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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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 Student Handbook* and *The College of St. Scholastica Undergraduate Catalog*. 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

The School of Nursing educates students to be socially conscious and morally responsible nurse leaders who promote holistic health for all.

VISION STATEMENT OF THE SCHOOL OF NURSING

Consistent with the Benedictine tradition and Catholic Social Teaching, the School of Nursing envisions a world where all have access to the conditions necessary for health and human flourishing.

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 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 (not applicable to students in the RN to BS Nursing Track).
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 lifelong learning.
8. To teach and model Benedictine values as an effective personal and professional philosophy.

SCHOOL OF NURSING INCLUSIVITY STATEMENT

Nurses are called to promote human dignity. In order to be aware of the ever changing environment in nursing and health care, an open dialogue must be able to occur in a non-threatening environment in which students and faculty can engage in discussions that are taking place, challenge comments that are made, and evaluate aspects of the structural environment that support injustice. Bringing attention to expressions of cultural bias is a way to model against stereotyping. At any time, a moment of consideration can be called. This can and should be called by anyone, student or faculty, in order to facilitate needed conversation around sensitive issues. These moments are times for all of us to learn how to become more sensitive in our language and actions. Such dialogues may pertain to stereotypes related to “race,” sex, religion, gender identity, sexual preference, weight, economic status, and anything that can impact the dignity of persons, including equitable treatment of patients and students. These moments of consideration should be freely addressed in the classroom and are an essential aspect of learning in this course.

This statement is based on a statement written by University of St. Catherine NURS 6790 student, Maria Kludt (Spring 2009).
SON ORGANIZATIONAL CHART

The College of St. Scholastica  
School of Nursing  

Organizational Structure

School of Nursing Dean  

Department of Undergraduate Nursing Chair  
RN to BS Program Coordinator  
Traditional Undergraduate Program Coordinator  
Post-Baccalaureate Program Coordinator

Department of Graduate Nursing Chair  
Nurse Practitioner Program Director  
Family Nurse Practitioner Program Coordinator  
Adult Geront Primary Care Nurse Practitioner Program Coordinator  
Psych-Mental Health Nurse Practitioner Program Coordinator

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**
  o 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**
  o 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**
  o 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**
  o 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**
  o Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

• **Essential VII: Clinical Prevention and Population Health**
  o 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**
  o 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**
  o 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.
  o 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.


Faculty has developed the curriculum and program outcomes for the undergraduate nursing tracks. The program outcomes 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.
BACCALAUREATE PROGRAM OUTCOMES

Upon completion of program of study, the graduate will earn a Bachelor of Science Degree with a major in Nursing and will:

1. Synthesize knowledge from nursing, the arts and sciences and the Benedictine values in the holistic practice of professional nursing.
2. Demonstrate values and behaviors consistent with professional nursing standards.
3. Demonstrate competence in utilizing patient care technologies and information system technologies in dynamic healthcare environments.
4. Integrate effective inter-professional collaboration into practice to enhance the health of all patients, including diverse and vulnerable populations.
5. Utilize knowledge of healthcare policy and evidence-based nursing to advocate for the quality and safety of patient care.

STUDENT RESPONSIBILITIES

STUDENT CODE OF CONDUCT

The faculty of the School of Nursing adhere to the standards and codes developed by the American Nurses Association (ANA). A code of ethics is a central and critical component of a profession. The Code of Ethics for Nurses (ANA, 2015) reflects our fundamental values as professional nurses and serves as a social contract with the public we serve. Students in the School of Nursing are viewed as developing professionals. For this reason, attainment of desired professional behaviors in addition to academic achievement is necessary for progression in a program of study. It is expected that all students will adhere to this professional code in all of their nursing activities (class, lab, clinical experiences, and any time a student is representing the School of Nursing).

Provision 1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
Provision 6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Professional Behaviors and Academic Integrity: Classroom, Online, Clinical
As in all professional environments, the following behaviors demonstrate commitment to professional standards of conduct:

- Actively promotes the highest level of moral and ethical principles for self and others, and accepts responsibility for own actions.
- Treats others with respect and promotes an environment that respects human rights, values and choice of cultural and spiritual beliefs.
- Collaborates with and respects the work of classmates.
- Is respectful of all faculty and staff involved in the administration and delivery of the program.
- Demonstrates good judgment, completes all responsibilities related to the safe nursing care of his/her patients and their families.
- Develops and maintains professional relationships that are mature, sensitive, and effective under highly stressful circumstances in environments that can change rapidly in unpredictable and significant ways.
- Demonstrates empathy and caring for others and acts with integrity in all situations.
- Exhibits a positive attitude and respectful behavior during class, lab, and clinical experiences as well as during all other activities associated with the program and profession. Positive attitude includes interest, punctuality, willingness to teach others, willingness to learn and share in educational experiences, as well as the ability to receive feedback and evaluation in a self-reflective and non-defensive manner.
- Strives to achieve and maintain an optimal level of personal wellness (i.e. coming to clinical well-rested, abstain from the use of alcoholic beverages/substances in the academic and clinical setting which may impair judgment).
- Health Insurance Portability and Accountability Act (HIPAA) regulations must be followed at all times.
- Professional values, ethical standards, and adherence to HIPAA requirements extend to all forms of social media. Violations in relation to these professional standards and behaviors may result in exclusion from the nursing program.
- Upholds the Benedictine values, College and School policies and regulations related to academic and clinical performance.

<table>
<thead>
<tr>
<th>Classroom/Lab</th>
<th>Online</th>
<th>Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is on time for scheduled classes</td>
<td>Is on time for scheduled synchronous sessions</td>
<td>Is on time for clinical per instructor directions</td>
</tr>
<tr>
<td>Attendance is required. Any absences must be communicated to faculty per course syllabus.</td>
<td>Attendance is required. Any absences must be communicated to faculty per course syllabus.</td>
<td>Attendance is required. Any absences must be communicated to faculty per course syllabus.</td>
</tr>
<tr>
<td>Attends all classes and is equipped and well-prepared</td>
<td>Attends all scheduled mandatory synchronous sessions and is equipped and well-prepared</td>
<td>Attends all clinical experiences and is equipped and well-prepared</td>
</tr>
<tr>
<td>Adheres to dress code where applicable</td>
<td>Adheres to dress code where applicable</td>
<td>Adheres to dress code of school and clinical site</td>
</tr>
<tr>
<td>Completes assignments on time and submitted per instructor direction</td>
<td>Completes assignments on time and submitted per instructor direction</td>
<td>Completes assignments on time and submitted per instructor direction</td>
</tr>
<tr>
<td>Being attentive to and demonstrating respectful behaviors towards the faculty/section instructor presenting the class</td>
<td>Being attentive to and demonstrating respectful behaviors towards the faculty/section instructor presenting the class; this includes virtual and asynchronous coursework</td>
<td>Being attentive to and demonstrating respectful behaviors towards the faculty/section instructor leading the clinical experience.</td>
</tr>
<tr>
<td>Being attentive to and respectful of classmates discussing questions, cases or issues raised during class</td>
<td>Being attentive to and respectful of classmates discussing questions, cases or issues raised during class</td>
<td>Being attentive to and respectful of classmates discussing questions, cases or issues raised during clinical</td>
</tr>
<tr>
<td>Appropriately seeks feedback and is receptive to feedback, incorporating feedback into work</td>
<td>Appropriately seeks feedback and is receptive to feedback, incorporating feedback into work</td>
<td>Appropriately seeks feedback and is receptive to feedback, incorporating feedback into work</td>
</tr>
<tr>
<td>Communicates with faculty, staff, and peers in a respectful manner</td>
<td>Communicates with faculty, staff, and peers in a respectful manner, including netiquette</td>
<td>Communicates with faculty, peers, agency staff, patients and families in a respectful manner</td>
</tr>
<tr>
<td>Identifies learning needs; educates self; uses professional resources</td>
<td>Identifies learning needs; educates self; uses professional resources</td>
<td>Identifies learning needs around client issues; educates self; uses professional resources</td>
</tr>
<tr>
<td>Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.</td>
<td>Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.</td>
<td>Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.</td>
</tr>
<tr>
<td>Engages in self-reflection regarding cultural differences. Seeks to foster an inclusive environment. Lives out the value of respect and is nonjudgmental about cultural, ethnic and personal differences</td>
<td>Engages in self-reflection regarding cultural differences. Seeks to foster an inclusive environment. Lives out the value of respect and is nonjudgmental about cultural, ethnic and personal differences</td>
<td>Engages in self-reflection regarding cultural differences. Seeks to foster an inclusive environment. Lives out the value of respect and is nonjudgmental about cultural, ethnic and personal differences</td>
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<tr>
<td>Maintains confidentiality of clinical information; HIPAA regulations must be followed</td>
<td>Maintains confidentiality of clinical information; HIPAA regulations must be followed</td>
<td>Maintains confidentiality of clinical information; HIPAA regulations must be followed</td>
</tr>
<tr>
<td>Is accountable for own learning; practices academic integrity, including communication in a timely manner</td>
<td>Is accountable for own learning; practices academic integrity, including communication in a timely manner</td>
<td>Is accountable for own learning; practices academic integrity, including communication in a timely manner</td>
</tr>
<tr>
<td>Communicates and exchanges clinical information effectively, accurately, and in a timely manner with faculty, staff, and colleagues. Describe the health history, patient problems, and interventions to address clinical concerns. Offer care and communicate effectively in diverse settings and with all patient populations.</td>
<td>Communicates and exchanges clinical information effectively, accurately, and in a timely manner with faculty, staff, and colleagues. Describe the health history, patient problems, and interventions to address clinical concerns. Offer care and communicate effectively in diverse settings and with all patient populations.</td>
<td>Communicates and exchanges clinical information effectively, accurately, and in a timely manner with faculty, staff, colleagues and clinical partners. Offer care and communicate effectively in diverse settings and with all patient populations.</td>
</tr>
<tr>
<td>Maintains all clinical compliance and verifications as required.</td>
<td>Maintains all clinical compliance and verifications as required.</td>
<td>Maintains all clinical compliance and verifications as required.</td>
</tr>
<tr>
<td>Reﬁr from performing any technique or procedure for which the student has not been approved to perform. (checked off)</td>
<td>Reﬁr from performing any technique or procedure for which the student has not been approved to perform. (checked off)</td>
<td>Reﬁr from performing any technique or procedure for which the student has not been approved to perform. (checked off)</td>
</tr>
</tbody>
</table>

* Military duty is considered an excused absence. Military students MUST notify the College (Veteran Services Coordinator) and nursing program coordinator as soon as possible of pending activation. Students should work with instructors proactively if possible to plan for makeup of work missed. In case of No Notice Activation, students should do their best to notify someone at the school as soon as possible. For readmission following active duty, students should contact the department chair as soon as possible. *School-sanctioned activities are considered an excused absence. Students should work with instructors proactively to plan for makeup of work missed. *Students with disabilities are entitled to appropriate accommodations. It is the student’s responsibility to notify the Equal Access Center as soon as possible each semester/term the student is seeking accommodation(s).
STUDENT STATEMENT – Appendix A

EQUAL ACCESS STATEMENT

Students with disabilities, students who sustained injury in active military service, and students with chronic medical conditions are entitled to appropriate and reasonable auxiliary aids and accommodations through The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to notify the Center for Equal Access 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 Center for Equal Access in Tower Hall 2126; by phone at (218) 723-6747, 218-625-4891; or via e-mail at access@css.edu.

Notice of Accommodation must be sent to faculty, therefore requested by student every semester. Students who wish to use accommodations must follow specific procedures set by the Center for Equal Access. This includes alternative testing environments, which requires at least 5 business days advanced notice and requested via the online alternative test request form. Nursing exams must be scheduled at the same time as the scheduled exam date.

- If you know you have a pre-existing disability or medical condition that may affect your ability to deliver SAFE patient care; refer to the Center for Equal Access for advisement.
- If you experience an injury that lasts more than a week and temporarily prevents you from attending clinical or class:
  - Refer to the Center for Equal Access for advisement.
  - Notify your course coordinator, clinical instructor (if applicable) and program coordinator you will not be in clinical.

ACADEMIC HONESTY POLICY

These policies and procedures apply across the College, at the undergraduate and graduate levels and on all campuses.

Statement of 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.

Definition
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.
Collaborative Learning
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.

REPORTING ACADEMIC DISHONESTY
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 Program Coordinator, Department Chair, Dean and Vice President of Academic Affairs or the Vice President for Student Affairs.

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 of 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, 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 the CSS Student Handbook.

TURNITIN
In order for the College and our programs to maintain its high standard of academic integrity, writing assignments will be submitted to the plagiarism detection online program, Turnitin. Per faculty direction, students will be required to create a Turnitin account. Here is more information regarding Turnitin and the College's Academic Honesty Policy:  [http://libguides.css.edu/AvoidingPlagiarism](http://libguides.css.edu/AvoidingPlagiarism)

Turnitin is a web-based program The College of St. Scholastica employs to enable faculty and students to check student work for originality.
It compares “every paper submitted against three distinct digital databases: a current and extensively archived copy of the internet that we [Turnitin] update at a rate of 40 million pages per day, a huge database of books and journals, and a database of the millions of papers already submitted to us [Turnitin]” (www.turnitin.com). Turnitin generates an originality report, which can be studied to determine matches between the student’s paper and these sources. If these matches are not cited correctly, this could be seen as plagiarism.

**POLICIES AND PROCEDURES**

**FACULTY FEEDBACK FORM – Appendix B**

**BACKGROUND STUDIES**

Background studies are required by Minnesota Department of Human Services and healthcare agencies where students have clinical experiences. Study findings are reviewed by the School of Nursing and respective clinical agencies.

NOTE: Students who refuse to submit to the required background studies or the report identifies a disqualifying event, as defined by Minnesota Statutes (https://www.revisor.mn.gov/statutes/?id=245C.15) and the School of Nursing, may be dismissed from the program. Background study findings may impact a student’s ability to obtain clinical placement and progress in a nursing program.

**Background Study Findings**

If any report contains disqualifying information the following steps will occur:

- The Chair of the Department will review the results of the background studies;
- Students will submit additional information related to the findings, as requested, such as a written explanation, court documents, Board of Nursing documents, and police reports;
- A Department committee will review all information and make a determination regarding student progression in the program;
- If allowed to progress in the respective program, clinical agencies will review study findings.
  - *A clinical agency may refuse placement at their facility;
  - **If placement is denied, the School will make a reasonable attempt to find alternate placement for the student. If placement cannot be found, the student will be withdrawn from their respective program as unable to complete program requirements.
- Decisions made related to the background study review of applicants are final.
  - A student may choose to appeal the decision, to the School of Nursing Dean.
  - Time required to initiate and complete an appeal may result in loss of admission for that particular semester. The student may reapply for a subsequent semester pending a favorable outcome from the appeal, or stop out for a defined period of time.

**GRADING**

The following scale is used in all nursing courses (**there is no rounding up on grades**):
NOTE: A grade of C or above is necessary for progression in the nursing major.

**WRITING STYLE**

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.

**LATE ASSIGNMENT POLICY**

Traditional Nursing Program
Check course syllabi for details about how late assignments are handled for each course.

Post-Bacc Nursing Program
All assignments are to be submitted in completed form on the due dates unless an extension has been negotiated with the instructor prior to the due date. For every day an assignment is late, 10% will be deducted from the total assignment score. After 48 hours no points will be awarded but the assignment needs to be completed and turned in to pass the course.

RN to BS Nursing Program
An RN to BS student may be unable to submit a class assignment on a timely basis due to extenuating circumstances, such as work, health, or family issues. Professional behavior requires that the student contact the instructor prior to the due date to request an extension on an assignment.

The penalty for unexcused late assignments is the following (discussion boards, papers, etc.):

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<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
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NOTE: Day 8 – Assignment still needs to be completed and submitted to receive a final grade for the course.

**PROGRESSION IN THE MAJOR**

**Policy:**
In order to progress in all Undergraduate Nursing Tracks, all general education requirements and all nursing program requirements must be successfully completed. All required prerequisite, co-requisite and nursing courses must be completed with a C or higher. For RN to BS nursing students, the nursing portfolio (or portfolio alternative) must be successfully completed prior to degree conferral. Any request
for exceptions to this policy should be addressed to the Chair of the Undergraduate Nursing Department.

For courses with multiple components (clinical, lab, theory), all components must be satisfactorily completed to pass the course. A student who fails any component (clinical, lab, theory), fails the course irrespective of achievement in the other areas. Course failure may result in delayed program completion due to the respective nursing schema. Progression in the nursing major is based upon departmental policy and course requirements. If a student reapplyes for admittance, his or her application will be considered on an equal basis with all other applications.

Pre-Licensure (Traditional & Post-Bacc Nursing):
A student who fails a nursing course(s), must make an appeal to the Undergraduate Retention & Progression Committee. A second failure of any course may result in dismissal from the program.

Post-Licensure (RN to BS Nursing):
Nursing courses may not be repeated more than once. Therefore, a student who fails a nursing course a second time may not progress and will be dismissed from the program. A student must earn at least a "C" grade in upper division support courses in order to progress.

STUDENT PROGRESSION PROBATION AND/OR DISMISSAL FROM A PROGRAM - Appendix C

ABSENCES

- Military duty is considered an excused absence. Military students MUST notify the College (Veteran Services Coordinator) and nursing program coordinator as soon as possible of pending activation. Students should work with instructors proactively if possible to plan for makeup of work missed. In case of a No Notice Activation, students should do their best to notify someone at the school as soon as possible. For readmission following active duty, students should contact the department chair as soon as possible (the College complies with 34 C.F.R. 668.8, Executive Order 13607 and the Principles of Excellence, DoDI 1322.25, March 15, 2011, and Title IV by readmitting service members whose progress in a program was interrupted due to a Military service obligation).
- School-sanctioned activities are considered an excused absence. Students should work with instructors proactively to plan for makeup of work missed.
- Work is not an excused absence.
- Absence for other personal reasons may or may not be accommodated at the discretion of the faculty.

LEAVE OF ABSENCE

If an absence is requested for a non-medical reason or in the event of a non-medical emergency, students are advised to notify the Program Coordinator (for RN to BS students, also notify your advisor) as soon as this information is available. 

This does not apply to activated military students.
Pre-Licensure (Traditional & Post-Bacc Nursing):
Policy:
To qualify for readmission, a Leave of Absence (LOA) request should be submitted in writing and discussed with the Chair of the Undergraduate Nursing 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.

Procedure:
Submit a written letter of intent to the Chair of the Undergraduate Nursing 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.

Post-Licensure (RN to BS Nursing):
Policy:
Students who plan to not attend for one term or more must contact the RN to BS advisor prior to that term. Students returning after one year (6 consecutive terms) must reapply to the program and follow new degree requirements, if applicable.

MEDICAL 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 their advisor and Program 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 that has a temporary injury that interferes with their ability to perform in the classroom or clinical setting may seek guidance through The Center for Equal Access in Tower Hall 2126; by phone at (218) 723-6747, 218-625-4891; or via e-mail at access@css.edu

CONFLICTS/GRIEVANCES

Policy:
Students who express a concern regarding a course or a faculty/staff member should follow the following protocol.

Procedure:
1. The student should discuss the matter with the faculty/staff member directly involved and attempt to resolve the issue.
2. In the event the issue is not resolved or if it is not possible to contact the individual, the issue may be brought to the Program Coordinator.
3. If the problem is still not resolved, the student may contact the Chair of the Undergraduate Nursing Department, who will also consult with the Dean.
4. 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’s Student Handbook: css.edu/studenthandbook

Link to the Undergraduate catalog: http://www.css.edu/Academics/Catalog/Undergraduate-Catalog/General-Information/Academic-Policies-and-Procedures.html

Link to the Academic Appeals Procedure: http://resources.css.edu/administration/VPAA/AcademicAppealProcedure.pdf

PUBLIC HEALTH REGISTRATION

Pre-Licensure (Traditional & Post-Bacc Nursing): Once a student has passed the NCLEX, the student may apply for Public Health Registration through the Minnesota Board of Nursing website.

Post-Licensure (RN to BS Nursing): Once a student’s CSS degree is conferred, the student 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). The online process is much quicker, and simpler. In order to apply online, students will need to log in as a licensee. If a student does not already have an account with the MN Board of Nursing, he/she may create one. Once logged in as a licensee, the student will be able to access the online application.

If the student would rather submit a paper application, he/she will need to download, complete and submit the application with payment directly to the MN Board of Nursing. Whether the student applies online or by paper, they DO NOT need to send the “Affidavit of Graduation” to CSS. The MN BON will send an electronic affidavit to CSS if needed to complete your registration.

INTERNATIONAL HONOR SOCIETY OF NURSING

In April 1986 the School of Nursing formally became a chapter of Sigma, International Honor Society of Nursing and was given the chapter 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:

Pre-Licensure (Traditional & Post Bacc Nursing):
- 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.

Post-Licensure (RN to BS Nursing)
• Have graduated from the RN to BS Nursing Program.
• Have a cumulative GPA of 3.5 or higher on a 4.0 scale.

Each year the chapter counselors evaluate student GPA’s and identify those who meet criteria for membership. Qualified students will receive an invitation to join Sigma via CSS email. Students must apply for membership and pay the new member fee online. Invitations are sent for the Induction Ceremonies, which are held in the spring and fall.

REPORTING OF ACCIDENTS/INJURIES

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 prior to going to the emergency room, students are responsible for that notification. Any expenses not covered by health insurance are the responsibility of the student.

Procedure:
If an injury occurs in the clinical/lab/community/classroom setting, complete The College of St. Scholastica Official Accident/Injury Incident Report Form (Appendix D). Both the student and the instructor sign the form and, when it is completed, it is turned in to your Program Coordinator.

• If an injury occurred at a clinical/community setting, follow the agencies reporting policy.
• The student may be requested to produce a medical release that states (s)he is physically and mentally sound to resume to clinical/lab/community/classroom education.

STUDENT REPRESENTATION

Policy:
The faculty in the School of Nursing are interested in your experiences, perceptions, ideas, and viewpoints as a student in undergraduate nursing. Therefore, student representatives, from each program, are selected to serve on the Undergraduate Curriculum Committee as a voice for students to provide input on matters of curriculum. The student representatives are available to provide for exchange of information and ideas related to the ongoing evaluation of the nursing program and curriculum.

In addition, all students complete two evaluations at the end of a course. This is another way for students to have a voice and share their thoughts and/or ideas.

• Student Course Evaluation – this anonymous evaluation focuses on the content of the course.
• Course Instruction Survey – this anonymous evaluation is sent from the Office of the Vice President of Academic Affairs and focuses on course instruction (i.e., faculty).
Faculty use the compiled data from both evaluations to make improvements to both course content and teaching strategies.

**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.

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.

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.

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.

**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 undergraduate programs.

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.

**THE BRIGADIER GENERAL BESTER LEADERSHIP AWARD**

The Brigadier General Bester Leadership Award honors a graduating senior who is or has served our nation in one of the uniformed services or is service connected and is completing a traditional B.S. in Nursing degree from The College of St. Scholastica. Eligibility for nomination is based on distinguished leadership, scholarship and service. This award recognizes a student as being especially dedicated to both academic and extracurricular activities and displaying positive leadership in and out of the classroom. Faculty, the VRC coordinator, and veteran and service connected students enrolled in the traditional undergraduate nursing program are invited in March to nominate a senior for this award.
THE STUDENT CENTER FOR HEALTH AND WELL-BEING

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 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. 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 TUTORING CENTER

The Tutor Center (T2129) welcomes all students seeking some extra help with their classes. There are tutors who have had success in subjects including, Math, Psychology, Sociology, Biology, Chemistry, Economics, Finance, Accounting, Physics, Statistics, and Nursing. They hold open office hours during the week and it is highly recommended that you come ask them for help during their hours or request a study session if you're not available during her/his office hours.

If you wish to request a study session, please fill out the form by logging into Cor and clicking this link: https://www2.css.edu/app/depts/StAffairs/tutor/tutor_intake.cfm

THE WRITING CENTER

The Rose Warner Writing/Critical Thinking Center offers tutoring sessions to both on-campus and online students, and provides techniques and resources to help students become more capable, informed writers. The Writing Center provides opportunity for free, collaborative feedback on everything from proof-reading to thesis development, composing processes to text analysis.
DISCUSSION BOARD POSTING GUIDELINES

The communication guidelines for online etiquette (netiquette) are important. Before you use the discussion tool in your Blackboard courses, please review the following information derived from the University of Minnesota’s *Participating in the Learning Community* and *Practicing Good Netiquette*.

Making Substantive Contributions

It is important to post substantive contributions to online discussions. “Good job” or “I agree” are not substantive contributions. Appropriate responses might provide:

- Additional information for an existing discussion
- A new viewpoint with support for your position
- A disagreement that includes facts to support your point
- Proper in-text citations for quotes and supportive evidence
- Complete references for source material that does not come from assigned texts

Online discussion is most engaging and beneficial when everyone checks discussion postings frequently and responds in a timely manner.

Practice Good Netiquette

- **Be Respectful**
- **Keep Your Responses On-Topic**
- **Post Messages to the Appropriate Audience**
- **Quote Responsibly and Reply Substantially**
- **Keep Your Responses Jargon-Free**

Over the years, a few guidelines for the polite, constructive conduct of online communication have been widely accepted. These guidelines are commonly referred to as *netiquette*. Netiquette facilitates online discussion with some conventions for language and usage.

**A. Be Respectful**

Someone in your online discussion group will inevitably say something you disagree with or don’t like. Nevertheless, be respectful and always keep your responses constructive.

- Never resort to insults or personal attacks (*flaming*).
- Avoid broad judgments and generalizations.
- Just as you refrain from making personal attacks, refrain from taking challenges or disagreements to your positions personally. They were probably not meant to be personal. A difference in opinion is not disrespect for you or for your right to an opinion; it is simply a difference of opinion, even when strongly expressed.
- Address only the content of a person’s message.
- Whenever possible, support your views with evidence from readings or your own experiences.
B. Keep Your Responses On-Topic

If someone mentions something that interests you but your response does not relate to the discussion, reply individually via e-mail instead of posting your response online.

- If you received the message via e-mail, use the reply function but be sure you are replying only to the sender's e-mail address and not the entire class.
- If you received the message via a threaded discussion tool, send your reply to the person’s CSS e-mail address or use the e-mail feature in Blackboard.

C. Post Messages to the Appropriate Audience

Be sure to post your questions and responses to the appropriate people using the appropriate tool. (See above.)

If you have administrative concerns such as questions about due dates or grades, send the instructor an e-mail rather than posting your queries online. Some instructors have a discussion topic designated for questions and answers. If so, use that.

D. Quote Responsibly and Reply Substantially

If relevant, include excerpts of the original message when adding your ideas to the discussion.

- When quoting others' e-mail messages, include their names and their e-mail addresses.
- Rather than quoting the entire message, use only those portions of a message that set the context for your response.
- Before posting your message, weigh whether your comments contribute substantially to the discussion.
- Avoid making comments such as "I agree" or "I disagree" without elaborating. You will frustrate group members by filling up their inboxes without adding much to the discussion.

E. Keep Your Responses Jargon-Free

Always define terms and acronyms fully before using them.

- The convention for defining acronyms is to spell out the term the first time you use it and then put the acronym in parentheses, e.g., Academic and Distributed Computing Services (ADCS). Each additional time you mention this term, use the acronym.

This rule applies particularly to the use of internet-related or text messaging acronyms like BTW (by the way), AFAIK (as far as I know), or IMHO (in my humble opinion). Such abbreviations confuse the uninitiated, so define these terms in parentheses the first time you use them or, preferably, don't use them at all.
PARTICIPATING IN THE LEARNING COMMUNITY

- **Write Carefully**
- **Use an Appropriate Tone**
- **Behave as You Would in a Classroom**

Learning is a social and cultural process. This also applies to online learning, which should and often does create a virtual community of learners. Some students even experience a greater sense of community online—where shy participants are more likely to speak up, students can talk more freely amongst themselves, and all can express themselves fully without the constraints of time and place.

**F. Write Carefully**

Students will be better read and better understood if time is devoted to discussion posts.

- Write in complete and logical sentences.
- Use correct spelling, grammar, capitalization, and punctuation.
- If you have trouble spelling, you might want to compose your messages in a word processor and run a spell check, then cut and paste them into the discussion.
- Do not write entirely in capital letters. Some users do this if they are not used to typing, but writing in all-caps gives some people the impression you are shouting and it can be hard to read lengthy posts entirely in capital letters.
- Be brief and to the point. Avoid lengthy or detailed posts; most users will skim or skip overly long posts.

**G. Use an Appropriate Tone**

Different classes will have different cultures, but the verbal style used in online discussions generally will be less formal than the style used in papers and more formal than the one used in a chat in the hallway. Some people call the in-between tone of an online community "Say-Writing."

- State and support your positions but refrain from trying to overwhelm everyone with the force of your argument. Long posts will be skimmed or skipped by readers who are pressed for time. Very detailed, argumentative, or formal posts can intimidate other members of the community.
- Don’t be afraid to make a joke, a sideline comment, or an observation that is not completely relevant; these touches of humor and humanness can make a community warmer and more comfortable for everyone. However, don’t veer wildly off-topic or try to joke in every post.
- Let others know you have read and appreciate their posts. You can observe visual cues in a classroom that indicate people are carefully listening but not in an online community, so you must provide these in writing. If you write "I agree with Ken’s position since..." or "I understand where Sarah is coming from, but..." instead of just jumping in with your own thoughts, Ken and Sarah (and everyone else) will understand this is a real discussion and not a series of monologues.

**H. Behave as You Would in a Classroom**

Most of the rules for general classroom participation are the same in an online course.

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• **Be yourself.** Don’t attempt to be overly formal, overly persuasive, or overly eager to belong.

• **Give and take.** Sharing requires both expressing your own feelings and experiences, but also reading and appreciating the feelings and experiences of others.

• **Show respect.** Accept the views of others even if they have quite different backgrounds or positions, are not as knowledgeable or capable of expressing themselves in writing, or seem to break some of the rules of netiquette.

• **Speak up.** Don’t be afraid to express your feelings or to ask for help if you are upset by or confused about a topic.

**Think critically.** One experienced online community member listed being "intellectually honest" as the most important piece of advice she would give to participants in an online community. This means you should be able to look at issues from other perspectives, to make decisions based on facts and logic rather than emotion, and to constantly consider and reconsider your position with the willingness to change your mind when necessary.
**CLINICAL POLICIES**

**CLINICAL EXPERIENCES**

**Students are not to contact clinical sites to inquire about or attempt to arrange any clinical experiences. All clinical experiences are arranged through the College. Any such contact by a student would be a breach of professionalism. If you have questions about boundaries and communication with a facility, consult with the Director of Educational Experiences first.**

Clinical learning activities are experiences with actual clients in a variety of healthcare settings. Experiences are supervised by a St. Scholastica faculty member. Evening/afternoon hours may be required for on-campus labs, clinical experiences and for preclinical planning prior to clinical experiences.

The Director of Educational Experiences secures all clinical placements for the School of Nursing. Efforts are made to accommodate student requests; however, the final clinical placement may be determined by the Director of Educational Experiences. Students are responsible for all costs related to attending clinical experiences: transportation, lodging if required, meals and parking.

**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.

**CLINICAL ABSENCES AND REMEDIATION**

**Policy:**
In the event a student misses clinical or lab, the student may be required to make up the time to meet the learning outcomes and expectations. Clinical and/or lab absences are made up at the discretion of the faculty. If it is determined that extra clinical hours are necessary, the Director of Educational Experiences will secure placement and faculty. Once a faculty member has agreed to supervise the additional hours, the student is charged $24.00/hour.

- Clinical make-up – will be arranged by the Director of Educational Experiences.
- Lab make-up – will be arranged by the faculty.

**CLINICAL DRESS CODE POLICY** – Appendix E

**Please note that this policy applies to ALL clinical sites**
CLINICAL COMPLIANCE POLICY

Clinical compliance is a professional requirement and responsibility of a nursing student. Our agreements with facilities, The Joint Commission, and hospital policy all require minimum clearance requirements for nursing students doing clinical practicums. Please read the complete Clinical Compliance Policy (Appendix F).

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.

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 final semester of a 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/.

LEARNING LABORATORIES

The Skills 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 post-bacc, 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 St. Cloud campus has a student lounge that is available for study use during campus business hours. The lounge includes a printing kiosk and copier, students should bring their own laptops. Individual conference rooms can be reserved for student use at the front desk.
RN TO BS NURSING PROGRAM

COLLEGE HONORS

- A student whose cumulative grade point average is 3.75 or above will graduate with highest honors (Summa Cum Laude). A student whose cumulative grade point average is between 3.50 and 3.75 will graduate with honors (Cum Laude). A **minimum of 48 St. Scholastica credits** (with grade points) is required to graduate with honors or with highest honors. All 48 credits must be graded credits with the exception of credits that, by RN to BS policy, are graded on a pass/fail basis, so long as at least 32 credits are graded. A Dean's List of full-time students achieving a 3.75 grade point average or higher, is published each semester.
- Portfolio credits do count in the required 48 credits.
- CLEP credits are recorded as a Pass. They are externally earned and are not institutional credit, so they **do not** count in the required 48 credits.

COURSE/STUDENT EXPECTATIONS

Courses in the RN to BS Nursing Track cannot be completed by sitting in front of the computer only. Students must expect to spend additional time reading, researching, synthesizing, and writing. The student is expected to demonstrate accountability for self-learning. Students are expected to prepare for online course assignments and to complete all assignments on time. Extensions on assignments need to be made in consultation with the nursing course instructor prior to the due date.

1. Students are responsible for all course material and updates provided in the syllabus, periodic e-mail and course updates, course calendar, course content modules, course overview and course web page and discussion boards.
2. Students are expected to log onto the course content web site (including discussion board) and their College of St. Scholastica e-mail accounts at least three (3) times per week to remain current with course materials and updates.
3. The nursing course instructor will make every effort to respond to e-mail questions/messages within 24-48 hours, Monday through Friday, unless students have previously been advised the nursing course instructor is temporarily unavailable or during scheduled semester breaks.
4. Assignments are due as noted on the course calendar.
   - All course assignments must be completed and submitted to receive a final grade for the course.
   - Assignments submitted early will not be evaluated until after the due date.
   - Late discussion board postings will be evaluated according to the discussion board rubric.
   - Late written assignments and/or discussion board postings will not be accepted for grading after seven (7) calendar days from the due date, but still must be handed in.

INCOMPLETE POLICY

1. An incomplete “I” or in progress “IP” may be assigned by the faculty at his/her discretion at the end of a term. Grade of an “I” is assigned as temporary grades for pending completion of
course assignments. Grade of “IP” is assigned for course requirements that extend beyond the course terms such as a transcultural immersion experience.

2. A limit will be placed on the length of time that these grades may stand on the student’s record: that limit, unless extended by the faculty, will be the beginning of the fifth week of the subsequent term. Any uncompleted course work must be resolved before the student can officially graduate.

3. If an “I” is assigned, the designated course faculty must submit the Incomplete “I” Grade Contract Form.

4. It is the student’s responsibility to follow-through on the agreed upon contract.

5. The designated course faculty will change the “I” or "IP" grade to "F" if the coursework is not completed within the time agreed upon by the student and the course faculty.

6. Procedure

   a. If an “I” is assigned, the designated course faculty and student must complete the Incomplete Contract Form, outlining the specific requirements to complete the "I", the required completion date, and the default grade. Both student and faculty member sign the form and submit to the program advisor and program coordinator.

   b. The Advisor will keep a copy of the form in the student's file. The advisor notifies the registrar of the “I” Incomplete contract.

   c. The Registrar will notify the designated course faculty of outstanding "I" for all students.

   d. The designated course faculty responds to the notification in one of two ways:

      1. Requests an extension of the incomplete for the student.
      2. Submits grade change to program advisor (A-F), to be changed on student’s transcript

**PORTFOLIO FAQ's**

**Q. What is the Nursing Portfolio?**

**A.** The Nursing Portfolio is a document prepared by the RN to receive college credit for their professional experience as a registered nurse. It is composed of objective narratives which show how the RN student has met the objective through their RN experience, with documentation provided to support each narrative. Students begin working on the objectives of the RN to BS Nursing Portfolio in NSG 4590. The remaining objectives are completed independently in NSG 4998.

**Q. How many portfolio credits will I earn in NSG 4998?**

**A.** Students entering the RN to BS Nursing Track in Fall 2015 (or after) will be required to complete 13 portfolio credits. Students who entered the RN to BS Nursing Track prior to Fall 2015 will be required to complete 16 portfolio credits.

**Q. What if I don't finish NSG 4998 prior to all other nursing course work being completed?**

**A.** If NSG 4998 is not completed prior to all other course work being completed, you would need to register for NSG 4990, Portfolio Continuation. There is a $125 fee for this course, and it will be assessed each time you register for a continuation until the portfolio is completed (up to a maximum of 6 terms).

**Q. How do I find out the specifics of the RN to BS Nursing Portfolio?**
A. A detailed Portfolio Guideline document containing the specific learning activities you need to complete for each objective narrative and documentation will be found in the Community Tab in Blackboard, entitled RNBS Nursing Portfolio.

Q. What does it cost?
A. NSG 4590 – Portfolio Introduction credits are the current rate of the RN to BS Nursing Track.

NSG 4998 – Fee is $125 per credit.
Payment is due upon notification of successful completion of the portfolio.

NSG 4990 – If a student needs to register for this course, an additional $125 course fee will be assessed.

Q. How will I know if my Portfolio was acceptable?
A. You will receive a notice from RN to BS Nursing of the status of your portfolio. If you need to redo or add to any of the objectives, you will be asked to discuss with the faculty evaluator and then re-submit.

Q. When do I pay for these credits?
A. Payment is due upon notification of successful completion of the portfolio.

Q. Is the Portfolio eligible for Federal Financial Aid or Veterans Tuition Reimbursement?
A. No.

Q. Do I register for these credits?
A. You will register for NSG 4590 as part of your RN to BS program plan. For the remaining portfolio objectives found in NSG 4998 – RNBS Nursing Portfolio, you will have continuing access to the Community tab for the portfolio, which you received during the registration of NSG 4590. If NSG 4998 is not complete prior to finishing your last course, you need to register for NSG 4990 – Portfolio Continuation. This course is a zero credit course that costs $125 per term for each term you need to register for it (up to a maximum of 6 terms).
APPENDICIES
In adopting this School of Nursing (SON) Code of Conduct, the students of the SON at the College of St. Scholastica, recognize that academic honesty, integrity, and professional behavior are fundamental values of the school community. Students who enroll in the School of Nursing commit to holding themselves and their peers to the high standard of professional behavior required by the SON Code of Conduct and the profession of nursing. Any individual who becomes aware of a violation of the SON Code of Conduct is bound by the SON Code to take corrective action. The quality of a School of Nursing education is dependent upon the community acceptance and enforcement of the SON Student Code of Conduct.

As a member of the School of Nursing community, I pledge to hold myself and my peers to the ANA Code of Ethics (2015) and the SON Student Code of Conduct.

________________________________________
Student name and Signature

________________________________________
Date
APPENDIX B

The College of St. Scholastica
School of Nursing

Faculty Feedback Form

Professional behavior and personal accountability are expected from nursing students as outlined in the School of Nursing Student Code of Conduct.

___________________________________ has demonstrated behaviors that are / are not consistent with appropriate professional development as outlined in the SON Student Code of Conduct policy in the following: __________________________________________
____________________________________________________________________________

Faculty Comments: (including strengths and areas of concern):

Student Response/Comments:

Has this been previously discussed with the student: yes no
on: ____________________.

Action Plan Required: yes no

____________________________________________________
Student Name & Signature (indicates student has read the form) Date

____________________________________________________
Faculty Name & Signature Date

____________________________________________________
Others involved – Name & Signature Date
   Please specify Role: ________________________________

Cc: Faculty Advisor, Program Coordinator, Department Chair
<table>
<thead>
<tr>
<th>Classroom/Lab</th>
<th>Online</th>
<th>Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is on time for scheduled classes</td>
<td>Is on time for scheduled synchronous sessions</td>
<td>Is on time for clinical per instructor directions</td>
</tr>
<tr>
<td>Attendance is required. Any absences must be communicated to faculty per course syllabus.</td>
<td>Attendance is required. Any absences must be communicated to faculty per course syllabus.</td>
<td>Attendance is required. Any absences must be communicated to faculty per course syllabus.</td>
</tr>
<tr>
<td>Attends all classes and is equipped and well-prepared</td>
<td>Attends all scheduled mandatory synchronous sessions and is equipped and well-prepared</td>
<td>Attends all clinical experiences and is equipped and well-prepared</td>
</tr>
<tr>
<td>Adheres to dress code where applicable</td>
<td>Adheres to dress code where applicable</td>
<td>Adheres to dress code of school and clinical site</td>
</tr>
<tr>
<td>Completes assignments on time and submitted per instructor direction</td>
<td>Completes assignments on time and submitted per instructor direction</td>
<td>Completes assignments on time and submitted per instructor direction</td>
</tr>
<tr>
<td>Being attentive to and demonstrating respectful behaviors towards the faculty/section instructor presenting the class</td>
<td>Being attentive to and demonstrating respectful behaviors towards the faculty/section instructor presenting the class; this includes virtual and asynchronous coursework</td>
<td>Being attentive to and demonstrating respectful behaviors towards the faculty/section instructor leading the clinical experience.</td>
</tr>
<tr>
<td>Being attentive to and respectful of classmates discussing questions, cases or issues raised during class</td>
<td>Being attentive to and respectful of classmates discussing questions, cases or issues raised during class</td>
<td>Being attentive to and respectful of classmates discussing questions, cases or issues raised during clinical</td>
</tr>
<tr>
<td>Appropriately seeks feedback and is receptive to feedback, incorporating feedback into work</td>
<td>Appropriately seeks feedback and is receptive to feedback, incorporating feedback into work</td>
<td>Appropriately seeks feedback and is receptive to feedback, incorporating feedback into work</td>
</tr>
<tr>
<td>Communicates with faculty, staff, and peers in a respectful manner</td>
<td>Communicates with faculty, staff, and peers in a respectful manner, including netiquette</td>
<td>Communicates with faculty, peers, agency staff, patients and families in a respectful manner</td>
</tr>
<tr>
<td>Identifies learning needs; educates self; uses professional resources</td>
<td>Identifies learning needs; educates self; uses professional resources</td>
<td>Identifies learning needs around client issues; educates self; uses professional resources</td>
</tr>
<tr>
<td>Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.</td>
<td>Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.</td>
<td>Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.</td>
</tr>
</tbody>
</table>
APPENDIX C

Progression Probation and/or Dismissal from a Program

Policy:
Students may be placed on progression probation if they fail to meet department academic standards and/or expected professional behaviors and responsibilities as expressed in the SON Student Code of Conduct. Students generally will be placed on progression probation before being dismissed unless the student has committed acts of gross or irreparable, unethical, illegal, or unprofessional nature. Specific criteria for progression probation are outlined. The program sequence for students who are placed on probation, who fail a course, or who are dismissed from the program and then readmitted, may be out of order. This could result in program completion being delayed.

The following sequence of events will occur in the unfortunate circumstance in which behaviors and attitudes as outlined in the SON Student Code of Conduct are encountered:

Procedure:
1) The faculty member will notify the student verbally and in writing utilizing the Faculty Feedback Form of unacceptable behavior, performance, and/or attitude.
   a. The student will have the opportunity to respond according to the Faculty Feedback Form.
   b. Depending upon the nature of the incident or number of incidents, faculty may also complete an Academic Progress Report.
   c. If the behavior is also a violation of the College of St. Scholastica’s Code of Conduct, the student will be referred to the appropriate College administration and the CSS Code of Conduct will be followed. [http://css.edu/student-affairs/student-life/table-of-contents-for-student-code-of-conduct-and-policy-library.html]
2) The faculty member will notify the Program Coordinator and Department Chair of the situation and student response.
3) If the situation persists, the student will be required to meet with the faculty member and/or Program Coordinator and Department Chair to develop an action plan that will include the issue, the desired outcome, and a timeline.
   a. Both the student and the faculty member will sign the action plan.
   b. A copy will be sent to the Program Coordinator and Department Chair for the student’s file.
4) Should the unacceptable behavior, performance, and/or attitude continue beyond the agreed upon timeline within the action plan, the student will be notified in writing that the situation will be referred to the Undergraduate Nursing Retention and Progression Committee.
   a. The Program Coordinator and Department Chair will meet with the student to inform the student of the following process.
      i. The student will present their case in writing, including their requested resolution, to the Undergraduate Nursing Retention and Progression Committee.
      ii. The student can choose to be present for a designated time frame during the Undergraduate Nursing Retention and Progression Committee meeting, with a support person present, to make additional comments and/or answer questions.
5) The Undergraduate Nursing Department Retention and Progression Committee will meet to discuss the concerns and make a decision regarding action.
   a. The student has the opportunity to speak before the Undergraduate Nursing Retention and Progression Committee with a support person, a trusted friend, advisor or faculty member, present.
   b. The student will be notified of the Committee’s decision within two business days.
6) If indicated, an action plan identifying the plan for remediation is developed by the Undergraduate Nursing Retention and Progression Committee and signed by the Committee Chair, the student, and the involved faculty.
   a. Clear descriptions of the reasons for probation, and expectations for the future, will be laid out in a written communication.
   b. This action plan 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 probationary status.
7) Communication of probationary status must be reported to the student, faculty advisor, Program Coordinator, Chair of the Department, Director of Financial Aid, Dean of the School of Nursing, Vice President for Academic Affairs, and Vice President for Student Affairs.
8) Students on probation are not held to a higher standard than other students within the program; however, students on probation may be monitored more frequently or more intensively than other students. Probation status may affect a student’s financial aid.
9) Faculty involved must follow up with the student and with the Program Coordinator and Department Chair at regular intervals and provide documentation of progress (example; weekly or biweekly grade reports or clinical evaluations).
10) At the end of the probationary period the student is returned to regular status to progress through the remainder of the program if the student has completed the probationary period satisfactorily and has corrected all problems cited in the probation contract.
11) A student who fails to correct the deficiencies by the end of the contract period will be dismissed from the program.

A department will use the following approach to determine student dismissal for: a) a second probation for either academic or behavioral reasons, b) a violation during a probationary period that results in unsatisfactory progress throughout the probationary period, or c) cases of single but severe violations.

1) The faculty member will present documentation to the Program Coordinator and Department Chair.
2) The Program Coordinator and Department Chair will meet with the student.
3) After reviewing the facts, if the Program Coordinator and Department Chair and the involved course faculty deem that sufficient evidence exists to consider termination, the case will be referred to the Undergraduate Nursing Retention and Progression Committee for review.
4) The Undergraduate Nursing Retention and Progression Committee meets to discuss the recommendation.
   a. The student will present his/her case to the committee in writing.
   b. The student may speak to the Committee in-person with a support person, such as a trusted friend, advisor, or faculty member, present.
5) The Undergraduate Nursing Retention and Progression Committee will recommend that retention or termination of a student should commence.
6) The Program Coordinator and Department Chair will communicate the decision to the student within two business days. If the decision is made to dismiss, exact reasons for dismissal will be presented to the student. If a student is retained, the student may receive a probationary contract.

7) A student who has been dismissed may appeal the decision as outlined in the Academic Appeal Procedure. [http://css.edu/student-affairs/student-life/table-of-contents-for-student-code-of-conduct-and-policy-library.html]
APPENDIX D

Accident/Injury
Incident Report

Name (Last, First, Middle): ___________________________________  Student Banner ID#________
Address: ________________________________________________  Phone #_______________________
Information:  Male ____  Female _____
Student _____  Visitor/Guest _____
Date of Incident:___________________  Time:_____________  am/pm
Location of Incident:_______________________  Who was notified:__________________________
Date the College was notified of injury:_______________  Body Part Injured:____________________
Injury is a:  New injury _________  Re-injury _________
Indicate on the diagram the location of the injury:


Describe Incident (describe what happened and how the incident occurred. Include details pertaining to equipment, environment, task, etc.):
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
Was first aid administered?  No ____  Yes ____  When? _____________  By whom? ___________________
Medical treatment required? No ____  Yes ____  If yes, where? ______________________________________
Do you intend to seek additional medical care for this injury?  No ____  Yes ____  By whom?_____________
What was the cause of this incident?____________________________________________________________
How could this incident have been prevented?____________________________________________________
Did anyone witness this incident?  No ____  Yes ____  Names:__________________________________________
__________________________________________________________
Signature: ________________________________________  Date:_____________________________

Please return completed form to Sue Cotter in Facilities Services room Tower Hall 2622
**APPENDIX E**

The College of St. Scholastica's School of Nursing Dress Code Policy:

**PURPOSE:**

All nursing students are expected to maintain a professional image while representing The College of St. Scholastica.

**DEFINITIONS:**

I. **Examples of Business Casual**
   a. Women: dress pants or skirts, dress, blouses, tops, sweaters, vests, informal jacket
   b. Men: khakis, dress pants, or cotton twill pants, shirts golf-type shirts with collars, sweaters, vests

II. Please reference grid below for more examples of acceptable and unacceptable apparel.

**POLICY:**

I. All students are expected to be neat, clean and well-groomed and dressed in appropriate attire for the setting. Compliance with this policy is expected at all times.

II. Clinical agency policy may necessitate exception to CSS requirements. In that case, follow the clinical agencies direction.

III. All attire, including scrubs and uniforms, should be clean, neat, in good condition and fit properly, allowing for movement throughout all required work activities without compromising safety or professional image.
   i. Shirt length is required to cover torso (bare-skin midriff should not be exposed).
   ii. Necklines must cover chest area and high enough to ensure cleavage is not exposed.
   iii. Men's dress, button-down or golf-style shirts must be worn tucked in.

<table>
<thead>
<tr>
<th>Element</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID Badge</td>
<td>• Must be worn when at the clinical facility at all times, above the waist, with large photo and name facing out</td>
</tr>
<tr>
<td></td>
<td>• All information clearly displayed</td>
</tr>
<tr>
<td>Shoes, hosiery, socks</td>
<td>• Shoes should be clean and in good repair</td>
</tr>
<tr>
<td></td>
<td>• Moderate heel height (3.5” or less)</td>
</tr>
<tr>
<td></td>
<td>• Hosiery must have a tasteful design, if any</td>
</tr>
<tr>
<td></td>
<td>• Closed toed shoes must be worn at all times</td>
</tr>
<tr>
<td></td>
<td>• Hosiery or socks must be worn at all times</td>
</tr>
<tr>
<td></td>
<td>• Winter boots, hiking boots, motorcycle boots are not acceptable unless required by the work role</td>
</tr>
<tr>
<td></td>
<td>• Flip-flops are not acceptable</td>
</tr>
<tr>
<td>Undergarments</td>
<td>• Worn at all times and not visible</td>
</tr>
<tr>
<td></td>
<td>• Patterned or colored undergarments must not show through clothing</td>
</tr>
</tbody>
</table>
| Scrubs, uniforms | • Navy blue pant and top with CSS logo purchased through CSS designated vendor; a shirt may be worn under the top in white, black or navy.  
• Scrub jackets or lab coats must be navy. |
|---|---|
| The following are unacceptable for business casual | • Denim fabric (of any color), including jeans, jackets and skirts  
• Cargo or capri pants  
• Stretch pants, spandex, yoga pants, shorts, skorts  
• Athletic wear (T-shirts, sweatshirts, sweats, hoodies, etc.)  
  o Exception: Sports Medicine personnel are permitted to wear appropriate fitness apparel for position  
• Flannel shirts  
• Tank, spaghetti strap, halter or bare-midriff tops. Exposed shoulders or back are not permitted at any time  
• Leggings when worn in place of slacks or pants  
• Skirts or dresses shorter than 2 inches above the knee, even with leggings  
• Torn, frayed, shrunk, stained clothing  
• Poor fitting, excessively baggy or tight clothing  
• Revealing, lacy, see-through fabrics  
• Clothing with slogans or sayings  
• Leather pants, shirts (exceptions: jackets, vests) |

### IV. Appearance

<table>
<thead>
<tr>
<th>Element</th>
<th>Expectation</th>
</tr>
</thead>
</table>
| Hair | • Hair must be clean and combed/styled  
• If hair is dyed, only neutral, subtle color/hues are acceptable  
• Shoulder length and longer hair must be pulled back when providing patient care. Must be pulled back or styled to prevent it from contacting others, equipment or supplies while performing other job duties  
• Beards and mustaches must be neatly trimmed and may not interfere or distract from job performance or safety (i.e.: masks not fitting properly)  
• Visible chest hair is not acceptable |
| Jewelry & Piercings | • Minimal jewelry while performing regular duties  
  o No more than 2 rings per hand  
  o No more than 2 earrings per ear  
• Ear gauges must be covered with flesh colored plugs or inserts  
• A single 1/8 carat or smaller nose piercing is permitted; no hoops or septal piercings allowed  
• Facial piercings (with exception of a nose piercing) must either be removed or not visible/detectable |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jewelry must not pose a health, safety risk or distraction (i.e.: dangling earrings, chains)</td>
<td></td>
</tr>
<tr>
<td>Fragrance</td>
<td>Personal care products must not contain scent/fragrances that are detectable, even by those who are highly sensitive</td>
</tr>
<tr>
<td></td>
<td>Clothing must be laundered to ensure no scent/fragrances remain</td>
</tr>
<tr>
<td>Tobacco</td>
<td>Must not smell of smoke at any time.</td>
</tr>
<tr>
<td>Tattoos</td>
<td>To the extent possible, tattoos are to be covered</td>
</tr>
<tr>
<td></td>
<td>Exceptions:</td>
</tr>
<tr>
<td></td>
<td>o When clothing that covers the tattoo is an infection risk</td>
</tr>
<tr>
<td>Nails</td>
<td>Cleaned, maintained and trimmed to length that will not interfere with employee work</td>
</tr>
<tr>
<td></td>
<td>Nail polish is unchipped and freshly applied</td>
</tr>
<tr>
<td></td>
<td>Artificial nails / extenders / nail art are not allowed</td>
</tr>
<tr>
<td>Head Coverings</td>
<td>Head coverings may only be worn when</td>
</tr>
<tr>
<td></td>
<td>o Associated with professional or religious affiliation or as they relate to state/federal legislation</td>
</tr>
<tr>
<td></td>
<td>o Undergoing chemo or have alopecia</td>
</tr>
<tr>
<td></td>
<td>o Medically necessary, authorized by physician</td>
</tr>
</tbody>
</table>

**PROCEDURE:**

I. **Exemptions:**
   a. Requests for exemption from this policy for religious beliefs, observances, or practices must be submitted to the Program Coordinator.
   b. If clinical agency policy necessitates exception to CSS requirements.

II. **Enforcement:**
   a. Failure to adhere to the agency and/or CSS Policy may result in the student being sent home from clinical.
The College of St. Scholastica’s School of Nursing Clinical Compliance Policy:

Clinical compliance is a professional requirement and responsibility of a nursing student. Our agreements with facilities, The Joint Commission, and hospital policy all require minimum clearance requirements for nursing students doing clinical practicums. The College of St. Scholastica School of Nursing has the following policy for nursing students.

Clinical Compliance:

It is the responsibility of the nursing student to ensure her or his own clinical compliance. The School of Nursing will provide tools and offer guidance, but the professional responsibility for compliance lies with the student.

To be compliant means:

● Student will have satisfactorily met all of the requisite background studies and health requirements for the clinical practicum.
● Student will have submitted documentation of compliance to the appropriate third-party vendor who will verify compliance.
● Student will have submitted documentation of compliance according to the School of Nursing deadlines and for the appropriate time frames.

These three compliance requirements are outlined and further explained in subsequent sections.

Non Compliance or Missed Deadline

If a student misses a clinical compliance deadline or is not compliant for the entirety of the compliance time frame (the semester wherein the clinical occurs), the student will not be allowed to attend clinical and will be required to pay any costs of clinical remediation associated with non-compliance; the student will also be assessed a $250 non-compliance fee. The student will then have 21 calendar days from the missed deadline to pay the fee and become compliant. ¹ If this has not been met in the time allowed, the student will be dropped from the course for that semester and will have to re-enroll in the course the next available offering.

¹ The only exception are immunization series, like Hepatitis B, that require a longer time frame to complete. However, the series would have to be started within the 21 days.
Compliance Deadlines and Compliance Time Frame:

Fall Semester: **Deadline is September 1** and compliance time frame is **September 2-December 12**.
Spring Semester: **Deadline is January 1** and compliance time frame is **January 2 – May 7**.
Summer Semester: **Deadline is May 16** and compliance time frame is **May 17 – August 14**.

**Deadline** means by noon on that date documentation will be uploaded to the appropriate vendor and it will be deemed compliant when reviewed by the vendor. If a student, even unwittingly, submits documentation that is not deemed compliant the student will have missed the deadline.

**Compliance time frame** means: the student will be compliant on the deadline date until the end date for that semester: **Fall: September 2 - December 12**; **Spring: January 2 - May 7**; **Summer: May 17 - August 14**. So, for example, if the deadline is September 2 and the student submits a document that expires prior to December 12 (e.g., a Mantoux that expires November 1), then the student will have missed the Fall September 2 deadline and will be non-compliant. Compliance means being compliant at the deadline (the beginning) through the end date for that compliance time frame.²

**Renewal Windows.** Because of the clinical compliance time frame, an annual compliance item may come due in less than a year (e.g., a student who gets an annual Mantoux on November 1 will need it redone prior to September 1 of the following year). Therefore there are “Renewal Windows” where a compliance item can truly be good for a year. Those windows fall between the clinical compliance time frames. They are:

- **Fall:** 8/15 – 9/1
- **Spring:** 12/13 – 1/1
- **Summer:** 5/8 – 5/16

Students are not required to complete compliance items during these windows but doing so allows annual renewals to be good for a full year.

The entire clinical compliance calendar can be seen in the graphic below.

---

² The Influenza vaccine is the only clinical compliance item that is done outside of the clinical compliance time. The deadline for the influenza vaccine is 10/15.
**Exceptions:** Any exceptions to the clinical compliance policy and deadlines will come in advance from the respective department.

**Clinical Compliance Items:**

The following items are necessary for clinical compliance.

Pre-Licensure RN Nursing students will use a system called StudentPassport to upload, manage, and verify their documentation.

APRN Nursing students will use a system called CastleBranch to upload, manage, and verify their documentation.

<table>
<thead>
<tr>
<th>Compliance item</th>
<th>Renewal</th>
<th>Requirement is met by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNA (pre-licensure RN students only)</td>
<td>Traditional Undergraduate: Proof of taking a CNA course OR a copy of current state registration as a CNA.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-Baccalaureate students must have either:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CNA Registration current at the start of the program (does not need to be maintained) proved by CNA registration card (less than two years) old or verification of CNA registration if card is more than two years old. OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CNA Training proven by transcripts of training or certification of completion by school.</td>
<td></td>
</tr>
<tr>
<td>Background Studies</td>
<td>None</td>
<td>Includes fingerprinting and photo identification. Your program will contact you with instructions to complete.</td>
</tr>
<tr>
<td>Minnesota Department of Human Services Background Study</td>
<td>None</td>
<td>Your program will contact you with instructions to complete.</td>
</tr>
<tr>
<td>National Criminal Background Study</td>
<td>None</td>
<td>Your program will contact you with instructions to complete.</td>
</tr>
<tr>
<td>Wisconsin Caregiver Background Study</td>
<td>Four Years</td>
<td>Your program will contact you with instructions to complete.</td>
</tr>
<tr>
<td>Immunizations</td>
<td>None</td>
<td>One of the following is required:</td>
</tr>
<tr>
<td>Measles, Mumps &amp; Rubella (MMR)</td>
<td></td>
<td>- Two (2) doses of Mumps or a measles/mumps/rubella (MMR) vaccine received after 1st birthday OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Positive antibody titer</td>
</tr>
<tr>
<td>Tetanus, Diphtheria &amp; Pertussis (Tdap)</td>
<td>10 years for renewal date</td>
<td>Submit:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- One dose of tetanus, diphtheria, pertussis (Tdap) vaccine.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AND</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If it has been more than 10 years since Tdap must have Td booster (sometimes called a Tdap booster)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Submit documentation of a Td booster administered within the past 10 years.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NOTE: Tdap is not the same as the other vaccines containing some or even all of the vaccine components (D-T-A-P) such as DTap, Td, or DT.</td>
</tr>
<tr>
<td>Varicella</td>
<td>None</td>
<td>One of the following is required:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 2 vaccinations OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Positive antibody titer OR</td>
</tr>
<tr>
<td>Compliance Item</td>
<td>Renewal</td>
<td>Requirement is met by:</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Physician documented and signed history of disease.</td>
</tr>
<tr>
<td><strong>NOTE:</strong> A verbal history is NOT acceptable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hepatitis B</strong></td>
<td>None</td>
<td>One of the following is required:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* 3 vaccinations OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Positive antibody titer (lab report required)</td>
</tr>
<tr>
<td><strong>NOTE:</strong> Series must be initiated by prior clinical deadline and then must follow the CDC protocol that the second dose be given at one month past the first (not sooner) and the third dose given 6 months past the first (not sooner).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tuberculosis (TB)</strong></td>
<td>Annual</td>
<td>Baseline:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One of the following is required:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Must provide a negative two-step Tuberculin Skin Test (TST). If the first TST is negative, a second TST must be administered 1-3 weeks after the first test is read (no earlier and no later). OR</td>
</tr>
<tr>
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<td>* Must provide a negative Interferon-gamma release assays (IGRAs): a <strong>Quantiferon</strong>-TB (QTB) or T-Spot</td>
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<td><strong>Annually:</strong> One of the following is required:</td>
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<td>* Must receive a one-step Tuberculin Skin Test (TST) within 365 days OR</td>
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<td>* Must provide a negative Interferon-gamma release assays (IGRAs): a <strong>Quantiferon</strong>-TB (QTB) or T-Spot</td>
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<td>If a person lapses in the annual update, MUST go back to baseline test</td>
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<td><strong>Individuals with a past positive TST or QTB test:</strong> Medical evaluation and clearance (such as a sign and symptom questionnaire) by provider including a chest X-ray within 12 months prior to starting clinical experiences. THEN annual medical evaluation that includes TB questionnaire form from provider.</td>
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<td><strong>Influenza - annual</strong></td>
<td>Must be renewed 10/15 each year</td>
<td>One of the following is required</td>
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<td>1 dose of influenza vaccine for current influenza season (August to March), OR</td>
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<td>* If medically unable to receive the flu vaccine submit a medical declination signed by your healthcare provider documenting that you are medically unable to receive the vaccine.</td>
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<td><strong>NOTE:</strong> Some facilities will require students who did not receive the vaccine to wear a mask during clinical rotation.</td>
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<tr>
<td><strong>CPR Certification</strong></td>
<td>Two years</td>
<td>Must be certification for a healthcare provider and must be certified in CPR for ONE &amp; TWO PERSON, INFANT, CHILD AND ADULT from ONLY the following organizations:</td>
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<td>* American Heart Association (Basic Life Support)</td>
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<td></td>
<td>* American Red Cross (Basic Life Support for Health Care Providers)</td>
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</tbody>
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Frequently Asked Questions (FAQ):

**TB Testing: What is a one-step and two-step Mantoux?** A one-step Mantoux has two pieces to it. There is an injection into the inner service of the forearm. Then, within 48 to 72 hours after administration the test is read. (If it is after 72 hours the person must start again.) For a two-step Mantoux this process must be repeated one to three weeks after the first test is read. (See [CDC](https://www.cdc.gov) for more information.)

**TB Testing: What is a Quantiferon or T-Spot?** These are Interferon-Gamma Release Assays (IGRAs) blood tests for TB Infection. Note: CentraCare Health System (St. Cloud Hospital) ONLY accepts the two-step and follow-up one-step Mantoux tests. They do not accept IGRA tests.

**TB Testing: When is the best time to get either my Mantoux or IGRA test?** Since these must be renewed annually the best time to complete the tests is during a renewal window. You would want to make sure that the reading of your second step Mantoux occurs during this time (as this sets the expiration date) or the IGRA. If you do it outside of the renewal window it will need to be renewed prior to the expiration date and may be good for only 7 months.

**CPR: What if I have adult and infant CPR certification? Will that work?** No. The CPR certification must be for the BLS/CPR for healthcare provider and/or professional rescuer.

**CPR: What is the best place to find a CPR training?** American Red Cross or American Heart Association. Also The College of St. Scholastica offers CPR training at various dates.

**Influenza: When do I need to get my flu shot?** Flu season is October 1 to March 31. When the vaccine is available varies year to year; sometimes the vaccine is available in August. But students must have the influenza vaccine and documentation uploaded by October 15 each year.

**CSS Health Services: Can I get my immunizations and TB tests at CSS in Duluth?** Yes. But you will have to plan around their schedule. The clinic opens August 14 for the year; the clinic is closed after final exams for the fall semester; and it closes after the second week in May. Remember if you need a two-step Mantoux you can start it prior to the “window of renewal”; you just need to be sure that the final results are read during that window. Also, you cannot have the test done on a Thursday, since it must be read between 48 and 72 hours which would be the weekend and they are closed. If you have questions call 218 723-6782. Also, remember to bring your insurance, if you have it, to all appointments.