “Code of Student Conduct” section in the Presentation College Student Handbook.

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). All nursing students at Presentation College are expected to adhere to the principles of the American Nurses Association Code with Interpretive Statements (the "Code"). The Code 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. The faculty and administration of the Division 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.
**Employment Assistance**
Please refer to the current [Presentation College Catalog](#) for available employment assistance to students.

**Extra Credit**
Extra credit assignments will not be given for any course. No nursing exam or assignment can be repeated for an improvement in course grade.

**Faculty and Staff Contact Information**
Presentation College and the Division of Nursing do not disclose faculty and staff's personal addresses or phone numbers. Your instructor may choose to give you their telephone number, for use during reasonable hours of the day or evening. All faculty and staff have email and Skype for Business ®. Every effort should be made to handle problems or concerns during normal working hours (M-F, 8:00 AM to 5:00 PM CS).

**Fees and Charges**
In addition to the regular college costs applicable to all college students such as tuition, nursing students can anticipate extra costs for uniforms, equipment, laboratory fees, additional testing fees, proctoring fees, skill checkoff fees, health and background fees, travel to clinical areas, food, and lodging. To the extent possible, these are included in specific course fees. Refer to the [College Catalog](#) for a listing of all course fees.

Students will be issued electronic copies of course syllabi and the nursing student handbook. All additional copying of publications, care plan forms, assessment guides, and weekly evaluation forms are the responsibility of the student.

**Food and Drink**
Food and drink are not allowed in the Fundamentals Lab or Simulation Center.

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

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

Final course and clinical 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.

**Assignment Due Dates (Undergraduate)**
All course assignments must be submitted to Moodle (no email submission will be accepted). In weeks where there is a College sanctioned break, all assignments and testing dates will be dependent on the day of the break and accounted for in the course syllabi schedule. The due date will precede the break. Faculty will make every effort not to have assignments due during the break. All late assignments will be subject to the Late Assignment policy.

**Discussions:**
• When submitting discussions to Moodle, the initial assignment must be submitted on Wednesday by 2355.
• All posts must be completed on Sunday by 2355.

Assignments:
• All assignments are due on Sunday by 2355

Testing:
• Please refer to the syllabus course schedule for testing due dates and times.

Theory and Clinical Grade
A cumulative theory grade of 77.00% is necessary in order to remain in good standing in all nursing courses. Each undergraduate theory course is comprised of 1000 points. Breakdown of points consists of 800 points in critical thinking application (exams or assessment of knowledge) 200 points in synthesis of nursing knowledge. A 77% is required to successfully complete the nursing theory course.

The clinical grading evaluation tool is located in each course, and will be used to grade student performance. Each student is responsible for arranging a conference with the instructor at midterm and 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. The final conference must be completed within two weeks of the end of the rotation or will result in a grade of "F" or prohibition of the student from attending further clinical experiences until the conference is completed. Successful completion is based on achievement of 77 points or higher and all categories must be rated at a 3 or higher in the final evaluation on the clinical evaluation tool.

Student must demonstrate satisfactory clinical performance which is equivalent to 77 points or higher and all categories must be rated at a 3 or higher in the final evaluation on the clinical evaluation tool. See individual nursing course for the clinical evaluation tool and grading specifics.

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 (Appendix K) and make arrangements to discuss deficient areas with the faculty.

Clinical Final Grading
Corresponding theory 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 Division of Nursing.

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 but not limited to:

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;

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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.

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 (Boyd, 2012).

Inclement Weather

In the event of severe weather, faculty and/or clinical instructors will refer to the weather driving policy in the Presentation College Employee Handbook. Faculty and/or clinical instructors will then notify students via PC email. Each inclement weather situation will be handled on a case-by-case bases. All missed clinical hours must be made up. It is the student’s responsibility to ensure that all clinical hours are completed. It is the faculty decision, in consultation with the Program Director, as to what measures will constitute clinical makeup hours. In cases where clinical spots are not available for clinical makeup, students will be required to complete activities equal to the number of clinical hours missed.

Infections 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.

Information Technology

All degree-seeking students are required to have a laptop. All laptops must meet the required specifications of the college and all students that take an online course must have an external webcam. All laptops must be registered online with the Presentation College Help Desk. ONLY PC Virtual students have the option of a laptop OR a desktop.

Students are highly encouraged to purchase their own laptop that meets the requirements below. Students may also order a laptop through Presentation College by deducting the purchase price from their financial aid account (if receiving a sufficient refund). If ordering a laptop through Presentation College the "Laptop Order Form" located at https://help.presentation.edu must be completed and returned at least three weeks BEFORE the first day of classes.

Laptop Specifications

All laptops must meet the specifications required by the PC Information Technology Office. See http://www.presentation.edu/student-life/information-technology/ for details.
Note about Mac computers. If a student has a Mac laptop or will be purchasing one please be aware that not all software programs at Presentation College may be compatible. The current workaround for incompatible programs on a Mac is to run a Windows virtual machine. Please be aware that it is the student’s responsibility to have and if necessary purchase a VALID copy of the Windows operating system for their Mac if required for classes. A copy of Microsoft Windows costs approximately $100-$200. Contact the Help Desk for additional details.

Additional Software. Presentation College will be offering Microsoft Office 2016 as a download for students at no additional cost through Microsoft Office 365. It is highly recommended that students install Microsoft Office 2016 to ensure compatibility with faculty, staff and other student documents. Additional information and instructions on installing Microsoft Office 2016 can be found online on the Help Desk website located at: https://help.presentation.edu/portal.

Lab Supplies
Students may check out certain supplies via the Fundamentals Lab coordinator for the BSN and MSN program. 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.

Late Work-Undergraduate
Completing coursework on time is highly encouraged. Submitting work late can impede your success in the course. However, Presentation College recognizes that life and emergencies do happen. Therefore, we offer this late assignment policy. If Moodle is “turned off” for any reason, other than institutional error and the student is unable to submit an assignment, the assignment will be considered late and follow the late policy.

NOTE: This policy does not refer to discussions. The discussion/participation grading rubric conveys penalty points related to failing to meet the requirements.

Students are expected to submit assignments during the week they are due by the designated due date. Assignments submitted after the due date will acquire a penalty as follows:

Late assignment penalty = 10% deduction per day (of total possible assignment points) up to 3 days. After 3 days of being late, a zero will be entered in the gradebook for the assignment. If the assignment is late:
- Day 1 is 10%
- Day 2 is 20%
- Day 3 is 30%
- After day 4 is zero

In the case of an emergency situation that prevents on-time submission of an assignment, students may contact their professor to request a waiver of the late submission penalty. The professor will review the student’s basis for the request and consult with the Program Director to make a decision based on the merits of the student’s request. Students should continue to attend class, actively participate, and submit other assignments while the request is pending. Emergency situations may include, but are not limited to the following:

- Hospitalization,
- Military service obligation,
- Serious illness,
- Natural disaster, and
- Death or serious injury/illness of an immediate family member.

All non-emergent situations will follow the late assignment policy explained above. Non-emergent situations may include, but are not limited to the following:

- Work and/or family obligations,
- Computer or internet problems,
• Vacations, and
• Other personal reasons that may conflict with the student’s ability to submit assignments by the due date.

Note: Students are responsible for having a working computer and reliable internet access including a back-up plan if their main computer or internet should fail.

Incompletes. An "incomplete" will be given in any nursing course only under extenuating circumstances. The student who is unable to complete course/clinical 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.

Leave of Absence

Students who wish to leave Presentation College for one semester may apply for a leave of absence. Students on an approved leave of absence who return within the timeframe indicated on the leave of absence form do not need to seek formal readmission. Application for a leave of absence must be made and approved no later than the end of the semester preceding the leave. Students granted such a leave should consult with the Registrar and Financial Aid offices regarding how a leave of absence may affect their enrollment status and financial aid. Students may request a leave of absence one time. Exceptions for leaves of absence due to emergency medical or military conditions will be made upon submission of supporting documentation. The Request for Leave of Absence form may be found on the Registrar’s web page or by contacting the Registrar’s Office.

Medical Supplies and Equipment

Students will be provided with disposable supply kits needed for each clinical or lab experience and the charges are included in the student fees. Replacement supplies will be at the expense of the student. Students are expected to purchase, at student’s expense, supplies required for use in clinical nursing courses including, but not limited to, a stethoscope, blood pressure cuff, dressing scissors, pen light, and other supplies as may be required for specific clinical courses.

Non-Discrimination and Harassment Policy

Please see the Presentation College Student Handbook.

Online Course Requests

BSN Students “in-seat, on-campus” requesting to take “online” nursing courses:

Presentation College on-campus, traditional-BSN students requesting to take “online” nursing courses will need to meet with his/her faculty adviser to determine that they meet the following criteria to register for “online” nursing courses. If the student meets the following criteria, the students may register to take “online” courses, if there is space available in the courses. For example, if there are no longer seats available for clinical rotations, the on-campus students will not be able to register for the theory or clinical courses. Students will be responsible for any additional, “online” fees; and/or travel expenses incurred by taking “online” courses and/or clinical rotations.

Criteria to be met:

1. Student must be enrolled in the BSN nursing program and meet all admissions criteria.
2. Student must demonstrate ability to be successful in prior, online classes (final grade of B- or higher).
3. Student must have a cumulative, grade-point average (GPA) of 3.2 or higher, and maintain the cumulative GPA at 3.2 or higher in order to continue taking “online” nursing courses.
4. Student will need to take “in-seat” nursing courses if the cumulative GPA drops below 3.2.
5. Students may not take “online” theory courses, with “in-seat” clinical groups. They are either all “online”, or all “in-seat.” The students are not allowed to split the two.

Orientation

All Nursing students are required to participate in and successfully complete orientation prior to beginning nursing courses.
Payment and Refunds

Students will not be reimbursed for any services rendered during their assigned courses or clinical including but not limited to: deposits, tuition, fees, challenge exams in lieu of courses, transcription of credit, testing, proctoring, travel, or any other expense. Requests for refunds for withdrawal from courses will otherwise be given according to the standard college refund policy found in the current Presentation College Catalog.

Photography and Videotaping Consent

Nursing students consent to being photographed, filmed, or videotaped during courses or other school events for promotional (publicizing Presentation College and it’s programs) or non-profit (educational, public service, or health awareness purposes) uses. Students will not be compensated for such media. This may include, but is not limited to, participation in interviews, the use of quotes, photographs, or video recordings. Students grant Presentation College the right to edit, alter, copy, exhibit, publish, or distribute said products for promotional or non-profit purposes, including use in print, digital publications, on the internet, and all other forms of media. Student also consent to the release of their coursework for accreditation visits. Students’ names will be removed from course work that is presented to accrediting teams.

Students who do not wish to have the above information available for release must sign a waiver in the Registrar’s Office and notify the Division of Nursing in writing.

Plans of Study/Degree Audit and Degree Completion

Each student is responsible for the completion of degree requirements and should track their own progress. 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 their assigned advisor. Please see the Bachelor’s of Science, Nursing course degree requirement and graduation requirements found in the current Presentation College Catalog.

Professional Development

Students are encouraged and at times required 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.

Professional Dress Standard for Non-Clinical Community Events

Presentation College takes great pride in our students and their professionalism. Presentation College Nursing Students are expected to wear professional dress when representing the college. Events such as Nurses Day at the Legislature, Nursing Convention, Research Days, Community Health Clinical and preclinical assignment collection are places professional dress is expected. Professional dress acceptable for these events include the Presentation College Nursing Division black polo, Presentation College Lab Coat (Aberdeen and Fairmont students), a collared shirt and/or sweater, khaki or dress pants, and knee length or longer dress/skirt. Jewelry is acceptable for non-clinical related events. Acceptable jewelry includes up to three rings. Acceptable rings include wedding sets and band rings. Other acceptable jewelry includes stud earrings and necklaces. T-shirts, low cut blouses, yoga pants, flip-flops, open toed shoes, jeans, shorts, spaghetti straps, or any offensive design or language on a shirt/sweater/jewelry is not acceptable. Students who arrive to Presentation College events in inappropriate attire will be sent home without credit for the event.

Professional Writing Style

The Division 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. An APA manual is on reserve in the library for your reference as well as a required
textbook with every nursing course.

Division of Nursing Writing Rubric:

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**Pregnancy**

Students must have the approval of their primary health care provider to remain in clinical courses during pregnancy or immediately following childbirth. A written statement to that effect must be submitted to the Division of Nursing. Students are responsible for obtaining and delivering this statement. A copy of the statement must be provided to the student’s instructors to ensure the student is not assigned to situations potentially hazardous to the pregnancy or their health, and to the administrative office at Nursing.Division@presentation.edu.

**Resources**

All students have access to resources such as the campus library, information technology, tutoring, and the Saint Stop.

- **Career and Learning Center & Disability Services.** The Career and Learning Center is a place to study, find a tutor, get assistance with a writing assignment, or meet with a study group. The CLC offers career services including career/major exploration, resume development, mock interviews, and job search assistance.

- **Library.** The Library is a quiet place to study and do research. The Library offers article databases, EBooks, Guides, DVDs, and other student resources to help you reach your academic goals.

- **Computer Technology.** Computer labs are located in Main 213, the Career Learning Center, and the Library. All Presentation College campus buildings have wireless access points that allow students to access their email, Moodle and the Internet. The wireless network is intended for individual student use ONLY. Using the connection to create any type of server (game, web, FTP or other) is strictly prohibited and may result in the loss of your connection.

  Pay-for-print network printers are located in the Career Learning Center and the Library. The PC Help Desk in Main 218 is equipped to set up students’ laptops with the wireless network and install network printers.

**Secretarial Services**

The Division of Nursing does not provide students access to secretarial services such as 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 extreme emergencies.

**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.

**Skill Completion Record**

**BSN**

This record is kept by the BSN student and must be brought to the Fundamentals Lab 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 Fundamentals Lab and clinical areas. If the student does not bring the skill completion record to the Fundamentals Lab and/or
clinical site, it will be reflected in the clinical evaluation as the student being unprepared.

All required Fundamentals Lab 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.

**MSN**

Skill completion for the MSN program will be maintained by the student and the MSN faculty. All records will be housed in the Typhon database.

**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. Information concerning the clients, patients, clinical staff, clinical agencies, learning experiences, and students is to be kept in confidence and is only to be discussed in 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.

Promptly report any identified breach of confidentiality or privacy.

In addition, please refer to the Confidentiality Policy within this handbook.

**State Board of Nursing Regulations for Licensure**

The Presentation College Division of Nursing shall adhere to the State Board of Nursing Regulations for Licensure found in the current Presentation College Catalog.

**Student Affairs**

Nursing students have access to all services provided by Student Affairs such as academic support, counseling services, religious services, disability services, and more. For more information, please see the current Presentation College Student Handbook.

**Student Governance**

Student representation at meetings and input is encouraged. The students have input through the monthly Division of Nursing meetings, course evaluations, and BSN and MSN surveys. Students are surveyed frequently to obtain both formative and summative data. Graduates and employers are surveyed within twelve (12) months after graduation.

**Study Requirements**

Study time and class preparation should average 3-4 hours per 1 hour of nursing coursework per week. For example, if you are enrolled in a 3 credit Nursing course, you should expect to spend 3 hours in class and an additional 9-12 hours studying.
outside of class each week. Each student is responsible for managing his/her own learning. If enrolled in greater than 12 semester credits, students are warned to limit the amount of time spent working their job to around 10-15 hours per week. Any more than that will adversely affect study time and overall success in the program. The student can expect to perform 45 hours of clinical per 1 clinical credit.

Technology

Cell phone, tablet, and personal computer use is prohibited during clinical hours. Exceptions may be made at the discretion of the instructor on a case-by-case basis. Use of electronics can result in a zero on the clinical evaluation tool.

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 distance sites from their residence. Students are responsible for transportation costs. Students may car pool and share the cost of transportation. In some courses students need individual transportation.

Tutoring

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

NetTutor is an online tutoring service provided by the college for all subjects. It can be accessed within your Moodle courses.

If the student desires additional assistance, the student may seek assistance through the Career Learning Center (605-229-8580) which offers services such as study groups, guided study groups, paper proofing, and individual tutoring. Please see the Presentation College Student Handbook for more information regarding these services.

BSN Clinical Agency and Lab Policies

All clinical experiences are arranged by Presentation College. Students are not permitted to contact clinical agencies or potential clinical agencies on behalf of Presentation College in an attempt to arrange their own clinical experiences. If this occurs, disciplinary action, up to or including dismissal from the program and/or college, may occur. If a student has knowledge of a potential clinical site, the student may pass that information on the Clinical Coordinator staff at Presentation College who will contact the agency if appropriate.

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 and/or support staff. The instructors/staff are responsible for their assignments and supervision of learning. They are to work cooperatively with personnel in the agencies and course lead. The Division of Nursing and/or the clinical agencies retain the right to require removal or deny access of any student to any facility in the event their professional or social conduct is disruptive, disreputable, destructive, or may damage Presentation College or the clinical agencies reputation or standing in the community.

Presentation College Division 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. Healthcare agencies cooperate with the Division 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 Division’s main office. Course-specific clinical policies will be found in your course Moodle page.

**Attendance**
Students are expected to come to clinical on-time and prepared. Students who present to clinical tardy or unprepared will receive a zero for the day. See previous details on clinical tardies and absences.

**Clinical Agency Requirements**
In the event a clinical agency’s requirements are more restrictive than a Presentation College policy, the clinical agency’s policy shall supersede.

**Clinical Incidents**
Unusual incidents which occur in a lab or clinical setting will be appropriately reported in writing by the nursing student to the instructor/preceptor. Any accident/incident which may involve legal liability on the part of themselves or the instructor must be reported. Examples of such incidents include but are not limited to: 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 clinical.

**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 Dean of the incident. College required forms will be completed and sent to student services for injuries involving the student.
5. The student is financially responsible for any cost of their health care related to an incident.

**Criminal Background Screening(s)**
All nursing students seeking an educational experience at Presentation College must complete a required federal/national background screen prior to entering the first nursing course and annually thereafter. Students who live in the state of Minnesota or who enter any facility located in the state of Minnesota for any purpose associated with their coursework through Presentation College must also, pursuant to Minnesota statute, submit a Minnesota State Department of Human Services background screening including fingerprinting. The student is responsible for pre-payment of any background screen and any other fees associated with it. See documents in the appendices for instructions on completing the required criminal background screening(s).

Any felony conviction shall be considered grounds for dismissal from the nursing program. Misdemeanor charges may disqualify the student from participating in a clinical experience through Presentation College and the decisions will be made by the Dean of Nursing and Vice President of Academics on a case-by-case basis. Misdemeanor convictions that may result in dismissal from the nursing program include, but are not limited to, theft, federal or state health program violations, abuse, assault, battery, domestic violence, sexual offenses, drug/alcohol/substance abuse charges, disorderly conduct, and disrespect to an officer or other authority figure. In the event of a conviction entered against the student since the date of student’s most recent background check, student is required to report any such conviction to the Dean of Nursing. Failure to report a conviction may result in dismissal from the program.

**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 Dean.
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.

Drug and Alcohol Testing
Screening for alcohol or drugs by urinalysis, mouth swab, or other physical means may be required. In some instances, students may be notified in advance when testing is required. Nursing students may also be chosen randomly for testing at any time. Travel may be required to reach the drug testing site. Costs associated with drug testing, travel, or any other such fees are the responsibility of the student. Refusal to participate in such testing or the failure/positive reading of such testing shall result in disciplinary action up to or including dismissal from the Nursing Program and Presentation College. In some cases, individual clinical agencies may require additional drug testing. Nursing students at those facilities must consent to additional screenings to meet the facility’s requirements. Any additional testing is at the student's expense.

Fundamentals Lab
At the Aberdeen campus the Fundamentals Lab is in the southeast building and is available by appointment Monday through Friday, contact the lab coordinator 605-229-8472. At the Fairmont campus the lab is located on the second floor. 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 lab 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 Fundamentals Lab 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 Fundamentals 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 Fundamentals Lab 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" (receive a zero on clinical evaluation tool).

Fundamentals Lab Preparedness
A student who comes unprepared or without their supply kit for a Fundamental Lab check-off must schedule an individual check-off session with the lab coordinator and will be charged for make-up clinical. The second time the student comes
unprepared for any check-off (new or repeat) this student cannot go to clinical and will receive zero on the clinical evaluation tool for that week. A student who comes a third time unprepared for any check-off will receive a failing grade in the course.

Health, Background Screening(s), Certification, and Documentation Requirements

Students admitted to any nursing program at Presentation College and wishing to enroll in any nursing course must comply with certain health, immunization, and certification requirements before enrollment in the course is authorized. These requirements are outlined in detail below and must be valid concurrently with the entire academic semester.

Documentation must be submitted by the first of the month prior to each semester. The deadline for the Fall (August-December) semester is August 1st. The deadline for the Spring (January-May) semester is December 1st, and the deadline for the Summer (May-August) sessions is April 1st. Final registration for nursing courses will not be authorized until requirements are met and approval is given by the Division of Nursing. Any non-compliant student will be dropped from their courses and/or clinical on the previously stated deadlines without further warning and a registration hold will be placed on their account. This may cause loss of placement in nursing courses for that semester which may delay graduation.

Procedure.
The student will pay, at their own expense, the appropriate annual document tracking fee and submit to Viewpoint Screening Documentation Tracking the following prior to the above stated deadlines each semester. Each of these requirements must be valid concurrently with the entire academic semester, from the first to last day of class, and mid-semester renewal is NOT permitted:

1. One physical exam when entering the program which is valid for the duration of time the student is enrolled in the program. It is recommended that a physical be performed annually, however proof of only the initial exam is required. Exceptions include: 1) change in health status such as injury or birth of a child; and 2) stepping out or withdrawal from the program for greater than one semester. Any change in health status must be reported to the Program Director.
2. Evidence of appropriate current immunization for tetanus. Each student must receive a TDAP immunization one time, and then a TD immunization every 10 years.
3. Evidence of appropriate Polio immunizations. Each student must receive 3 IPV immunizations, 4 OPV immunizations, a combination of 4 IPV and OPV immunizations, or supply an immune titer.
4. Evidence of appropriate Measles Mumps and Rubella immunizations. Each student must receive 2 MMR immunizations or supply an immune titer.
5. Evidence of appropriate Hepatitis B immunizations. Each student must receive 3 Hepatitis B immunizations or supply an immune titer.
6. Evidence of appropriate immunizations for Varicella. Each student must receive 2 Varicella immunizations, supply an immune titer, or supply a written and signed account from their medical provider documenting a verified case of chicken pox.
7. Evidence of annual Influenza immunization by October 31st of each academic year. If medically unable to receive this immunization, student must provide a medical waiver signed by their medical provider. We must disclose to our clinical agencies that you have not received the influenza immunization and they reserve the right to require you to wear a face mask for the entirety of your clinical experience.
8. Evidence of an initial 2-step mantoux skin test and an annual 1-step mantoux skin test each year thereafter within 12 months or prior to the academic semester in which it will expire, whichever comes first. A 2-step consists of an injection with a reading done 48-72 hours after placement, and a second injection 1-3 weeks (7-21 days) after the first injection with a reading done 48-72 hours after placement. If more than 12 months elapse after the 2-step or previous annual 1-step, the 2-step must be repeated. Tuberculosis blood labs and/or chest X-rays will be accepted in place of the initial 2-step or in place of the annual 1-step. If there is history of a positive skin test, documentation of therapy and treatment for tuberculosis as well as a written clearance for the student to perform direct contact medical services from a healthcare provider must be provided. In addition, a negative blood test and/or chest X-ray must be provided.
9. Evidence of valid American Heart Association CPR certification for the Health Care Provider or Red Cross CPR certification for the Health Care Provider. Certification is valid for 24 months but must be valid concurrently with the entire academic semester, from the first to last day of class, and mid-semester renewal is not permitted.
10. Evidence of a current personal health insurance policy.
11. An annual Viewpoint National/Federal Background Screen is required for all nursing students. Background screen results are valid for 12 months only and must be valid concurrently with the entire academic semester, from the first to last day of class. Mid-semester renewal is not permitted. These costs are the student's responsibility.
Please see the appendices for more information and submission instructions.

Identification
A Presentation College Nursing Clinical photo ID is to be worn at all times. Students will obtain a clinical ID during their first nursing course by completing a form (Appendix I). Replacement badges cost $10.

Liability Insurance
All nursing students enrolled in a nursing course are required to have professional malpractice and liability insurance. This is provided by Presentation College. For more information, please see the Presentation College Student Handbook.

Uniform and Appearance Guidelines
A student’s uniform identifies one as a Presentation College Nursing Student. Any uniform violation will result in dismissal from the clinical site, which is considered an unexcused absence and must be made up at the student’s expense.

- The uniform shall only be worn in the clinical setting.
- No tobacco use is permitted when in uniform or at the clinical setting.
- Chewing gum is not allowed in the clinical setting.
- Hair should be neat and clean. Only natural looking hair colors are acceptable. Hair of any length must be worn pulled back 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 wrinkle-free.
- If you desire to wear an undershirt beneath your scrub top, it must be solid white, black, or gray only.
- Shoes must be mostly white, mostly black, or mostly gray professional shoes with low heels in good repair, clean and polished. No clogs, open toes, platform soles, boots, or canvas sneakers are allowed. Due to safety issues, open toe shoes and shoes without a secure back or strap are unacceptable in any clinical area.
- Shoes worn for clinical must not be used outside of clinical.
- Hosiery and/or socks are required and must be white, neutral, or match the color of the uniform.
- Clean and proper hygiene is expected.
- 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. All nail polish is prohibited. 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 stud-style earrings per ear are acceptable. No hoop or dangling 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 discrete and respectful.
- Some tattoos may be required to be covered by clothing or a bandage.
- A Presentation College Nursing Clinical photo ID is to be worn at all times.
- If out of uniform while preparing for clinical assignments, conservative, professional clothes as described below must be worn with your clinical photo ID.

Scrub. Students are expected to purchase two sets of scrubs. Scrub tops, which are embroidered with the Presentation College Nursing logo, must be purchased though the Saint Stop online at http://saintstop.presentation.edu/ or on-campus as stock allowed. Scrub pants are also available through the Saint Stop (as stock allows), and only the following item numbers are acceptable.
- Cherokee scrub pants in hunter green: 2085, 4043, 4000, 24001
- Cherokee tall scrub pants in hunter green: 4100T, 4243T
- Cherokee maternity pants in hunter green: 4208

**Polos.** Each student is expected to purchase a black polo shirt. The polo, which is embroidered with the Presentation College Nursing logo, must be purchased though the Saint Stop online at [http://saintstop.presentation.edu/](http://saintstop.presentation.edu/). This will be worn for Community Health, conferences, and any other community events you participate in as a Presentation College Nursing student outside of the clinical setting.

**Acknowledgment of Professional Development and Alternative Learning**

**Licensed Practical Nurses**

The Division Nursing recognizes the important contributions and accomplishments of the licensed practical nurse (LPN) student 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. LPN students may elect to complete computer-based National League for Nursing (NLN) Challenge Exams for certain courses. These exams must be completed in-person at an approved testing center. NLN exams will not be given on days when school is not in session and/or when campus is closed, per the current Academic Calendar. These Challenge Exams must be complete prior to beginning nursing courses. The NLN testing deadlines for all exams and retakes are August 1st for a fall semester nursing start, December 1st for a spring semester nursing start, and April 1st for a summer semester nursing start. LPN students shall be withdrawn from their nursing courses and/or clinical without further notice on the deadlines listed above if they have not completed NLN testing or returned an NLN Waiver form to forfeit their right to take any further NLN exams. For a list of available NLN Challenge Exams and passing scores, please refer to the current Presentation College Catalog. Please see appendix F for more information.

**Registered Nurses**

The Division Nursing recognizes the important contributions and accomplishments of registered nurse (RN) 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 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).
BSN Testing Policies

Testing

When administering examinations and quizzes given in class:

- All personal items (backpack, purse, coat, etc.) must be left at the front of the room in a location specified by the instructor.
- Students are required to give their cell phones, smart watches, computer (if not used to take the exam) and any other electronic items to the instructor who will store them in a visible location, at the front of the room, until the end of the class. This will be confirmed by the instructor before the exam will be given to students.
- Faculty will assign seating for each exam/quiz.
- Any additional paper to be used for the exam, if allowed by the instructor, will be provided by the instructor and must be returned to the instructor with the completed exam.
- If a calculator is required for the exam, students must use a calculator provided by the instructor. There are basic calculators available at both the Fairmont and Aberdeen locations.

Proctored Exams

Students at distance education sites who are unable to take examinations under the supervision of the course’s instructor must arrange to have examinations continually monitored by an approved proctor at their own expense. Acceptable proctors include the preferred at-home online proctoring service ProctorU or pre-approved testing centers only. The student must fill out and sign the Proctor Agreement form (Appendix E) indicating whether they choose to use Proctor U or an approved testing center. NOTE: All Standardized testing (HESI) must be taken through ProctorU or Presentation College staff/faculty. If an approved testing center is chosen, their staff must also fill out and sign the Proctor Agreement form. A list of approved testing centers is available in Moodle. All Proctor Agreement Forms must be approved by the Division of Nursing Administrative office 72 business hours prior to the examination. It is the student’s responsibility to submit, and ensure receipt of, the Proctor Agreement to the Division of Nursing Administrative office. Students are not permitted to change proctors during the semester or term.

An external gooseneck webcam is a requirement for all online proctored exams. A camera, as part of the laptop is not acceptable.

Proctored exams will not be given on days when school is not in session and/or when campus is closed, per the current Academic Calendar.

The student is responsible for notifying the course professor and the proctoring service if unable to take a scheduled exam. Testing center proctors are responsible for reporting violations of academic integrity to the course professor. Presentation College reserves the right to investigate any incidents that occur during proctored exams or suspected relationship between the student and proctor, and refer such incidents to the Academic Integrity Committee.

Violations of Online Testing. A violation during online testing may result in a zero for the assignment or exam. Any violation with a high-level academic integrity indicator will result in a zero for the assignment or exam.

Below are examples of high-level academic integrity indicators:

- Utilizing unpermitted resources during the exam (this is varied as well, can be the use of a cellphone/another device, Google, paper, calculator, etc.)
- Looking off-screen during the exam (either not in the direction of their permitted resources or if they were not allowed resources at all)
- Someone in the room with the test taker (providing help or possibly seeing exam content)
- Copying/pasting exam material
- Speaking exam content aloud and not complying when asked to stop
- Not in camera angle and not complying when asked
- Multiple disconnection, but exam was completed
- Failed authentication, no ID
Students with two or more medium- or low-level academic integrity indicators will receive a zero for that assignment or exam. Below are examples of medium and low-level academic integrity indicators:

- Dropped connection, test taker never reconnects
- Dropped connection but student did reconnect
- Log out without notification of proctor
- Failed authentication, only one ID
- Failed authentication, exam not opened
- Log out not verified, (out of Moodle)
- Unpermitted break
- Failed authentication of key stroke

**Exam and Assignment Reviews**

No copying of exams or assignments is allowed. Exam reviews are considered a learning experience and are at the discretion of the faculty/instructor. The student has 5 business days from the date the exam grade or assignment grade is posted to request a review or discuss a question. No further reviewing will be allowed after the 5th business day. During such reviews, students cannot view the actual test, but may discuss concepts from the exam with the faculty. The student can expect to complete quizzes and/or case study formatted assessments, along with a mid-term, final and HESI exam for every nursing course (exception nursing research and introduction to professional nursing).

**Final Exams**

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 Division 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 (obituary required);
- health reasons, including severe illness, hospitalization, or surgery (doctor’s note required).

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 Dean of Nursing with the concurrence of the respective course faculty.

**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 under course schedule for specific tests.

Standardized exams provide formative and summative evaluation to assist the student nurse in evaluating his/her proficiency in subject areas and in preparing for the NCLEX-RN. The exams will also aid in determining gaps in the curriculum, comparing student achievement with like populations, and achieving consistently high NCLEX-RN pass rates. All students are required to complete assignments as outlined in the policy described below. These scores will be evaluated following three years of implementation and compared to PC nursing student aggregate data. Reevaluation will occur every two years thereafter.

Students will complete a 55-item HESI Specialty exam within select courses by week 14 (see course syllabi for designated dates). The 160-item E2 Exit exam will be administered during the start of the final semester of the nursing program see HESI EXIT Exams Process. Depending on placement in the program and course requirements, HESI exam(s) will be counted as 5-25% of the total course grade.

- Student who achieve a benchmark score of 900 (raw score) or greater on the HESI Specialty exam may use the HESI
conversion score to replace the final exam.

- Students who do not achieve a benchmark score of **900** or greater on any HESI exam are required to complete remediation that is assigned. See appendices for course specific remediation plans. All remediation is to be completed to receive score obtained on the HESI; 0 points will be awarded if remediation is not completed.

- Students must complete practice testing and assigned preparation content on their own (see appendices for required prep assignments); use of illegally obtained test content, sharing of information and working with other students is considered academic dishonesty and can lead to student dismissal from the BSN program. The PC Nursing program uses forensic data, and reserves the right to nullify scores and re-administer an exam based on the results of investigation.

- Due process is the right of all students. The process ensures that any student who believes they have been unfairly treated or that policy has been applied differently in their case than in others may appeal decisions that affect them. Grievances should first be discussed with the course instructor. If satisfaction is not reached, the student may then follow the steps listed in the Academic Grievance Policy located in the current *Presentation College Catalog*.

### HESI Specialty Exams Process

1. Student signs “Division of Nursing Student Handbook Agreement to 2019-2020 Program Policies” form located at the end of this handbook as Acknowledgement of the Presentation College Testing and Remediation Policy.

2. The HESI Specialty exam is completed by week 14, to be eligible for the HESI the following need to be completed (see course syllabi for designated dates).

   2.1. A practice exam is completed by mid-term. If student does not complete the scheduled practice exam during the designated time and complete preparation assigned in appendices, the student will be required to complete the HESI Specialty exam but will receive 0 points.

   2.2. The HESI score is calculated into a percentage to the nearest tenth, scores of 900 or higher are equivalent to a 100% (example a score of 1012 equals 100% and/or HESI score of 899 equals 89%, 562 is 56%) this percentage score will be applied to the course gradebook, the HESI Scoring Interval level is used to determine the required remediation (Figure 1).

<table>
<thead>
<tr>
<th>HESI Scoring Interval</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 1001</td>
<td>Outstanding Performance</td>
</tr>
<tr>
<td>900-1000</td>
<td>Required Performance: Institutional Benchmark Met</td>
</tr>
<tr>
<td>899/Or less</td>
<td>Institutional Benchmark Not Met remediation and EAQ's</td>
</tr>
</tbody>
</table>

2.3. The Presentation College Nursing program uses forensic data, and reserves the right to nullify scores and re-administer an exam, at student expense, based on the results of an investigation indicating that student(s) may have had prior knowledge of the exam/question content.

2.3.1. If the HESI first attempt score is less than 900, the student will remediate per designated schedule in appendices

2.3.2. Remediation requirements are dependent on the course outcomes in which the HESI specialty exam
was administered and student level status within the nursing program.

2.3.3. Students receive HESI Exam reports and suggested correlating online remediation within 12-72 hours after exam is closed. The course specific remediation plan is located in Appendix B. See above, if remediation is not completed, the exam score becomes a 0 in the theory course gradebook.

**HESI Exit Exams Process**

**BEFORE** Leadership (fall) or Nursing Seminar (Starting Spring) Course:

- **HESI Comprehensive Practice Predictor** exam must be completed prior to the start of the semester. The practice test is located in the HESI Patient Reviews with RN Case Studies and Practice Test and EAQ NCLEX RN or Canvas dependent upon program entry.

If **HESI Comprehensive Practice Predictor** exam is not completed in addition to the HESI Ticket to test see appendices, student cannot proceed to the HESI RN Exit 1st time taker exam.

**DURING** Leadership (fall) or Nursing Seminar (starting spring) Course:

All testing from this point on must be proctored by ProctorU or on-campus Nursing faculty.

The following policy describes the timeframe and expectations of nursing students while completing the HESI RN Exit Exam process.

The HESI RN Exit Exam score breakdown is listed below. A student who meets the Required Performance level (> 900) are encouraged to remediate, but are not required to take the 2nd HESI RN Exit; all students are required to complete the HESI RN CAT Exam regardless of HESI EXIT score.

- Weeks 2-4: Every student must take the HESI RN Exit 1st time taker exam. This is paid for by the College. Student will receive 100 points if they achieve a score of 900 on this exam.
- Week 8: Every student must take the HESI RN EXIT CAT exam. This is paid for by the College.
  - If a score of 900 on the HESI RN Exit 1st time taker exam is not achieved then the student must complete remediation and complete the HESI RN Exit 2nd exam. Remediation is developed between the student and instructor. (Exception if the student obtains an acceptance performance on the HESI RN CAT exam 100 points will be awarded and the student is excused from further testing).
    - Week 10: If a 900 is not achieved on the 1st HESI RN Exit exam or an acceptable was not obtained on the HESI RN CAT exam, remediation is required and student must take a HESI RN Exit 2nd time taker exam. Student will still receive 100 points if they achieve a score of 900 on this exam. If this exam is not passed with a score of 900, student must complete further remediation and testing.
    - Week 12: If 900 is not achieved on HESI RN Exit 2nd time taker exam, student must further remediate by taking the HESI RN Exit 3rd time taker exam at their own expense. Student will still receive 100 points if they achieve a score of 900 on this exam. If this exam is not passed with a score of 900, student must complete further remediation and testing.
    - Week 14: If 900 was achieved on HESI RN Exit 3rd time taker exam, Student will still receive 100 points. If this exam is not passed with a score of 900, student will enroll in the next available nursing seminar course and receives a score of 0/100 points. The student will not be released for boards until successful completion of the Nursing Seminar courses. The Nursing Seminar courses may only be repeated one time. See nursing sequential process regarding two nursing failures.

Week 12-15: Student will complete the KAPLAN Review as a nursing program graduation requirement. This is paid for by the College. Faculty will notify other instructors about this in advance as to not conflict with other exams/events.
Medication Calculation Competency Testing

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

Grading:

b. The student must achieve 100% in order to satisfactorily complete the quiz.

c. Points for the first attempt will be recorded for calculation into the final course grade.

d. 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.

e. If the student requires more than 3 attempts, the course grade will be reduced by 1% for each additional attempt beyond the first 3.

f. A 24-hour time period may be required between attempts.

g. All math quizzes must be satisfactorily completed at 100% by the deadline listed in course syllabi in order to pass the course. Medication administration will not occur until the math exam has been completed at 100%. This will result in zero’s on the clinical evaluation tool.

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

Remediation Exam Policy

In accordance with the Division of Nursing 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.

NCLEX-RN Pearson Vue

Students successfully completing the NCLEX-RN examination on their first attempt, within 90 days of graduation, will be reimbursed the $200 fee for the Pearson Vue registration. Students not successful on their initial attempt, or those not testing within 90 days of graduation, are ineligible to receive this reimbursement. Students are encouraged to complete the NCLEX-RN as soon as possible, following graduation.
BSN Student Organization, Committees, and Awards

Division of Nursing Committee
The Division of Nursing Committee is a committee of the whole division 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. Students are non-voting members.

Learning Resource Committee
This committee meets once per semester. The membership shall include at least one baccalaureate degree student from both Aberdeen and Fairmont campuses. The committee 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, and consider use of the lab and any proposed changes. Students are non-voting members.

Outstanding Nursing Student Awards
The Nursing Division annually recognizes those students who consistently demonstrate excellence in the following areas: Community/Volunteer Work (within college, division, 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 final Presentation College Nursing Student Association meeting and/or the Professional Recognition and Pinning Ceremony.

Presentation College Nursing Student Association (PCNSA)
Please see description in the current Presentation College Catalog.

Sigma Theta Tau International – Rho Xi Chapter
Please see description in the current Presentation College Catalog.
ACKNOWLEDGMENT OF PROFESSIONAL DEVELOPMENT
AND ALTERNATIVE LEARNING
Licensed Practical Nurses

The Division Nursing recognizes the important contributions and accomplishments of the licensed practical nurse (LPN) student 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. LPN students may elect to complete computer-based National League for Nursing (NLN) Challenge Exams for certain courses. These exams must be completed in-person at an approved testing center. NLN exams will not be given on days when school is not in session and/or when campus is closed, per the current Academic Calendar. These Challenge Exams must be complete prior to beginning nursing courses. The NLN testing deadlines for all exams and retakes are August 1st for a fall semester nursing start, December 1st for a Spring semester nursing start, and April 1st for a Summer semester nursing start. LPN students shall be withdrawn from their nursing courses and/or clinical without further notice on the deadlines listed above if they have not completed NLN testing or returned an NLN Waiver form to forfeit their right to take any further NLN exams. For a list of available NLN Challenge Exams and passing scores, please refer to the current Presentation College Catalog. Please see appendix F for more information.

Registered Nurses
The Division Nursing recognizes the important contributions and accomplishments of registered nurse (RN) 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:
   - Professional certification by a nationally recognized certification program:
   - Professional certification or recognition used in organizing the education of others; and/or
   - 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).
Masters of Science in Nursing (MSN) Program Specific Policy

Auditing
A graduate nursing course may be audited if space is available in the class. Course prerequisites are the same for audit as for credit. Persons who audit a class will not receive college credit [nor may they take credit examinations for the course audited]. Audited courses are not considered in establishing student enrollment status for financial aid purposes. Veterans and dependents may not receive educational benefits for audited courses. Graduate nursing courses may not be audited when a student anticipates registering for the course credit at a later time.

Clinical Fees
Any clinical requirements such as orientation or a urine drug screen that are agency-specific will be paid for by individual students.

Clinical Hours
Students will complete 60 clinical hours for each credit hour for the clinical course. For example, for a three credit course, students will complete 180 clinical hours total and in a two credit course, students will complete 120 clinical hours. At the midterm, students will be required to have half of all clinical hours or 90 clinical hours completed. Failure to do so will result in a minimum midterm grade of a C.

Clinical Requirements
All clinical requirements including but not limited to: CPR, immunizations, RN licensure, and Typhon membership must be completed 2 months prior to the first clinical start date.

Students must maintain an active and current, unencumbered registered nurse license in the state where they reside and in the state where he/she will complete their clinical practicum. Students will need to upload this to Typhon. Compact states are covered under South Dakota’s compact licensure requirements. Any change of address must be registered with the state nursing boards where you reside and where you hold RN licenses.

Nurse Educator students have a minimum of 120 hours of practicum experience in MSN632 Nursing Education Practicum and 30 hours in MSN533 for Direct Care clinical hours as part of their course of study.

Family Nurse Practitioner students have a minimum of 720 hours of clinical experience as part of their course of study in the following courses: MSN566 Advanced Health Promotion, MSN605 Care of Acute and Episodic Patients, MSN615 Care of Chronic & Complex Patients, and MSN625 Care of Women & Pediatric Patients.

See appendix J for Guidelines for Nurse Educator Clinical hours.

Grading Policy
In accordance with Presentation College Division of Nursing policy, students must have B or greater and have satisfactory completion of all clinical requirements in order to pass the class. If the student does not satisfactorily complete the clinical aspect, the highest possible letter grade for the course will be a C. Refer to the grading tabulation form and assignment descriptions in this syllabus for specific course requirements.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and Below</td>
</tr>
</tbody>
</table>

Final course grade percentages are not rounded up to the next whole number.
Technology Requirement
To be successful, students in the course are expected to use the following technologies and technology skills:

- Word, Access, Excel, PowerPoint, a web camera, WebAssign, Respondus, TurnItIn, Chrome, Google, and Firefox Browser, Simulation Learning Systems, WebEx, Book resources websites (Evolve, and others), adobe connect, etc.
- Skills that students are expected to use in this course include but are not limited to word-processing, web-searching, Moodle usage, speakers, microphone, etc. Students must have a device with a camera capable of videoconferencing and wireless internet access for clinical and course use.

Participation
Discussions and/or participation are an integral part of the graduate experience and attendance. As such, weekly discussions and participation are required for each course. The discussion/participation rubric is located within each classroom which outlines the requirements.
ADDENDUM

MASTER OF SCIENCE IN NURSING (MSN) GRADUATE POLICIES

See the Undergraduate Nursing Handbook for the following policies:

- Social Media, p. 20-21
- Professional Dress Standard for Non-Clinical Community Events, p. 33
- Identification Badges, p. 33
- Immunizations and CPR Requirements, p. 30-31
- APA Professional Writing Style, p. 29
- Criminal Background Screenings policy, p. 30, except replace the first sentence with the following:

All nursing students seeking an educational experience at Presentation College must complete a required federal/national background screen prior to by midterm of the first semester and updated annually thereafter until program is completed.

NEW/Updated Policies

Technology Requirements (taken and adapted from proposal syllabus)

To be successful, students in the course are expected to use the following technologies and technology skills:

- Word, Access, Excel, PowerPoint, a web camera, WebAssign, Respondus, TurnItIn, Chrome, Google, and Firefox Browser, Simulation Learning Systems, WebEx, Book resources websites (Evolve, and others), adobe connect, etc.
- Skills that students are expected to use in this course include but are not limited to word-processing, web-searching, Moodle usage, speakers, microphone, etc.
- Students must have a device with a camera capable of videoconferencing and wireless internet access for clinical and course use.

Clinical Requirements

All clinical requirements including but not limited to: CPR, immunizations, RN licensure, and Typhon membership must be completed 6 months prior to the first clinical start date.

Students must maintain an active and current, unencumbered registered nurse license in the state where they reside and in the state where he/she will complete their clinical practicum. Students will need to upload this to Typhon. Compact states are covered under South Dakota’s compact licensure requirements. Any change of address must be registered with the state nursing boards where you reside and where you hold RN licenses.

Clinical Hours

Students will complete 60 clinical hours for each credit hour for the clinical course. For example, for a three credit course, students will complete 180 clinical hours total and in a two credit course, students will complete 120 clinical hours. At the midterm, students will be required to have half of all clinical hours or 90 clinical hours completed. Failure to do so will result in a minimum midterm grade of a B-.

Clinical Fees

Any clinical requirements such as orientation or a urine drug screen that are agency-specific will be paid for by individual students.

Auditing
A graduate nursing course may be audited if space is available in the class. Course prerequisites are the same for audit as for credit. Persons who audit a class will not receive college credit [nor may they take credit examinations for the course audited]. Audited courses are not considered in establishing student enrollment status for financial aid purposes. Veterans and dependents may not receive educational benefits for audited courses. Graduate nursing courses may not be audited when a student anticipates registering for the course credit at a later time.

**Grading Policy**

In accordance with Presentation College Department of Nursing policy, students must have B or greater and have satisfactory completion of all clinical requirements in order to pass the class. If the student does not satisfactorily complete the clinical aspect, the highest possible letter grade for the course will be B-. Refer to the grading tabulation form and assignment descriptions in this syllabus for specific course requirements.

**Late Policy**

Completing coursework on time is highly encouraged. Submitting work late can impede your success in the course. However, Presentation College recognizes that life and emergencies do happen. Therefore, we offer this late assignment policy.

NOTE: This policy does not refer to discussions. The discussion/participation grading rubric conveys penalty points related to failing to meet the requirements.

Students are expected to submit assignments during the week they are due by the designated due date. Assignments submitted after the due date will acquire a penalty as follows:

Late assignment penalty = 5% deduction per day (of total possible assignment points) up to 7 days. After 7 days of being late, a zero will be entered in the gradebook for the assignment.

In the case of an **emergency situation** that prevents on-time submission of an assignment, students may contact their professor to request a **waiver** of the late submission penalty. The professor will review the student’s basis for the request and consult with the Program Director to make a decision based on the merits of the student’s request. Students should continue to attend class, actively participate, and submit other assignments while the request is pending. Emergency situations may include, but are not limited to the following:

- Hospitalization,
- Military service obligation,
- Serious illness,
- Natural disaster, and
- Death or serious injury/illness of an immediate family member.

All non-emergent situations will follow the late assignment policy explained above. Non-emergent situations may include, but are not limited to the following:

- Work and/or family obligations,
- Computer or internet problems,
- Vacations,
- Other personal reasons that may conflict with the student’s ability to submit assignments by the due date.

**Attendance Policy**

Online students will be considered in attendance when posting to the online discussion board. Students must be aware that the Financial Aid Office requires faculty to record attendance, and a student’s financial aid could be at risk if s/he does not attend class. (See attendance policy as set forth in the Student Financial Aid section of the Presentation College Catalog). Unless there are extenuating circumstances approved by the course instructor, absences for an entire week of class will NOT be considered excused absences. An excused absence is considered one for which the student has discussed the absence with the
professor (in advance) and is of an emergency nature. Students with accumulating absences will be considered individually by the nursing faculty and may be subject to the Last Date of Attendance policy leading to possible administrative withdrawal (See Last Date of Attendance policy as set forth in the Academic Policies section of the Presentation College Catalog).

The attendance policy will be included in each syllabus, and include statements regarding make-up work and the relationship of attendance to grading. Faculty and administration will honor officially approved absences where individuals or groups are absent as part of a College-sponsored activity or in the interest of the College. The director of the activity and the students will be responsible for notifying the appropriate faculty and staff prior to the absence. Officially approved absences may include tours, athletic competitions, field trips, and professional conferences.

*Please refer to the MSN Student Clinical Guidelines for clinical attendance policies.

**Participation**

Discussions and/or participation are an integral part of the graduate experience and attendance. As such, weekly discussions and participation are required for each course. The discussion/participation rubric is located within each classroom which outlines the requirements.
**MSN Certificate of Originality**

Students are required to submit the following Certificate of Originality for all MSN assignments including their electronic signature which shall be considered equivalent to their written signature:

I hereby certify that the attached assignment is my original work. As a graduate student of Presentation College, I am aware of and acknowledge my responsibilities of APA formatting and academic integrity. I attest that any section of this paper which has previously been submitted is credited and cited as such and that this assignment has not been previously submitted by another person. I have recognized all sources of information whether quoted exactly or paraphrased, all images, and all quotations with citations and reference lists. In addition to quotations and reference lists, I have used quotation marks to identify quotations with less than 40 words as well as included block indentation for quotations of 40 words or more. There is nothing in this assignment that violates trademark, copyright, or intellectual property laws. Lastly, I agree that my name typed below is intended to hold the same legitimacy as my handwritten signature.

**STUDENT SIGNATURE:** __________________________

**STUDENT PRINTED NAME:** __________________________

**DATE:** ____________

---

PC NURSING STUDENT HANDBOOK 2019-2020
References


APPENDICES
Appendix A
Division of Nursing Chain of Command

Presentation College Division of Nursing Organization Chart

The chain of command is an important concept which will be utilized in any place of employment and is stressed on the RN NCLEX. Your first point of contact is always your instructor if the issue is in a course, or your advisor if the issue is not related to a specific course. If the issue requires additional investigation or escalation, your instructor/advisor will refer the issue to the Nursing Program Coordinator. If the issue still requires additional escalation, the Program Coordinator will contact the Dean of Nursing, and so on.

Students must never skip a link in the chain of command.
**Appendix B**  
**HESI Remediation Policy**  
**NB 231 Fundamental STUDENT Preparation and Remediation**

**Preparation to be done before Course Assigned HESI**

<table>
<thead>
<tr>
<th>Complete practice Test</th>
<th>Complete the practice assessment for course found in HESI</th>
</tr>
</thead>
</table>
| To be completed prior to eligibility to take HESI | Complete the following content topics until a level 2 is obtained through adaptive quizzing and reflected in the mastery report  
Issues in Nursing  
Nursing Sciences  
Fundamental Skills |

**Remediation after HESI**

<table>
<thead>
<tr>
<th>HESI Score 900 or above</th>
<th>Review of remediation materials is encouraged to identify personal gaps, but is not Required.</th>
</tr>
</thead>
</table>
| Online remediation per score Provided in HESI Student Access | 900-850 minimum of one hour  
849-800 minimum of two hours  
750-799 minimum of three hours  
749-700 minimum of four hours  
699-below minimum of five hours |
| HESI Score 899 -below Required Additional exam assignment | Course instructor will develop and assign two specific 25 question exams to be completed for students scoring 899 and below. The quizzes must be completed at 75% or better. |
### NB313 Health Assessment STUDENT Preparation and Remediation

#### Preparation to be done before Course Assigned HESI

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete practice Test</td>
<td>Complete the practice assessment for course found in HESI</td>
</tr>
<tr>
<td>To be completed prior to eligibility to take HESI</td>
<td>Complete the following content topics until a level 2 is obtained through adaptive quizzing and reflected in the mastery report Health and Physical Assessments (content location under fundamentals)</td>
</tr>
</tbody>
</table>

#### Remediation after HESI

<table>
<thead>
<tr>
<th>HESI Score 900 or above</th>
<th>Review of remediation materials is encouraged to identify personal gaps, but is not Required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online remediation per score Provided in HESI</td>
<td>900-850 minimum of one hour 849-800 minimum of two hours 750-799 minimum of three hours 749-700 minimum of four hours 699-below minimum of five hours</td>
</tr>
<tr>
<td>Student Access</td>
<td></td>
</tr>
</tbody>
</table>

| HESI Score 899 - below Required Additional exam assignment         | Course instructor will develop and assign two specific 25 question exams to be completed for students scoring 899 and below. The quizzes must be completed at 75% or better. |
NB331 Maternal Child Nursing STUDENT Preparation and Remediation

Preparation to be done before Course Assigned HESI

<table>
<thead>
<tr>
<th>Complete practice Test</th>
<th>Complete the practice assessment for course found in HESI</th>
</tr>
</thead>
</table>

To be completed prior to eligibility to take HESI

<table>
<thead>
<tr>
<th>Complete</th>
<th>Complete the following content topics until a level 2 is obtained through adaptive quizzing and reflected in the mastery report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women’s Health/Disorders and Childbearing health Promotion</td>
</tr>
<tr>
<td></td>
<td>Pregnancy, labor, childbirth, postpartum-uncomplicated &amp; at risk</td>
</tr>
<tr>
<td></td>
<td>Nursing Care of the newborn</td>
</tr>
<tr>
<td></td>
<td>Growth and Development</td>
</tr>
<tr>
<td></td>
<td>Infants</td>
</tr>
<tr>
<td></td>
<td>Toddlers</td>
</tr>
<tr>
<td></td>
<td>Preschoolers</td>
</tr>
<tr>
<td></td>
<td>School-Aged Children</td>
</tr>
<tr>
<td></td>
<td>Adolescents</td>
</tr>
</tbody>
</table>

Remediation after HESI

<table>
<thead>
<tr>
<th>HESI Score 900 or above</th>
<th>Review of remediation materials is encouraged to identify personal gaps, but is not Required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online remediation per score</td>
<td>900-850 minimum of one hour</td>
</tr>
<tr>
<td></td>
<td>849-800 minimum of two hours</td>
</tr>
<tr>
<td></td>
<td>750-799 minimum of three hours</td>
</tr>
<tr>
<td></td>
<td>749-700 minimum of four hours</td>
</tr>
<tr>
<td></td>
<td>699-below minimum of five hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HESI Score 899 - below Required Additional exam assignment</th>
<th>Course instructor will develop and assign two specific 25 question exams to be completed for students scoring 899 and below. The quizzes must be completed at 75% or better.</th>
</tr>
</thead>
</table>
**NB345 Mental Health Nursing STUDENT Preparation and Remediation**

**Preparation to be done before Course Assigned HESI**

<table>
<thead>
<tr>
<th>Complete practice Test</th>
<th>Complete the practice assessment for course found in HESI</th>
</tr>
</thead>
</table>

| To be completed prior to eligibility to take HESI | Complete the following content topics until a level 2 is obtained through adaptive quizzing and reflected in the mastery report Foundation and Modes of Care Mental Health Disorders and Addictions Treatment of Mental Health Disorders |

**Remediation after HESI**

<table>
<thead>
<tr>
<th>HESI Score 900 or above</th>
<th>Review of remediation materials is encouraged to identify personal gaps, but is not Required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online remediation per score Provided in HESI Student Access</td>
<td>900-850 minimum of one hour 849-800 minimum of two hours 750-799 minimum of three hours 749-700 minimum of four hours 699-below minimum of five hours</td>
</tr>
</tbody>
</table>

| HESI Score 899 - below Required Additional exam assignment | Course instructor will develop and assign two specific 25 question exams to be completed for students scoring 899 and below. The quizzes must be completed at 75% or better. |
**NB353 Pathophysiology/Pharmacology II STUDENT Preparation & Remediation**

**Preparation to be done before Course Assigned HESI**

<table>
<thead>
<tr>
<th>Complete practice Test</th>
<th>Complete the practice assessment for course found in HESI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To be completed prior to eligibility to take HESI</th>
<th>Complete the following content topics until a level 2 is obtained through adaptive quizzing and reflected in the mastery report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical-Surgical Drugs</td>
<td></td>
</tr>
<tr>
<td>Pediatric Drugs</td>
<td></td>
</tr>
<tr>
<td>Psychiatric/Mental Health Drugs</td>
<td></td>
</tr>
<tr>
<td>Women’s Health and Maternity Newborn Drugs</td>
<td></td>
</tr>
</tbody>
</table>

**Remediation after HESI**

<table>
<thead>
<tr>
<th>HESI Score 900 or above</th>
<th>Review of remediation materials is encouraged to identify personal gaps, but is not Required.</th>
</tr>
</thead>
</table>
| Online remediation per score Provided in HESI Student Access | 900-850 minimum of one hour  
849-800 minimum of two hours  
750-799 minimum of three hours  
749-700 minimum of four hours  
699-below minimum of five hours |
| HESI Score 899 - below Required Additional exam assignment | Course instructor will develop and assign two specific 25 question exams to be completed for students scoring 899 and below. The quizzes must be completed at 75% or better. |
**NB364 Adult Health I STUDENT Preparation & Remediation**

**Preparation to be done before Course Assigned HESI**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete practice Test</td>
<td>Complete the practice assessment for course found in HESI under the Pathophysiology section. You will assessing your patho knowledge with this exam.</td>
</tr>
</tbody>
</table>
| To be completed prior to eligibility to take HESI | Complete the following content topics until a level 2 is obtained through adaptive quizzing and reflected in the mastery report  
Gastrointestinal System  
Endocrine System  
Integumentary system  
Musculoskeletal                                                                 |

**Remediation after HESI**

<table>
<thead>
<tr>
<th>HESI Score 900 or above</th>
<th>Review of remediation materials is encouraged to identify personal gaps, but is not Required.</th>
</tr>
</thead>
</table>
| Online remediation per score Provided in HESI Student Access | 900-850 minimum of one hour  
849-800 minimum of two hours  
750-799 minimum of three hours  
749-700 minimum of four hours  
699-below minimum of five hours |

| HESI Score 899 - below Required Additional exam assignment | Course instructor will develop and assign two specific 25 question exams to be completed for students scoring 899 and below. The quizzes must be completed at 75% or better. |
### Preparation to be done before Course Assigned HESI

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete practice Test</td>
<td>Complete the practice assessment for course found in HESI Nutrition</td>
</tr>
<tr>
<td>Regardless of HESI score all students complete content review in Adaptive quizzes</td>
<td>Complete the following specialty topic until a score of 80% (intermediate) is obtained through adaptive quizzing and reflected in the mastery report. Select other. Then select Specialty Area Nutrition. Exam mode and must have a minimum of 30 questions.</td>
</tr>
</tbody>
</table>

### Remediation after HESI

<table>
<thead>
<tr>
<th>HESI Score 900 or above</th>
<th>Review of remediation materials is encouraged to identify personal gaps, but is not required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online remediation per score provided in HESI Student Access</td>
<td>900-850 minimum of one hour 849-800 minimum of two hours 750-799 minimum of three hours 749-700 minimum of four hours 699-below minimum of five hours</td>
</tr>
<tr>
<td>HESI Score 899 - below Required Additional exam assignment</td>
<td>Course instructor will develop and assign two specific 25 question exams to be completed for students scoring 899 and below. The quizzes must be completed at 75% or better.</td>
</tr>
</tbody>
</table>
## NB462 Community Health Nursing STUDENT Preparation and Remediation

### Preparation to be done before Course Assigned HESI

<table>
<thead>
<tr>
<th>Complete practice Test</th>
<th>Complete the practice assessment for course found in HESI Community Health</th>
</tr>
</thead>
</table>

Regardless of HESI score all students complete content review In Adaptive quizzes Complete the following specialty topic until a 90% (proficient) is obtained through adaptive quizzing and reflected in the mastery report

- Select other
- Then select specialty area
- Then select community
- Exam mode and must have a minimum of 30 questions

### Remediation after HESI

<table>
<thead>
<tr>
<th>HESI Score 900 or above</th>
<th>Review of remediation materials is encouraged to identify personal gaps, but is not Required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online remediation per score Provided in HESI Student Access</td>
<td>900-850 minimum of one hour 849-800 minimum of two hours 750-799 minimum of three hours 749-700 minimum of four hours 699-below minimum of five hours</td>
</tr>
</tbody>
</table>

HESI Score 899 - below Required Additional exam assignment

Course instructor will develop and assign two specific 25 question exams to be completed for students scoring 899 and below. The quizzes must be completed at 75% or better.
### NB467 Adult Health II STUDENT Preparation and Remediation

#### Preparation to be done before Course Assigned HESI

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete practice Test</td>
<td>Complete the practice assessment for course found in HESI this will be the medical-surgical practice assessment</td>
</tr>
</tbody>
</table>

#### To be completed prior to eligibility to take HESI

- Complete the following content topics until a level 3 is obtained through adaptive quizzing and reflected in the mastery report
- Cardiovascular System
- Respiratory System
- Neurological and Sensory system
- Immunologic System and Infectious Diseases

#### Remediation after HESI

<table>
<thead>
<tr>
<th>HESI Score</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>900 or above</td>
<td>Review of remediation materials is encouraged to identify personal gaps, but is not Required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HESI Score</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>899-850</td>
<td>900-850 minimum of one hour</td>
</tr>
<tr>
<td>849-800</td>
<td>849-800 minimum of two hours</td>
</tr>
<tr>
<td>750-799</td>
<td>750-799 minimum of three hours</td>
</tr>
<tr>
<td>749-700</td>
<td>749-700 minimum of four hours</td>
</tr>
<tr>
<td>699-below</td>
<td>699-below minimum of five hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HESI Score</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>899-below</td>
<td>Course instructor will develop and assign two specific 25 question exams to be completed for students scoring 899 and below. The quizzes must be completed at 75% or better.</td>
</tr>
</tbody>
</table>
## Preparation to be done before Course Assigned HESI

<table>
<thead>
<tr>
<th>Complete practice Test</th>
<th>Complete the practice assessment for course found in HESI</th>
</tr>
</thead>
</table>
| To be completed prior to eligibility to take HESI | Complete the following content topics until a level 3 is obtained through adaptive quizzing and reflected in the mastery report  
Then select  
Leadership/Management  
Then complete:  
Leadership  
Delegation  
Prioritizing Care  
Disaster Planning |

## Remediation after HESI

<table>
<thead>
<tr>
<th>HESI Score 900 or above</th>
<th>Review of remediation materials is encouraged to identify personal gaps, but is not Required.</th>
</tr>
</thead>
</table>
| Online remediation per score Provided in HESI Student Access | 900-850 minimum of one hour  
849-800 minimum of two hours  
750-799 minimum of three hours  
749-700 minimum of four hours  
699-below minimum of five hours |
| HESI Score 899 - below Required Additional exam assignment | Course instructor will develop and assign two specific 25 question exams to be completed for students scoring 899 and below. The quizzes must be completed at 75% or better. |
Appendix C
Proctor Agreement Form
2019-2020 PROCTORING AGREEMENT

Student’s Name:___________________________________________

I will be using:
☐ProctorU - not available for NLN exams (may leave sections A and B blank)
☒Testing Center (sections A and B must be completed by testing center staff)

**SECTION A:** Testing Center Name:_________________________ Proctor’s
Name(s):______________________________________________

Proctor’s Occupation/Job Title:_____________________________ Phone
Number:______________________________________________

Testing Center’s Official Email:________________________________________

Testing Center Address:________________________________________
City/State:____________________________________________________

A live proctor used to facilitate an examination taken by a Presentation College student:

- Must be an employee or staff member of a testing center •;
- Must be able to **continually monitor** the student during the entire duration of the exam;
- Must be willing to comply with the additional instructions below;
- Must have an official business email address. Yahoo, Gmail, Hotmail or other similar free email addresses are not acceptable.

*Can NOT be a relative, friend, roommate, employee, co-worker, neighbor, supervisor, or have any otherwise close relationship to student. Proctor’s employment will be verified by Presentation College. Presentation College reserves the right to investigate any suspected relationship between the student and proctor. Presentation College also reserves the right to deny or suspend use of a proctor who does not follow the guidelines contained in this agreement.*

**Instructions for Testing Center Proctors and Students**

- This form, signed by both the student and the testing center proctor, must be turned in at least 72 business hours prior to testing.
- Exams must take place in an official testing center setting and may not be administered in private offices, homes, or residential buildings. The exam should be taken in a quiet, well-lit setting conducive to concentration.
- The student must provide a government photo ID to verify their identity to the testing center official at every testing session.
- Students and Proctors are responsible for making testing arrangements and ensuring the exam is administered during the pre-arranged time.
- Prior to testing, Students and Proctors must ensure that all necessary programs are downloaded. If the exam requires a lockdown browser and the proctor site is unable to download it, the student is permitted to take the exam on their own computer.
- The testing center official must remain in the same room with the student to continually monitor the exam during the entire testing time.
- Students and Proctors may not leave the testing room, have other responsibilities, or conduct any activity other than completion of the exam/proctoring of the exam during the entire testing period.
- Students are not permitted to speak or read the questions out loud during the exam.
• The testing center proctor will receive the password and instructions for the exam from a Presentation College faculty member or staff person and maintain such information in a confidential and secure environment. Under no circumstances should a password or testing information be shared with the student or another proctor.
• The testing center proctor and student will follow any instructions for the exam specified by Presentation College (PC) faculty/staff.
• The student is not allowed to use notes, books, calculators, electronic devices, or any other resource unless specifically stated in writing by the PC faculty/staff prior to the exam. If the instructions specifically state a calculator is allowed, only stand-alone calculators may be used that are not a part of another electronic device (i.e. no smartphones). If the instructions state scratch paper is allowed, this scratch paper must be collected by the proctor and shredded after the exam is complete.
• The student is required to leave all personal belongings such as backpacks, bags, purses, smart watches, electronics, and any other items outside of the testing area.
• The proctor may not answer any questions regarding the content of the exam and will not be part of the grading process.
• The proctor will report any problems with the student or test to the appropriate Presentation College faculty/staff in a timely manner.

**Additional Instructions when using ProctorU**

• The student’s computer must have a working web camera with audio and video.
• The ProctorU employee must appear on screen at the beginning and end of each testing session.
• Students are required to show the testing setting to the proctor prior to starting the exam. This will also be required periodically during the exam at the proctor’s discretion.
• Students must show a 360-degree view of the room.
• Students will be required to use an external gooseneck camera for all online testing. A camera, as part of the laptop is not acceptable.
• Students may be asked to show the proctor their cellphone on camera and then place it out of reach.
• The student’s face and upper body must be on camera at all times.
• The student must notify the proctor when they have completed their exam to ensure proper submission.

**Policy on Academic Integrity**

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. The College will not tolerate violations by cheating, plagiarism, fabrication and other academic misconduct. Examples of cheating include, but are not limited to:

• copying answers from another student (or permitting someone else to copy student’s answers);
• collaborating with or seeking aid from another person during the test without prior permission;
• inappropriate use of text messaging or other forms of electronic communication;
• possessing or accessing materials such as lessons, books, or notes which are not authorized by the professor;
• sharing test contents with other students;
• using information and aids for test questions that have been prohibited;
• substituting to take the test for another person (or permitting another person to substitute for one’s self);
• failure to adhere to the guidelines of this agreement.

All proctoring sessions will be reviewed. 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, the Nursing Division, and/or the College. Consequences of academic misconduct may include but are not limited to: failure of the test, failure of the course, reporting to the Academic Integrity Committee, dismissal from the Nursing program, and/or dismissal from the College.
**SECTION B:** In the event a proctor has questions, deems the security of the exam to have been compromised, or if the student is not following any guideline as set forth in this agreement, the proctor will immediately contact the Presentation College office via email: Nursing.Division@presentation.edu or phone: (605) 229-8472 or (605) 229-8485.

By signing below, the Proctor acknowledges that he/she has read and understands the above and agrees to perform his/her duties as proctor as set forth hereinabove.

Proctor’s Signature:_________________________________________  Date:____________________

Proctor’s Printed Name:_______________________________________

By signing below, the Student acknowledges that he/she has read and understands the above and agrees to take proctored exams in accordance with the requirements as set forth hereinabove.

Student’s Signature:_________________________________________  Date:____________________

Student’s Printed Name:_______________________________________
Appendix D
Consent for National League of Nursing (NLN) Testing and Fees

NLN Scheduling Procedures:
6. The online Orientation course in Moodle must be successfully completed prior to scheduling NLN exams.
7. Students should discuss their coursework and NLN testing plans with their advisor.
8. Students should contact their desired testing center, which must be chosen from the approved list located
   within Moodle, and have the testing center staff sign the “Proctoring Agreement” form.
   If you would like to use a testing center that is not on our list of approved sites, please provide their contact information to
   Nursing.Division@presentation.edu and allow up to 7 business days to determine whether the new site will be approved.
9. Student must sign and submit their “Proctoring Agreement” form in the Orientation Moodle drop box prior to
   requesting a test, at 72 business hours prior to testing.
10. Student must sign and submit this “Consent for NLN Testing and Fees” form in the Orientation Moodle drop box
    prior to requesting a test, at 72 business hours prior to testing.
11. Student must choose a date/start time that falls anywhere within our guidelines below, arrange it with their testing
    center, and then fill out the NLN scheduling request form located here at least 72 business hours prior to the desired
    date/time. NLN testing is only offered Monday-Thursday with start times between 8:30AM-11:30AM and
    1:30PM-3:30PM. This is because your live proctor from the testing center will need to call our office to activate
    your exam. Exams will not be given on dates Presentation College or the NLN is closed.
12. You will receive emailed instructions from the Division of Nursing at your PC email at least 24 business hours prior to
    your exam. Please note your exam is not guaranteed until you receive this confirmation email. Follow these
    instructions to register for the NLN website and your exam within that website. DO NOT register for any exam before
    you have received this email. A specific exam will be created for you when the email is sent out, and
    registering for someone else’s exam is considered a breach of security.
13. Arrive at the testing center on time, pay their fees, and take your exam. If you have not logged into your exam
    within 15 minutes of the scheduled start time, the exam will be cancelled.

Challenge Exams may be taken in any order and include:

NLN NACE II: Nursing Care of the Client with Mental Disorder (Mental Health):
- Cost to student for exam is $82.
- Exam contains 100 questions and takes approximately 2 hours to finish.
- A passing score is a score of 72% or better.
- If passed, student will earn:
  - Four (4) credits for NB344 Mental Health Nursing and
  - Three (3) credits for PS133 General Psychology.
- Credits for NB344 and PS133 will be added to student’s transcript and student will be billed at the rate of $55
  per credit hour.
- Total cost to student for one exam and transcription of credits earned is $467.

NLN NACE II: Nursing Care of Childbearing Family and Nursing Care of Child (Obstetrics & Pediatrics):
- Cost to student for exam is $82.
- Exam is administered in two sections which each have 100 questions and take approximately 2 hours to finish (4
  hours total). Each section needs to be requested and registered for separately, and should be completed on
  separate days.
- A passing score is a score of 72% or better on each section. Both sections must be passed to receive credit.
- If passed, student will earn:
  - Five (5) credits for NU335 Maternal-Child Nursing and
  - Three (3) credits for PS153 Developmental Psychology.
- Credits for NU335 and PS153 will be added to student’s transcript and student will be billed at the rate of $55
  per credit hour.
- Total cost to student for one exam and transcription of credits earned is $522.
NLN NACE II: Nursing Care of the Adult Client (Medical-Surgical):
14. Costs to student for this exam is $82.
15. Exam contains 200 questions and takes approximately 4 hours to finish.
16. A passing score is a score of 74% or better.
17. If passed, student will earn:
   Five (5) credits for NU375 Adult Health I,
   Four (4) credits for BI293/BL291 Anatomy and Physiology and Lab, and
   Four (4) credits for BI263/BL261 Introduction to Medical Microbiology.
18. Credits for NU375, BI293/BL291 and BI263/BL261 will be added to student’s transcript and student will be billed at the rate of $55 per credit hour.
19. Total cost to student for one exam and transcription of credits earned is $797.

General Information:
- NLN exams must be completed prior to taking any Nursing courses.
- NLN exams are optional and the student may elect to take the courses and clinical instead. The student must complete and sign the “NLN Waiver” form prior to taking any Nursing courses to forfeit their right to take any further NLN exams.
- There is a video located here that provides more in-depth information about the NLNs.
- NLN Challenge exams may be taken in any order.
- For study purposes, students are strongly advised to complete only one NLN exam per day.
- Please see the “NLN Study Guide” for study areas. Students should use a current RN NCLEX book to study the subjects found in this guide. Any book may be used, but one we recommend is: Silvestri, L. (2016). Saunders comprehensive review for the NCLEX-RN examination. (7th ed.). St. Louis, MO: Saunders Elsevier. ISBN: 9781455727551.
- In the event the student does not pass an NLN exam on the first attempt, the student will be allowed to retake the exam one time for a total of two attempts. The student should study to master the content and must wait at least one week (7 business days) prior to retaking the exam.
- No more than two attempts are allowed on any exam. If any NLN exam is not passed on student’s second attempt, the student will be required to take the appropriate course(s) and clinical/labs as listed above, which may not be offered online every semester.

Costs Associated with NLN Challenge Exams:
- NLN TESTING FEES AND TRANSCRIPTION FEES ARE NON-REFUNDABLE. Students will be charged the NLN exam fee for each exam attempt, regardless of the outcome. Exams taken a second time will result in the testing fee being charged a second time. These charges will appear the student’s tuition ledger in the student portal. When credits are transcribed at a rate of $55 per credit hour, students will not be billed for credits they have already transferred in.

The undersigned hereby acknowledges and agrees that he/she has read and understands the information contained in this document and that he/she will be charged for NLN testing and transcription of earned credits in accordance with the information contained herein.

-------------------------------------------------------------------------------------------------------------------------------------
Student Signature                                      Date
-------------------------------------------------------------------------------------------------------------------------------------

Student Name (Please Print)
Appendix E
Student Issue, Concern, Problem Resolution (ICPR) Form

Submitted by: (name optional)  
Level/Program

Issues will be addressed monthly at Nursing Division meeting. Forms may be turned in to your class representative or directly to the Nursing Division 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 Division  Date_
- Admissions and Progressions Comm.  Date_
- Nursing Learning Resource Comm.  Date_
- Nursing Dean  Date  Date_

********************************************************************************************************
************** Discussion:
Signature _________________________________

********************************************************************************************************
************** Conclusion/Resolution:
Signature _________________________________

********************************************************************************************************
************** Action:
Signature _________________________________

********************************************************************************************************
************** Further Referral:   Signature _________________________________
Appendix F
Release Form

This release will permit the Faculty to share my attached student work. The student work from the following course will be maintained to the Nursing Office.

NU 465 Leadership Roles in Managing Client Care

I understand that the Division of Nursing will use my work as an example of the type and quality of work done in the BSN Program.

This Release form refers to all the assignments and papers completed:

Students Signature: ________________________________________
Date: ________________________
Appendix G
NLN Waiver

NLN Waiver 2019-2020
(BSN Completion for LPN Credit by Exam)

Prior to taking any nursing courses at Presentation College, students in the LPN to BSN Nursing Completion program may complete selected computer-based NLN exams or sign a waiver agreeing to complete all necessary coursework in place of the exam(s). Please ensure that ALL sections are filled out completely and submitted to the Division of Nursing.

<table>
<thead>
<tr>
<th>Section A - NLN NACE II: Nursing Care of the Adult Client (Medical-Surgical) Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ I will use my passing NLN score in place of the appropriate coursework. My score was ________ (74% or better).</td>
</tr>
<tr>
<td>□ I will elect to take the necessary coursework and clinical. (Please select all that apply.)</td>
</tr>
<tr>
<td>□ NB/NL 364 Adult Health I Nursing</td>
</tr>
<tr>
<td>□ BI 293/BL 291 Anatomy and Physiology II and Lab</td>
</tr>
<tr>
<td>□ BI 263/BL 263 Introduction to Medical Microbiology and Lab</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section B - NLN NACE II: Nursing Care of the Client with Mental Disorder (Mental Health) Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ I will use my passing NLN score in place of the appropriate coursework. My score was ________ (72% or better).</td>
</tr>
<tr>
<td>□ I will elect to take the necessary coursework and clinical. (Please select all that apply.)</td>
</tr>
<tr>
<td>□ NB/NL 345 Mental Health Nursing</td>
</tr>
<tr>
<td>□ PS 133 General Psychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section C - NLN NACE II: Nursing Care of Childbearing Family and NLN NACE II: Nursing Care of Child (Maternal Child) Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ I will use my passing NLN score in place of the appropriate coursework.</td>
</tr>
<tr>
<td>My score was OB=________ (72% or better) and Peds=________ (72% or better).</td>
</tr>
<tr>
<td>□ I will elect to take the necessary coursework and clinical. (Please select all that apply.)</td>
</tr>
<tr>
<td>□ NB/NL 331 Maternal Child Nursing</td>
</tr>
</tbody>
</table>

The undersigned hereby acknowledges and agrees that he/she has read and understands the information contained in this NLN Waiver and that going forward he/she must complete the courses as indicated on this form. It is also understood that the opportunity to take NLN is only provided during the first semesters at Presentation College prior to beginning nursing courses.

__________________________________________  ______________________________
Student Signature  Date

__________________________________________ (Please Print)
Student Name

PC NURSING STUDENT HANDBOOK 2019-2020
Appendix H

Health Requirements and Background Screening(s)

POLICY ON STUDENT HEALTH, CERTIFICATION, AND DOCUMENTATION REQUIREMENTS

POLICY

Students admitted to any nursing program at Presentation College and wishing to enroll in any nursing course must comply with certain health, immunization, and certification requirements before enrollment in the course is authorized. These requirements are outlined in detail below and must be valid concurrently with the entire academic semester. Documentation must be submitted by the first of the month prior to each semester. The deadline for the Fall (August-December) semester is August 1st, the deadline for the Spring (January - May) semester is December 1st, and the deadline for the Summer (May-August) sessions is April 1st. Final registration for nursing courses will not be authorized until requirements are met and approval is given by the Department of Nursing. Any non-compliant student will be dropped from their courses and/or clinical on the previous stated deadlines without further warning and a registration hold will be placed on their account. This may cause loss of placement in nursing courses for that semester which may delay graduation.

PROCEDURE

The student will pay, at their own expense, the appropriate annual document tracking fee and submit to Viewpoint Screening Documentation Tracking the following prior to the above stated deadlines each semester. Each of these requirements must be valid concurrently with the entire academic semester, from the first to last day of class, and mid-semester renewal is NOT permitted:

1. One physical exam when entering the program which is valid for the duration of time the student is enrolled in the program. It is recommended that a physical be performed annually, however proof of only the initial exam is required. Exceptions include: 1) change in health status such as injury or birth of a child; and 2) stepping out or withdrawal from the program for greater than one semester. Any change in health status must be reported to the Program Director.
2. Evidence of appropriate current immunization for tetanus. Each student must receive a TDAP immunization one time, and then a TD immunization every 10 years.
3. Evidence of appropriate Polio immunizations. Each student must receive 3 IPV immunizations, 4 OPV immunizations, a combination of 4 IPV and OPV immunizations, or supply an immune titer.
4. Evidence of appropriate Measles Mumps and Rubella immunizations. Each student must receive 2 MMR immunizations or supply an immune titer.
5. Evidence of appropriate Hepatitis B immunizations. Each student must receive 3 Hepatitis B immunizations or supply an immune titer.
6. Evidence of appropriate immunizations for Varicella. Each student must receive 2 Varicella immunizations, supply an immune titer, or supply a written and signed account from their medical provider documenting a verified case of chicken pox.
7. Evidence of annual Influenza immunization by October 31st of each academic year. If medically unable to receive this immunization, student must provide a medical waiver signed by their medical provider. We must disclose to our clinical agencies that you have not received the influenza immunization and they reserve the right to require you to wear a face mask for the entirety of your clinical experience.

Final Evaluation: Two copies on file – 1 for student self evaluation; 1 for clinical faculty/CGN

*Content based upon QSEN Competencies and KSA’s.
8. Evidence of an initial 2-step mantoux skin test and an annual 1-step mantoux skin test each year thereafter within 12 months or prior to the academic semester in which it will expire, whichever comes first. A 2-step consists of an injection with a reading done 48-72 hours after placement, and a second injection 1-3 weeks (7-21 days) after the first injection with a reading done 48-72 hours after placement. If more than 12 months elapse after the 2-step or previous annual 1-step, the 2-step must be repeated. Tuberculosis blood labs and/or chest X-rays will be accepted in place of the initial 2-step or in place of the annual 1-step. If there is history of a positive skin test, documentation of therapy and treatment for tuberculosis as well as a written clearance for the student to perform direct contact medical services from a healthcare provider must be provided. In addition, a negative blood test and/or chest X-ray must be provided.

9. Evidence of valid American Heart Association CPR certification for the Health Care Provider or Red Cross CPR certification for the Health Care Provider. Certification is valid for 24 months but must be valid concurrently with the entire academic semester, from the first to last day of class, and mid-semester renewal is not permitted.

10. Evidence of a current personal health insurance policy.

11. An annual Viewpoint National/Federal Background Screen is required for all nursing students. Background screen results are valid for 12 months only and must be valid concurrently with the entire academic semester, from the first to last day of class. Mid-semester renewal is not permitted. These costs are the student’s responsibility.

12. A one-time Minnesota State Department of Human Services Background Screen is required of any student who attends class at the Fairmont, MN campus, lives in MN, or is assigned clinical in MN. These costs are the student’s responsibility. This is NOT required for students who live in ND, SD, or IA unless they are assigned a clinical experience in MN.

13. LPNs and RNs must provide proof of their current licensure and provide a new copy of the online verification with expiration date each time they renew their license, before the expiration date listed by the State Board of Nursing.

14. The signed Agreement to Program Policies and Student Confidentiality Agreements found at the end of this handbook must be submitted annually by August 1st of each academic year.

Updated 6/10/19
STEP 1

- Go to: [www.viewpointscreening.com/presentation](http://www.viewpointscreening.com/presentation).
- Click on “Start Your Order”, “Nursing Program”, and then choose your campus. If you are an online completion student, depending on which state you live in, choose one of the following options: “Online Completion Program Minnesota” or “Online Completion Program Non-Minnesota” for ND, SD, IA, WI, WY, or NE, residents. If you attend classes in-person at the Aberdeen campus, choose "On-Campus Student, Aberdeen SD". If you attend classes in-person at the Fairmont campus, choose "On-Campus Student, Fairmont MN".
- Click on “Background Check & Medical Document Tracker” for $75. This will purchase your National/Federal background screen ($45 yearly), which you must purchase every year while in the Nursing program. This option also includes a required document tracker ($30 one-time). You are expected to upload your required documentation such as immunizations, certifications, and paperwork to this tracker. The tracker will be valid for the duration of your time at Presentation College and will also be accessible after graduation for your convenience.
- In addition to entering your full name and date of birth, you will be asked for your social security number, current address, phone number and email address.
- Enter your payment information. Viewpoint accepts Visa, Mastercard, AmEx, or Discover.

STEP 2

- **BACKGROUND SCREEN**: Once your background screening order is submitted, you will receive a confirmation email from Viewpoint containing a password to log back in later. Background screening results are typically completed within 3-5 days. You are expected to log back into [viewpointscreening.com/viewresults](http://viewpointscreening.com/viewresults) by entering your email address and password contained within this email. Your completed background screen will appear under “results” on the first screen you see once logged in. **You need to save this background screen result and upload it to your Viewpoint document tracker in the “National Background” folder.** After logging in for the first time, reset your password under “Edit Password” on the left menu. Make sure to write down your user ID and password as you will need to access this site often.

- **DOCUMENT TRACKER**: When logged in, you will have the capability to upload specific documents required by your school for immunization, medical, or certification records. The specific requirements will be listed in the document manager, along with the details and deadlines. Click on the "?” to the left of each requirement for access to forms and more information. When uploading documents, you must upload something to each folder. If all of your immunizations are on one page, you may upload that one page to each category it applies to (MMR, HepB, etc.), otherwise each requirement must be separated. Once everything is uploaded, you need to log back in often to see if all of your uploads have been approved. If not approved, there will be notes at the bottom of your document manager screen to tell you why. Your school does not accept mid-
semester expirations or renewals, so everything expiring next semester must be renewed, uploaded, and approved prior to the following deadlines: August 1st for the Fall semester, December 1st for Spring semester, and April 1st for summer semester. You will receive reminder emails from Viewpoint beginning 30 days prior to documents expiring. For more information, see your school's policies and Q&A handouts.

If you have any additional questions, please contact Viewpoint Screening at studentsupport@viewpointscreening.com.

ABOUT VIEWPOINT SCREENING
On Jan. 1, 2004, the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) instituted new regulations. Organizations, such as hospitals, home health agencies, clinics and other types of health agencies, must abide by these regulations in order to gain or maintain their accreditation. One of the regulations requires these organizations to conduct a criminal background check on all employees, students and volunteers involved in patient care.

ViewpointScreening.com is a secure platform that allows you to order your background check, drug test & medical document tracker online. Information collected through ViewpointScreening.com is secure, tamper-proof and kept confidential. The background check, drug test and/or medical documents are based on guidelines provided by your school. Your results will be posted on the ViewpointScreening.com website where the student, as well as the school, will be able to view them.
ONLY students who live in Minnesota or will have a clinical experience in Minnesota should complete this background screen.

Minnesota Department of Human Services

APPLICANT BACKGROUND STUDY

You received this form because you applied for a position that requires a Minnesota Department of Human Services (DHS) background study. Follow the instructions below to submit your background study request to the provider. The provider will review and may submit your background study request to DHS. Provider means a facility, program, or agency initiating background study requests under Minnesota Statutes, chapter 245C.

Provider Name and License Number

<table>
<thead>
<tr>
<th>Provider Name and License Number</th>
<th>Provider Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION COLLEGE FAIRMONT CAMPUS (900504) 900504</td>
<td>9TT58Q</td>
</tr>
</tbody>
</table>

Instructions

1. **Go to NETStudy 2.0 Applicant Portal**
   [https://netstudy2.dhs.state.mn.us/Applicant](https://netstudy2.dhs.state.mn.us/Applicant)

2. **Create an Account** If you have not created an account before:
   a. Click “Register as a new user.”
   b. Enter your account information. Click “Register.”
   c. Check your email for the temporary password.

3. **Login**
   Your username is your email address. A temporary password was sent to the email account you used to register. When you login, you will be prompted to change your password and choose a security question.

4. **Enter Application Information**
   a. Click “Create Application” on the home screen.
   b. Enter 9TT58Q in the provider number field. Click Search.
   c. If Presentation College is displayed (it may say Fairmont, that is OK no matter which campus you are from) click “Continue Application”.
   d. Enter your demographic information. Click “Next” after you have completed the required fields on each screen. On the Payment Information screen click “Pay Now.” After clicking “Complete Payment” a new tab with the DHS Electronic Payment System will open. Click “Pay without Registering” and complete the payment process. After you have completed payment, return to NETStudy 2.0 and click “Continue.” After reviewing the registry screen, click “Finish.” Clicking “Finish” will submit your application to the provider.
   f. Be careful to enter the information correctly. You will not be able to change it.
   g. Email a picture/copy of your drivers license to [Nursing.Division@presentation.edu](mailto:Nursing.Division@presentation.edu). We will not be able to proceed and submit your application without this.

5. **Retrieve the Fingerprint and Photo Authorization Form**
   You are required to be fingerprinted and photographed. You cannot do so until the school submits your background study application to DHS. After you've completed steps 1-4, you will be notified by email once your school has done so. Once you receive this email, log back in to [https://netstudy2.dhs.state.mn.us/Applicant](https://netstudy2.dhs.state.mn.us/Applicant). You will only have 14 days from the date of this email to be fingerprinted. On the home screen, locate the Fingerprint and Photo Authorization Form.
   - You must print this form and bring it, along with your ID, to the fingerprinting site.
   - You may only be fingerprinted in approved locations. **CLICK HERE** for a list.
   - The cost for Fingerprinting and the photo is $9.10.
   - You may pay in advance (debit/credit card only) by phone M-F from 8am-5pm CST by calling 1-844-332-7671, or
   - You may pay (check or money order only) at the fingerprinting location.

Frequently Asked Questions

**How much does the background study cost?**

The background study fee is $20. The background study fee must be paid using the DHS Electronic Payment System. You can use a credit or debit card to make the payment. You may set up an account if you plan to use the DHS Electronic Payment System for other background studies, or you can bypass the account setup by clicking “Pay without Registering”. The Fingerprinting/Photo fee must be paid separately and is $9.10.

**What happens next?**

The provider will review and verify your background study information. If the provider chooses to submit the background study request, you and the provider will receive a notice of your background study status. The notice will be mailed to you within three days of your fingerprints and photo being taken. The provider will receive the notice electronically.

**Where do I find more information?**

You can find information on the Background Study website at [www.DHS.state.mn.us](http://www.DHS.state.mn.us), select General Public; Office of Inspector General; Background Studies. If you have questions about your background study status call (651) 431-6620. If you have questions about this notice or technical issues registering an account call (651) 431-6625.
# Presentation College Nursing Department

## Part 1: Immunization Record

**Student Name:**

**Date of Birth:**

The following form is to be completed and verified by a healthcare provider or public health official only. Any official documentation of immunizations will be accepted. This form is a guide as to which immunizations we require.

### MMR Requirements:

- 2 MMR Doses OR Positive Titers Showing Immunity to Measles, Mumps, and Rubella Attached

<table>
<thead>
<tr>
<th>MMR #1 Date</th>
<th>MMR #2 Date</th>
</tr>
</thead>
</table>

### Tetanus Requirements:

- Tdap is required. If the Tdap vaccine was received more than 10 years ago, a follow-up td vaccine must also be received.

<table>
<thead>
<tr>
<th>Tdap Date</th>
<th>TD Date (if needed)</th>
</tr>
</thead>
</table>

### Polio Requirements:

- 4 OPV Doses OR 4 Combination OPV/IPV Doses OR 3 IPV Doses OR A Positive Polio Titer Showing Immunity Attached

<table>
<thead>
<tr>
<th>OPV #1 Date</th>
<th>IPV #1 Date</th>
<th>OPV #2 Date</th>
<th>IPV #2 Date</th>
<th>OPV #3 Date</th>
<th>IPV #3 Date</th>
<th>OPV #4 Date</th>
</tr>
</thead>
</table>

### Tuberculosis/Mantoux Requirements:

- Full policy and requirements can be found in Part III of this document. Please use Part III to document appropriate tuberculosis/mantoux screening.

### Influenza Immunization:

- Required annually by October 31st

<table>
<thead>
<tr>
<th>Latest Influenza Immunization Date</th>
</tr>
</thead>
</table>

### Hepatitis B Requirements:

- Series of 3 Doses OR Positive Hepatitis B Surface Antibody Titer Showing Immunity Attached

<table>
<thead>
<tr>
<th>Hep B #1 Date</th>
<th>Hep B #2 Date</th>
<th>Hep B #3 Date</th>
</tr>
</thead>
</table>

### Varicella Requirements:

- Series of 2 Doses OR Positive Varicella Titer Attached OR Physician Verified Case of Chicken Pox

<table>
<thead>
<tr>
<th>Varicella #1 Date</th>
<th>Varicella #2 Date</th>
<th>OR Date of Chicken Pox</th>
</tr>
</thead>
</table>

**Provider Signature:**

**Provider's Company/Organization:**

**Provider Name, Printed:**

**Provider's Phone:**

**Provider's Address:**

*Student must submit this form to: www.viewpointscreening.com/presentation*
# Presentation College Nursing Department

## Part II: Physical Assessment

**Student Name:**

**Date of Birth:**

### Next of Kin:

- **Name:**
- **Relationship:**
- **Phone:**

List name and relationship of any family members with the following health conditions: tuberculosis, diabetes, kidney disease, heart disease, arthritis, stomach disease, asthma/hay fever, epilepsy, high blood pressure, or cancer.

Do you have any serious medical conditions as listed above? Have you had any illness or injury or been hospitalized for any reason in the last 5 years? Has your physical activity been restricted during the past 5 years? If yes to any of the previous questions, give reasons and durations.

Do you feel anxious, depressed, or have you received counseling for a nervous condition, personality/character disorder, or emotional problem? If yes to any of the previous questions, give reasons and durations.

### Sex:

- [ ] M
- [ ] F

**Do you have any questions for your provider or any other matters you would like to discuss today?**

The section above should be filled out by the student prior to their physical exam.

The following section is to be completed and verified by a healthcare provider or public health official only. The examining healthcare provider should review the student's history and perform a complete physical exam. This student's acceptance status will not be impacted by this report. It will be used only as a background for providing health care, if this is necessary. This information is strictly for the use of the Presentation College Nursing Department and will not be released without student consent.

### Are the following areas within normal limits? If not, describe:

<table>
<thead>
<tr>
<th>Area</th>
<th>Normal</th>
<th>Abnormal</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Head, Ears, Nose, or Throat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Respiratory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Cardiovascular</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Gastrointestinal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Hemia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Eyes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Genitourinary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Musculoskeletal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Metabolic/Endocrine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Neuropsychiatric</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Skin</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Height:**

**Weight:**

**BMI:**

Is the patient under treatment for any medical condition? If yes, list in comments.

Is there any body system impairment not previously noted? If yes, list in comments.

Based on this exam, is the student physically able to assume classroom and/or clinical responsibilities? If no or with restrictions, list reasons in comments.

### Comments, summary on overall health status, restrictions, or any other recommendations regarding the care of this student:

I, the healthcare provider or public health official, have reviewed and verified the information contained on this form and have found it to be true and correct to the best of my knowledge:

**Provider Signature:**

**Provider's Company/Organization:**

**Provider Name, Printed:**

**Provider's Phone:**

**Date:**

**Provider's Address:**

Student must submit this form to: [www.viewpointscreening.com/presentation](http://www.viewpointscreening.com/presentation)
### Part III: Tuberculosis/Mantoux Screening

**Policy:** All Presentation College Nursing students must provide evidence of an initial 2-step mantoux skin test and an annual 1-step mantoux skin test each year thereafter within 12 months or prior to the academic semester in which it will expire, whichever comes first. A 2-step consists of an injection with a reading done 48-72 hours after placement, and a second injection 1-3 weeks (7-21 days) after the first injection with a reading done 48-72 hours after placement. If more than 12 months elapse after the 2-step or previous annual 1-step, the 2-step must be repeated. Tuberculosis blood labs and/or chest X-rays will be accepted in place of the initial 2-step or in place of the annual 1-step. If there is evidence of a positive skin test, documentation of therapy and treatment for tuberculosis as well as a written clearance for the student to perform direct contact medical services from a healthcare provider must be provided. In addition, a negative blood test and/or chest X-ray must be provided.

The following form is to be completed and verified by a healthcare provider or public health official only.

<table>
<thead>
<tr>
<th>Step 1 (Must receive 2nd step 1-3 weeks later)</th>
<th>Initial 2-Step</th>
<th>Step 2 (Must be placed 1-3 weeks after Step 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date Administered:</strong></td>
<td><strong>Date Administered:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Printed Name of Person Administering Injection:</strong></td>
<td><strong>Printed Name of Person Administering Injection:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Signature of Person Administering Injection:</strong></td>
<td><strong>Signature of Person Administering Injection:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Hospital/Clinic:</strong></td>
<td><strong>Hospital/Clinic:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td><strong>Phone Number:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date Read:</strong></td>
<td><strong>Date Read:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Results (in mm):</strong></td>
<td><strong>Results (in mm):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Printed Name of Person Reading:</strong></td>
<td><strong>Printed Name of Person Reading:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Signature of Person Reading:</strong></td>
<td><strong>Signature of Person Reading:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Hospital/Clinic:</strong></td>
<td><strong>Hospital/Clinic:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td><strong>Phone Number:</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Annual TB Test

<table>
<thead>
<tr>
<th>Date Administered:</th>
<th>Date Administered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed Name of Person Administering Injection:</td>
<td>Printed Name of Person Administering Injection:</td>
</tr>
<tr>
<td>Signature of Person Administering Injection:</td>
<td>Signature of Person Administering Injection:</td>
</tr>
<tr>
<td>Hospital/Clinic:</td>
<td>Hospital/Clinic:</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>Phone Number:</td>
</tr>
<tr>
<td>Date Read:</td>
<td>Date Read:</td>
</tr>
<tr>
<td>Results (in mm):</td>
<td>Results (in mm):</td>
</tr>
<tr>
<td>Printed Name of Person Reading:</td>
<td>Printed Name of Person Reading:</td>
</tr>
<tr>
<td>Signature of Person Reading:</td>
<td>Signature of Person Reading:</td>
</tr>
<tr>
<td>Hospital/Clinic:</td>
<td>Hospital/Clinic:</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>Phone Number:</td>
</tr>
</tbody>
</table>

If additional annual TB tests are needed, please attach additional annual forms which can be found on [www.viewpointscreening.com](http://www.viewpointscreening.com). Students must submit this form to: [www.viewpointscreening.com](http://www.viewpointscreening.com)
# PART III: TUBERCULOSIS/MANTOUX SCREENING (CONTINUED - USE ONLY IF MORE SPACE NEEDED)

**STUDENT NAME:**

**DATE OF BIRTH:**

The following form is to be completed and verified by a healthcare provider or public health official only.

<table>
<thead>
<tr>
<th>ANNUAL TB TEST</th>
<th>ANNUAL TB TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE ADMINISTERED:</td>
<td>DATE ADMINISTERED:</td>
</tr>
<tr>
<td>PRINTED NAME OF PERSON ADMINISTERING INJECTION:</td>
<td>PRINTED NAME OF PERSON ADMINISTERING INJECTION:</td>
</tr>
<tr>
<td>SIGNATURE OF PERSON ADMINISTERING INJECTION:</td>
<td>SIGNATURE OF PERSON ADMINISTERING INJECTION:</td>
</tr>
<tr>
<td>HOSPITAL/CLINIC:</td>
<td>HOSPITAL/CLINIC:</td>
</tr>
<tr>
<td>PHONE NUMBER:</td>
<td>PHONE NUMBER:</td>
</tr>
<tr>
<td>DATE READ:</td>
<td>DATE READ:</td>
</tr>
<tr>
<td>RESULTS (IN MM):</td>
<td>RESULTS (IN MM):</td>
</tr>
<tr>
<td>PRINTED NAME OF PERSON READING:</td>
<td>PRINTED NAME OF PERSON READING:</td>
</tr>
<tr>
<td>SIGNATURE OF PERSON READING:</td>
<td>SIGNATURE OF PERSON READING:</td>
</tr>
<tr>
<td>HOSPITAL/CLINIC:</td>
<td>HOSPITAL/CLINIC:</td>
</tr>
<tr>
<td>PHONE NUMBER:</td>
<td>PHONE NUMBER:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANNUAL TB TEST</th>
<th>ANNUAL TB TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE ADMINISTERED:</td>
<td>DATE ADMINISTERED:</td>
</tr>
<tr>
<td>PRINTED NAME OF PERSON ADMINISTERING INJECTION:</td>
<td>PRINTED NAME OF PERSON ADMINISTERING INJECTION:</td>
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<tr>
<td>SIGNATURE OF PERSON ADMINISTERING INJECTION:</td>
<td>SIGNATURE OF PERSON ADMINISTERING INJECTION:</td>
</tr>
<tr>
<td>HOSPITAL/CLINIC:</td>
<td>HOSPITAL/CLINIC:</td>
</tr>
<tr>
<td>PHONE NUMBER:</td>
<td>PHONE NUMBER:</td>
</tr>
<tr>
<td>DATE READ:</td>
<td>DATE READ:</td>
</tr>
<tr>
<td>RESULTS (IN MM):</td>
<td>RESULTS (IN MM):</td>
</tr>
<tr>
<td>PRINTED NAME OF PERSON READING:</td>
<td>PRINTED NAME OF PERSON READING:</td>
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<td>SIGNATURE OF PERSON READING:</td>
<td>SIGNATURE OF PERSON READING:</td>
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<tr>
<td>HOSPITAL/CLINIC:</td>
<td>HOSPITAL/CLINIC:</td>
</tr>
<tr>
<td>PHONE NUMBER:</td>
<td>PHONE NUMBER:</td>
</tr>
</tbody>
</table>

This sheet must be submitted with the first portion of the TUBERCULOSIS/MANTOUX SCREENING PART III containing the initial 2-step.

If additional annual TB tests are needed, attach additional copies of this sheet.

Student must submit this form to: www.viewpointscreening.com/presentation
Viewpoint Document Tracker, Health Requirements, and Background Screen(s)

Questions and Answers

Q: Which option do I choose when signing up for Viewpoint?
A: After selecting “Nursing Program”, you will need to select which campus you are a part of. This is important since different campuses have different requirements. If you physically go to live classes in Aberdeen, choose “on-campus student, Aberdeen, SD”. If you physically go to live classes in Fairmont, choose “on-campus student, Fairmont, MN”. If you are an online LPN/RN who resides in Minnesota, choose “online completion program, Minnesota”. If you are an online LPN/RN who resides in any other state such as SD, ND, IA, WY, WI, or NE, choose “online completion program, Non-Minnesota”.

Q: I am taking nursing courses next semester but they do not include clinical. Do these requirements still apply to me?
A: Yes. These requirements apply to all nursing students who will enroll for nursing classes (any class that begins with NU/NB/NL) next semester, whether or not they include clinical.

Q: How much does it cost? Do the National and Minnesota State background screens cost extra?
A: The Viewpoint Document Tracker costs $30 per student and is a one-time fee. You will not need to pay this again unless you leave the school for more than 1 semester. The Viewpoint National Background screen costs $45 per year per student. You may purchase these separately or together. The Minnesota State Department of Human Services background screen costs $20 online, and then around $10 at the fingerprinting location.

Q: I am not starting nursing courses yet. I will still be taking generals and prerequisite courses (courses that do not begin with NU/NB/NL). Should I still sign up for this tracking system and start getting my documents together?
A: Absolutely! It is always a great idea to be prepared early and be aware of any immunizations or certifications you will need before it gets down to the last minute. Some of the immunization series take months to complete. The fee for the document tracker is $30 and it is valid as long as you are a student with us, so there is no financial penalty for signing up early. In this case, you may want to wait to purchase the background screen separately later, since it costs $45 per year.

Q: Does everyone need to do the Minnesota Department of Human Services background screen?
A: If you attend school at the Fairmont campus, are an online completion student who resides in Minnesota, or if you are assigned a clinical experience in Minnesota, this is required. The MN state screening is a one-time requirement and does not need to be completed yearly unless you leave the school for more than 1 semester. If you do not reside in Minnesota and will not be doing clinical there, it is not required.

Q: I already did the Minnesota DHS Screening and fingerprinting through my work. Do I have to do it again?
A: Yes. While it is the same screening, you must submit it as a Presentation College student. Your clearance page from your job will have your workplace on it. That screening only authorizes you to work there as an employee, which the state classifies very differently than performing student training. You must submit the MN DHS background study online according to our instructions using our school code. If you were already fingerprinted by the state for work, they will NOT make you get fingerprinted again. You will then be issued a clearance page via snail-mail which states you are cleared to provide direct contact services in the state of MN through Presentation College. This is the form that must be uploaded into Viewpoint.
Q: I'm uploading my documents now for the January Spring semester, and my CPR / TB Test / Background Check expires in April. Do I need to renew and submit them early?
A: Yes. Any requirement which expires during the next semester is due by the pre-semester deadline, in this case December 1st. Mid-semester renewals are not permitted and documentation will be denied if it is not valid for the entirety of the next academic semester you wish to register for, in this case January through May. This means you may need to obtain and pay for a certification or immunization on your own before your workplace provides it to you.

Q: I am an LPN/RN and my license expires in a few months, during the middle of next semester, but the state board will only let me renew it 30 days prior to expiration. Will I be withdrawn for next semester?
A: No. You may renew your license as soon as the state board allows. Make sure to upload the new copy prior to the expiration date on your old license in Viewpoint to avoid any mid-semester issues.

Q: What is the “Health Insurance” requirement?
A: As a nursing student, you are required to have personal health insurance. You should upload a copy of your insurance card here. A new copy will be required each new year in January. If your insurance did not change and you did not receive a new card, upload the same card again (this will notify Viewpoint to verify your insurance is valid for the new calendar year).

Q: What happens if I don’t upload or renew my documents by the deadlines of December 1st for the Spring semester, April 1st for the Summer semester, or August 1st for the Fall semester?
A: Your courses for next semester will be administratively withdrawn if you are already registered on December 1st, April 1st, and August 1st. A hold will be placed on your account which will prevent you from registering. This may result in losing your placement in the program for the courses you intended to take next semester and may ultimately delay your graduation date.

Q: I have one page with all of my immunizations on it such as HepB, Polio, Varicella, Tetanus, etc. Viewpoint has individual folders for each of those. What do I do?
A: You may upload that one page to each of the folders it applies to. Every folder must contain an upload.

Q: What happens if I upload everything I have, but one of my documents is not accepted for any reason or expires during the next semester?
A: Our requirements are not negotiable. If your immunizations or documentation does not meet our requirements, it will be denied. This includes incorrect types of immunizations, non-immune titers, illegible documents, non-official documentation, documentation that does not clearly state the clinic and physician or nurse administering it along with your name and the date, requirements that are expired under our guidelines, or requirements that will expire during the next academic semester.

Q: Why was my CPR denied?
A: Per the Nursing Student Handbook, we require American Heart Association CPR BLS for the Healthcare provider or Red Cross CPR BLS for the Healthcare provider. If your certification is from another company or brand, it will be denied. If it is general CPR for the public (not healthcare professionals), it will be denied. It will also be denied if it expires mid-semester during the next academic semester. In that case you are expected up re-certify now at your own expense.

Q: Your requirements are much stricter than my work and you require immunizations/certifications more often. Do I still need to do all of this?
A: Yes. Our clinical agencies who welcome our students into their facilities are extremely strict about your immunizations and certifications. They will likely be stricter than your own workplace. Even if you work at the facility you will be attending as a nursing student, they often require MORE of students than they do of their own staff, even when you are both! You are expected to receive items by our
deadlines and if your job will not provide them to you, you must obtain them on your own and pay for them out of pocket. Again, these requirements are not negotiable.

Q: I need to meet the August 1st deadline to enroll in Fall courses. I’ve uploaded everything besides the flu shot, but I can’t get my flu shot until October. Is that okay?
A: Yes. The flu shot is the only immunization requirement which does not follow the standard deadlines because it is a seasonal vaccine offered from September until the spring of each year. According to our nursing student handbook, all influenza immunizations are due by October 31st of each academic year. If your work does not administer them before that date, you will need to receive one on your own to meet this deadline. Directly from the Nursing Student Handbook, it is a requirement of our program to turn in "evidence of annual Influenza immunization by October 31st of each academic year."

Q: I can’t find the forms I need or the instructions for the background screens. Where can I find them?
A: Any forms you may need are located right in the Viewpoint document manager. Click the “?” to the left of each requirement to view forms or more information. All forms are also located in the Nursing Moodle.

Q: I uploaded my initial Mantoux/TB 2-step, and then I received a 1-step annual TB test less than 12 months later. I uploaded the 1-step and it was denied. Why?
A: Before you receive an annual 1-step, you should print out your initial 2-step paper from Viewpoint and have the clinic staff record your annual 1-step below it on the same page. This procedure should be repeated each year. If you are uploading separate TB tests, you must “combine” the files instead of completing a regular upload. This is because any new item you upload into Viewpoint overwrites and deletes the previous upload. If you have TB tests on separate pages, you’ll need to create a multiple page document with your initial 2-step on the first page, the next year’s 1-step on the second page, and so on. We also offer a TB/Mantoux form to make this record keeping easier so you can just add to the same form every year.

Q: How do I see what I uploaded? What if I messed up and uploaded the wrong page to the wrong category?
A: You can click the “+” to the left of each requirement to see your latest upload. Any new item you upload into the same folder overwrites/ deletes the previous upload unless you used the “combine” option. If you upload the wrong document, you can just upload the correct document over it and it will erase the previously uploaded document.

Q: Will this website remind me when I have something expiring soon?
A: Yes. When you sign up for an account, you provide them an email address with your information. They will email you reminders when your documents are nearing expiration or when the deadline is approaching for next semester.

Q: A clinical or preceptor site is requesting my health documents or background screens from me. Can they get them directly from my online health file with Viewpoint instead?
Q: I received an email that my National Background Screen needs to be done again for this year. How do I do that if I already have a Viewpoint account?
A: To renew the background screen with your existing account, click “Place a new Order” on the left menu, choose SD (even if you’re in a different state), Presentation College, click “start your order” over on the left, “Nursing Program”, choose your campus, and then click “Background Check Only”. It will cost $45.

Q: How do I find my previously submitted National Background Screen?
To access your past National background screen(s), you should log in to Viewpoint. On the first screen you see, there is a "Results" heading with each background check you’ve ordered listed below. The easiest way to get this into your document manager within Viewpoint is to save the pdf report found under “Results” to your computer, and then upload it to the Document Manager in the National Background folder. If you submitted the background screen under a different email address, you’ll have to log in with that one. If your background check is not there, you can email studentsupport@viewpointscreening.com for help retrieving it.

Q: Which documents are a one-time requirement, and which need to be renewed? How often do they need to be renewed?
A: One-time documents include: Polio series, MMR series, HepB series, Varicella series, and MN State background screen with fingerprinting (MN students only). While we recommend an annual physical, the physical exam is also a one- time requirement unless you have a significant change in health that may impede your ability to participate in the program. In that case, an additional physical assessment and/or written release from a physician may be required for certain medical issues such as an injury or delivery of a baby. Occasional items that may expire include tetanus (10 years), CPR BLS certification (2 years), and LPN/RN license if you are an online student. Yearly annual requirements include a National Viewpoint Background Screen, TB/mantoux, influenza immunization, handbook agreements, and personal health insurance cards. Occasional and annual items must be uploaded and approved prior to the pre-semester deadlines stated in Viewpoint.

Q: I am not taking any summer courses, but I keep getting emails to renew my background screen and/or documents by April 1st. Do I need to do this?
A: If you are taking online nursing courses over the summer, you must complete those items by April 1st and they must be valid from May until the end of August. If you are NOT taking nursing courses over the summer, you have until August 1st to prepare for Fall courses and may ignore that April deadline, which only applies to summer courses. Once that summer deadline date passes, Viewpoint will assume you are off for the summer and change those deadlines to August 1st instead. Just make sure not to wait more than 12 months from your last TB test as that would require a new 2-step rather than just adding a 1-step.

Q: I have questions about what I still have left to turn in, have questions about why one of my documents was not accepted, or cannot remember my username and password for the Viewpoint website. Who do I contact?
A: You should log in to your account at https://www.viewpointscreening.com/presentation and click on “Document Manager” on the left menu to view which items you are missing. You should also log in this way prior to each semester’s deadline to find out what may be expiring during the upcoming semester. If you cannot log in due to username and password issues, you can use the website to retrieve your username and password through the email you provided when you signed up for your account. If you...
still need help, you can contact Viewpoint Screening directly by email at
studentsupport@viewpointscreening.com or by using their live chat option on the bottom right-hand corner of their website.

If you still have questions which have not been addressed here, please contact Nursing.Division@presentation.edu.
Appendix I
Clinical ID Order Form

PRESENTATION COLLEGE DIVISION OF NURSING 2019-2020 CLINICAL NAME
BADGE ID ORDER FORM

You must complete this form to receive your Nursing clinical photo ID, which is horizontal in orientation and has only your first name and last initial on it. If you would also like a regular student ID (which is vertical in orientation and contains your full first and last name, as well as a barcode for use in-person at the PC library and cafeteria), make sure to check the additional box below. Online students are not required to possess a regular student ID unless you’d like one. Some online student’s request one if they reside near campus, or would like to use it elsewhere for local businesses who provide discounts to college students.

Full Name ____________________________________________________________

First name and first initial of last name _____________________________________
(As you would like it to appear on clinical ID- example: John D.)

Telephone Number ______________________________________________________

Date __________________________

I would like to order:
☐ Clinical Nursing ID  ☐ Regular PC Student ID

Please choose a delivery option:
☐ Hold for pickup
☐ Mail to home address

Address your badge(s) should be mailed to: ________________________________

Street: ________________________________________________________________

City, State and Zip: _______________________________________________________

If you had a change of address, you must also notify the Registrar's office.
Please allow up to two weeks for your ID to be created, plus mailing time (if applicable).

Photos taken at orientation will be used for on-campus student IDs. If you are an online student or did not have a photo taken, please email a clear, professional-looking head and shoulders photo to the Nursing Division (Nursing.Division@presentation.edu), or submit a photo via the dropbox in Moodle orientation.

Your first ID is free. Replacement badges cost $10.00.
The charges will be added to your student ledger in your student portal.
Appendix K
Clinical Evaluation Tools
Presentation College Clinical Performance Evaluation Tool 200 level:
Intro to Professional nursing/ Fundamentals of Nursing
Self-Final Evaluation ____
Faculty Final Evaluation ____

Student Name__________________________________
Faculty_____________________________ Semester_____

Fill in appropriate fields to the right & below:

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 4</td>
<td>0 to 4</td>
<td></td>
</tr>
</tbody>
</table>

Students will begin to develop critical thinking abilities utilizing the nursing process in the roles of communicator and caregiver. Students will learn principles of professional nursing practice and provide direct care to individuals within a long term care setting while recognizing the diverse uniqueness of individuals with health alterations.

I. Patient-Centered Care

<table>
<thead>
<tr>
<th>Students will begin to develop critical thinking abilities utilizing the nursing process in the roles of communicator and caregiver. Students will learn principles of professional nursing practice and provide direct care to individuals within a long term care setting while recognizing the diverse uniqueness of individuals with health alterations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop an individualized plan of care with a focus on assessment and planning utilizing the nursing process. Respect diversity of individuals.</td>
</tr>
<tr>
<td>b. Demonstrate caring behaviors. Assess the presence and extent of pain and suffering.</td>
</tr>
<tr>
<td>c. Conduct a comprehensive holistic assessment while eliciting patient values, preferences and needs</td>
</tr>
<tr>
<td>d. Demonstrate beginning competency in technical skills.</td>
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II. Teamwork and Collaboration

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<th>Students will begin to develop critical thinking abilities utilizing the nursing process in the roles of communicator and caregiver. Students will learn principles of professional nursing practice and provide direct care to individuals within a long term care setting while recognizing the diverse uniqueness of individuals with health alterations.</th>
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<tr>
<td>a. Develop effective communication skills (verbally and through charting) with patients, team members, and family</td>
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<td>b. Identify relevant data for communication in pre and post conferences</td>
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<tr>
<td>c. Identify intra and inter-professional team member roles and scopes of practice. Establish appropriate relationships with team members.</td>
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<td>d. Identify need for help when appropriate to situation. Delegates level specific skills to appropriate team member.</td>
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III. Evidence-Based Practice

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<td>b. Create a nursing process paper demonstrating use of EBP, clinical reasoning demonstrating management of simple disease processes for patients across the health-illness, across the life span among diverse populations in a variety of health care settings.</td>
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<td>d. Applies nursing and other appropriate theories, models, ethical frameworks to practice: <strong>Health, Humanity, Environment and Nursing</strong></td>
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### IV. Quality Improvement

- a. Identify methods to deliver care in a timely and cost effective manner.
- b. Identifies areas in the health care setting about processes/projects to improve care (QI).
- c. Value the significance of variance reporting.

### V. Safety

- a. Demonstrate effective use of technology and standardized practices (such as hand washing…) that support safety and quality. Implement strategies to reduce risk of harm to self or others.
- b. Demonstrate appropriate clinical decision making (such as recognition of rapid response team activation. Verifying abnormal findings)
- c. Identify national patient safety goals (such as 2 pt. ID’s; critical value reporting…)
- d. Use appropriate organizational strategies to reduce reliance on memory.
- e. Formulate blameless communication of observations or concerns related to hazards and errors to patient, families, and the health care team.

### VI. Informatics

- a. Navigate and document clear and concise responses to care in the electronic health record for patient, where appropriate for clinical setting
- b. Protect confidentiality of electronic health records data, information, and knowledge of technology in an ethical manner

### VII. Professionalism

- a. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice). Comply with the Code of Ethics, Standards of Practice, and policies and procedures of Presentation College, Division of Nursing, and clinical agencies
- b. Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner. Accept constructive feedback and develop plan of action for improvement.
- c. Demonstrate expected behaviors and complete tasks in a timely manner. Arrive to clinical experiences at assigned times. Maintain professional behavior and appearance.

Total: ADD Columns—min. 77 max. 100
Midterm Comments (Address Strengths and areas for student growth)

Faculty

Student 3 areas for strengths and 3 areas for growth:

Student Signature _______________________________ Date _______
Faculty Signature _______________________________ Date _______

Final Comments (Address Strengths and areas for student growth)

Faculty: 3 areas of development were they met or not met?

Student: Identify an area or KSA you’d like to develop proficiency for next semester.

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Student Signature _______________________________ Date
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Student Signature ___________________________ Date __________

Clinical Faculty Signature ___________________________ Date __________

I reviewed content with the clinical faculty and agreed with the remediation plan.

Lead course Faculty Signature: ___________________________ Date: ___________________________

I reviewed content with the lead faculty and agreed with the remediation plan.

Program director Signature: ___________________________

Date: ___________________________

PRESENTATION COLLEGE CLINICAL EVALUATION POLICY
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If it is deemed by the clinical faculty that the student has not demonstrated clinical competency or met the minimum expectations on the Clinical Summative Evaluation Tool, that student will not pass the clinical portion of the course. Department of Nursing clinical policies and Progression and Academic Standing polices will apply.

Attendance is mandatory on all clinical days. (Per Presentation College Student Handbook Policies)
Grading:
Pass/fail is based on achievement of 77 points or higher and all categories in the final evaluation on the clinical evaluation tool must be rated at a 3 or higher.

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Formative (weekly evaluations or weekend dependent upon are program are utilized to provide faculty feedback for the clinical evaluation).
Presentation College  
Clinical Performance Evaluation Tool  
Mental Health Nursing Setting Level 300  

Student Name__________________________________  
Self Final Evaluation ____  
Faculty Final Evaluation ____  

Faculty________________________________________  
Semester _____

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<td><strong>I. Patient-Centered Care</strong></td>
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<td>a. Use the nursing process to create and implement a psychiatric plan of care that is appropriate for the client and/or family-centered and that respects diversity.</td>
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<td>b. Demonstrate caring behaviors. Advocate and implement interventions to address physical, emotional, or spiritual pain or distress.</td>
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<td>c. Integrate knowledge of pathophysiology and pharmacotherapy into delivery of care for the psychiatric client with respect for developmental level, family values, preferences, needs, genetics, and diversity.</td>
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<td>d. Demonstrate appropriate psychiatric assessment and clinical skills with identified rationale.</td>
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| II. Teamwork and Collaboration |         |       |
| a. Communicate effectively to convey relevant data acquired about the patient. Skills include TIMELY use of SBAR and verbal and/or written/electronic charting with patients, team members, and family. |         |       |
| b. Adapt own style to effectively communicate with and educate the client and/or family appropriate to situation based on nursing’s professionalism expectations. |         |       |
| c. Collaborate with intra and inter-professional team members within own scope of practice. Establish appropriate relationships with team members. |         |       |
| d. Identify need for help when appropriate to situation. Delegates level specific skills to appropriate team member. Requests help when appropriate to situation. |         |       |

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a. Plan and implement care utilizing evidence-based nursing interventions respecting human and cultural diversity.

b. Applies nursing and other appropriate theories, models, ethical frameworks to practice: Health, Humanity, Environment and Nursing

c. Demonstrate reflection on application of evidence-based practice and share emerging knowledge for health promotion and risk reduction in the clinical setting.

### IV. Quality Improvement

| a. Examine own role as part of systems and processes of care affecting patient outcomes. |
| b. Identify processes/projects to improve care in the psychiatric health care setting (QI). |
| c. Examine health promotion and maintenance strategies within a variety of psychiatric settings |

### V. Safety

| a. Implement effective use of technology and standardized practices that support safety and quality. |
| b. Implement strategies to reduce risk of harm to self or others within the psychiatric setting. |
| c. Observe the safe, timely developmentally appropriate administration of medications to the psychiatric client with multiple health alterations. |
| d. Incorporate national patient safety goals for psychiatric population. |
**Midterm Comments** *(Address Strengths and areas for student growth)*

Faculty

Student 3 areas for strengths and 3 areas for growth:

**Student Signature** ___________________________  **Date** ______

**Faculty Signature** ___________________________  **Date** ______

**Final Comments** *(Address Strengths and areas for student growth)*

Faculty: 3 areas of development were they met or not met?

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Use only if graded “1-2” Mid-clinical Evaluation: faculty and student must complete documentation for remediation of unsatisfactory areas. Clinical Performance Plan (CPP) Tool must be initialed for any areas “1 or 2” grade.

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Clinical Faculty Signature ___________________________ Date __________

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Lead course Faculty Signature: ___________________________ Date: ___________________________

Program director Signature: ___________________________

Date: ___________________________


PC NURSING STUDENT HANDBOOK 2019-2020
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During the clinical component of each course, the student and faculty member will keep records of the student's clinical nursing practice. Both the student and the faculty member will contribute to the written evaluation of the learner's performance. Students will be evaluated in the clinical portion of each course on a 0-4 scale clinical evaluation rating scale.

Clinical Evaluation Scale for Rating Performance: Student Role
- 4 - Function independently without supporting cues.
- 3 - Function independently, requiring occasional supervision and or verbal cues.
- 2 - Function with assistance, requiring frequent supervision and or verbal cues.
- 1 - Function dependently, requiring continuous direct supervision and or verbal cues.
- 0 - Unsafe performance as defined in the Presentation College Department of Nursing Student Handbook and Course Syllabi.
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Pass/fail is based on achievement of 77 points or higher and all categories in the final evaluation on the clinical evaluation tool must be rated at a 3 or higher.

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Presentation College  
Clinical Performance Evaluation Tool  
Maternal Child Nursing Setting Level 300

Student Name__________________________________  
Self Final Evaluation _____  
Faculty Final Evaluation _____

Faculty_________________________________________  
Semester _____

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Focusing on wellness, health promotion, illness, and disease management in the maternal child and pediatric population in a variety of settings while recognizing the diverse uniqueness of individuals, providing collaborative care to individuals and families with multiple health alterations. At the end of Maternal child course the student is able to:

I. **Patient-Centered Care**

   a. Use the nursing process to create and implement an obstetric or newborn plan of care that is developmentally appropriate and family centered and that respects diversity.

   b. Demonstrate caring behaviors. Advocate and implement interventions to address physical, emotional, or spiritual pain or distress.

   c. Integrate knowledge of pathophysiology and pharmacotherapy into delivery of care for the obstetric and/or newborn or pediatric patient with respect for developmental level, family values, preferences, needs, genetics, and diversity.

   d. Demonstrate appropriate obstetric, newborn and/or pediatric assessment and clinical skills with identified rationale.

II. **Teamwork and Collaboration**

a. Communicate effectively to convey relevant data acquired about the patient. Skills include TIMELY use of SBAR and verbal and written/electronic charting with patients, team members, and family.

b. Adapt own style to effectively communicate with and educate child and family appropriate to situation based on nursing’s professionalism expectations.

c. Collaborate with intra and inter-professional team members within own scope of practice. Establish appropriate relationships with team members.

d. Identify need for help when appropriate to situation. Requests help when appropriate to situation. Student is able to identify the appropriate titles and roles of each person involved in the situation.

III. **Evidence-Based Practice**

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b. Applies nursing and other appropriate theories, models, ethical frameworks to practice: Health, Humanity, Environment and Nursing

c. Demonstrate reflection on application of evidence-based practice and share emerging knowledge for health promotion and risk reduction in the clinical setting.

### IV. Quality Improvement

a. Examine own role as part of systems and processes of care affecting patient outcomes.

b. Identify processes/projects to improve care in the obstetric and/or pediatric health care setting (QI).

c. Examine health promotion and maintenance strategies within a variety of obstetric/newborn/pediatric settings

### V. Safety

a. Implement effective use of technology and standardized practices that support safety and quality.

b. Implement strategies to reduce risk of harm to self or others within the obstetric/newborn/pediatric setting.

c. Demonstrate safe, timely developmentally appropriate administration of medications to the obstetric/newborn/pediatric patient with multiple health alterations.

d. Incorporate national patient safety goals for obstetric/newborn/pediatric population.

e. Demonstrate blameless communication of observations or concerns related to hazards and errors to patient, families, and the health care team.

### VI. Informatics

a. Navigate and document clear and concise responses to care in the electronic health record for patient, where appropriate for clinical setting

b. Protect confidentiality of electronic health records data, information, and knowledge of technology in an ethical manner

### VII. Professionalism

a. Demonstrate core professional values (caring, advocacy, altruism, autonomy, integrity, human dignity, and social justice). Comply with the Code of Ethics, Standards of Practice, and policies and procedures of Presentation College, Division of Nursing, and clinical agencies

b. Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a civil and professional manner. Accept constructive feedback and develop plan of action for improvement.

c. Demonstrate expected behaviors and complete tasks in a timely manner. Arrive to clinical experiences at assigned times. Maintain professional behavior and appearance.


**Total: ADD Columns—min. 77 max. 100**
**Midterm Comments** (Address Strengths and areas for student growth)

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Lead course Faculty Signature: ____________________________ Date:

Program director Signature: ____________________________

Date: ________________

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Presentation College  
Clinical Performance Evaluation Tool  
Care of Adults and Older Adults in the Med-Surg Setting Level 300

Student Name__________________________________  Self Final Evaluation _____  
Faculty Final Evaluation _____  
Faculty_______________________________________  Semester _____

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Focusing on wellness, health promotion, illness, and disease management across the lifespan in a variety of settings while recognizing the diverse uniqueness of individuals, providing collaborative care to individuals and families with multiple health alterations.

I. Patient-Centered Care

Write a grade 0-4 in the boxes below:

a. Institute an individualized plan of care using weekly course objectives with a focus on assessment and planning utilizing the nursing process. Respect diversity of individuals.

b. Demonstrate caring behaviors. Recommend interventions to address physical, emotional, or spiritual pain or suffering.

c. Deliver care based on knowledge of pathophysiology and pharmacotherapy with respect for individual values, preferences, needs, genetics, and diversity.

d. Modify established goals or time frames based on interpretation of individual achievements of objectives or outcomes (Reflection in practice)

II. Teamwork and Collaboration

a. Communicate effectively using SBAR to convey relevant data acquired about the patient. Skills include TIMELY verbal and written/ electronic charting with patients, team members, and family.

b. Participate in pre and post conferences to identify patient needs and methods to deliver care more effectively for the next interaction.

c. Collaborate with intra and inter-professional team member roles and scopes of practice. Establish appropriate relationships with team members.

d. Identify need for help when appropriate to situation. Delegates level specific skills to appropriate team member. Requests help when appropriate to situation.

III. Evidence-Based Practice


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b. Differentiate clinical opinion from evidence-based practice & determine best clinical practice
c. Create a nursing process paper demonstrating use of EBP, clinical reasoning demonstrating management of simple disease processes for patients across the health-illness, across the life span among diverse populations in a variety of health care settings.

d. Applies nursing and other appropriate theories, models, ethical frameworks to practice: **Health, Humanity, Environment and Nursing**

### IV. Quality Improvement

a. *Promote* cost containment methods to deliver care.

b. Identifies areas in the health care setting about processes/projects to improve care (QI) while valuing the significance of variance reporting. (Fall assessment; Pressure ulcer prevention; UTI from Foley catheters; Line sepsis; DVT prevention, etc.)

### V. Safety

a. *Integrate* effective use of technology and standardized practices that support safety and quality. Implement strategies to reduce risk of harm to self or others.

b. *Demonstrate* safe, *timely administration* of medications *stating pharmacologic implications* as they relate to the adult patient with *multiple health alterations*.

c. *Incorporate* national patient safety goals.

d. Use appropriate resources to improve organization/time management (example: SBAR or flowsheet) to reduce reliance on memory.

e. Formulate blameless communication of observations or concerns related to hazards and errors to patient, families, and the health care team.

### VI. Informatics

a. Navigate and document clear and concise responses to care in the electronic health record for patient, where appropriate for clinical setting

b. Protect confidentiality of electronic health records data, information, and knowledge of technology in an ethical manner

### VII. Professionalism

a. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice). Comply with the Code of Ethics, Standards of Practice, and procedures of Presentation College, Division of Nursing, and clinical agencies

b. Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner. Accept constructive feedback and develop plan of action for improvement.

c. Demonstrate expected behaviors and complete tasks in a timely manner. Arrive to clinical experiences at assigned times. Maintain professional behavior and appearance.


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Attendance is mandatory on all clinical days. (Per Presentation College Student Handbook Policies)
Grading:
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Formative (weekly evaluations or weekend dependent upon are program are utilized to provide faculty feedback for the clinical evaluation).
Presentation College  
Clinical Performance Evaluation Tool  
Care of Adults and Older Adults in the Med-Surg Setting Level 400

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<tr>
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<td>Faculty</td>
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</tr>
</tbody>
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Focusing on wellness, health promotion, illness, and disease management for the complex patient across the lifespan in a variety of settings while recognizing the diverse uniqueness of individuals, providing collaborative care to individuals and families with multiple health alterations.

I. Patient-Centered Care

a. *Prioritize* an individualized plan of care using weekly course objectives with a focus on assessment, planning, and evaluation utilizing the nursing process. Respect diversity of individuals.

b. Demonstrate caring behaviors. Perform *interventions to address* physical, emotional, or spiritual pain or suffering.

c. Deliver care based on knowledge of pathophysiology and pharmacotherapy with respect for individual values, preferences, needs, genetics, and diversity.

d. Analyze established goals or time frames based on interpretation of individual achievements of objectives or outcomes (Reflection in practice)

II. Teamwork and Collaboration

a. Communicate effectively using SBAR to convey relevant data acquired about the patient. Skills include TIMELY verbal and written/ electronic charting with patients, team members, and family.

b. Participate in pre and post conferences to analyze patient needs and methods to deliver care more effectively for the next interaction.

c. Collaborate with intra and inter-professional team member roles and scopes of practice. Establish appropriate relationships with team members.

d. Prioritize the need for help when appropriate to situation. Delegates level specific skills to appropriate team member. *Requests help when appropriate to situation.*

III. Evidence-Based Practice

<table>
<thead>
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<th>Core Competencies</th>
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<th>Final 0 to 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Differentiate clinical opinion from evidence-based practice &amp; determine best clinical practice</td>
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<td></td>
</tr>
<tr>
<td>c. Create a nursing process paper demonstrating use of EBP, clinical reasoning demonstrating management of simple disease processes for patients across the health-illness, across the life span among diverse populations in a variety of health care settings.</td>
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<td></td>
</tr>
<tr>
<td>d. Applies nursing and other appropriate theories, models, ethical frameworks to practice: <strong>Health, Humanity, Environment and Nursing</strong></td>
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**IV. Quality Improvement**

a. Promote cost containment methods to deliver care.  

b. Identifies areas in the health care setting about processes/projects to improve care (QI) while valuing the significance of variance reporting. (Fall assessment; Pressure ulcer prevention; UTI from Foley catheters; Line sepsis; DVT prevention, etc….)

**V. Safety**

a. Integrate effective use of technology and standardized practices that support safety and quality. Implement strategies to reduce risk of harm to self or others.  

b. Demonstrate safe, timely administration of medications stating pharmacologic implications as they relate to the adult patient with multiple health alterations.  

c. Incorporate national patient safety goals.  

d. Use appropriate resources to improve organization/ time management (example: SBAR or flowsheet) to reduce reliance on memory.  

e. Formulate blameless communication of observations or concerns related to hazards and errors to patient, families, and the health care team.  

**VI. Informatics**

a. Navigate and document clear and concise responses to care in the electronic health record for patient, where appropriate for clinical setting  

b. Protect confidentiality of electronic health records data, information, and knowledge of technology in an ethical manner

**VII. Professionalism**

a. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice). Comply with the Code of Ethics, Standards of Practice, and policies and procedures of Presentation College, Division of Nursing, and clinical agencies  

b. Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner. Accept constructive feedback and develop plan of action for improvement.  

c. Demonstrate expected behaviors and complete tasks in a timely manner. Arrive to clinical experiences at assigned times. Maintain professional behavior and appearance.  


**Total: ADD Columns—min. 77 max. 100**
Midterm Comments (Address Strengths and areas for student growth)

Faculty

Student 3 areas for strengths and 3 areas for growth:

Student Signature ___________________________  Date _______
Faculty Signature ___________________________  Date _______

Final Comments (Address Strengths and areas for student growth)

Faculty: 3 areas of development were they met or not met?

Student: Identify an area or KSA you’d like to develop proficiency for next semester.

Faculty Signature ___________________________  Date _______
Student Signature ___________________________  Date
Use only if graded “1-2” Mid-clinical Evaluation: faculty and student must complete documentation for remediation of unsatisfactory areas. Clinical Performance Plan (CPP) Tool must be initialed for any areas “1 or 2” grade.

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<tr>
<td>&amp; corresponding specific KSA: a-f</td>
<td>Background (Describe):</td>
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<td></td>
<td>Assessment (Root cause analysis of issue):</td>
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<tr>
<td></td>
<td>Recommendation including time frame:</td>
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Student Signature __________________________ Date __________

Clinical Faculty Signature __________________________ Date __________

I reviewed content with the clinical faculty and agreed with the remediation plan.

Lead course Faculty Signature: __________________________ Date: __________

Program director Signature: __________________________

Date: __________________________

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Formative (weekly evaluations or weekend dependent upon are program are utilized to provide faculty feedback for the clinical evaluation.)
# Clinical Performance Evaluation Tool

**Community Health Nursing Setting Level 400**

Student Name__________________________________

Faculty________________________________________

Semester               ____

Fill in appropriate fields to the right & below:

Student must obtain a 77% and 3 or above Final Evaluation to pass the course.

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing on wellness, health promotion, illness and disease management across the lifespan in a variety of community health settings while recognizing the diverse uniqueness of individuals. The student will provide coordinated care to promote optimal health in individuals, families, communities, and/or populations.</td>
<td></td>
<td></td>
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</table>

**I. Patient-Centered Care**

a. Develop an individualized plan of care with a focus on assessment and planning utilizing the nursing process. Respect diversity of individuals.

b. Demonstrate caring behaviors. Assess the presence and extent of pain and suffering.

c. Conduct a comprehensive assessment culturally competent care for the community members by recognizing the sociopolitical, economic, and ethnic characteristics.

d. Demonstrate the nursing process, therapeutic interventions, critical thinking, decision-making and professional communications to provide caring services to individuals, families and groups in the community under the supervision of a licensed registered nurse preceptor.

**II. Teamwork and Collaboration**

a. Develop effective communication skills; colleagueship utilizing effective collaboration with various community agencies and personnel

b. Demonstrates health teaching skills by assessing the learning needs of a selected client group, preparing, and presenting an appropriate health teaching program and evaluating it.

c. Identify intra and inter-professional team member roles and scopes of practice. Establish appropriate relationships with team members.

d. Identify need for help when appropriate to situation. Delegates level specific skills to appropriate team member.

**III. Evidence-Based Practice**

a. Locate evidence-based literature related to community practice and guideline activities. Reference clinical related activities with evidence based literature. Provide evidence of preparation for community health nursing trends and theory (i.e. public health, biostatics, epidemiology, community organization)

b. Value the concept of evidence-based practice in determining best clinical
<table>
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<tr>
<td><strong>practice</strong></td>
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</tr>
<tr>
<td>c. Maintain currency on client or community health related issues across the health-illness, across the life span among diverse populations in a variety of community health care settings.</td>
<td>1 to 4</td>
<td>1 to 4</td>
</tr>
<tr>
<td>d. Applies nursing and other appropriate theories, models, ethical frameworks to practice: Health, Humanity, Environment and Nursing</td>
<td></td>
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<tr>
<td><strong>IV. Quality Improvement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Identify and describe appropriate leadership, management, and financial strategies in the provision of effective community health services</td>
<td></td>
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</tr>
<tr>
<td>b. Identifies areas in the health care setting about processes/projects to improve care (QI) and social justice in the provision of effective community health care. If appropriate group work complete a root cause analysis (RCA) of a commonly encountered problem and create a Plan, do, study, act (PDSA) proposal or project.</td>
<td></td>
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<tr>
<td>c. Value policy development in the community health setting.</td>
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<td><strong>V. Safety</strong></td>
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<td>b. Formulate blameless communication of observations or concerns related to hazards and errors to patient, families, and the health care team.</td>
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<td>c. Use appropriate resources to improve organization/ time management (example: SBAR or flowsheet) to reduce reliance on memory.</td>
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<td>a. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice). Comply with the Code of Ethics, Standards of Practice, and policies and procedures of Presentation College, Division of Nursing, and clinical agencies</td>
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<td>b. Maintain a positive attitude and professional attitude. Interact as a client advocate in the community. Accept constructive feedback and develop plan of action for improvement.</td>
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Lead course Faculty Signature: __________________ Date: __________

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</table>

- a. Develop an individualized plan of care with a focus on assessment and planning utilizing the nursing process. Respect diversity of individuals. Demonstrates caring behaviors.
- b. Independently plans and organizes own workload, managing multiple individual client and workplace demands as appropriate.
- c. Identifies issues related to social and cultural diversity, and how these relate to holistic and culturally safe client care.
- d. Evaluates and individualizes client care based on the emerging priorities of the health situation in collaboration with clients and health care team. Priorities and provides timely nursing care, responding to changes as needed.
- e. Utilize the nursing process as a framework for critical thinking and clinical decision making. Demonstrates consistent critical thinking skills by seeking guidance and acting on direction appropriately.
- f. Questions unclear orders, decisions, and actions inconsistent with client outcomes, best practices, and health safety standards.

II. Teamwork and Collaboration

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<tbody>
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- a. Effectively communicates with clients/families/colleagues, preceptor, and other health care providers.
- b. Assesses clients’ learning needs and provides client education as appropriate.
- c. Identify intra and inter-professional team member roles and scopes of practice. Establish appropriate relationships with team members.
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<tr>
<td>a. Integrate evidence-based literature related to clinical practice and guideline activities. Seeks out evidence to support the provision of safe, competent, compassionate, and ethical care.</td>
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<td>c. Applies nursing and other appropriate theories, models, ethical frameworks to practice: Health, Humanity, Environment and Nursing</td>
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</tr>
<tr>
<td>a. Manage client care in a quality and cost-effective manner.</td>
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<tr>
<td>b. Recognizes the impact of organizational culture on the provision of health care and acts to enhance the quality of a professional and safe practice environment.</td>
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<td>c. Consistently documents accurate, pertinent data clearly and concisely using appropriate terminology in a timely manner.</td>
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<td>c. Demonstrate expected behaviors and complete tasks in a timely manner. Adheres to agency policies/procedures. Maintain professional behavior and appearance.</td>
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Student Signature __________________________ Date _____
Clinical Faculty Signature __________________________ Date _____

I reviewed content with the clinical faculty and agreed with the remediation plan. Lead course Faculty Signature: __________________________ Date: __________________________

I reviewed content with the lead faculty and agreed with the remediation plan.

Program director Signature: __________________________
Date: __________________________

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## Appendix L
### Nursing Skills Completion Records

Presentation College Nursing Skills Checklist per Taylor’s Clinical Nursing skills for the LPN to BSN Completion Student

<table>
<thead>
<tr>
<th>Actions Basic to Nursing Care</th>
<th>Date completed in NLL See performance checklist in assigned Moodle course</th>
<th>Date Completed in Clinical</th>
<th>Associated with Course # or Competency per LPN Licensure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asepsis and Infection Control</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Skill 1-1 &amp; 1-2 Hand Hygiene</td>
<td>Competent per LPN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill 1-3 PPE</td>
<td>Competent per LPN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill 1-4 to 1-7 Sterile Fields</td>
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PC NURSING STUDENT HANDBOOK 2019-2020
## Nursing Skills Completion Records

**Presentation College Nursing Skills Checklist per Taylor’s Clinical Nursing skills for the Traditional BSN Student**

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**PC NURSING STUDENT HANDBOOK 2019-2020**
| Skill 16-3, 16-4 and 16-5 cardiac monitoring |  | NB364 |
| Neuro care |  |  |
| Skill 17-1 & 17-2 collar and seizure precautions |  | NB231 |
| Lab specimen collection |  |  |
| Skill 18-1 & 18-2 Nasal and Nasopharyngeal swab |  | NB231 |
| Skill 18-3 sputum culture |  | NB231 |
| Skill 18-4 & 18-5 urine specimens |  | NB231 |
| Skill 18-6 & 18-7 stool occult and |  | NB231 |
| Skill 18-8 to 18-10 blood samples |  | NB364 |
I, the undersigned student, hereby acknowledges that I have read and understand the 2019-2020 Presentation College Nursing Student Handbook and agree to abide by the policies and procedures contained therein. I recognize the Division of Nursing has the right to notify me in writing via my Presentation College email address or course syllabi of any changes in the policy or procedures contained within this handbook at any time. I understand that any deviation from these policies may result in disciplinary action up to or including dismissal from my nursing courses, the nursing program, and/or Presentation College.

________________________________________   ______________________________________
Student Signature                                       Date

____________________________________________________
Student Printed Name

____________________________________________________
Witness Signature *                                     Date

____________________________________________________
Witness Printed Name *

* Any person over 18 years of age may be a witness.