The College of St. Scholastica
Values from the
Benedictine Heritage

Community
Sharing responsibility to create and support community. Creating a climate which promotes a sense of community while valuing the uniqueness of the individual. Manifesting an ability to adapt to circumstances without compromising our values.

Hospitality
Creating a welcoming atmosphere personally and institutionally. Listening and responding sensitively to all. Extending warmth and acceptance to all. Welcoming new ideas and being open to change.

Respect
Cherishing and promoting the worth of all human life. Treating persons with dignity and reverence without regard to age, gender, race, minority, sexual preference or economic status. Honoring and supporting the spirituality of each person. Valuing the dignity of all work. Promoting participation of all persons in the decisions affecting their lives.

Stewardship
Utilizing human resources responsibly. Providing wise and respectful use of all material and monetary resources. Promoting prudent use of resources and energy. Finding time for work, play and prayer in daily life, which will promote physical, mental and spiritual growth.

Love of learning
Preserving the intellectual and material heritage entrusted to us by past generations. Transmitting the treasures of human culture to new generations. Creating scholarly, artistic and scientific works which enrich and enlarge human life. Integrating thought and action as complementary aspects of a full human life.
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This handbook provides a ready reference to policies and procedures specific to undergraduate nursing students at The College of St. Scholastica. Faculty and students have developed this handbook over time to assist nursing students in understanding their role as a nursing student. Academic policies and procedures of the School of Nursing may differ from the general college policies. In addition, health care agencies used for clinical placement may have policies that differ from the College of St. Scholastica’s.

This handbook is a resource that is to be used in conjunction with The College of St. Scholastica 2012-2013 Student Handbook and The College of St. Scholastica Undergraduate Catalog, 2011 - 2013. Changes or updates concerning information in this handbook will be posted on The College of St. Scholastica School of Nursing web site.

Students should consult their nursing advisors if they have questions not addressed in these documents.
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 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 Undergraduate Nursing Department**

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 students 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 students’ professional socialization.
7. To instill the value and skills necessary for personal and professional lifelong learning.
8. To teach and model Benedictine values as an effective personal and professional philosophy.

**Curriculum Overview**

Baccalaureate 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 traditional undergraduate 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. ([The American Holistic Nurses Association](https://www.ahna.org))

Clinical practice necessitates that student’s 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.

The College of St. Scholastica has designed a curriculum that embeds the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education throughout the program. These nine Essentials serve as a framework for the students’ professional education journey.
American Association of Colleges of Nursing Essentials of Baccalaureate Nursing

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 outcomes for students to achieve in the baccalaureate program that are derived from The College of St. Scholastica’s institutional mission. The School of Nursing faculty has used the documents listed below to development the curriculum and the structure of the clinical practice experiences.

- ANA’s *Standards of Clinical Nursing Practice*
- ANA’s *Code of Ethics*
- AACN’s *Essentials of Baccalaureate Education*
- Minnesota Nursing Practice Act
**Program Outcomes**
The outcomes of the Traditional Undergraduate Nursing Department Baccalaureate curriculum are:

<table>
<thead>
<tr>
<th>AACN Related Essentials</th>
<th>SOPHOMORE LEVEL</th>
<th>JUNIOR LEVEL</th>
<th>SENIOR LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 8 &amp; 9</td>
<td>Acquire knowledge of the art and science of professional holistic nursing through the integration of liberal education, sciences, and the Benedictine values. <em>NSG 2200 Theory</em></td>
<td>Integrate liberal education knowledge from the arts, sciences, and the Benedictine values to develop a foundation for holistic practice of professional nursing <em>NSG 3225 Lab</em></td>
<td>Synthesize knowledge from nursing, the arts and sciences, and the Benedictine values in the holistic practice of professional nursing. <em>NSG 4500 Theory</em></td>
</tr>
<tr>
<td>8 &amp; 9</td>
<td>Identify personal and professional values, recognizing their impact on decision making and professional behavior. <em>NSG 2200 Theory</em></td>
<td>Develop values and behaviors consistent with professional nursing standards. <em>NSG 3325 Lab</em></td>
<td>Demonstrate values and behaviors consistent with professional nursing standards. <em>NSG 4225 Lab</em></td>
</tr>
<tr>
<td>6, 7, &amp; 9</td>
<td>Utilize effective professional communication within the nurse patient relationship. <em>NSG 2200 Lab</em></td>
<td>Utilize effective professional communication to enhance the health of all patients, including diverse and vulnerable populations. <em>NSG 3325 Lab</em></td>
<td>Integrate effective inter-professional collaboration into practice to enhance the health of all patients, including diverse and vulnerable populations. <em>NSG 4240 Clinical</em></td>
</tr>
<tr>
<td>2, 3, 5 &amp; 9</td>
<td>Recognize how evidence-based nursing enhances the quality and safety of patient care. <em>NSG 2200 Theory</em></td>
<td>Examine evidence-based nursing to enhance the quality and safety of patient care. <em>NSG 3200 Theory Alzheimer Unit</em></td>
<td>Utilize knowledge of healthcare policy and evidence-based nursing to advocate for the quality and safety of patient care. <em>NSG 4343</em></td>
</tr>
</tbody>
</table>
Student Responsibilities

Academic Standards

During the junior and senior years courses must be successfully completed in the sequence identified in the Curriculum Schema (Appendix 2). In order to progress from one semester to the next, a student’s performance in theory, clinical practice, and co-requisites must be satisfactory. The minimum acceptable passing grade is a “C” in both the theory and clinical components of all courses. A student who fails either component fails the course irrespective of achievement in the other area. 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 or co-requisite course will be required to make adjustments in their program plans in order to progress through the sequence of course offerings in the major. Any student who adjusts their program plans may need to test out of the basic skills and/or ATI exams before progressing.

A student must also receive at least a “C” in upper division support courses (e.g., HSC 3777, PSY 3331, BIO 3020, etc.) in order to progress. Students who have an I (Incomplete) in a support course may not progress in the nursing program without special permission from the Nursing Admission and Progression Committee. If a student receives an “I” or less than a “C” they must notify their nursing advisor immediately. The advisor can work with the student to explore options available. As necessary the advisor will work with the student to help draft a letter to the Nursing Admission and Progression Committee. If a student reapplies for admittance, his or her application will be considered on an equal basis with all other applications based on seat availability once the coursework is successful completed.

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 ANA Nursing Standards of Clinical Practice, ANA 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 student is unable to attend because of an emergency.

4. Complying with contracted requirements of clinical facilities including all admission and health requirements, an annual MN Caregiver Background Study, a one time WI Caregiver Background Study, a one time 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. This includes following the appropriate dress code and pre-planning for clinical.

6. Social Networking: Students are expected to maintain professional communication and action in all forms of social networking (i.e. Facebook, Twitter, YouTube, MySpace, etc). Postings that violate confidentiality, cause disruption, or are lewd, vulgar, threatening, illegal or advocates
illegal or dangerous behavior will result in a full review of the incident. Ramifications of
unprofessional communication or actions may result in dismissal from a clinical site and/or the
nursing program.

7. 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
or staff that such behavior is unacceptable. A Goldenrod Behavior contract (Appendix 4) may also be
initiated and placed in the student file. Depending on the nature of the incident, or the number of
incidents, the faculty will have the option to recommend to the Chair of the Undergraduate Department
either probation or program dismissal.

**Caregiver Background Study**

MN law requires that the School of Nursing conducts a caregiver background study on each student who
is placed into a healthcare facility that is licensed by the state of MN. The caregiver background request
will be made to the State of Minnesota, the State of Wisconsin, and, if different, to the State in which the
assigned healthcare practicum is located. Caregiver background study forms will be completed annually
by the student at the beginning of spring semester for sophomores and fall semester for juniors and
seniors.

Juniors and Sophomores will complete both the Minnesota and the Wisconsin Background studies
through Certified Background.

**Criminal Background Study**

Clinical agencies require that the School of Nursing conduct a one-time criminal background study on
each student. This study will search student’s background by Social Security Number. This search
includes obtaining information from the County Criminal Record History, the National Criminal
Database and the Fraud and Abuse Control Information System. Criminal background studies are
done through Certified Background. Students will complete this study prior to their first clinical
experience. Failure to complete this may result in an unexcused clinical absence.

An individual who is disqualified from having direct patient contact as a result of either 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 Undergraduate
Department. **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.**

**Equal Access Statement**

Students with disabilities are entitled to appropriate and reasonable auxiliary aids and accommodations
through The Americans with Disabilities Act section 504 of the Rehabilitation Act of 1973. It is the
student’s responsibility to notify the Disability Resource Center as soon as possible to ensure that such
accommodations are implemented in a timely fashion. For more information or to request academic
accommodations, please contact the, Director of the Disability Resource Center in Tower Hall 2126, by
phone at (218) 723-6747.
Students who have been determined to need accommodations for testing (extended time, quiet environment) will need to contact the Director of the Disability Resource Center and arrange a time to take an exam the same calendar day as the scheduled exam. Faculty must receive an accommodation letter every semester if a student is to utilize accommodations through the Disability Resource Center.

- If you know you have a pre-existing medical condition that may affect your ability to deliver SAFE patient care; refer to the Disability Resource Center for support.
- If you experience an injury that temporarily prevents you from attending clinical or class, refer to the Disability Resource Center for support.

**POLICIES AND PROCEDURES**

If a student wishes to have a nursing policy waived they must submit a written petition to the Chair of the Undergraduate Department providing a rationale for the 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>Grade</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>C</td>
<td>75-77</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
<td>C-</td>
<td>73-74</td>
</tr>
<tr>
<td>B+</td>
<td>90-88</td>
<td>D+</td>
<td>69-72</td>
</tr>
<tr>
<td>B</td>
<td>84-87</td>
<td>D</td>
<td>65-68</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
<td>D-</td>
<td>61-64</td>
</tr>
<tr>
<td>C+</td>
<td>78-80</td>
<td>F</td>
<td>60 or Below</td>
</tr>
</tbody>
</table>

**Conditional Admission**

**Policy:**
Conditional admission is granted when the applicant meets all objective criteria for admission in the major, but the Admission and Progression Committee has concerns about the applicant’s suitability for the profession and/or rigors of the program. It is also considered when the applicant's cumulative CSS GPA is between 2.9 and 3.0; or if the student is missing a pre-requisite course or satisfactory grade.

**Procedure:**
In these instances, the applicant is admitted to the program but must complete the requirements as noted in acceptance letter. Faculty teaching sophomore nursing courses are alerted to the student’s status so they may be of assistance to the student early in the program. The faculty shares their assessment of the student’s performance with the Admission and Progression Committee at the end of the spring semester. If the student is performing satisfactorily, the student progresses in the program and the conditional status is removed. If the student’s performance is unsatisfactory, the Committee will place the student on probation or recommend dismissal from the major.
Opportunities for Improvement:
As a student entering the nursing profession, we expect that during your learning you may make a variety of mistakes. As a professional in healthcare, your accountability for your mistakes does not lie solely within yourself, but is to your patient and the profession. If you are making serious mistakes or a series of mistakes that have a pattern of concern you may be placed on probation.

Probation

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

Procedure:
When a course faculty member or advisor recommends probation, the faculty member must meet with the course coordinator and the Chair of the Admission/Progression Committee 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 as needed.
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. The student remains on probation within the nursing program department until the completion of the program. Any similar or related concerns that violate the required student behaviors will likely lead to more serious consequences including dismissal from the program.

Dismissal from the Major

Policy:
The Department reserves the right to dismiss students for infractions of academic or professional behavior. This includes but is not limited to:

- Failure to follow the recommended nursing schema.
- Grades lower than a “C” on pre-requisite, co-requisite or nursing coursework.
- Unsatisfactory professional behavior.
- 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 Undergraduate Department and the involved course faculty deem that sufficient documented evidence exists to consider dismissal, the case will be referred to the Admission and Progression Committee for review. The Chair will contact 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
A student may submit written comments relevant to the allegations to the Admission and Progression Committee.

The Admission and Progression Committee will discuss the termination request and 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.

**Appeal**

Students who have been dismissed from the nursing program may file an appeal with the Dean of the School of Nursing if they believe the policy or procedure was not followed correctly. The appeal must be filed in a timely manner to allow due process to be completed before the start of the next semester.

**Complaints and Conflicts**

**Policy:**

Students, who think they have been unfairly treated by department faculty or staff, or have a complaint related to a course, should adhere to the following protocol. It is assumed that whenever possible, complaints, disagreements and misunderstandings should be settled between the individuals involved and at the lowest possible level.

**Procedure:**

1. The student should discuss the matter with the faculty member/staff directly involved and attempt to resolve the issue.
2. In the event the issue is not resolved or if there is a justifiable basis for not going to the person involved, the student should contact the course coordinator to attempt to resolve the issue.
3. If necessary, if the matter is still not resolved, the issue may be brought to the Chair of the Undergraduate Department.
4. Following this process, if the problem is still not resolved, the student may follow the College’s academic appeal procedure as described in The College of St. Scholastica Student Handbook.

**Academic Honesty**

**CSS Policy:** Academic honesty and integrity are highly valued in our campus community. Academic honesty directly concerns ethical behaviors that 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.

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; this includes reporting care/treatment in a simulation experience as well. 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. If a faculty member has determined that a student has been academically dishonest, the violation must be reported to the Referral Office. 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. The Referral Office may exclude such a student from extracurricular activities or expel him or her from the College of St. Scholastica.

Appeals
An aggrieved student may appeal any adverse decision regarding academic dishonesty to an appeals committee established by the CSS Faculty Steering Committee. The decision of the Appeals Committee shall be final. Policy for the appeals procedures is outlined in the CSS Student Handbook.

Leave of absence

Policy:
To qualify for readmission a Leave of Absence (LOA) request should be submitted in writing and discussed with the Chair of the Undergraduate Department. The student must reapply in writing as soon as possible but no later than two 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 Undergraduate Department.

Procedure:
Submit a written letter of intent to the Chair of the Traditional Undergraduate Department. 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; this may include paying a faculty member to assess this knowledge.

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 the course coordinator when they wish to return. If an absence can be anticipated (e.g., birth of a child, elective surgery, etc.), students are advised to notify the coordinator as soon as this
information is available. In all instances, the student must work with the appropriate faculty member(s) to arrange for make-up of both class and clinical learning experiences.

¥ A student have has a temporary injury that interferes with their ability to perform in the classroom or clinical setting may seek guidance through the Disability Resource Center in Tower Hall 2139 or by phone at (218) 723-6747.

Clinical 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 follow the procedure outlined below. 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 including outcome assessments with the Director of Educational Experiences.
3. The plan is approved by the Chair of the Undergraduate Nursing Department.
4. The clinical remediation faculty notifies the Chair of the Undergraduate Nursing Department that the experience has been concluded.
5. The School of Nursing informs the Business Office about the cost to the student. The Business Office bills the student.
6. The School of Nursing Administrative Assistant prepares the paperwork required for the faculty member to be paid.

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:
CSS requires that all students have a hospital medical insurance policy. 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 treatment for the accident will follow agency policy. The student and faculty must follow the agency policy for reporting accidents and complete The College of St. Scholastica Employee Injury Report and Investigation which may be obtained from the instructor. (Copy is found in Appendix 2). Both the student and the instructor must sign the completed form within 24 hours. The completed form is turned in to the Administrative Assistant in the Nursing Office.

- If an injury occurred at a clinical setting the student may be requested to produce a medical release that states (s)he is physically and mentally sound to resume clinical education.

**Clinical Uniform**

**Policy:**
The official CSS nursing uniform required for clinical practice settings is a solid color blue top, pants, and white lab coat. Uniforms are ordered at the beginning of NSG 2200. 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.
- Wearing your white lab coat with name badge during preplanning for clinical.
- 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. Crocs 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 in the eyebrow, nose, lip, or tongue is acceptable.
- Light makeup
- Hairstyle that is clean, neat and off the shoulders.
- Trimmed fingernails without tips, or acrylic nails.
- Trimmed beards and mustaches
- No plunging necklines, short skirts, low rise pants, or exposure of the abdomen is acceptable.
- If street clothes are appropriate for the clinical setting this will be specified.

**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 and 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 student’s ability to be successful in the course.
Procedure:

- CPR certificates must be renewed prior to the fall term in the academic year in which it expires.
- Senior Nursing Students must provide a COPY of their renewed Health Care Provider to the School of Nursing Office (S3110).
- Junior and Sophomore Nursing Students must upload a current copy of their two year Health Care Provider certification to Certified Background.

Health Requirements

Policy:
It is the student’s responsibility to submit accurate and timely health information to Student Health Services via MyHealth. Junior and Sophomore Nursing Students must also upload their health requirements to Certified Background. This applies to all students in nursing courses beginning with NSG 2200. Failure to comply with the student health policies will result in exclusion from clinical sites or being dropped from the course. All health records of students are confidential and kept in the college health service office.

Students are required to fulfill these policies:

1. Documentation of tuberculosis skin test.
   - Junior and Sophomore Nursing Students
     - Submit evidence of a two-step (If the first is negative, the second must be administered 1-3 weeks after the first test is read.) 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.
   - Seniors Nursing Students
     - 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 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.)

2. Documentation of 2 doses of measles, mumps, rubella (MMR) after your first birthday or positive titers for each disease.
3. Documentation of pertussis immunization (Tdap).
4. Documentation of completed Hepatitis B series, or signed declination form.
5. Documentation of varicella immunity by one of the following:
   - Documented varicella titer
   - Documentation of receipt of two doses of varicella vaccine
   - Verbal history of disease
6. Documentation of influenza vaccine (September 2013 or later) for the current influenza season.

Procedure:

1. All students must submit all health information to Student Health Services via MyHealth within COR.
   *Junior and Sophomore must also submit all health information to Certified Background.
2. When health problems/behaviors are present that jeopardize the safety of a client or student, student and/or instructor have the professional responsibility to determine appropriate actions.
3. If student is unable to comply with any of the stated requirements, please contact the Chair of the Undergraduate Department in writing to determine the 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 or you can visit [http://libguides.css.edu/APA6thEd](http://libguides.css.edu/APA6thEd) for more information.

**Student Representation**

Introduction:
The faculty of the School of Nursing is 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, Undergraduate Department Chair, 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 will be represented on the Undergraduate Department Curriculum Committee.

**GENERAL INFORMATION**

**Clinical Experiences**
Clinical experiences are an essential component of nursing courses. Students will have the opportunity to develop and refine nursing skills and to observe professional role models in various settings across the lifespan. Clinical hours are calculated on the basis of three clock hours to one credit.

Students are responsible for arranging the necessary transportation to clinical experiences in health care agencies and the community. The Duluth Transit Authority provides regular bus service to and from the College. Students may ride the Duluth Transit bus free with a current College I.D. Evening or weekend experiences may be required in some clinical courses.
Clinical Outline

Below is a clinical outline for the nursing program. All students will complete the following clinicals. (Hours are calculated according direct clinical experience, orientation, and pre-planning. Also, some may vary according to holidays and other scheduling issues.)

Sophomore
  Spring:
  sub-acute clinical setting (e.g., Chris Jensen, Benedictine Health Center)—8hrs

Junior
  Fall NSG 3200
  Med/Surg Clinical—59 hrs
  Outpatient Surgery—9 hrs
  Pediatric Clinical—9 hrs
  Home Health Clinical—11 hrs

  Spring NSG 3300
  Med/Surg Clinical—59 hrs
  OB Clinical—9hrs
  Community Mental Health—20hrs

Senior
  Fall NSG 4200
  Med/Surg Clinical—59 hrs
  Inpatient Mental Health—36 hrs
  CAC Clinical-45 hrs

  Spring NSG 4500
  Capstone—130 hrs

Course and Laboratory Fees (May be subject to change)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG2200</td>
<td>ATI Fee (Basic and Virtual)</td>
<td>$625.00</td>
</tr>
<tr>
<td>NSG 2200</td>
<td>Course Fee</td>
<td>$165.00</td>
</tr>
<tr>
<td>NSG 3200</td>
<td>Course and Lab Fee</td>
<td>$90.00</td>
</tr>
<tr>
<td>NSG 3225</td>
<td>Course Fee</td>
<td>$60.00</td>
</tr>
<tr>
<td>NSG 3300</td>
<td>Course Fee</td>
<td>$90.00</td>
</tr>
<tr>
<td>NSG 3325</td>
<td>Clinical Course Fee</td>
<td>$60.00</td>
</tr>
<tr>
<td>NSG 3335</td>
<td>Course Fee</td>
<td>$20.00</td>
</tr>
<tr>
<td>NSG 4200</td>
<td>Course Fee</td>
<td>$90.00</td>
</tr>
<tr>
<td>NSG 4225</td>
<td>Clinical Course Fee</td>
<td>$60.00</td>
</tr>
<tr>
<td>NSG 4235</td>
<td>Clinical Course Fee</td>
<td>$40.00</td>
</tr>
<tr>
<td>NSG 4240</td>
<td>Clinical Course Fee</td>
<td>$40.00</td>
</tr>
<tr>
<td>NSG 4343</td>
<td>Clinical Course Fee</td>
<td>$40.00</td>
</tr>
<tr>
<td>NSG 4500</td>
<td>Clinical Course Fee</td>
<td>$90.00</td>
</tr>
</tbody>
</table>
Course, laboratory and clinical fees are used to offset the cost of consumable equipment/supplies, standardized assessment/achievement tests, and printed course materials. 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. In addition, there are special expenses associated with each year in the program and preparation for the licensure. Typically the following approximation of out of pocket expenses can be anticipated:

- Uniforms, white shoes $50.00 (approx.)
- Stethoscope $18.00-$150.00
- B.P. Cuff $25.00
- Senior Nursing Picture and Pinning Ceremony $12.00 - $25.00
- State Board Exam and Licensing Fee $305.00
- Request for Minnesota Permit to Practice $60.00

Assessment Technologies Institute (ATI)

The Department has integrated Assessment Technologies Institute (ATI) into the program. ATI is a nursing-content driven program that measures student knowledge, while providing feedback and assistance in identifying strengths and weaknesses. The package includes review books in all content areas, online access to material (including multi-media), and practice/proctored assessments in all nursing content areas. Key assessments will be part of nursing course grades and demonstrated proficiency in the exams is required to advance through the program.

See Appendix 3 for the ATI policy.

Learning Laboratories

The Skills Laboratories and newly developed Simulation Laboratories are designed to facilitate the student’s development of psychomotor skills, critical thinking, and professional behavior. Since cognitive development is integral to psychomotor skills, emphasis is also placed on understanding the principles underlying nursing skills. Senior nursing students serve as lab assistants and work with sophomore, junior, and senior nursing students on specific procedures. Materials are available for use when lab assistants are in attendance. Eligible nursing students may apply at the end of their junior year for a lab assistant position.

The College has computer laboratories available in Tower Building and Science Center for use by all students. They are under the direction of the Computer Center and are staffed with student employees. The laboratory located in the Science Center holds many computer software programs which are assigned in specific nursing courses. A schedule of hours is posted each semester. Students may call the Help Desk at 5911 for College lab hours.

The Student Development Center

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.

The Independent Study

NSG 4999 – Independent Study, is an optional course that gives students an opportunity to choose an area of study and demonstrate self-direction in planning, implementing, evaluating and reporting a learning experience in nursing. In planning an independent study course, the student is responsible to do the following:

1. Contact an appropriate faculty person with expertise in the area of your interest. Faculty must receive approval from the chair before agreeing to facilitate an Independent Study.
2. Write a course description and course objectives.
3. Describe how the course objectives will be met, the number of hours involved, and the specific site this learning will take place.
4. Describe the method of evaluation for each objective.
5. Identify the number of credit hours (1-4). When a clinical practicum is done, three hours/week for fifteen weeks is equal to one semester credit. Any clinical practicum must be pre-approved by the chair. Credits for other aspects of the study are planned with the involved faculty.
6. Grading. May be P/N or A-F. If A-F, criteria must be set.
7. Complete the three-part form, Student Independent Project Proposal (available from the Registrar’s Office), and have it signed by the involved faculty and the Chair of the Undergraduate Department.

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 members of the senior class. The recipients’ names are engraved on the plaque which is outside the School of Nursing Office. The number of students selected for the award may be equal to 10 percent of the senior class.

During the spring semester senior class members are notified of the award and invited to submit their own and/or three classmates’ names in nomination. Faculty is also invited to submit three nominees. The chair will work with student support advisor to select candidates.

Candidates may be asked to submit the following data:
A. Statement of Philosophy of Nursing.
B. An example of leadership qualities of creativity, innovation, and risk taking within the School, Department, College and community settings.
C. An example of a Benedictine spirit that demonstrates respect and concern for others and involvement to promote unity and a spirit of cooperation.
D. Academic qualities of eagerness and responsibility for learning.

Final selection will be done by the Chair.

**Nancy Meyers Freeman Nursing Scholarship**

Dr. Nancy Freeman chaired the Department of Nursing from 1982-1986. When she died in November of 1986, her family established a scholarship fund for nursing students. One award is given yearly. In April of each year juniors or graduate students who meet the criteria will be nominated by faculty to receive the award for the following academic year.

**Selection Committee**
The Committee consists of three nursing faculty appointed by the Dean of the School of Nursing, the Dean of the School of Nursing and/or designee, and a representative of the Student Financial Planning Department in an advisory capacity.

**Selection Criteria**
A. Junior baccalaureate nursing student or master’s student in nursing.
B. Minimum GPA of 3.25 baccalaureate; 3.5 masters.
C. Demonstrated leadership qualities.
D. Commitment to professional nursing.
E. Commitment to the College of St. Scholastica.
F. Love of learning.
G. Need for financial aid may be considered, but is not essential.

**Application and Selection Process**
A. The Nursing Office compiles a list of eligible students.
B. All full-time nursing faculty nominate candidates who meet the above criteria from the eligibility list.
C. The five students receiving the most nominations are invited to apply for the scholarship.
D. Each applicant write a one-page synopsis addressing his or her:
   1. Leadership qualities.
   2. Commitment to nursing as a profession.
   3. Commitment to The College of St. Scholastica as an educational institution.
E. Final selection is made by the Selection Committee.
   F. One scholarship is awarded per year on a three-year alternating cycle. The cycle awards baccalaureate students for two consecutive years, followed by a Master’s student in the third year.

2013-14 – Graduate
2014-15 – Undergraduate
2015-16 – Undergraduate
2016-17 – Graduate

**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 spring semester of the senior year. The procedure for application will be explained in class during spring semester. 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/).

**Preparation for Licensure Examination (NCLEX-RN)**

The Department 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; a set of DVD’s to enhance your studying and access to on-line practice assessments. Beginning in NSG 2200 you will be taking proctored on-line practice exams at the end of each semester that 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. Prior to graduation you will take a practice NCLEX exam that will predict your likelihood of passing. Based on your performance on these exams, remediation may be required. A course fee will be attached to NSG 2200 to cover the cost of this program. See Appendix 3 for the ATI policy.

A computerized simulation of the NCLEX-RN is also available for practice through the Tower or Science Computer Laboratories. This program provides the student with hands-on experience similar to taking the actual licensure examination. Practice with this program is strongly advised. It is recommended that a variety of preparation methods be used so that the study plan will be comprehensive.

**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. You may apply for Public Health Registration through the Minnesota Board of Nursing website ([http://www.state.mn.us/portal/mn/jsp/home.do?agency=NursingBoard](http://www.state.mn.us/portal/mn/jsp/home.do?agency=NursingBoard)). In order to apply online you’ll need to log in as a licensee. If you do not already have an account with the MN Board of Nursing, you may create one. Once you are logged in as a licensee, you'll be able to access the online application.
Senior Recognition Ceremony: Pinning Ceremony

The School of Nursing emphasizes the importance of attending the College graduation ceremony so that students and families may celebrate and recognize a major life accomplishment. In addition, each year the senior nursing class gathers together with nursing faculty and family members to celebrate the students’ educational experience. This function takes place prior to graduation and is planned and funded by the senior class. A committee is found to sponsor this event with senior representatives serving as co-chairpersons, assisted by other seniors and the junior and sophomore class representatives.

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 that 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. Membership is attained through an application process that is free of charge. 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.

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.
Students who meet the eligibility criteria and exemplify the mission of STTI will be invited to join the organization. A formal induction ceremony is held in the spring and fall of each year. Further information about the opportunities and services of this organization can be accessed at http://www.nursingsociety.org

Theta Xi Chapter holds a fund raising event that needs student support to be successful. Holiday fudge making occurs in early November. The funds generated are used each year, to award scholarships, support student activities, and research activities.
APPENDICES
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 __________________________ __________________________

**PART II) To be completed by the injured party. Please describe how the accident occurred. Attach additional paper if more space is required.**

______________________________________________________________________________

______________________________ Date ____________

Signature __________________________

**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 results from 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.
### APPENDIX 2

**Curriculum Schema**

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>GENERAL EDUCATION REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>* DGN 1101  The Responsible Self</td>
<td>* DGN 1102  And Dignity for All</td>
<td>Freshman Requirement (12 Credits)- Dignitas</td>
</tr>
<tr>
<td>* ENG 1110  First Year Composition (Fall or Spring)</td>
<td>* CTA 1102  Human Communication (Fall or Spring)</td>
<td>DGN 1101 (2 cr) and 1102 (2 cr) and ENG 1110 and CTA 1102</td>
</tr>
<tr>
<td>* SOCI 1125  Concepts &amp; Principles of Sociology</td>
<td>* PSY 2208  Lifespan Developmental Psychology</td>
<td>General Education - Pathways</td>
</tr>
<tr>
<td>OR SOCI 2433  Family &amp; Society</td>
<td>* CHM 1040  General Organic &amp; Biochem (Fall or Spring)</td>
<td>1. CULTURAL DIVERSITY (met by SOC 2433)</td>
</tr>
<tr>
<td>* CHM 1040  General Organic &amp; Biochem (Fall or Spring)</td>
<td>* BIO 1036  Biology of the Cell OR BIO 2001 Intro to Anat Phys.</td>
<td>2. SOCIAL SCIENCE (met by SOCI 1125 or SOCI 2433)</td>
</tr>
<tr>
<td>GENERAL ED COURSE(S)</td>
<td>2 CR</td>
<td>3. WORLD LANGUAGES</td>
</tr>
<tr>
<td>* PSY 3341  Intro to Counseling</td>
<td>* BIO 2020  Microbiology (Fall or Spring)</td>
<td>4. LITERATURE</td>
</tr>
<tr>
<td>** BIO 2110  Vertebrate Anatomy/Physiology I</td>
<td>* BIO 2120  Vertebrate Anatomy/Physiology II</td>
<td>5. ANALYTICAL REASONING (met by PSY 3331 or PSY 2335)</td>
</tr>
<tr>
<td>* BIO 2020  Microbiology (Fall or Spring)</td>
<td>* NSG 2200  Holistic Approaches to Professional Nursing</td>
<td>6. NATURAL SCIENCE (met by CHM 1040 or BIO 1036 or BIO 2011)</td>
</tr>
<tr>
<td>GENERAL ED COURSE(S)</td>
<td>3 CR</td>
<td>7. HISTORY (not HIS 2231)</td>
</tr>
<tr>
<td>NSG 3200  Holistic Approaches to Health Transitions</td>
<td>NSG 3325  Complex Illness – Holistic Interventions</td>
<td>8. FINE ARTS</td>
</tr>
<tr>
<td>NSG 3225  Health Transitions – Holistic Interventions</td>
<td>NSG 3335  Evidenced Based Practice in Nursing</td>
<td>9. PHILOSOPHY (not PHL 1105)</td>
</tr>
<tr>
<td>* BIO 3020  Pathophysiology</td>
<td>HSC 3315  Nutrition for Health Wellness</td>
<td>10. RELIGIOUS STUDIES</td>
</tr>
<tr>
<td>+PSY 2335  Statistics</td>
<td>* HSC 2215  Nutrition for Health/Wellness</td>
<td>11. GENERAL EDUCATION UPPER DIVISION</td>
</tr>
<tr>
<td>PSY 3331  Statistics (Fall or Spring)</td>
<td>+PSY 3331  Statistics (Fall or Spring)</td>
<td>WRITING ELECTIVE—must be taken at CSS</td>
</tr>
<tr>
<td>NSG 4200  Holistic Approaches to Multi-system Illness</td>
<td>NSG 4500  Transition into Professional Nursing Practice</td>
<td>A flagged course could be used to satisfy the cultural diversity requirement and one other general education requirement.</td>
</tr>
<tr>
<td>NSG 4225  Multi-System Illness – Holistic Interventions</td>
<td>Nursing Elective</td>
<td>THE ABOVE GENERAL EDUCATION REQUIREMENTS, EXCEPT FOR #10 RELIGIOUS STUDIES AND #11 UPPER DIVISION WRITING, CAN ALSO BE MET BY AN A.A. DEGREE FROM A MINNESOTA COLLEGE OR THE MINNESOTA TRANSFER CURRICULUM.</td>
</tr>
<tr>
<td>NSG 4325  Community Health: Local and Global Perspectives</td>
<td>NSG 4240  Community as Client</td>
<td>ADDITIONAL NURSING REQUIREMENTS TO BE COMPLETED PRIOR TO APPLYING TO THE MAJOR:</td>
</tr>
<tr>
<td>NSG 4343  Nursing Leadership and Management</td>
<td>GENERAL ED COURSE(S)</td>
<td>o 2 year Health Care Provider or Professional Rescuer CPR certification.</td>
</tr>
<tr>
<td>Nursing Elective</td>
<td></td>
<td>o Required Health Immunizations.</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>o Nursing Assistant course followed by current State Registration as a CNA (Certified Nursing Assistant)</td>
</tr>
<tr>
<td>NSG 4240  Community as Client</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* THESE COURSES OR THEIR EQUIVALENT ARE REQUIRED EITHER PRIOR TO ENTRY INTO THE NURSING MAJOR, OR CONCURRENTLY WITH NSG 2200.
** STUDENTS MUST COMPLETE BIO 2110 IN ORDER TO ENROLL IN NSG 2200.
+ STUDENTS ONLY NEED TO COMPLETE PSY 2335 OR PSY 3331, THEY DO NOT NEED TO COMPLETE BOTH COURSES.
^ BIO 3020 MUST BE COMPLETED IN THE SAME SEMESTER IT WAS STARTED AND BEFORE JUNIOR SPRING SEMESTER.

PLEASE NOTE: STUDENT CREDIT LOAD WILL AVERAGE FROM 16 – 18 CREDITS EACH SEMESTER.

Approved by the Undergraduate Curriculum Committee 06/06
May 2012
Introduction

The College of St. Scholastica Department of Undergraduate 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 Undergraduate Nursing has contracted with Assessment Technology Institute (ATI). Using a variety of learning tools, ATI provides educational resources, content testing and remediation for students and 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 (as well as online e-books and multimedia) 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. Further, just prior to taking the NCLEX, ATI will provide the student with a virtual instructor and customized review plan to remediate any weak content areas the student has. ATI has a 99% pass rate for students deemed prepared to take the test. Should a student not pass, ATI will continue to work with the student.

Student Participation

All undergraduate nursing students are required to purchase the materials and access to ATI, a one-time charge, upon entering the program. 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 of Undergraduate Nursing. Major ATI exams will be incorporated into course grades as well as faculty may assign additional tests at their discretion.

ATI Program Requirements

Students will sign up and take proctored exams at specific junctures in the nursing program. 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. 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.
- Student will then retake the proctored test.
- If the student does not meet the benchmark a second time, the student will retake the practice exam until the score matches the benchmark.

**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
Professional behavior and personal accountability are expected from nursing students.

These are some of the professional behaviors that the nursing profession looks for in a **student or new graduate nurse**:

- Interpersonal and Communication Skills
- Ability to Adjust to New Situations
- Appropriate Response to Stressful Situations
- Meets Deadlines
- Shows Initiative *(seeks resources, asks questions)*
- Attendance
- Punctuality
- Reliability
- Meets Deadlines
- Flexibility
- Shows Initiative (seeks resources, asks questions)
- Motivation
- Other:

The following student has demonstrated inappropriate professional behavior concerning:

Describe the context of the behavior from the faculty perspective:

__________________________________________________________

Student Response:

__________________________________________________________

Recommendations for change from the faculty to the student:

__________________________________________________________

__________________________________________________________

Student can describe what they will do differently in the future:

__________________________________________________________

__________________________________________________________

* The CSS Undergraduate Nursing Department Student Handbook highlights the importance of professional behaviors and responsibilities. Students may be placed on probation if they fail to meet department academic standards and/or expected professional behaviors and responsibilities.*