# TABLE OF CONTENTS

## School of Nursing and Department Overview
- Mission Statement of the School of Nursing................................................................. 2
- Philosophy of the School of Nursing.................................................................................. 2
- Goals of the School of Nursing.......................................................................................... 3
- Goals of the Department of Post-Baccalaureate Nursing.................................................. 3
- Post-Baccalaureate Curriculum Overview......................................................................... 3
- Baccalaureate Program Outcomes..................................................................................... 5
- Post-Baccalaureate Nursing track Schema........................................................................ 6

## Student Responsibilities
- Academic Standards........................................................................................................... 7
- Student Behaviors............................................................................................................... 7
- Background Studies........................................................................................................... 7

## Policies and Procedures
- Grading............................................................................................................................... 9
- Progression Probation......................................................................................................... 9
- Dismissal from the Major................................................................................................... 9
- Academic Appeals Procedure............................................................................................ 10
- Academic Honesty ............................................................................................................ 11
- Leave of Absence .............................................................................................................. 12
- Pregnancy .......................................................................................................................... 12
- Sick Leave ......................................................................................................................... 12
- Clinical Absences & Remediation..................................................................................... 13
- Liability Insurance ............................................................................................................ 13
- Reporting of Clinical Accidents/Health Insurance Coverage........................................... 13
- Clinical Uniform............................................................................................................... 14
- CPR Certification............................................................................................................... 14
- Immunization Requirements............................................................................................. 14
- Writing Style ...................................................................................................................... 15
- Student Representation..................................................................................................... 15

## General Information
- Clinical Experiences......................................................................................................... 16
- Course and Laboratory Fees.............................................................................................. 16
- Learning Laboratories....................................................................................................... 16
- Student Health Insurance................................................................................................. 16
- Student Center for Health & Well-Being (Duluth students)............................................. 17
- Sr. M. Olivia Gowan Award............................................................................................... 17
- Licensure – NCLEX Exam.................................................................................................. 18
- Assessment Technologies Institute (ATI) ......................................................................... 18
- Public Health Registration................................................................................................. 18
- Post-Baccalaureate Nursing Pinning Ceremony............................................................... 18
- Student Nurses Association.............................................................................................. 19
- Theta Xi............................................................................................................................... 19

## Appendices
- ATI Policy......................................................................................................................... 22
- College of St. Scholastica Accident/Injury form............................................................... 24
The purpose of this handbook is to provide a ready reference to policies and procedures specific to baccalaureate nursing students at The College of St. Scholastica. It is the student’s responsibility to become familiar with the policies and procedures in *The College of St. Scholastica 2015 – 2016 Student Handbook* and *The College of St. Scholastica Undergraduate Catalog, 2013 - 2015*. This handbook supplements these College-wide publications and provides specific information about the policies and procedures of the School of Nursing. Changes or updates concerning information in this handbook will be communicated by The College of St. Scholastica email.

Students should consult their advisor if they have questions not addressed in these documents.

The College of St. Scholastica does not discriminate on the basis of age, race, color, national origin, sex, or handicap in its programs and activities. Inquiries regarding the nondiscrimination policies are handled by the Affirmative Action Office which is located in Tower Hall 2101A, (218) 723-6602.
**Mission Statement of the School of Nursing**

As an integral component of The College of St. Scholastica, the School of Nursing embraces the Benedictine values of community, hospitality, respect, stewardship and love of learning. As a community of learners, we are committed to educating baccalaureate and graduate nurse leaders prepared to care for others, in a manner that honors and respects the unity of body, mind and spirit. Through caring for one another and ourselves in a holistic way, we develop a deep level of compassion which allows us to respond to others in a manner that promotes the healing of individuals, families, communities, and our world.

**Philosophy of the School of Nursing**

Nursing is fundamentally a holistic endeavor on which the physical, emotional, social, and spiritual welfare of persons depends. It is the enactment of nurses’ moral imperative to care for persons in health and illness at the most significant, vulnerable, and mundane moments of their lives, including birth and death. A person’s experience of health and illness is inseparable from the nurse’s intention, presence, and action at these moments.

Nursing does its healing work in a relational environment of connection, compassion, caring, creativity, and critical intention. The profession is informed not only by the liberal arts and sciences, technology, and integrative therapies, but also by the knowledge that relationships can be healing in and of themselves.

First and foremost, in its healing relationships with individuals, families, colleagues, communities, and populations, nursing respects and upholds the inherent dignity and worth of all creation. The least among us have been created by God and have infinite, if unrecognized, capacities for change and healing, balance and harmony. Nursing works in committed partnership with those it serves to use its specialized knowledge of health and illness to actualize those capacities.
Goals of the School of Nursing

1. To offer programs designed to prepare students for entry-level or advanced professional nursing practice in a global community.
2. To provide registered nurses with professional education in nursing reflective of contemporary nursing practice.
3. To prepare students with the skills necessary for lifelong learning.
4. To prepare students to participate in society as informed citizens.
5. To prepare students for advanced study in nursing.
6. To teach and model Benedictine values as a basis for responsible living and meaningful work.
7. To create and sustain a learning, working, and practice environment conducive to the well-being of faculty, students, and staff.

Goals of the Department of Post-Baccalaureate Nursing

1. To prepare students for entry-level professional nursing practice including the health needs of underserved populations.
2. To prepare students to be eligible for licensure as registered nurses.
3. To prepare registered nurses for practice at the baccalaureate level.
4. To provide students with academic preparation for graduate study in nursing.
5. To provide students with the skills and knowledge necessary for responsible living and meaningful work.
6. To provide a student-centered learning environment that supports student’s professional socialization.
7. To instill the value and skills necessary for personal and professional life long learning.
8. To teach and model Benedictine values as an effective personal and professional philosophy.

Curriculum Overview

Baccalaureate nursing education prepares students to practice as generalists. This level of education is based on core knowledge and clinical competency applied though a unique blend of critical thinking, caring, communication and collaboration. Health promotion, illness management and population-based care are the focus of the post-baccalaureate curriculum. Students are prepared to practice holistically as leaders in healthcare delivery, with an educational foundation grounded in the Benedictine values. Throughout the curriculum, simulation, technology, and integrative therapies are blended to prepare students as healers of the mind, body, and spirit.

Clinical practice necessitates that students care for a variety of individuals in various settings. These practice experiences are designed so that students have diverse experiences in meeting the health care needs of individuals, families and groups. Clinical experiences occur in the nursing simulation laboratory, acute care, extended care and community health settings beginning in the first semester of the nursing program.

As a profession, nursing is grounded by both professional and legal regulations. The Minnesota Board of Nursing along with the state’s Nurse Practice Act legally regulates nursing and nursing education in the state of Minnesota. The American Association of Colleges of Nursing (AACN) is the professional organization that supports baccalaureate and graduate nursing education in the United States. AACN has published Essentials documents for baccalaureate and graduate nursing education that serve as frameworks for nursing education. Other guiding professional documents include the American Nurses Association (ANA) Standards of Clinical Practice, ANA’s Code of Ethics for Nurses, Quality and Safety Education for Nurses (QSEN), and the International Nursing Association for Clinical Simulation and Learning (INACSL) Standards of Best Practice for Simulation. Information on The Essentials of Baccalaureate Nursing Education follows.
**Executive Summary:** The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)

This *Essentials* document serves to transform baccalaureate nursing education by providing the curricular elements and framework for building the baccalaureate nursing curriculum for the 21st century. These *Essentials* address the key stakeholders’ recommendations and landmark documents such as the IOM’s recommendations for the core knowledge required of all healthcare professionals. This document emphasizes such concepts as patient-centered care, interprofessional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever-changing and complex healthcare environment.

Essentials I-IX delineate the outcomes expected of graduates of baccalaureate nursing programs. Achievement of these outcomes will enable graduates to practice within complex healthcare systems and assume the roles: provider of care; designer/manager/coordinator of care; and member of a profession. Essential IX describes generalist nursing practice at the completion of baccalaureate nursing education. This Essential includes practice-focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I – VIII. The time needed to accomplish each Essential will vary, and each Essential does not require a separate course for achievement of the outcomes.

The nine Essentials are:

- **Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice**
  - A solid base in liberal education provides the cornerstone for the practice and education of nurses.

- **Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**
  - Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

- **Essential III: Scholarship for Evidence Based Practice**
  - Professional nursing practice is grounded in the translation of current evidence into one’s practice.

- **Essential IV: Information Management and Application of Patient Care Technology**
  - Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

- **Essential V: Health Care Policy, Finance, and Regulatory Environments**
  - 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.

- **Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**
  - Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

- **Essential VII: Clinical Prevention and Population Health**
  - 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.

- **Essential VIII: Professionalism and Professional Values**
  - Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

- **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.
Learning opportunities, including direct clinical experiences, must be sufficient in breadth and depth to ensure the baccalaureate graduate attains these practice-focused outcomes and integrates the delineated knowledge and skills into the graduate’s professional nursing practice. Clinical learning is focused on developing and refining the knowledge and skills necessary to manage care as part of an interprofessional team. Simulation experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional nurse. A clinical immersion experience provides opportunities for building clinical reasoning, management, and evaluation skills.


The faculty has developed the curriculum and program outcomes for students to achieve in the baccalaureate program that are derived from the above mentioned professional guiding documents, Minnesota Nurse Practice Act, and The College of St. Scholastica’s institutional mission and Benedictine Values.

The outcomes of the baccalaureate curriculum are:

1. Synthesize knowledge from nursing, the arts and sciences, and the Benedictine values in the holistic practice of professional nursing. *(Essentials 1, 8 & 9)*
2. Demonstrate values and behaviors consistent with professional nursing standards. *(Essentials 8 & 9)*
3. Demonstrate competence in utilizing patient care technologies in dynamic healthcare environments. *(Essentials 3, 4 & 9)*
4. Integrate effective inter-professional collaboration into practice to enhance the health of all patients, including diverse and vulnerable populations. *(Essentials 6, 7 & 9)*
5. Utilize knowledge of healthcare policy and evidence-based nursing to advocate for the quality and safety of patient care. *(Essentials 2, 3, 5 & 9)*
**Post-Baccalaureate Nursing Track Schema**

**Semester I (11 credits)**
NSG 3600 Intro to Nursing Practice 5 credits (3 theory; 2 lab)
NSG 3645 Professional Nursing I 2 credits (theory)
NSG 3660 Health Transitions – I 4 credits (2 theory; 2 clinical)

**Semester II (16 credits)**
NSG 3845 Professional Nursing II 2 credits (theory)
NSG 3867 Evidence-Based Practice 1 credit (theory)
NSG 3870 Health Transitions – II 7 credits (5 theory; 2 clinical)
NSG 3871 Integrative Lab I 2 credits (lab)
TRS 3777 Catholic Benedictine Tradition 4 credits (theory)

**Semester III (14 credits)**
NSG 4645 Professional Nursing III 2 credits (theory)
NSG 4660 Health Transitions – III 7 credits (5 theory; 2 clinical)
NSG 4661 Integrative Lab II 2 credits (lab)
NSG 4674 Community Health 3 credits (3 theory)

**Semester IV (13 credits)**
NSG 4800 Professional Nursing IV 3 credits (2 theory; 1 clinical)
NSG 4874 Community as Client 2 credits (1 lab; 1 clinical)
NSG 4880 Capstone 6 credits (2 theory; 1 lab; 3 clinical)
Nursing Elective 2 credits (theory)

**Nursing Credits – 50 credits**
31 theory credits (465 hours)
8 lab credits (240 hours)
11 clinical credits (495 hours)

**General Education Credits – 4 credits**
4 theory credits (4 hours)

Previous baccalaureate course work transfers to meet all CSS lower level general education requirements towards a second baccalaureate degree. Students take a 4 credit Heritage course during the program. An upper division writing intensive requirement is met in Professional Nursing III & IV course work. Upon completion, students are awarded a Bachelor of Science degree with a major in nursing. The Commission on Collegiate Nursing Education (CCNE), an autonomous arm of AACN accredits nursing programs at The College of St. Scholastica.
Student Responsibilities

**Academic Standards**

Throughout the Post-Baccalaureate track, courses must be taken and successfully completed in the sequence identified in the Curriculum Schema. In order to progress from one semester to the next, a student’s performance in both theory and clinical practice must be satisfactory. A student who fails either component fails the course irrespective of achievement in the other area. In theory and clinical courses, students must earn a minimum of 75% on exams to pass the course. Assignment points will then be added to determine a student’s final course grade. No more than one clinical nursing course in the major may be repeated. Therefore, a student who fails a second clinical nursing course may not progress and will be dropped from the major. A student who receives a grade lower than a C in any nursing course will be required to make adjustments in their program plans in order to progress through the sequence of course offerings in the major.

If a student reapplies for admittance, his or her application will be considered on an equal basis with all other applications.

**Student Behaviors**

All students are held responsible for meeting course and clinical requirements as well as for consistently demonstrating behavior reflective of professional nursing practice in all contexts at the College and in the public environment. Professional behavior includes:

1. Taking actions that are consistent with Nursing Standards of Clinical Practice, Nursing Code of Ethics and the Minnesota Nurse Practice Act.
2. Attending all learning experiences regularly and punctually.
3. Informing course faculty prior to the scheduled time of classroom exams, project deadlines and clinical experiences if you are unable to attend because of an emergency.
4. Complying with contracted requirements of clinical facilities including all admission and health requirements, an annual Criminal Background Study, HIPAA regulations and dress code policies.
5. Demonstrating classroom and clinical behavior that is professional and respectful to faculty, students, patients and staff. Students are discouraged from bringing children to the classroom.
6. Demonstrating awareness that the classroom, lab, and clinical environments are learning environments. This includes turning cell phones and pagers off and arranging emergency contacts in a manner that does not disrupt class or client care.

Students exhibiting unsatisfactory professional or personal behavior will be verbally notified by faculty that such behavior is unacceptable. Depending on the nature of the incident, or the number of incidents, the faculty will have the option to recommend to the program Director either probation or program dismissal.

**Background Studies**

MN law requires and our clinical agencies mandate that the School of Nursing conduct caregiver and criminal background studies on each student who is placed into a healthcare facility. Caregiver and criminal background studies will be completed through Certified Background. Background studies must be completed before the start
of the program. An individual who is disqualified from having direct patient contact as a result of a background study will not be permitted to participate in clinical. Students who receive notice that they are “disqualified” must arrange for an immediate appointment with the Chair of the Department of Post-Baccalaureate Nursing. **SINCE STUDENTS WHO ARE DISQUALIFIED FROM PROVIDING DIRECT CONTACT SERVICES MAY BE INELIGIBLE TO TAKE REQUIRED CLINICAL COURSES, THEY CANNOT BE GUARANTEED THE OPPORTUNITY TO COMPLETE THE NURSING PROGRAM.**
POLICIES AND PROCEDURES

If you wish to have a nursing policy waived you must submit a written petition to the Chair of the Department of Post-Baccalaureate Nursing providing a rationale for your request. Some petitions may need to be reviewed by the Admission and Progression Committee. Decisions of the committee are final. Assistance with the procedures can be obtained from your nursing advisor.

**Grading** - The following scale is used in all nursing courses; there is no rounding.

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>C</td>
<td>75-77</td>
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<tr>
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<td>90-88</td>
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<td>B</td>
<td>84-87</td>
<td>D</td>
<td>65-68</td>
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<tr>
<td>B-</td>
<td>81-83</td>
<td>D-</td>
<td>61-64</td>
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<tr>
<td>C+</td>
<td>78-80</td>
<td>F</td>
<td>60 or Below</td>
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</tbody>
</table>

**Progression Probation**

**Policy:**
Students may be placed on progression probation if they fail to meet department academic standards and/or expected professional behaviors and responsibilities.

**Procedure:**
When a faculty member recommends probation, the faculty member must meet with the course coordinator and the Chair of the Admission/Progression Committee (Department Chair) to discuss the student’s behavior and recommend specific stipulations for the probationary contract. This recommendation is then discussed by the Admission and Progression Committee which will make a decision about probation. The student and faculty advisor are informed of the Committee’s decision in writing by the Chair of the Committee. A contract identifying the student’s plans for remediation is developed by the Admission and Progression Committee and signed by the Committee Chair, the student and the involved faculty. This agreement is shared with the student’s instructors and faculty advisor in order that positive steps may be taken to assist the student to correct the identified deficiencies. Satisfactory progress through the course of the contract removes the student from probationary status, at which time the student progresses through the remainder of the program. A student who fails to correct the deficiencies by the end of the contract period will be dismissed from the major. Students may be on probation once while in the nursing program.

**Dismissal from the Major**

**Policy:**
The post-baccalaureate nursing department reserves the right to dismiss students for infractions of regulations; failure to meet the terms of a probationary contract; unsatisfactory academic standing; unsatisfactory progress towards the degree; unprofessional behavior; or other reasons that affect the health, safety, property, or welfare of the individual student, patients, healthcare agency, and/or healthcare agency staff.

**Procedure:**
If the Chair of the Department of Post-Baccalaureate Nursing and the involved course faculty deem that sufficient documented evidence exists to consider termination, the case will be referred to the Admission and Progression Committee for review. The director will meet with the student to formally inform him or her of their rights and that the case has been referred to the Admission and Progression Committee. The student will also be notified in writing that the Committee has received a referral for termination. The student may submit written comments relevant to the allegations to the Admission and Progression Committee.
The Admission and Progression Committee will recommend that retention or termination of a student should commence. A face to face meeting with the involved parties is conducted to relay the disciplinary action. If a student is retained, he/she may receive a probationary contract.

**Academic Appeals Procedure**

**Grounds for Appeal**
The academic appeal procedure is a process designed to address an academic situation the student perceives as unfair or unjust. It is not a process to be used when there is dissatisfaction with a grade or to obtain a grade change. For information on non-academic grievances, refer to the relevant sections of the Student Handbook.

**Administrative Appeal**
The student should try to resolve the situation by discussing it with the following people in the order listed below. The procedure would halt at any point that satisfaction has been reached. If the administrative path for the appeal is unclear, the student should consult with the VPAA for clarification.

1. Course Faculty
2. Program coordinator or director if applicable
3. Department chair
4. Dean of the school in which the department or program resides
5. Vice President for Academic Affairs

**Formal Appeal**
If, after discussion with the people listed above, the issue has not been resolved, the student may file a written appeal with the Vice President for Academic Affairs.

Upon receipt of the written appeal, the Vice President for Academic Affairs will contact the chair of the Faculty Assembly (for undergraduate appeals) or the Graduate Council (for graduate appeals) to select three faculty members, and the Vice President of Student Affairs to select two students to serve on an appeal panel; for undergraduate appeals the students will be undergraduates and for graduate appeals the student will be graduate students. One student and two faculty members will be from the academic school concerned; the other student and faculty member will be from other schools. The Vice President for Academic Affairs will set up the first meeting of the panel and notify the involved student and the faculty member(s).

**Time Limits**
An administrative appeal must be initiated by the student within one month of the end of the semester in which the incident occurred. The formal appeal must be initiated within one month of completion of the administrative appeal process. Upon receipt of the written formal appeal, the appeal panel shall be formed within one week. The appeal panel shall meet within two weeks of being formed to be presented with the appeal. A hearing that includes the student and faculty member will be scheduled as soon as practicable thereafter.

**Student Responsibility**
The student should clearly and concisely describe the incident and state the reason for the appeal. Any supporting materials should be given to the panel members and to the faculty member(s) through the Vice President of Academic Affairs prior to the first meeting of the panel.

**Faculty**
Any written documentation that the faculty member(s) wish to present to the panel should be given to the panel and the student through the Vice President for Academic Affairs prior to the first meeting of the panel.
Panel

1. At the first meeting of the panel, the Vice President for Academic Affairs will review the responsibilities and limits of the appeal panel and distribute any written materials from the student and the faculty member(s). The panel should then choose a chair and secretary. A hearing will take place at a subsequent meeting.

2. At the hearing, the student will present the concern. The student may ask to have a student advocate or another person present as a supporter/advisor. This request should be made prior to the meeting. Because this is a student initiated process within the College, it is not usual to have legal counsel present. If an exception is to be made, it should be arranged with the Vice President for Academic Affairs prior to the panel meeting.

3. At the hearing, the panel will give the faculty member(s) an opportunity to respond to the accusation of unfairness or injustice. The faculty member(s) may invite the department chair or dean of the school to be present for this panel meeting. If the student has arranged for legal counsel, the faculty member(s) may also have legal counsel present. Legal counsel shall not be permitted to examine or to cross-examine anyone present. The Vice President for Academic Affairs will also be present as a resource for procedural questions.

4. At the hearing, the panel will ask questions and receive clarification of the issue from the student and faculty member(s), all of whom are present for presentation and clarification.

5. Following the hearing, the panel will meet alone to discuss the issue. The primary responsibility of the panel is to determine whether an injustice was done.

6. To maintain confidentiality the panel will seek any additional information needed to arrive at a decision through the Vice President of Academic Affairs.

7. The decision will be communicated to the Vice President of Academic Affairs who will relay the final decision to the student and faculty member(s). If and only if the panel members decide there was an injustice, they may suggest options for follow-up action to the Vice President for Academic Affairs.

8. Detailed minutes of the panel proceedings should be kept by the secretary and filed in the office of the Vice President for Academic Affairs.

9. All deliberations of the panel are held in confidence. Panel members and anyone present at the meeting(s) should respect this confidentiality.

10. Decisions of the panel are binding.

Academic Honesty

CSS Policy: Academic honesty and integrity are highly valued in our campus community. Academic honesty directly concerns ethical behaviors which affect both the academic environment and the civic community. Academic dishonesty seriously violates the integrity of the academic enterprise and will not be tolerated at St. Scholastica.

Academic dishonesty is defined as follows: Misrepresentation of the work of others as one’s own; dishonesty in testing; violating authorized guidelines established by instructors for individual assignments; sabotaging or damaging the work of others; or engaging in dishonesty in other academic work. Failure to report academic dishonesty is also an act of academic dishonesty.

To minimize student misunderstanding, faculty shall state in writing what degree of cooperation or help is authorized for each learning activity and what behaviors constitute academic dishonesty on collaborative student projects. Students shall be responsible for asking faculty for clarification in any unclear situation.

The following additional policy will be applicable to all nursing majors: As a professional nursing student, personal integrity and accountability are expected when caring for clients in clinical agencies and the community. Reporting care/treatment of a client as given, when in fact it had not been given, or failure to report a known situation that could affect client outcomes will be constituted as a serious personal integrity issue. Similarly, reporting attendance at assigned course experiences, volunteer work, and/or community/agency observations, when in fact attendance did not occur, will also be constituted as a serious personal integrity issue and the college academic honesty guidelines will be followed.
Procedure:
Since academic dishonesty is a transgression against the entire College community, the entire community is involved in handling the problem. Students and faculty are encouraged to contact instructors with reports of, or concerns about, academic dishonesty. Not reporting witnessed dishonesty is also academic dishonesty. In nursing, it is a matter of safety. If a faculty member has determined that a student has been academically dishonest, the violation must be reported to the Vice President of Academic Affairs or the Vice President for Student Affairs. Duties of the office shall include referral of students for counseling if needed, handling of repeat offenders, and administering of penalties. In cases of academic dishonesty, the minimum penalty to be applied by the faculty member shall be failure of the assignment or test, and the maximum penalty shall be failure in the course. In addition, a department may deny admission to or dismiss from a program a student who has engaged in academic dishonesty and the Vice President of Academic Affairs or Vice President for Student Affairs may exclude such a student from extracurricular activities or expel him or her from The College of St. Scholastica, even on the first instance of academic dishonesty.

Appeals
An aggrieved student may appeal any adverse decision regarding academic dishonesty by following the procedure outlined in the academic appeal procedure. In an appeal concerning academic dishonesty, the decision of the appeal panel shall be final.

Leave of absence

Policy:
To qualify for readmission after a Leave of Absence (LOA), a request should be submitted in writing and discussed with the Chair of the Department of Post-Baccalaureate Nursing. The student must apply in writing as soon as possible but no later than 2 months prior to the beginning of the semester he/she wishes to reenter. Students will be allowed to resume enrollment on a space available basis. During a LOA, students may continue in support courses and nonclinical nursing courses if approved by the Chair of the Department of Post-Baccalaureate Nursing.

Procedure:
Submit a written letter of intent to the Chair of the Department of Post-Baccalaureate Nursing. Notify the Chair no later than 2 months prior to return. Prior to reentering the program a demonstration of knowledge and abilities may be required.

Pregnancy

Policy and Procedure:
Contact the Chair of the Department of Post-Baccalaureate Nursing as soon as this information is available to discuss a plan. Arrangements may be needed to make-up class, lab, and clinical learning experiences. Prior to returning to clinical, a medical release must be obtained informing the department that there are no physical limitations or restrictions.

Sick Leave

Policy and Procedure:
Students who are absent for longer than a week, but for less time than would qualify for a leave of absence, must notify faculty/course coordinators when they are able to return. If an absence can be anticipated (e.g. elective surgery, etc.), students are advised to notify the Chair of the Post-Baccalaureate Nursing Department as soon as this information is available to plan and determine if a medical release will be required prior to the student returning to clinical. In all instances, the student must work with the appropriate faculty to arrange for make-up of class, lab, and clinical learning experiences.
**Class/Lab Absences**

**Policy:**
Students are responsible for their learning and attending class/lab demonstrates accountability. It is expected that students attend all classes/labs as scheduled. Make-up for missed class and/or lab will be handled on a case-by-case basis at the discretion of the faculty. For lab, demonstration of skill competency will be the criteria for determining make-up.

**Clinical Absences and Remediation**

**Policy:**
In the event a student misses clinical(s), the student may be required to make up clinical time to meet the learning outcomes and expectations. Clinical absences are made up at the discretion of the faculty. If it is determined that extra clinical hours are necessary, it is the student’s responsibility to arrange the make-up with an appropriate clinical instructor, however unexcused absences may not be made up. Once a faculty member has agreed to supervise the additional hours, the student is charged $24.00/hour.

**Procedure:**
1. The student and the faculty member develop the written plan for clinical remediation.
2. The faculty member arranges for the clinical learning experience with the appropriate clinical facility.
3. The plan is approved by the Chair of the Department of Post-Baccalaureate Nursing.
   - The faculty member notifies the Chair of the Department of Post-Baccalaureate Nursing that the experience has been concluded.
4. The School of Nursing informs the Business Office about the cost to the student. The Business Office bills the student.
5. The School of Nursing Administrative Assistant prepares the paperwork required for the faculty member to be paid.

**Late Assignments**

**Policy:**
For every day an assignment is late, 10% will be deducted from the total assignment score. After 48 hours the assignment will not be accepted.

**Professional Behavior**

**Policy:**
Interpersonal interactions in all settings are to be respectful and professional. Disruptive behaviors, including the use of cell phones and inappropriate use of laptops and Ipads for purposes other than learning related activities, will not be tolerated. Students who engage in disruptive behaviors that interfere with the instructor’s ability to teach or the ability of other students to learn will result in the student being asked to leave the setting. Habitual disruptive behaviors will result in disciplinary action such as behavioral probation and ultimate dismissal from the program.

**Liability Insurance**

**Policy:**
The College of St. Scholastica has a professional liability insurance policy for all students while enrolled in clinical coursework and performing services required in the clinical nursing courses. The group plan will protect
students and CSS anytime you are involved with a client or group of clients within the defined role of a student nurse. This does not cover the individual outside of the nursing student role at CSS.

**Reporting of Clinical Accidents/Health Insurance Coverage**

**Policy:**
The Post-Baccalaureate Department requires that all students have a hospital medical insurance policy as this is a requirement of some of our clinical agencies. Students may purchase accident and illness insurance through the College of St. Scholastica. For information about the plan and enrollment opportunities, contact the Business Office. Accidents or injuries that take place are to be covered by the student’s own insurance policy. Students should carry their health insurance identification with them. All deductibles are the students’ responsibility. If the insurance plan requires notification of a primary physician before going to the emergency room, students are responsible for that notification. Any expenses not covered by insurance are the responsibility of the student.

**Procedure:**
If an accident occurs in the clinical facility, follow the agency policy for reporting accidents and complete the College of St. Scholastica Accident/Injury Report form. Both the student and instructor sign the form when it is completed. The completed form should be turned into the Administrative Assistant in the Nursing office. The form is posted in each course with a clinical component and also on the Post-Baccalaureate Student Union site in Blackboard.

**Clinical Uniform**

**Policy:**
The official CSS nursing uniform required for clinical practice settings is a solid color blue top and pants and a white lab coat. Uniforms are ordered at the beginning of the program. Photo identification is to be worn on a CSS lanyard with either uniforms or lab coat. For your safety and the safety of others, your uniform, including shoes, should only be worn in the clinical environment.

Students are expected to maintain a professional appearance that is respectful of clients and facilitates the safety of the client and yourself in all clinical settings. This includes:

- A clean, pressed uniform or attire appropriate to the setting that is free of tobacco-smoke, pet-hair, and cologne scents.
- All white cotton socks or white hosiery without colored decoration must be worn.
- Shoes are to be all white without decoration and used EXCLUSIVELY for clinical practice. If shoes require shoelaces, they must be all white. Clogs or canvas tennis shoes are not appropriate.
- Simple jewelry, including a maximum of one post earring per ear, may be worn. No other visible jewelry is acceptable. For example: in the eyebrow, nose, lip or tongue.
- Light makeup
- Hair of a naturally-occurring color and a hairstyle that is clean, neat and off the shoulders.
- Trimmed fingernails without nail polish, tips, or acrylic nails.
- Trimmed beards and mustaches
- No plunging necklines, short skirts, low rise pants or exposure of the abdomen is acceptable.

**Procedure:**
Students will be dismissed from the clinical environment for violations of the Clinical Uniform policy. Absence from the clinical environment may jeopardize your ability to be successful in the course. Refer to specific guidelines established by each clinical course.

**CPR Certification**

**Policy:**
Current CPR (cardiopulmonary resuscitation) certification is a prerequisite for entry into all required clinical nursing courses. Students are responsible for obtaining the two year Health Care Provider certification in CPR for infants, children & adults prior to entry into the major. Failure to maintain and provide current CPR certification documentation to the nursing office will result in exclusion from clinical practice which may consequently jeopardize your ability to be successful in the course.

Procedure:
- CPR certificates must be renewed prior to its expiration.
- Students must upload a copy of their certification card to Certified Background.

Immunization Requirements

Policy:
It is the student’s responsibility to submit accurate and timely health information. Health requirements are mandated by our clinical agencies. The Post-Baccalaureate Department is using Certified Background to collect and monitor immunization/health requirements data. Duluth students will also need to submit immunization/health information to Student Health Services through the My Health program. Failure to comply with immunization/health policies will result in exclusion from clinical sites or being dropped from the program.

Students are required to fulfill these policies:
1. Submit a complete Immunization Records Form through Certified Background; this includes the day, month and year of each immunization. We recommend that students keep copies of their records.
2. Submit evidence of a tuberculosis skin test (or QuantiFERON-TB blood test) within the previous 12 months. If the test is positive there must be documentation of a medical evaluation that includes a chest x-ray. (Note: If first time testing or it has been more than 12 months since a previous negative tuberculosis screening test, a two-step TST is required. If the first is negative, the second must be administered 1-3 weeks after the first test is read.)
3. Documentation of 2 doses of measles, mumps, rubella (MMR) after your first birthday or positive titers for each disease.
4. Documentation of pertussis immunization (Tdap).
5. Documentation of completed Hepatitis B series.
6. Documentation of varicella immunity by one of the following:
   (a) Documented varicella titer
   (b) Documentation of receipt of two doses of varicella vaccine
   (c) Verbal history of disease

Procedure:
1. Submit all health information to Certified Background per instructions. Duluth students will also need to submit information to My Health.
2. When health problems/behaviors are present that jeopardize the safety of client or yourself, you and/or instructor have the professional responsibility to determine appropriate actions. An updated statement of health status from your health care provider is required with any change in your health status.
3. If you are unable to comply with any of the stated requirements, please contact the Director of the Post Baccalaureate Nursing Program in writing to determine course of action.

Writing Style

Policy:
APA format is the expected writing style for all nursing course written work. The Publication Manual of the American Psychological Association can be purchased in the CSS Bookstore as a reference text for this style.

Student Representation
Introduction:
The faculty of the School of Nursing are consistently concerned about your experiences, perceptions, ideas, and viewpoints as a student in this nursing curriculum. Therefore, we create mechanisms for students to provide input to the School of Nursing, Chair of the Department of Post-Baccalaureate Nursing, faculty, and/or committees. The purposes of the mechanisms are to provide for exchange of information and ideas related to the continuous evaluation of the nursing curriculum.

Policy:
The College of St. Scholastica School of Nursing shall provide mechanisms for students to provide input and to receive feedback related to input.

Procedure:
1. Each year, students will receive information about ways to provide input. Mechanisms may include electronic communication, face-to-face meetings, committee participation, and/or written communications.
2. On a regular basis, students will be asked if the communication approaches are meeting their needs.
3. Students from both programs will be represented on the Post-Baccalaureate Department Curriculum Committee.
Clinical Experiences

Clinical learning activities are experiences with actual patients in a variety of patient-care settings. Experiences are with a St. Scholastica faculty member or with an R.N. preceptor and supervised by St. Scholastica faculty. The Director of Educational Experiences secures all clinical placements for both the Duluth and St. Cloud programs. Students are responsible for all costs related to attending clinical experiences: transportation, lodging if required, meals and parking.

Duluth

Student clinical experiences in the Duluth program include a variety of healthcare facilities in the Duluth area, primarily at Essentia St. Mary's and St. Luke's. For rural clinical (semester II), students will be matched with an R.N. nurse preceptor at a rural hospital. Most clinical sites are part of on-going relationships at geographically common locations. Some effort will be made for students who are from more uncommon geographic locations. The Director of Clinical Experiences will work with students for the best placement options available. Students will be responsible for transportation, meals, and lodging if necessary. For leadership clinical (semester IV), students return to their rural clinical site. For the externship Capstone (Semester IV), students will choose from a predetermined arrangement of clinical sites. Efforts are made to find sites in representative areas of nursing and at geographically common locations. Efforts may also be made to place some students at other locations of interest. Students will be responsible for transportation, meals, and lodging if necessary.

St. Cloud

Student clinical experiences in the St. Cloud program include a variety of healthcare facilities and are scheduled in an intensive format similar to the lab intensives. Currently the program collaborates with two health care facilities in the Twin Cities metro area and one facility in the St. Cloud area for clinical experiences during the first and third semesters of the program. For rural clinical (semester II), students will be matched with an R.N. nurse preceptor at a rural hospital. Most clinical sites are part of on-going relationships at geographically common locations. Some effort will be made for students who are from more uncommon geographic locations. The Director of Clinical Experiences will work with students for the best placement options available. Students will be responsible for transportation, meals, and lodging if necessary. For leadership clinical (semester IV), students return to their rural clinical site. For the externship Capstone (Semester IV), students will choose from a predetermined arrangement of clinical sites. Efforts are made to find sites in representative areas of nursing and at geographically common locations. Efforts may also be made to place some students at other locations of interest. Students will be responsible for transportation, meals, and lodging if necessary.

Attendance at clinical experiences is mandatory. Students who fail to appear when scheduled cause problems for clients, instructors and agency staff. There are very few valid reasons for missing clinical experience. However, if you are ill, both the instructor and the clinical area must be notified at least one hour prior to the start of clinical. Dependent upon the nature and duration of the student’s illness, a medical release may be required before the student can resume participation in the clinical aspect of the course.

Evening/afternoon hours may be required for on-campus labs, clinical experiences and for preclinical planning prior to clinical experiences.

Course and Laboratory Fees

Course, laboratory and clinical fees are used to offset the cost of consumable equipment/supplies, standardized assessment/achievement tests, printed course materials, and the high cost of a 1:8 faculty/student ratio in clinical settings. Since some clinical courses are more costly to operate than others, it is the policy of the department to spread the cost as equally as possible among all clinical courses.

Additional Costs – All subject to change

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms, white shoes, white stockings</td>
<td>Varies</td>
</tr>
<tr>
<td>Criminal Background Study</td>
<td>$50.00</td>
</tr>
<tr>
<td>Bandage Scissors</td>
<td>$5.00 + tax</td>
</tr>
</tbody>
</table>
Learning Laboratories

Duluth
The Skills Laboratory and Computer Laboratory were initially funded by the Helene Fuld Health Trust Fund. Helene Fuld grants are available to institutions to provide for the health, education and welfare of nursing students. Part of the lab fee paid by nursing students covers the cost of consumable equipment used in the College nursing labs.

St. Cloud
The Skills and Simulation Laboratory in St. Cloud was partially funded by a HRSA Equipment to Enhance Training for Health Professionals Nurse Education Practice and Retention (NEPR) grant. Part of the lab fee paid by nursing students covers the cost of consumable equipment used in the College nursing labs.

CSS Student Health Insurance

The Post-Baccalaureate Nursing Department requires that all students have a hospital medical insurance policy as this is a requirement of some of our clinical agencies. Post-Baccalaureate nursing students may purchase accident and illness insurance through The College of St. Scholastica while they are enrolled in the program. Information about the plan can be found at www.css.edu under Student Center for Health and Well-Being. To enroll, please contact the Business office at 723-6092.

Student Center for Health and Well-Being - Duluth students only

The Student Center for Health and Well-Being provides students with services, education, information, and support utilizing the wellness model. The model serves to enhance personal development, physical and emotional well-being, and responsible life choices in a supportive community. The physical and emotional well-being of all students is essential for academic success. The professional staff offers students confidential services in treating health and mental health concerns that commonly occur within the college population. The Student Center for Health Services and Well-Being consists of a professional program staff including RNs, nurse practitioners, physical therapists, and master’s level counselors.

The counseling center is located at Tower Hall–Room 2150 or by calling 723-6085. The center is available to students at any stage in their educational careers, from their freshman year through graduation. Health Services is located in Somers lower level, or by calling 723-6282.

Services provided include:
- Primary healthcare, including physical exams for acute illness and injury, preventative health services (i.e., immunizations, blood pressure screenings), and prescriptions.
- Services by appointment for illness, evaluation, and gynecological issues.
- Psychiatric evaluation and medication management.
- Physical therapy consultations.
- Individual counseling to enhance growth and emotional well-being.
- Information and education in the areas of life skills, alcohol and drug use and abuse, life transitions, and health care/medical issues.
- Counseling for academic success.
- Groups and workshops in the areas of healthy relationships, life transitions, alcohol/other drug awareness, and stress and time management.
- Career services.

Sister M. Olivia Gowan Award
In 1977, the Sister M. Olivia Gowan Award was initiated by the School of Nursing in memory of a modern nursing leader. Sister Olivia was a Benedictine Sister from Duluth and is listed with Florence Nightingale and Clara Barton as one of the top ten women in nursing. She spent her last years in St. Scholastica priory and died at the age of 89 in April of 1977. The award in her name is given to outstanding students in the traditional and post baccalaureate programs.

Traditional senior and Post-Baccalaureate Nursing students are notified of the award and invited to submit their own and/or three classmates’ names in nomination. Faculty are also invited to submit three nominees. Nominated students are evaluated by faculty regarding their leadership skills, Benedictine spirit and academic qualities.

**Licensure Examination (NCLEX-RN)**

As a part of the licensure process to become a registered nurse, the graduate is required to take and pass the NCLEX-RN examination. Pearson VUE provides test administration services for the NCLEX examination. Application for the licensure examination takes place the last semester of the program. The procedure for application will be explained in class. To obtain examination and licensure materials, students may contact the Board of Nursing of the state where they plan to apply for licensure. Addresses of Boards of Nursing are available on the website for the National Council of State Boards of Nursing located at [http://www.ncsbn.org/](http://www.ncsbn.org/)

**Assessment Technologies Institute (ATI)**

The Post-Baccalaureate Nursing track utilizes the Comprehensive Review Program by Assessment Technologies Institute (ATI) to assist you in preparing for the NCLEX exam. The program is designed to strengthen your test-taking skills while providing feedback and assistance in identifying your strengths and weaknesses. The package includes review books in all content areas, online tutorials, online practice and proctored assessments and an NCLEX live review session integrated into the curriculum. Throughout the program, you will be taking proctored on-line practice exams which will provide feedback on how well you have mastered content while assisting you with strategies to remediate the areas in which you are not as strong. Benchmarks for each proctored exam will be established and students will be required to complete each proctored exam to progress in the major. Towards the end of the program, you will take a practice NCLEX exam which will predict your likelihood of passing. Based on group performance on this exam, a three-day live review course will be developed and taught by an ATI nurse educator for further preparation for the national qualifying exam. A course fee is attached to NSG 3660 to cover the cost of this program. See the specific ATI policy in the Appendices of this document.

**Public Health Registration in Minnesota**

To apply for public health registration, the applicant must be licensed and currently registered to practice professional nursing in Minnesota. Application forms and instructions for filing are available on-line from the Minnesota Board of Nursing. After passing NCLEX, complete the online application. Students do not send any forms to the School of Nursing. The Board of Nursing will contact the School if validation or additional information is needed.

**Post Baccalaureate Nursing Pinning Ceremony**

At the end of the Post-Baccalaureate Nursing program, the class gathers together with nursing faculty and family members to celebrate the students’ educational experience. A committee is formed to plan this event with class representatives serving as co-chairpersons. The Department covers the cost of a cake and refreshments (coffee, punch).

As part of the planned program, the graduating students receive the St. Scholastica nursing pin which was designed by Frank Kacmarcik, a contemporary artist whose work is primarily in the field of sacred art. In planning the pin, Mr. Kacmarcik used a distinctive Benedictine symbol combined with harmony and simplicity of design. The Scholastica pin bears the Benedictine Cross, modified from the cross on the Jubilee medal of St. Benedict, with the letters C-S-P-B signifying Crux Sancti Patris Benedicti (Cross of the Holy Father Benedict). The cross is contemporary with a shaft of light running through vertical and transverse bars. The characters are cast in Neuland type which was originally put into metal by Rudolph Koch, a German artist.
To the graduates of St. Scholastica’s School of Nursing, this pin serves as a reminder of the great Benedictine heritage which has permeated their education. In receiving the nursing pin of The College of St. Scholastica, graduates of the School of Nursing at The College of St. Scholastica are united to the Benedictine Family of their Alma Mater.

**Student Nurses Association**

The Student Nurses Association is dedicated to promoting academic excellence and continuity throughout all levels of the nursing program. All nursing students in all programs are members of SNA. Students are encouraged to attend meetings and become an active member. Activities include monthly meetings, arranging forums or public speakers, picnics/parties, media events, and a variety of sports events. The organization contributes to student development by recognizing the need to balance hard work with recreation, and by promoting leadership and independence.

Students are also encouraged to join the Minnesota Nursing Student’s Association (MNSA). There is a membership fee to join. MNSA involves all nursing students currently enrolled in associate degree and baccalaureate programs. Locally, St. Scholastica’s baccalaureate program and Hibbing’s Community College associate degree program constitute District Two.

Members are involved in fund-raising activities, proceeds from which are used to send interested students to state and national conventions. The conventions offer a chance to meet other nursing students and to learn about the vast field of nursing and the changes occurring continually.

On the state level, MNSA recruits members with the aid of a national videotape, plans the state convention, and produces a statewide newsletter which is published three times per school year. Offices for the executive board are elected at the state convention.

**Theta Xi Chapter of Sigma Theta Tau International**

In April 1986 the School of Nursing formally became a chapter of Sigma Theta Tau, International Honor Society of Nursing and was given the name, Theta Xi. The purposes of this society are to:

- Recognize superior achievement.
- Recognize the development of leadership qualities.
- Foster high professional standards.
- Encourage creative work.
- Strengthen commitment to the ideals and purposes of the profession.

To be eligible for nomination, a student must meet the following criteria:

- Have completed approximately one-half of the nursing curriculum, as verified by an official transcript.
- Be in the upper 35 percent of one’s class.
- Have a cumulative GPA of 3.0 on a 4.0 scale.

Each year faculty are asked to nominate nursing students whom they believe meet criteria for membership. The Eligibility Committee then informs students of their nomination and sends them the necessary forms for application. When these are completed, new members are recommended by the Eligibility Committee to the Executive Committee which makes the final decisions. Formal invitations are sent for the Induction Ceremony.
APPENDICES
APPENDIX 1

ATI POLICY

Introduction
The College of St. Scholastica School of Nursing is committed to giving students a quality education. To complement coursework and to specifically assist in preparing students for the National Council Licensure Examination-Registered Nurse (NCLEX) exam, the Department of Post Baccalaureate Nursing has contracted with Assessment Technology Institute (ATI). Using a variety of learning tools, ATI provides educational resources, content testing and remediation for students. It is utilized by over 1200 colleges, including 278 baccalaureate programs.

Complement to Nursing Education
ATI provides students with numerous resources that complement their classroom and clinical learning at The College of St. Scholastica. Each student receives textbooks, access to online tutorials, practice and proctored assessments that cover the required nursing content areas; each is given unlimited online practice tests and rationales for questions; and each is provided with detailed feedback regarding success in content mastery as well as identifying areas that need review. ATI also offers target remediation for each student.

Preparation for NCLEX
Passing the NCLEX is required of candidates for licensure as a Registered Nurse in all 50 states and is administered by the National Council of State Boards of Nursing, Inc. ATI provides numerous resources and assessments that are written from the NCLEX blueprint at the application level. As part of the program, students will participate in a three-day live NCLEX review based on the cohort’s aggregate comprehensive predictor results. This live review is developed and taught by an ATI Nurse Educator. At the end of the live review, each student will receive and individualized review for further preparation for NCLEX. Should a student not pass, ATI will continue to work with the student until they do pass.

Student Participation
All post-baccalaureate nursing students are required to purchase the materials and access to ATI, a one-time charge, upon entering the program (NSG 3660 course fee). Students will own the materials and be able to utilize the services for up to one year after graduation. Students must complete the ATI program requirements set forth by the department. In addition, faculty have integrated ATI products into the curriculum.

ATI Program Requirements
Students will sign up and take proctored exams at specific junctures in the nursing program which may be worth points towards their course grade. Exams are scheduled when a minimum of 70% of the content has been covered in class. The preparation and actual testing are both evaluative and acquisitive in terms of nursing content. These tests will be administered by a proctor and taken in groups. Students are required to take the practice tests, on their own, in advance of taking proctored tests. Students who do not meet the benchmark set by the School of Nursing will be required to remediate.

Benchmarks and Remediation
The Department will set performance benchmarks for each proctored exam. These benchmarks will be based on meeting a proficiency level that will equate with likely success in passing the NCLEX (see below for specific benchmarks). A student who does not meet the benchmark will be required to remediate. The remediation process is as follows:

- Student who does not meet the benchmark will be required to create and to complete a focused review using ATI tools already purchased.
- Student will retake practice test until achieving a 70% pass rate (except in the case of the Comprehensive Predictor).
- Student will then retake the proctored test.
- If the student does not meet the benchmark a second time, the student will devise a written strategy of remediation. Student will arrange to meet with his or her adviser, together with the Director of Educational Experiences, to discuss the strategy of remediation.
- Having completed the remediation the student will take the proctored test a third time, this time at the student’s expense.
- If the student has still not met the benchmark, the results of the three proctored tests will be put in the student’s academic file.
Benchmarks
Benchmarks for the following proctored exams are as follows:

- Focused exams – Level I proficiency
  o Maternal Newborn
  o Mental Health
  o Fundamentals
  o Adult Medical-Surgical
  o Pharmacology
  o Pediatrics
  o Leadership

- Comprehensive Predictor – 80% probability of passing NCLEX

ATI Questions and Contact
The Director of Educational Experiences will oversee student use of ATI. This person will be in contact with students regarding the scheduling of tests, the management of results and the oversight of remediation. Any questions or concerns should be directed to this person.

Mike Clabaugh
Director of Educational Experiences
218-723-6596
mclabaugh@css.edu
APPENDIX 2
THE COLLEGE OF ST. SCHOLASTICA
Duluth, Minnesota
OFFICIAL ACCIDENT/INJURY/INCIDENT REPORT FORM
Every accident/incident must be reported. Please complete this form in its entirety.

| PART I) To be completed by department head or area supervisor and forwarded immediately. |
| Name of Person ___________________________ Date ___________________________ |
| Please Circle: Faculty / Staff / Student / Other Gender: M F Marital Status: Married / Unmarried |
| Local Address ___________________________ State ______ Zip ______ Local Campus Phone ( ) |
| Perm. Address ___________________________ State ______ Zip ______ Perm. Phone ( ) |
| Social Security Number _______________ Birth Date: ______ Date of Accident ______ Time of Accident ______ |
| Type of Accident/Injury: (see categories on back of form - indicate letter) ___________________________ |

| PART I a) Injured Employees only |
| Time employee began work on date of injury: __________________ Date employer was notified of injury: _____________ |
| Was work time lost due to this injury? Y N |
| Date of first day of lost time: __________________ Date employer was notified of lost time: __________________ |

| Incident with no Injury - (See Part III on back of form) |
| Exposure to Bloodborne Pathogens - (See Part IV on back of form) |
| Location (Building, Room, School Grounds, etc.) ______________________________________________________ |
| Nature of Injury ____________________________________________________________ |

| Description of Accident: How did the accident happen? Were you present at the time of the accident? List specifically unsafe acts and unsafe conditions existing. If applicable specify any tool, machine, or equipment involved. Do not make factual statements of unwitnessed incidents. Use "the person states . . . " or "the person alleges . . . " |

| Witnesses: 1. ___________________________ Address ___________________________ |
| 2. ___________________________ Address ___________________________ |

| Immediate Action Taken: By Whom: ___________________________ |
| Security Notified ______ |
| CPR/First-Aid ______ |
| Sent to Health Service ______ Physician's name ___________________________ |
| Sent to Physician ______ |
| Sent Home ______ |
| Sent to Hospital ______ Name of ______ |

| Hospital ____________________________________________ |
| Post Exposure Control ______ |

| Was a family member or other individual notified? Yes ____ No ____ When ______ How |
| Name of individual notified ___________________________ By whom ___________________________ |

| Person completing this section ___________________________ Ext. ___________________________ |
PART II) To be completed by the injured party. Please describe how the accident occurred. Attach additional paper if more space is required.

______________________________________________
Signature  __________________________________  Date

SEND ORIGINAL TO HUMAN RESOURCES IMMEDIATELY. HR WILL DISTRIBUTE TO THE FOLLOWING AREAS:

1. Injured employee or student employee--Human Resources
2. Injured student--Health Service and Facilities Office Manager
3. Injured visitor—Facilities Office Manager
4. Incident with no injury--Health and Safety Coordinator
PART III) Incident with no injury. To be completed by involved party.

Description of incident

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

Recommendations to prevent recurrence

__________________________________________________________________________________________________

__________________________________________________________________________________________________

Signature ____________________________________________________________

Date __________________________________________________________________

Part IV) The College of St. Scholastica has offered to provide follow-up medical evaluation for me in order to assure that I have full knowledge of whether I have been exposed to or contracted an infectious disease from this incident.

After reading the information on Bloodborne Pathogens provided by the College:

A. I elect to receive follow-up post exposure medical evaluation:
   - [ ] Through the College’s designated Healthcare facilities.
   - [ ] Through my own Healthcare facility.

   ________________________________  ________________________________
   Signature                                      Date

B. However, I of my own free will and volition, and despite the College’s offer, have elected not to have a post exposure medical evaluation.

   ________________________________
   Signature

   ________________________________  ________________________________
   Name (Please Print)                                      Date

   ________________________________  ________________________________
   Witnessed by (Please Print)                               College Position     Date

Type of accident/injury: (select the one most closely related and indicate on front page)

A. Body Stress -- Refers to incidents where the accident/injury occurred as a result of the person performing a lifting task, or that occurred as a result of the person performing a lifting task while in an improper position. It also includes accidents caused by movement in an improper position even if lifting is not involved.

B. Falls of Person -- Refers to incidents where the person loses footing or physical equilibrium and falls onto or against something. It would also refer to incidents where the person slips but does not fall but an injury results from the reflex effort to regain physical equilibrium.

C. Repetitive Motion -- Refers to physical impairment that occurs as a result of a person performing a physical motion in an almost identical manner in relatively close succession. In most cases there is no single incident connected with this "injury." In others, an incident may serve to bring the condition into sharp focus.

D. Chemical Exposure -- Refers to incidents where the accident/injury results from a person being exposed to chemical materials or fumes that produce physical injury.

E. Thermal Burns -- Refers to incidents where the accident/injury is a result of the person being exposed to a heat source that causes physical injury.
F. **Electrical Contact** -- Refers to incidents where the accident/injury is a direct result of the person coming in contact with a source of electrical current of sufficient voltage and amperage as to cause physical injury, or to cause a reflex or spasmodic reaction which in turn causes physical injury.

G. **Struck By Or Against** -- Refers to incidents where the accident/injury is a direct result of a person being struck by a moving object or by bumping against an object. If a slip or fall is involved, use "Fall of Person."

H. **Eye Injury** -- Refers to any incident that produces an injury to a person's eye.

I. **Miscellaneous** -- Refers to all accident/injuries that cannot be classified in one of the categories listed above. Effort should be made to try to fit one of the specific categories rather than use "Miscellaneous."

J. **Bloodborne Pathogen** -- Pathogenic microorganisms that are present in human blood and can infect and cause disease in humans.

**ADDITIONAL ACCIDENT/INJURY FORMS AVAILABLE IN HUMAN RESOURCES.**