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Disclaimer: This document should not be considered a contract with the learner. Graduation does not guarantee successful passing of NCLEX-RN or licensure by the Board of Nursing.
**HANDBOOK DISCLAIMER** (adopted 11/01/13)

This handbook is neither a contract nor an offer to make a contract. While every effort has been made to ensure the accuracy of the information enclosed, the Handbook is updated as necessary. The Bemidji School of Nursing (Bemidji State University and Northwest Technical College) reserves the right to make changes at any time with respect to course offerings, degree requirements, services, policies, or any other subject addressed in this document. Amendments may be able to be added as deemed necessary. The information enclosed is provided solely for the convenience of the students and readers.

This handbook supersedes all previous versions of the Handbook. Students are accountable for familiarizing themselves with its contents and for compliance with the policies and procedures contained within.

When a change is adopted into the handbook, students will be emailed the change. Faculty may also include the change in the syllabi and/or highlight the change in D2L. This is consistent with the SON goal of improved communication and follow-through.

Bemidji State University and Northwest Technical College are committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law. Inquiries regarding compliance, rights and other information may be addressed to the Affirmative Action Officer/Americans with Disabilities Coordinator at 218-755-2900.
History of the Bemidji Nursing Programs

The Northwest Technical College (NTC) Bemidji Campus Practical Nursing Program began in 1966 under the direction and through the efforts of Mr. Jake Outwin and Mrs. Sarah Robinson in addition to other community leaders. The first class enrolled 16 learners, and through the years clinical sites ranged from Bemidji to Minneapolis. The Bemidji Campus was initially called the Bemidji Area Vocational Technical Institute. That name changed to the Bemidji Technical Institute and then on August 1, 1989, the state legislature changed the name to Bemidji Technical College. Effective July 1, 1992, Bemidji Technical College merged with other Northwest Minnesota technical colleges, and on July 1, 1995, NTC became part of a new Minnesota State Education System, the Minnesota State Colleges and Universities (MnSCU).

Many changes in nursing curriculum, along with the utilization of community agencies, have been made through the years to accommodate the changing needs of learners and the health care delivery system. In 1979, the practical nursing program began implementing the present education articulation process through ARNEC, and in 1998, the program began offering a new Associate of Applied Science in Practical Nursing (AASPN) in addition to the concurrently offered diploma in Practical Nursing. In the fall of 2000, this program became part of the single NTC Practical Nursing Program.

In 2007, Northwest Technical College added the Associate in Science in Nursing creating an opportunity for Practical Nursing learners to obtain a Registered Nursing Degree within the same school. An evolution of the program is again underway. In June of 2011, the MN State Board of Nursing eliminated the Nursing Abilities requirement and passed the role of continuing approval of nursing programs to the National League for Nursing Accrediting Commission (NLNAC). All Minnesota nursing programs will need to be NLNAC accredited by 2016 in order to continue. The faculty is working hard to successfully meet this challenge. It is exciting to be part of this positive change for the profession of nursing.

In 2012 the nursing programs of Northwest Technical College and Bemidji State University combined to create the Bemidji School of Nursing under the direction of a Dean of Nursing, Dr. Jeanine Gangeness, PhD, RN. The School of Nursing celebrated its launch September 29th, 2012. The creation of the School of Nursing is an innovative response to the demands of nursing education today and affords learners greater opportunity. The Bemidji School of Nursing strives to offer a premiere nursing education to all levels of the nursing profession in northern Minnesota. Northwest Technical College is proud to a part of this collaborative effort.
INTRODUCTION
Welcome to Northwest Technical College (NTC) and the Nursing major. Nursing is a career rich in satisfaction, opportunities, and challenges. This handbook is intended to provide learner information related to program policies and processes. Nursing faculty/advisors and course syllabi also serve as a source of program information. College policies can be located in the online College Handbook and College Catalog (www.ntcmn.edu), and Learner Services personnel.

The Nursing Program Director is Ruth Landt. The official address of the program is: Northwest Technical College, Nursing Program, 905 Grant Avenue SE, Bemidji, MN 56601.

CONTROLLING BODY
NTC is the official controlling body of the Nursing Program. The controlling body of NTC is the Minnesota State Colleges and Universities (MnSCU) Board.

PROGRAM APPROVAL AND ARTICULATION
The Practical Nursing and ASN programs are approved by both MnSCU and the Minnesota Board of Nursing. Program graduates earn either a Practical Nursing diploma or an Associate in Science in Nursing (ASN) degree and are eligible for licensure upon the successful completion of the NCLEX licensure examination. Practical Nursing graduates may apply to the NTC LPN Step-In program to complete the ASN degree. For ASN graduates, the program has an articulation agreement with Bemidji State University for continuing seamless education in a mobility approach to a Baccalaureate Degree.

MISSION STATEMENT (NTC NURSING PROGRAMS)
The mission of the Nursing Program is to educate diverse learners to become quality entry-level healthcare team members who provide compassionate, culturally sensitive, holistic care in a variety of settings. During this process, learners undergo a transformation where a spirit of inquiry, collaboration, resourcefulness, and professional identity are nurtured.

MISSION STATEMENT (BEMIDJI SCHOOL OF NURSING)
The School of Nursing delivers excellence in education, develops compassion and prepares nurses for future healthcare challenges.

CORE VALUES (Philosophy)
The Nursing philosophy is designed to define the meaning of the program’s core values: caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness. We value the role the program plays in the progressive development of the learner. We believe our graduates must be equipped to think critically, adapt to dynamic environments, and embrace new learning to shape nursing practice.

We believe caring:
- is a socially significant force fundamental in fostering concern and consideration for the comfort, wellbeing, and safety of the whole person
- promotes health, healing, and hope for vulnerable individuals in need
- explores all possibilities to understand the unique needs of individuals, families, and communities

We believe diversity:
- includes not only ways of being but also ways of knowing
- involves understanding ourselves and each other to recognize the uniqueness of individuals
- includes cultures, values, and beliefs that are unique and valued with respect and dignity

We believe ethics:
- demonstrates conduct reflective of personal and professional moral values
• requires a systematic process and accountability in decision-making

We believe **excellence**:
• strives for progressive transformation while embracing opportunities for enhancing knowledge practices and outcomes
• challenges understood and expected norms to seek improved processes in establishing best practices

We believe **holism**:
• is complex, involving interrelationships among physical, psycho-social and spiritual elements of the individuals, families, or communities within the health illness continuum
• inculcates values, beliefs, and practices that are unique and respected

We believe **integrity**:
• is honesty and strength of character, essential to building and maintaining all human relationships
• is having humility to understand how actions directly impact others
• is consistent adherence to moral and ethical principles

We believe **patient-centeredness**:
• is an orientation to care respectful of and responsive to individual patient preferences and needs, ensuring patient values guide all decisions
• involves creating a culture that accepts uniqueness of people through all levels of care

The philosophy of the Nursing Program incorporates the core values of the program’s theoretical framework adapted from the National League for Nursing (NLN, 2010).

**GRADUATION CRITERIA**
Satisfactory achievement shall be a GPA of 2.0 in all required courses and completion of all program requirements necessary in order to progress to graduation. Upon completion of their respective program, learners are eligible to apply to the state board of nursing to take the NCLEX-PN or NCLEX-RN licensure examination.

**LEARNER POPULATION**
Learners in the Nursing programs include various cultures and ethnic origins. Beginning learners must have a high school diploma or high school equivalency. Persons interested in nursing should have a genuine interest in people. It is necessary to possess the physical capability to care for persons requiring assistance with personal care and to possess the mental, physical, and emotional capability to provide holistic nursing care and monitoring. Learners must have a knowledge-base of the human body and be able to apply it to client care, drawing from an educational background in the sciences, math, psychology, and nursing. Individuals interested in nursing are active learners with a personal commitment to lifelong learning. Those who pursue this career must enjoy working collaboratively with colleagues in a variety of disciplines and settings.

**ROLE OF THE NURSE**
In today’s changing health care system, the nurse plays a valuable role in providing care to individuals requiring specialized nursing knowledge and skill. The nurse works to promote the health and general welfare of individuals while sick, injured, or in need of health information to prevent illness. The **Licensed Practical Nurse works directly with patients in applying the nursing process to safeguard life and health in administering medication and treatment under the supervision of the Registered Nurse or licensed physician.** The Registered Nurse, in addition to direct client care, collaborates, delegates, and often coordinates with all members of the health care team in a decision-making/leadership role.
Nurses may find employment in a variety of health care settings including outpatient services, clinic, hospital, long-term care, public health, home care, and rehabilitative care. Nursing evolves continuously to meet the ever-changing demands of the health care system.
BEMIDJI SCHOOL OF NURSING BYLAWS

The faculty of the Bemidji School of Nursing, which combines the nursing areas for both Bemidji State University and Northwest Technical College, shall abide by the mission and policies established by these institutions.

Article I - Title
The name of the combined programs shall be the Bemidji School of Nursing.

Article II - Purpose & Function
Section 1. PURPOSE
A. Provide a Certified Nursing Assistant, Practical, Associate Degree (RN), and Baccalaureate program of study for nursing majors.
B. Provide for development, implementation, and evaluation of the nursing programs.
C. Facilitate communications between faculty members, schools, students, University/College administration, the nursing profession, and the public.
D. Serve as the School decision-making body through which the educational program is determined, implemented, and evaluated within the framework and structure established by both institutions.

Section 2. FUNCTIONS
A. Establish the academic policies of the Nursing School consistent with University/College policies.
B. Promote and maintain standards for the program and educational practices which are consistent with the University/College and the discipline.
C. Determine criteria for student admission, progression, promotion, and graduation consistent with University/College policies.
D. Make recommendations concerning courses, curricula, and degree requirements to appropriate bodies within the University/College.
E. Make recommendations or requests to the chairperson, dean, or other appropriate units within the University/College.

Article III - Membership and Voting
Section 1. MEMBERSHIP
A. Membership shall consist of all full-time and part-time school faculty and as described in the faculty contracts.
B. Recognizing the value of student input, the bylaws provide for a variety of communication methods to ensure maximum opportunity for student input and participation.

Section 2. VOTING
A. All full-time and part-time faculty members (as defined in faculty contracts) shall have voting privileges on agenda items brought before the faculty at School faculty meetings.
B. Full-time and part-time faculty (as defined in faculty contracts) who serve on committees shall have voting privileges as defined in the contracts on all agenda items before those committees.
C. Matters relating to the students will be brought before the students for their input and recommendations.
D. Faculty attendance at all faculty and designated committee meetings is expected. Faculty will notify the School dean or respective committee chair in case of anticipated absence.
E. Students may attend and participate in scheduled meetings.
F. Voting shall be by voice unless the chair or dean designates otherwise. Any member may request voting by secret ballot.

Revised 04/18/2014
G. To facilitate communication and student representation, a “no protest vote” may be used. Recommendations may be posted and/or presented to students. Lack of protest by the majority of students will be considered endorsement. Otherwise items will be further reviewed.

**Article IV - Conduct of Business**

Section 1. Meetings of the total faculty (School faculty meeting) shall be scheduled at least twice per semester during the academic year. Additional or special meetings may be held on the request of the University/College administration, School faculty, and/or the School dean.

Section 2. The regular time for scheduled School faculty meetings shall be determined prior to the beginning of each semester. Exceptions to this schedule may be made by a quorum consensus of the School faculty.

Section 3. A quorum is a majority of the voting members of the faculty.

Section 4. The School faculty meeting will be convened by the School dean or a designated School faculty representative.

Section 5. The meetings may include:
- Approval of previous minutes
- Review of agenda
- Announcements
- Reports
- Old business
- New business
- Adjournment

Section 6. All regular School faculty meetings are open, except those at which personnel or students are discussed. Students are welcome to attend, present at, or participate in discussions at all regular School faculty meetings and standing committee meetings.

Section 7. Students anticipating enrollment or currently enrolled in the nursing major may communicate concerns and requests in writing to the appropriate committee chairperson, or to the School dean. Special requests or presentations shall be communicated in advance in writing to the committee chairperson for placement on the agenda. The schedule of regular meetings will be posted in advance of each semester.

Section 8. Minutes of the School faculty meeting will be recorded by a designated faculty secretary assigned for a period of one year.

Section 9. Minutes of the School faculty meetings shall be distributed to the nursing faculty and maintained within the School office files.

**Article V - School Committees**

Section 1. The full-time nursing faculty functions as a committee of the whole for each of the standing committees.

Section 2. Part-time faculty may serve on standing committees, following the provisions outlined in the IFO and MSCF Agreements.

Section 3. The School standing committees are the: Curriculum Committee; Student Admission, Progression, and Concerns Committee; Academic Resources Committee; and Faculty and Budget Committee.

Section 4. Each standing committee shall select a faculty chairperson. An individual faculty member will not chair more than one standing committee annually. The standing committee chairperson is a voting member of the committee.

Section 5. Each standing committee shall select a faculty secretary. An individual faculty member will not be secretary on more than one standing committee annually. The meetings of standing committees shall be scheduled in advance of each semester and posted for students.
schedule of meetings shall be coordinated by the dean of the School in consultation with the faculty.

Section 6. Each standing committee shall record minutes of committee meetings. The minutes shall be maintained in the School files and distributed to faculty and the dean.

Section 7. Decisions made by standing committees represent decision making by the faculty as a whole.

Section 8. Agenda items considered by standing committees, which are deemed relevant to students, will be brought to a scheduled meeting of the junior and senior students. Recommendations of the students present will be forwarded to the respective committee or to the School faculty.

Section 9. Ad hoc committees may be established by the faculty to address specific needs of the School. Such committees are dissolved upon completion of the task. Ad hoc committees shall report to the full faculty for recommendations and decisions. Students may attend and participate in the scheduled meetings.

**Article VI - Standing Committees**

Section 1. Curriculum Committee functions to:
   A. Determine the major components of the curriculum and recommend curriculum changes.
   B. Evaluate the implementation of the curriculum and conduct appropriate action.
   C. Determine pre-requisite course requirements.
   D. Determine course requirements for the major.
   E. Receive requests and make determinations regarding changes in the curriculum (i.e., content, course numbers, new courses, discontinuation).
   F. Determine and propose other curricular matters.
   G. Develop and process proposals to the Curriculum Committee and reports for catalog entries.
   H. Review and revise the curriculum sections of the School Resource Manual on an annual basis.

Section 2. Student Admission, Progression, and Concerns Committee shall determine policies regarding admission, progression, graduation, student advisement, and concerns.

The Committee shall:
   A. Determine admission requirements for the major.
   B. Select and accept for admission to the major the students who meet the requirements for admission as determined by University/College and School policies.
   C. Review and determine action for petitions from students for exception to School policy.
   D. Respond to student grievances.
   E. Recommend students for honors and awards.
   F. Review and revise the student sections of the School Resource Manual on an annual basis.
   G. Review and determine action regarding students’ progression in the major.
   H. Provide an orientation for new students.

Section 3. Academic Resources Committee shall determine student resource needs, faculty and support staff resource needs, program administration needs as well as resource and space utilization, i.e., space, equipment, library, software, laboratory, and clinical facilities.

The Committee shall:
   A. Collaborate with information technology (IT) staff to facilitate support of faculty and students in use of IT resource materials to support the objectives of the curriculum.
   B. Periodically review library and educational materials and make recommendations for changes, priorities, and improvements.
   C. Review resources policies and procedures and make recommendations.
   D. Review space and make recommendations.
   E. Review practicum needs and resources and make recommendations.
F. Review and revise the resources sections of the School Resource Manual on an annual basis.

Section 4. Faculty and Budget Committee shall determine policies regarding School function, faculty and staff needs, and general program operations.

The Committee shall:

A. Determine School needs and functions and make recommendations for discussion and action.
B. Develop course schedules.
C. Review faculty resources and make recommendations for discussion and action.
D. Determine faculty workloads.
E. Develop School committee meeting schedules for the year.
F. Determine School Goals.
G. Review Professional Development plans and make recommendations.
H. Plan Advisory Board meetings.
I. Review faculty accomplishments.
J. Report on meetings attended by chair/dean (i.e., MACN, INEC, etc.) or faculty.
K. Plan Endowed Chair strategies.
L. Discuss overall program budget and make recommendations.
M. Oversee all budgets for the Bemidji School of Nursing.
N. Make recommendations for finance acquisition and allocation for the School of Nursing.

**Article VII - Amendments**

By-laws may be amended by a 2/3 majority of the eligible voting faculty when intention to amend has been sent to the faculty at least two weeks prior to the meeting.

**Article VIII – Committee Establishment and Dissolution**

Faculty standing and ad hoc committees may be established or dissolved by 2/3 vote of the eligible voting faculty.

Established: 12/87
Revised: 5/19/88, 6/15/90, 2/23/95, 3/30/95, 5/95, 11/8/01, 8/20/02, 2/9/06, 8/07, 2/12/10, 5/2013
PRACTICAL NURSING (PN) Student Learner Outcomes: Learners graduating from Northwest Technical College (NTC)’s PN nursing program will exhibit the following qualities:

1. Informatics/Technology: Utilize information technology in the health care setting.
2. Managing Care: Manage care through planning, organizing or assigning aspects of care to UAP’s and LPN’s under the direction of an RN or other licensed Health Care Provider.
3. Nursing Judgment/Evidence Based Care: Utilize evidence based nursing judgment when prioritizing care, implementing interventions, reporting changes, and promoting the health of individual patients across the lifespan.
4. Patient/Relationship Centered Care: Demonstrate effective communication skills while providing patient care founded on basic physical, developmental, spiritual, cultural, functional, and psychosocial needs of individual patients across the lifespan.
5. Professional Identity and Behavior: Demonstrate professional behaviors and accountability to legal and ethical nursing practice standards for a competent PN.
6. Quality Improvement: Participate in quality improvement by providing input into the development of policies and procedures and effectively using resources to achieve patient outcomes.
7. Safety: Recognize and report changes and responses to interventions to an RN or the appropriate licensed health care provider while providing a safe environment for patients, self, and others.
8. Teamwork and Collaboration: The practical nursing graduate will participate as a member of the interprofessional team collaborating and communicating with other health care providers to promote safe, quality, patient centered care.

References: Massachusetts (2010); Meeting Minnesota’s Workforce Needs (2012); QSEN (2007); NLN (2010); NAPNES (2007); & NFLPN (2003).

ASSOCIATE IN SCIENCE IN NURSING (ASN) Student Learner Outcomes:
Learners graduating from Northwest Technical College (NTC)’s ASN nursing program will exhibit the following qualities:

1. Human flourishing: Apply knowledge and skills learned in the program to uphold patients’ right of self-determination and promote holistic well-being of client and family.
2. Nursing judgment: Make judgments in practice, supported by evidence, that integrate nursing science in the provision of safe, quality care.
3. Professional identity: Implement one’s role as a nurse in a manner that reflects the ideals of the profession while developing an identity committed to evidence-based practice, in the provision of compassionate, culturally sensitive, holistic care to a diverse population.
4. Spirit of inquiry: Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities (NLN, 2010).

NOTE: The Bemidji School of Nursing utilizes TASKSTREAM, a cloud-based archival database system, to provide evidence that students have met the Student Learner Outcomes.

www.taskstream.com
PNSG 1100 Foundations (2/2) This course provides an introduction to the theoretical foundation for basic assessment and nursing skills. The student is given an opportunity to demonstrate these skills in the laboratory setting. An introduction to the nursing process provides the student with a beginning framework for decision making. The key concepts of teamwork and collaboration, safety, quality improvement, professional identity/behavior, patient/relationship centered care, nursing judgment/evidence based practice, managing care, and informatics/technology are introduced. Prerequisite(s): Nursing Assistant, satisfactory Accuplacer scores (or satisfactory completion of college readiness courses)

PNSG 1110 Nursing Care of the Older Adult (2/0) This course introduces students to the care of geriatric patients with a focus on health promotion and safety. Emphasis is on common health problems of the older adult in restorative and residential facilities as well as safety and end-of-life care. Application of pathophysiology, nutrition and pharmacology are applied to common diseases with each topic area. Prerequisite(s): Nursing Assistant, satisfactory Accuplacer scores (or satisfactory completion of college readiness courses)

PNSG 1120 Pharmacology (2/0) Included in this course is information on pharmacokinetics, pharmacodynamics, common adverse/side effects, and contraindications to drug use. Emphasis is placed on drug classifications and nursing care related to the same administration of medications to patients across the lifespan. Prerequisite(s): Nursing Assistant, satisfactory Accuplacer scores (or satisfactory completion of college readiness courses)

PNSG 1125 Clinical I (0/3) This course provides the student an opportunity to apply nursing judgment using the nursing process to implement safe, patient/relationship centered care in selected settings. The clinical student focuses on assessing and collecting data, implementing skills learned in the lab setting, documenting findings and reinforcing teaching plans for patients with common problems. The student develops communication and customer service skills working with individual patients, families, and team members. Prerequisite(s): Nursing Assistant, satisfactory Accuplacer scores (or satisfactory completion of college readiness courses), Healthcare Provider CPR Certification

PNSG 1150 Nursing Care of Adults (3/1) This course focuses on the care of adults and older adult patients with common medical/surgical health problems. Emphasis is placed on physiological disorders that require management in an acute care facility. Application of pathophysiology, nutrition and pharmacology are applied to co-morbid diseases within each topic area. Prerequisite(s): PNSG1100, 1110, 1120, 1125

PNSG 1160 Nursing Care of Women/Newborns/Children (2/0) This course provides an integrative approach to the care of the childbearing woman, newborns and children. Prominence is placed on normal and high-risk pregnancies, normal growth and development, and common pediatric disorders.
Prerequisite(s): PNSG1100, 1110, 1120, 1125

**PNSG 1170 Transition to Practice (1/0)** This course facilitates the transition of the student to the role of an LPN. Concepts related to leadership and management are presented as well as career development options that enhance career mobility. Standards of practice and the importance of practicing according to state regulations and statutes for the scope of practice for the LPN are examined. Prerequisite(s): PNSG1100, 1110, 1120, 1125

**PNSG 1180 Psychosocial Nursing (2/0)** This course focuses on the care of patients with psychiatric and behavioral disorders. Emphasis is placed on common psychiatric and behavioral disorders as well as promoting and maintaining the mental health of individuals. Prerequisite(s): PNSG1100, 1110, 1120, 1125

**PNSG 1185 Clinical II (0/6)** This course provides the student an opportunity to apply nursing judgment using evidence based care, critical thinking and clinical judgment to implement safe, patient/relationship centered care to patients across the lifespan. Prerequisite(s): PNSG1100, 1110, 1120, 1125
ADNG1000 Foundations (3/3) This course introduces the fundamentals of nursing care and the interactive role of the Nurse. Physiological topics covered include: sleep/rest, integumentary system, elimination, infection control, safety, health assessment across the life-span. Psychological topics covered include: therapeutic and professional interpersonal communication. Nursing Profession topics include: the nursing process, evidence-based practice (EBP), cultural competence, confidentiality, patient education, professionalism, scope of practice and nursing informatics.

Prerequisite(s): Admission to the program, Co-requisite(s): BIOL2221, 2252, MATH1110/1930, PSYC2201

ADNG1100 Pharmacology (2/1) This course provides the foundational pharmacological concepts and skill demonstration of medication administration. Medications that are involved in the modification or therapeutics of body systems are emphasized. Pharmacology principles include: major pharmacologic classifications; medication effects, side effects, adverse reactions, and age-specific modifications; essential components of physician orders; the nursing role related to safe medication administration.

Co-requisites: BIOL 2254, CHEM 1100, ENGL 1111

ADNG1150 Nursing I (4/0) This course explores concepts related to the pathophysiological processes affecting homeostatic balance and cell survival in the human system. Learners will use assessment data to evaluate management of care. The nursing process, clinical reasoning, and use of research-based nursing actions are integrated throughout the course as the foundation for assisting clients across the lifespan experiencing disruptions in the health-illness continuum.

Prerequisite(s): ADNG 1000, ADNG 1100, BIOL 2221, 2252, MATH 1110/1930, PSYC 2201

Co-requisite(s): BIOL 2254, CHEM 1100, ENGL 1111, ADNG 1200

ADNG1200 Clinical I (0/2) This course will introduce the student to the role of the professional nurse in the clinical setting. Emphasis will be placed on development as a member of the team, the establishment of a therapeutic nurse-client relationship, and application of concepts and skills on stable patients. Role development will occur in both simulated and long term care environments. The nursing process will be integrated throughout all aspects of the course.

Prerequisite(s): ADNG 1000, ADNG 1100, BIOL 2221, 2252, MATH 1110/1930, PSYC 2201, Healthcare Provider CPR Certification, Co-requisite(s): BIOL 2254, CHEM 1100, ENGL 1111, ADNG 1150

(LPN Step-In students only) ADNG 1300 Transition to Professional Nursing (5/0) This course is designed to help the LPN prepare for his/her transition to the RN role. Transitional topics include scope of practice and role differentiation, nursing process, care planning, teaching and learning, evidence-based practice and current trends and issues in healthcare. This course addresses the integration and application of professional values and beliefs necessary for effective role transition.

Pre-Requisite(s): LPN licensure, BIOL2221, 2252, 2254, MATH1110/1930, PSYC2201, ENGL1111, CHEM1100, Healthcare Provider CPR Certification, Acceptance into LPN Step-In program
ADNG2000 Focused Populations (5/0) This course focuses on nursing care, health promotion, and collaborative interventions for individual and family health and safety for focused populations. Focus areas include maternal/newborn, mental/psychosocial health, and gerian considerations. Pre-requisite(s): ADNG 1100, ADNG 1150, ADNG 1200, Co-requisite(s): ADNG 2100, ADNG 2050, BIOL 2256

ADNG2050 Advanced Skills (1/1) The course introduces the fundamentals of nursing care and the interactive role of the Nurse. Physiological topics covered include: sleep/rest, integumentary system, elimination, infection control, safety, and assessment across the life-span. Psychological topics covered include: therapeutic and professional interpersonal communication. Nursing Profession topics include: the nursing process, evidence-based practice (EBP), cultural competence, confidentiality, patient education, professionalism, scope of practice, and nursing informatics. Pre-requisite(s): ADNG 1100, Co-requisite(s): BIOL 2256

ADNG2100 Clinical II (0/3) This course will prepare the student to function in the clinical setting as a professional nurse with emphasis on utilization of the nursing process, therapeutic communication, client education, evidence-based practice, and critical thinking. The student will holistically assess, plan, implement, and evaluate care in an effort to promote, maintain, and/or restore health to a variety of patients. Pre-requisite(s): ADNG 1100, ADNG 1150, ADNG 1200 (Note: Clinical I and II must be taken in consecutive semesters), Co-requisite(s): ADNG 2000, ADNG 2050, BIOL 2256

ADNG2150 Nursing II (4/0) This course explores the complex pathophysiological processes related to immunologic function, cardiovascular function, and the integration and regulation of the human system. Learners will use assessment data to evaluate critical patient indicators as the basis for prioritizing care. Learners will examine expected medical and nursing management of clients experiencing disruptions in health. The nursing process, clinical reasoning, and EBP nursing actions are integrated throughout the course, forming the foundation for assisting clients across the lifespan experiencing disruptions in the health-illness continuum. Pre-requisite(s): ADNG 2000, ADNG 2100, ADNG 2050, Co-requisite(s): ADNG 220, ADNG 2050, ADNG 2250, BIOL 2256

ADNG2200 Clinical III (0/3) This course will provide an opportunity for the student to implement care in a variety of clinical settings. Emphasis will be on the integration of the cognitive, psychomotor, and affective domains of the professional role. Students will be expected to integrate skills learned in previous courses to provide safe, holistic, compassionate care, in a manner that respects the dignity and value of a variety of clients. Students learn to adapt and maintain effectiveness in new settings in an effort to promote, maintain, and/or restore health to a variety of patients. Pre-requisite(s): ADNG 2000, ADNG 2100, ADNG 2050 (Note: Clinical II and III must be taken in consecutive semesters), Co-requisite(s): ADNG 2150, ADNG 2050, ADNG 2250, BIOL 2256

ADNG2250 Leadership (2/0) This course prepares the learner to function in a multi-disciplinary, multicultural, dynamic environment. Scope of practice and role differentiation of health care practitioners is explored. The principles of leadership-management, delegation-supervision, teaching-learning, evidence-based practice, conflict management, and change are presented in the context of assimilating the ethics and standards of the profession. Pre-requisite(s): ADNG 1100, ADNG 1150, ADNG 1200, Co-requisite(s): ADNG 2100, ADNG 2050, BIOL 2256
PROGRAM POLICIES
College-wide policies and procedures are outlined in the College Handbook and are applicable to all learners. The Nursing program has additional policies to which nursing learners are held accountable. Program specific policies are listed below.

1. Admission Criteria

LETTER OF GOOD STANDING:
Any applicant who has attended another nursing program, including another nursing program within the Bemidji School of Nursing (SON), will be required to submit a letter of good standing from your current or previous nursing program. The letter should come from the student’s previous nursing faculty advisor or nursing program director, stating their belief in the student’s potential for success in another nursing program. Applicants who are not in good standing are not eligible for admission to any of the SON programs. Previous program nursing credits are not eligible as transfer credits.

A. Prerequisite/Admission Requirements

Practical Nursing and Associate in Science (Generic) Program Majors:

1. General college requirements:
   • Official high school transcript or GED
   • Immunization forms
   • ACCUPLACER assessment in reading/writing/math
   • Completion of any remedial courses indicated by assessment
   • Official transcripts from all colleges previously attended
2. ACCUPLACER Waivers may be granted in some cases (see NTC Policy 3100-1-01 College Readiness Assessment).
3. Official transcripts of all post-secondary education
4. TEAS-V- ATI test of academic skills.
   https://www.atitesting.com/Solutions/PreNursingSchool/TEAS.aspx
5. Nurse Assistant course completion – (Policy adopted 11/01/13). Requirements for meeting the Nursing Assistant pre-requisite are as follows:

   1. Students must show evidence of taking a Nursing Assistant course from an approved site within the past five years (Licensed Practical Nurse license waives the CNA requirement).

   OR

   2. Students must show evidence of a Current Nurses Aid Certificate or Registration (from an appropriate regulatory agency, such as the State Department of Health) AND proof of a Nursing Assistant course from an approved site.

Students must submit a copy of his/her NA Certificate or most recent NA registry card, AND official transcript showing course completion to the Nursing Department before application deadline. This class is not available on-line. Learners are referred to the MN Department of Health for available training sites throughout Minnesota. Learners in other states should check with their state resources for training sites.

Following program acceptance additional documentation is needed (acceptance conditional until these requirements are met):
- Consent to Disclose/Allied Health Division Student Data form complete and on file.
- Background study completion upon program entry and annually thereafter. Evidence of “clearance” (approval to provide healthcare) must be on file prior to clinical courses.
- **CPR certification** – Students must take an Allied Health American Heart Association Health Care Provider CPR (covering infant, child, and adult CPR and obstructed airway) and are expected to submit a photocopy of the CPR card to the Department with the application. Contact the American Heart Association for this requirement. It is the student’s responsibility to maintain current certification status in CPR. (Adopted 11/01/13)

The program exercises a competitive process for admission. Each completed application file is ranked by the cumulative score on the TEAS exam. Program capacity will be determined each spring. Eligible applicants with the highest TEAS scores are admitted to the program.

**LPN Step-In Associate in Science Program Majors:**

1. **General college requirements:**
   - Official high school transcript or GED
   - Immunization forms
   - ACCUPLACER assessment in reading/writing/math
   - Completion of any remedial courses indicated by assessment
   - Official transcripts from all colleges previously attended

2. **ACCUPLACER Waivers** may be granted in some cases (see NTC Policy 3100-1-01 College Readiness Assessment).

3. **Official transcripts** of all post-secondary education

4. **LPN Step-In- ATI test of academic skills.**
   - [https://www.atitesting.com/Solutions/PreNursingSchool/LPNSTEP.aspx](https://www.atitesting.com/Solutions/PreNursingSchool/LPNSTEP.aspx)

5. **LPN Licensure**

**B. Departmental Student Folder**

Student folders are maintained in the Department of Nursing. Student folders are initiated with receipt of admissions materials to the nursing program. Folders begun for persons who do not enroll in courses for the nursing major within two years of applying for admission, or who take a few courses and do not enroll in any further nursing courses for a period of two years will be destroyed. Folders to be destroyed will first be reviewed by the Student Admission, Progression, and Concerns Committee Chair to determine if for some reason the folder should be retained. If an inactive student wishes to reactivate application for admission within that two-year period, s/he may be asked to submit updated application materials. Should that person desire to enter or reenter the nursing program after the two years, it will be necessary to repeat the admission procedures. While the student is actively enrolled in the nursing major, the following will be included:

1. Background study notification letters
2. Admission application materials for the major
   a. Application to the nursing major
   b. Letters regarding admission status
3. Evidence of current LPN licensure – for LPN Step-In students
4. Miscellaneous correspondence such as public service, academic status, awards, recommendations, and testing

A student may review his/her student folder and appeal to the Student Admission, Progression, and Concerns Committee for removal of items considered to be inaccurate, misleading, or otherwise in violation of privacy or other rights. If the appeal fails, the student has the right to add a written rebuttal to the record and/or proceed through the grievance procedures.

After graduation, the student folder will be destroyed. Some information from student folders will be transferred into cumulative confidential departmental files for purposes of program evaluation. A record of graduates’ addresses will be maintained to facilitate contact with alumni, program evaluation, and other
such activities. A permanent transcript is maintained in the Records Office. Requests for copies of the NTC transcript should be made to the NTC Registrar’s office.

**Student Folder Procedures**

1. Student folders will be maintained in a supervised area and in a file cabinet accessed only by faculty and staff of the Nursing Department.
2. Student folders are to be used in the departmental area only.
3. If a student wishes to review his/her departmental folder, it will be secured from and reviewed in the presence of the department secretary or faculty and returned for filing.
4. Items as described in the student folder policy may be placed in the student folder by the departmental staff. Students may submit records of honors, awards, published articles, and other such items to their faculty advisor for inclusion in the student file.

**C. Clinical Courses**

Due to safety and liability concerns, learners desiring to transfer from another program to the NTC campus or distance programs, will be required to complete the appropriate facility orientation and all Nursing (PNSG or ADNG) courses through NTC.

**D. Criminal Background Checks**

Student participation in clinical experience is an essential component of the nursing program. NTC contracts with local healthcare facilities to provide these experiences. Any person who has direct contact with patients and residents at healthcare facilities licensed by the Minnesota Department of Health (MNDOH) must have a criminal background study completed **annually**. In addition, National background clearance is required by our contracted clinical facilities. National clearance is a one-time requirement unless there is a break in program enrollment. Satisfactory background study clearances must be on file in the Nursing Department. **Any student who has not been cleared to provide direct patient care will not be permitted to participate in clinical experiences, thereby rendering the individual ineligible to progress in the nursing program and qualify for a degree in nursing.**

Students should direct questions and appeals as follows:

- State (MNDOH) background study – Minnesota Department of Human Services, Licensing Division, 444 Lafayette Blvd., St. Paul, MN 55155-3842. Phone: (651) 296-3971. Web address: [www.dhs.state.mn.us](http://www.dhs.state.mn.us).
- National background study – Verified Credentials, 20890 Kenbridge Court, Lakeville, MN 55044. Phone: (800) 473-4934. Web address: [www.verifiedcredentials.com](http://www.verifiedcredentials.com).

Once a learner completes the program, s/he must apply to the state Board of Nursing for licensure. Learners should be aware that the Board of Nursing may screen applicants’ pre-licensure conduct. It may be possible that an applicant would be denied licensure. For more information, please visit the Minnesota Board of Nursing at [http://www.nursingboard.state.mn.us/](http://www.nursingboard.state.mn.us/)

**E. Technology Requirements**

A laptop computer with internet capability is required as an integral part of the campus learner’s education in the nursing program. Laptop computers are optional for distance learners; however, computer access for course work is required and DSL or high-speed internet connections are strongly recommended. Information concerning network compatibility is available through the NTC Computer Help Desk.

A handheld data device for downloading Nursing Central is required for all clinical courses. Nursing Central License will be provided by the College of Nursing.
A subscription to Taskstream is required for all students (see additional information in the Appendix). In addition, students must have access to, and ability to use a scanner for uploading of key assignments and original documents to Taskstream. (Students may use the scanner in the library/media center.)

F. Liability Insurance
The nursing program is required to have liability insurance for practice in the clinical areas. The learner will be billed a nominal fee for group liability coverage as reflected on the fees statement. Liability insurance is to cover situations pertaining to injury of others.

G. Health Insurance
Learners participating in clinical experience are highly encouraged to carry their own health insurance. The nursing program and related clinical facilities do not provide group health insurance coverage for learners.

H. Classroom Demeanor
Learners are required to abstain from behavior that disrupts the class from concentration on the subject at hand. Examples of such behavior include (but are not limited to): arriving late, talking without instructor permission, use of electronic devices, using laptops for activities unrelated to course activities, and leaving before the dismissal of class. Students may be asked to leave the classroom for the class period if disruptive behavior occurs. Disruptive behavior may be considered grounds for dismissal from the class. Repeated violations may result in disciplinary action. Cell phones and pagers are not to be used in the classroom unless extreme circumstances exist and instructor permission is granted.

2. Clinical/Lab Policy

A. Latex Allergy
Learners who have a latex allergy are advised to consult their healthcare provider about ways to maintain their personal safety while practicing nursing. While the college may be able to minimize exposure for learners in the classroom, we are not able to control the clinical environment. Practice in the clinical setting is an absolute requirement for graduation.

B. Blood Borne Pathogens
Possible exposure to blood borne pathogens will be addressed according to college and facility policies. Students will be liable for any expenses incurred for any follow-up medical care required.

C. Safe Care
Learners must be able to physically, emotionally, and behaviorally provide safe care in lab and clinical situations. The following statement describes the learner’s needed abilities to meet the safe care standards in the academic and health care environments. “The learner provides for a safe, effective care environment including appropriate infection control application; performs nursing tasks safely and accurately to meet the patient’s physical and psychological needs; recognizes limitations and seeks out needed assistance; demonstrates high-level concern for safety measures; and protects client and health care personnel from environmental hazards.”

D. Dress Code
Learners, when in uniform, represent the nursing program and the nursing profession. The learner’s professional appearance is addressed below.

Lab Attire:
White lab coats are to be worn over street clothes for skills testing in all lab courses. This is to signify to other learners that testing is taking place and will signify to the testing learner that all
behavior from that point on is being evaluated, professionalism is expected, and questions about skill performance can no longer be asked.

Clinical Uniform:
These requirements are related to professionalism, safety, and infection control.

- **PN Program** – a mandatory “Galaxy Blue” scrub top and pants (or skirt) is required
- **ASN Program** – a mandatory “Caribbean Blue” scrub top and pants (or skirt) is required
- Skirts must be of sufficient length to cover knees but short enough that the hem does not touch the floor when bending or climbing stairs
- Learners must wear a clean, reasonably wrinkle-free uniform for each clinical experience
- Cultural head dress must be solid in color and no longer than shoulder length. Headdress should be pinned back and drape of garment must not compromise student or patient safety
- Stockings or socks must be white
- Shoes must be white. All white leather athletic shoes are acceptable
- Scrubs and clinical shoes are to be worn in the clinical area only
- Name/photo identification badges (appropriate to the assigned clinical site) are required for facility access and security and must be worn and visible each clinical shift. Learners may be responsible for the initial purchase of the badges and/or for the subsequent replacement of lost badges.
- All efforts must be made to conceal tattoos that contain language or content which could be offensive. Body Art (tattoos) that may be offensive to patients, family members, guests of patients, and/or other customers or employees, is not allowed to be visible. Offensive body art may be covered with clothing or tape. Examples of inappropriate tattoos include anything of an obscene or sexual nature and/or anything that may be construed to be discriminatory against any sex, race, ethnic background or religion.
- Jewelry (piercing/jewelry) should be conservative and appropriate. Jewelry that may be offensive to patients, family members, guests of patients, and/or other customers or employees is not allowed. Examples of inappropriate jewelry include anything of an obscene or sexual nature and/or anything that may be construed to be discriminatory against any sex, race, ethnic background or religion. Examples of inappropriate piercing/jewelry include facial jewelry, large ear jewelry (plugs/gauges) or excessive pieces of ear jewelry per ear.
  - Facial and oral jewelry must be removed (clear spacer may be used)
  - Other body piercings that cannot be concealed should be removed
  - Plugs/gauges should be concealed, covered with tape, or a solid plug/gauge should be worn.
- Clear or light-colored nail polish is permitted but must be free from chips/cracks
- Artificial nails are not permitted
- Rings are discouraged, but a wedding band is permitted
- Food, beverages, and chewing gum is not permitted in the patient care areas and should be consumed in appropriate break areas or according to facility policy

If a learner does not follow the dress code, and if correction of appearance is not immediately modifiable, the learner may be sent home to conform to the required dress code. Any hours of absence will be counted toward the total hours of absence allowed for the course.

Supplies:
When learners report for their lab experience, they must have the following items: white lab coat, appropriate books and supplies/supply packs for subjects assigned. When learners report for their clinical experience, they must have the following items: uniform, stethoscope, bandage scissors, black pen, penlight, handheld device, and watch.
**Personal Grooming:**

Hair is to be clean, neatly trimmed, and off the face and collar. Facial hair must be clean and neatly groomed.

Compliance with the facilities’ “scent free” environment policy requires that perfumes, colognes, or scented lotions, deodorant, and hairspray may not be worn while at any clinical site. Learners presenting to a clinical setting bearing any strong odors including, but not limited to, body odor, gasoline, alcohol, or tobacco smoke will be dismissed from the clinical setting. Therefore, learners will need to acknowledge that there may not be smoking allowed during clinical shifts.

**E. Current CPR**

Students must take an Allied Health American Heart Association Health Care Provider CPR (covering infant, child, and adult CPR and obstructed airway) and are expected to submit a photocopy of the CPR card to the Department with the application. In addition, a scanned copy of the card must be uploaded to the student’s Taskstream account before participation in any Clinical experience. Contact the American Heart Association for this requirement. It is the student’s responsibility to maintain current certification status in CPR. (Adopted 11/01/13)

**F. Clinical Facility Requirements**

Clinical affiliates require proof of immunizations, appropriate CPR certification, and background clearances, as well as signed documents concerning policy, confidentiality, and disclosure in order for learners to practice in their clinical facilities. The Bemidji School of Nursing utilizes TASKSTREAM, a cloud-based archival database system, to track Clinical requirements (health data, certifications, and required signature forms). See the Appendix for additional information.

Orientation to clinical facilities will occur prior to all clinical assignments. Safe nursing care of patients and the maintenance of public safety is a primary concern upheld by the program, clinical agencies, and Board of Nursing. Mandatory attendance at a scheduled campus or online orientation for each clinical facility is required for legal and regulatory purposes. Failure to attend or complete orientation requirements prevents continuation in the clinical course.

It should also be noted that learners must adhere to all rules, regulations, and policies of the clinical site, including those applicable to employees. It is the learners’ responsibility to meet these requirements or they will be withdrawn from clinical courses.

**G. Confidentiality**

Every learner must sign the HIPAA (Health Insurance Portability and Accountability Act if 1996) form, which outlines the use and appropriate handling of confidential medical information, before entering their first clinical course. Patient confidentiality cannot be emphasized enough. The patient has the legal right to confidentiality of all aspects of his/her care, and the nurse has a legal responsibility to safeguard the patient’s confidentiality.

**SOCIAL MEDIA POLICY**

**I. Policy**

It is the policy of Bemidji School of Nursing to manage social media as an extension of marketing and communications on behalf of Bemidji State University (BSU) and Northwest Technical College (NTC) entities. Bemidji School of Nursing respects the right of students/staff to participate in social media; however, the business needs of the BSU/NTC entities must be served while also maintaining their
corporate identity, integrity, and reputation in a manner consistent with Bemidji School of Nursing mission, core values, policies, and applicable laws. BSU/NTC entities will investigate alleged violations of the policy and impose corrective action on the student/staff who fail to comply with state or federal laws or with organizational policies, standards, guidelines or procedures related to the use of social media.

II. Scope
This policy applies to Bemidji School of Nursing students and staff when using social media while at work, home, campus, or anywhere when the student/staff’s affiliation with BSU/NTC, clinical or capstone site is identified, known or presumed.

III. Purpose
The purpose of this social media policy is to assist students/staff in understanding how social media applies to their BSU/NTC affiliation and their responsibilities when communicating through these methods.

IV. Definitions
1. Social Media: is primarily internet and/or mobile based methods of networking using web/mobile based tools to communicate widely, quickly, and easily for the purpose of sharing information and communicating with others. Such as but not limited to:
   a. Facebook
   b. Twitter
   c. Myspace
   d. Texting
   e. Skype

2. Protected Health Information (PHI): is any identifiable health information, including demographic information that contains:
   a. Past, present, or future physical/mental health or condition of an individual
   b. Past, present, or future payment for and individuals healthcare
   c. Identifies the individual, OR there is reasonable basis to believe the information can be used to identify the individual

3. When Using Social Media
   a. Student’s/Staff using social media shall not:
      - Disclose BSU/NTC entities’, patients’, or affiliates confidential information, or PHI
      - Disclose location, facility type, or any demographic identifier of clinical or capstone
   b. When using social media the student/staff will not express or represent that his/her views are the views of BSU/NTC unless he/she has been authorized to do so.
   c. The student/staff may be asked to remove any reference to BSU/NTC enrollment or affiliation
   d. Student’s/Staff photographing any individuals (patients, family, staff as example but not limited to), or physical structures must obtain written authorization from BSU/NTC or affiliates.

4. Compliance
   a. Students/Staff shall receive notice of this policy at the beginning of each semester and may receive periodic education on its application and use
   b. In accordance with federal and state laws, regulations, and BSU/NTC entity related policies, Bemidji School of Nursing reserves the right to monitor Student/Staff social media activities and maintain detailed reports of social media usage
   c. Students/Staff found violating this policy may be subjected to corrective disciplinary action including but not limited to, expulsion from BSU/NTC, criminal prosecution, or additional liability associated with other legal actions
d. Alleged violations require immediate reporting to the direct supervisor, BSU/NTC nursing department chair, and or the affiliates human resources, and risk management
e. All violations will be investigated collaboratively with appropriate staff and legal officials to determine appropriate corrective and disciplinary action, up to and including expulsion

H. Actual or Potential Inability to Practice Nursing

Because of the level of responsibility associated with the nursing practice, the nurse/learner must be in full control of his/her mental and physical capacities at all times when the client’s safety and/or the safety of self and others is at stake. (See the “Technical Standards for Entry-Level Nursing Programs” in Appendix.)

The use of mood altering drugs, including all forms of alcohol, narcotics, depressants, stimulants, hallucinogens, marijuana, prescription, over-the-counter drugs, or any other material that results in behavior or appearance that adversely affects academic performance or client safety, may be grounds for discipline according to NTC’s Learner Code of Conduct and program probation policies.

I. Standard Blood and Body Fluid Precautions

A. Precautions

1. When handling blood and/or body fluids, learners are to follow the established policies within the agencies where clinical shifts are scheduled.
2. All learners involved in clinical experience which are not covered by specific agency policy and who are handling blood and/or body fluids, must follow standard precautions to protect themselves, clients, and classmates.
3. Learners must report any cuts, scrapes, wounds, skin rashes, dermatitis to the clinical instructor prior to performing any tasks that may involve the exposure to blood or body fluids.
4. Learners must restrict direct contact if there is a lesion with drainage.
5. Learners must wear appropriate protective equipment when performing any task(s) that may involve exposure to blood or body fluids.
6. All blood or body fluids should be considered infectious.

B. Management of Blood/Body Fluid Exposures

Should a significant exposure to blood or body fluids occur, the following policy will be implemented;

**Significant exposure** includes:

- Any puncture of the skin by a needle or other sharp object that has had contact with a patient’s blood or body fluids.
- Mucous membrane exposure (splash to eye or mouth) of blood or other body fluids.
- Cutaneous exposure involving large amounts of blood or prolonged contact with blood or body fluids, especially when the exposed skin is chapped, abraded, or afflicted with dermatitis. Bite wounds are included in this category.

**High risk body fluids** are defined by the CDC as blood, semen, vaginal secretions, cerebrospinal fluid, pleural fluid, peritoneal fluid, pericardial fluid, synovial fluid, and amniotic fluid.

a. Immediately following a significant exposure, the learner shall inform the instructor.
b. If the exposure occurs in a health care facility with established guidelines for blood and body fluid exposure, those guidelines will be followed.

c. If the exposure occurs in a clinical lab setting or in a setting where guidelines have not been established, the learner shall:
   - If a needle puncture or laceration (scratch), cleanse the wound thoroughly with soap and water. The wound may be further cleansed with 10% povidone-iodine (Betadine solution).
   - If a mucous membrane or conjunctival exposure occurs, irrigate the affected area immediately with copious amounts of water or normal saline.

d. The learner will be referred to the learner’s own physician or health care provider. It is recommended that the learner seek referral within a few hours as chemoprophylaxis may be needed.

e. If patient source testing is recommended by the health care provider, NTC’s human resources department will be consulted.

f. Any and all expenses incurred because of the management of and follow-up of blood and body exposure will be at the exposed learner’s expense.

J. Absence and Illness

In case of unavoidable absence from **class**, the learner **MUST** call or email his/her instructor. If the instructor is unavailable, please leave a message. In the case of unavoidable absence from **clinical**, please follow the procedure outlined in this Handbook. See Clinical schedule for additional instructor contact information.

Direct office phone and email contact for faculty is listed in the Northwest Technical College website Directory (www.ntcmn.edu). The main Nursing office may be reached in the following ways:

- Local – dial 218-333-6663
- Long distance – dial 1-800-942-8324, ext. 6663
- Fax – dial 218-333-6699

3. COURSE/SEMESTER PROGRESSION - The recommended sequence of required courses for Practical Nursing and Associate degree campus and distance programs is found in the Appendix.

**TWO STRIKE RULE (adopted 11/01/2013):**

All SON nursing courses must be passed with a minimum of 80% or “C”. Learners who are unsuccessful achieving 80% in a nursing course will be permitted to repeat that course (withdrawals are also counted as course failures). Only TWO courses in the program can be repeated, courses can only be repeated once. Further course failure will result in dismissal from the nursing program.

All PNSG and ADNG program courses must be completed within 150% time of program start.

**PROGRESSION ALTERATION REQUESTS:**

All students seeking an alteration in the progression of courses and/or requirements in the nursing program must submit a petition, in writing, to the Student Admission, Progression and Concerns Committee allowing sufficient time for a response.

The **procedure** will be as follows:

1. Students will submit a written request to the Student Admission, Progression and Concerns Committee.
   The request will include:
   A. Description of the request
   B. Justification for the request
C. Any documentation necessary to support the justification (catalog description, course content, etc.)

2. The petition must be submitted within the first 6 weeks of the semester, allowing the committee a minimum of six weeks to respond prior to the necessary implementation date.

3. The Student Admission, Progression and Concerns Committee will post their meeting dates online and in the Department of Nursing to facilitate students’ planning timely submission dates.

4. Questions regarding petitions should be addressed to the Student Admission, Progression and Concerns Committee Chair person

Successful/Unsuccessful program progression:

- Successful completion of PNSG and ADNG courses requires successful completion of critical assignments associated with each course.
- PNSG 1125/ADNG1200 (Clinical I) and PNSG 1185/ADNG2100 (Clinical II) must be taken in consecutive semesters. ADNG2200 Clinical III must follow successful completion of ADNG2100 Clinical II.
- If a learner receives a passing grade in Clinical but does not successfully pass other pre-requisites for enrollment in subsequent PNSG or ADNG courses, the clinical course must be repeated along with the repeated pre-requisite course(s).
- Learners who are failing or withdrawing from a course or courses, may remain in all other courses in which they are demonstrating satisfactory progress.
- After an unsuccessful attempt to attain a “C” in all required PNSG or ADNG semester courses (including course withdrawals), the learner may be allowed to return for subsequent semesters in permitted courses (see course pre/co-requisites), but any subsequent course failures will necessitate program withdrawal.
- Satisfactory completion of all required courses, including the required general education courses, is required for program completion and graduation.
- Learners who do not successfully complete ADNG1000 Foundations may enroll in ADNG1100 Pharmacology, but will not be allowed to take ADNG1150 Nursing I or ADNG 1200 Clinical I.
- Learners who do not successfully complete ADNG2050, may not proceed to ADNG2150 Nursing I or ADNG2200 Clinical III.
- A failing grade in or withdrawal from a general education course will not affect progression of PNSG or ADNG courses unless it is a course pre/co-requisite; however, learners must retake the course in the subsequent semester, if possible, to allow for timely program completion.
- Learners who are registered for courses and have not met the pre- or co-requisites for that course, will be administratively withdrawn from the course. Students will not be allowed to progress if it is determined that pre/co-requisites have not been met.
- Though not broadly recommended, learners may be advised to take general education courses in the semester following program completion. This should be considered in situations where the credit load required may be too heavy for course success. This is to be carefully weighed by the learner and the faculty advisor because it will delay program completion, delay completion of the NCLEX, and could potentially affect ability to pass due to the delay in testing; therefore, the risks and benefits must be carefully considered.
- Learners repeating courses may return to resume their program of study without competing for admission. The returning student must notify the college Admissions Office and nursing program director of their intent to return well in advance of the semester start date. If a time lapse of greater than two years occurs, the returning learner must reapply for admission and would be required to re-take any PNSG or ADNG courses previously taken.
- Learners will only be readmitted to the nursing major once.

Learners are encouraged to check their grades frequently during the semester in the D2L gradebook and to be in touch with course instructors regarding grading concerns. Any learner in recognized danger of not passing a course should receive individual contact from the instructor at the course mid-point. Learners are encouraged to use any available student services that they are not already utilizing to promote course success (attending...
content review sessions with teacher, tutoring, study groups, extra credit if available, learning services, Smarthinking, etc.)

PROGRAM EVALUATION:
Students are required to participate in individual course and program evaluations at various intervals. Evaluation surveys and procedures are provided by the department.
A. ACADEMIC EVALUATION OF NURSING COURSES

1. Academic Grading

   The academic grading system is as follows:
   - A 94-100%
   - B 86-93%
   - C 80-85%
   - D 74-79%
   - F ≤ 73%

   Refer to College Handbook regarding incomplete grades.

   NO rounding of scores will occur on any material used for learner evaluation including exams, assignments, and final grades.

2. Lab Evaluation

   If a learner acquires a failing grade three times on a specific skill in a nursing lab course, that entire course will have to be repeated and the learner will be advised to withdraw from the course.

3. Academic Probation (See College Handbook online at www.ntcmn.edu)

4. Program Probation:

   A learner may be placed on probation at any time during academic progress. The need for probation will be determined as situations warrant. Details will be specified in the probation statement. The probationary statement will be placed in the learner’s file. (See Appendix to view the entire Program Disciplinary Policy.)

5. Late Assignment Policy

   a. If a learner must miss an assignment, s/he must provide the instructor with same day notification (via e-mail) no later than the day and time the assignment is due. Learners are encouraged to retain written documentation of the notification through e-mail whenever possible along with the instructor’s response to the notification. This documentation is the only item that will function as notification evidence should there be a discrepancy between the instructor’s and learner’s information. Late assignments should be emailed to the instructor when the assignment dropbox is closed.

   b. Late assignments, with proper instructor notification, may be made up by a mutually agreed upon date negotiated with the course instructor. The learner will receive a 10% penalty for late assignments for which numeric grades are assigned. Pass/fail assignments must be submitted upon mutually agreed upon due dates between faculty/learner. If due dates are missed, the disciplinary policy will be initiated. The instructor reserves the right to make exceptions to this policy in extreme circumstances left to the discretion of the course instructor.

   c. Learners will have no more than two submissions to earn a passing grade on a pass/fail assignment. Failure to meet this standard will result in course failure.

   d. If the learner misses the negotiated due date, the instructor has the right to reject the assignment and grade the assignment with a zero.

   e. If the instructor is not notified on or before the assignment due date, the instructor has the right to reject the assignment and grade the assignment with a zero.

   f. If the late assignment falls near the end of the semester, the learner may request a course “incomplete” per college policy. Incompletes are granted at the discretion of the faculty. However, the course would need to be completed prior to the subsequent semester to comply with course pre/co-requisites.

   g. Pass/Fail assignments must be submitted within one week of the assigned due date.

6. Late Exam Policy
a. If a learner must miss an exam, s/he must provide the instructor with same day notification (in person, via telephone, voice mail, e-mail, or D2L) no later than the day and time of the exam. Learners are encouraged to retain written documentation of the notification through e-mail or D2L whenever possible along with the instructor’s response to the notification. This documentation is the only item that will function as notification evidence should there be a discrepancy between the instructor’s and learner’s information.

b. Late exams, with proper instructor notification, must be made up within 5 business days from the original test due date as mutually agreed upon through negotiations with the instructor. The learner will receive a 10% deduction in their test score. The instructor reserves the right to make exceptions to this policy in extreme circumstances left to the discretion of the course instructor.

c. If the instructor is not notified prior to the assignment/exam due date/time according to the process listed above, the learner will receive a 25% deduction (from the maximum assignment points) in his/her assignment/exam score the first time this occurs. The instructor reserves the right to make exceptions to this policy in extreme circumstances left to the discretion of the course instructor. ANY ADDITIONAL NON-COMPLIANCE WITH THE PRIOR NOTIFICATION POLICY WILL RESULT IN A SCORE OF ZERO ON ANY RESPECTIVE LATE ASSIGNMENTS OR EXAMS. This program policy parallels industry and professional expectations that nurses are to be held accountable and responsible for their actions (including their schedules). A nurse who does not notify the agency prior to his/her shift beginning, or who simply does not show up for work, would not likely maintain employment. One of the ASN Program’s intentions is to teach learners employment skills in nursing.

d. If the learner misses the negotiated due date (referred to in 6b above), the instructor has the right to reject the exam and assign a grade of zero.

e. If the instructor is not notified on or before the exam due date (referred to in 6a above), the instructor has the right to reject the exam and assign a grade of zero. Should this zero result in the inability of the learner to pass the course, s/he will be encouraged to withdraw. The learner alone is accountable for any negative impact on GPA, nursing program progression and financial aid status.

f. If the late exam falls near the end of the semester, the learner may request a course “Incomplete” per college policy. However, the course would need to be completed prior to the subsequent semester to comply with course pre/co-requisites.

g. When time limits on timed exams are exceeded, penalties will be applied based on time and a percentage of the questions.

7. Clinical/Lab Attendance Policy

a. If a learner must miss any or all of a clinical shift, s/he must provide the instructor with PRIOR notification via telephone no later than the start of the applicable shift. Learners are encouraged to call the instructor’s home phone, cell phone if available, or notify them on the nursing unit. Texts and/or emails are encouraged. When contacting the nursing unit, learners are encouraged to talk with the instructor directly rather than relying on others to relay the message.

b. The excused absence of one lab period per course or one clinical shift per course or the equivalent number hours to one lab period or one clinical shift will be excused WITHOUT make-up time.

c. The excused absence of a second or subsequent lab period per course or a second or subsequent clinical shift per course will be excused WITH make-up hours equivalent to the hours missed provided the course objectives can be met. The learner shall make up this amount of time fully before progressing to satisfactory completion of the course. Excessive absence may result in the inability to meet course objectives requiring the learner to repeat the course at a later time. The ability/ inability to meet course objectives is at the discretion of the clinical faculty.
d. Please note that make-up time with a qualified instructor is not a learner’s right, but rather an option the program will attempt to accommodate on behalf of the learner whenever reasonable. Make-up time may be requested via the following process:
   1) It is the learner’s responsibility to contact their lab/clinical instructor to schedule make-up time.
   2) If make-up time cannot be arranged with the clinical instructor, the learner shall submit a request for make-up time to the Program Director. The amount of make-up time needed shall be identified by the learner in the request.
   3) The Director will assess the availability of an appropriately licensed lab/clinical instructor.
   4) If a qualified instructor is not available, make-up is not an option.
   5) If a qualified instructor is available but they are not otherwise on college duty, the Director will complete an assignment request and submit it to the Dean for approval. The Dean’s office will submit the assignment to Human Resources with the assignment and expense tied to the nursing cost center.
   6) The learner will be billed a service fee in the amount of the hourly wage of the assigned instructor. A charge will appear on the learner’s account.

e. A pattern of tardiness will be tracked as hours of absence and may be subject to make-up time as above.

f. If a learner fails to notify the lab or clinical instructor in advance of absence from an assigned class/shift or in a reasonably timely manner, the absence will be considered unexcused and result in program probation at the instructor’s discretion. When on probation, any further offense will result in further disciplinary action per nursing program policy.

4. Licensure Costs
   Licensure examination application presently costs approximately $375.00. This process will be more fully explained as graduation nears. Additional optional costs may occur at graduation time, such as class pictures, NCLEX review books, review courses, etc. Those optional costs will be more fully explained for each graduating class as they are available.

5. Proctor Requirements
   Learners accepted to the distance program and/or in distance nursing courses will need to arrange a proctor for the administration of exams in Nursing program courses unless otherwise determined by course faculty. (See “Choosing a Test Proctor: Program Proctor Guidelines for Distance Learners” in the Appendix.)

6. Assessment Technologies Institute (ATI)
   The ATI NCLEX Comprehensive Predictor test is administered online at the conclusion of the PN & AD programs to assess program learning. Learners each will get a score reflecting their probability of passing the NCLEX licensure examination. The PN & AD program benchmark is an individual composite score of 74% which on this exam equates to a 94% probability.

   Learners meeting the benchmark are encouraged to continue with exam preparation but to schedule the NCLEX exam as soon as possible following graduation.

   Learners falling short of the benchmark are encouraged to undergo a rigorous review and to consider purchase of an online or live review course to remediate prior to scheduling the licensure exam.
The ATI testing products give each learner a personal performance report indicating areas of strength and weakness. This information can be invaluable to each graduate as they prepare for the licensure examination.

7. AD Nursing ATI Policy for Generic Associate Degree Students
   a. ATI assessments and materials will account for 10% of the course grade in which it is assigned.

   b. Points will be assigned as follows for the comprehensive mastery series:

<table>
<thead>
<tr>
<th>Complete Practice Assessment A</th>
<th>Complete Practice Assessment B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remediation (Active Learning)</td>
<td>Remediation: (Active Learning)</td>
</tr>
<tr>
<td>• Three hours Focused Review</td>
<td>• Three hours Focused Review</td>
</tr>
<tr>
<td>• Three critical points to remember for each question topic to review-handwritten suggested</td>
<td>• Three critical points to remember for each question topic to review-handwritten suggested</td>
</tr>
<tr>
<td>4 pts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proctored Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3 - 4 pts.</td>
</tr>
<tr>
<td>1 hour Focused Review</td>
</tr>
<tr>
<td>Three critical points to remember for each question topic to review 2 pts.</td>
</tr>
<tr>
<td>No Retake (optional)</td>
</tr>
<tr>
<td>Total Points = 10/10</td>
</tr>
</tbody>
</table>

   | Level 2 - 3 pts.              |
   | 2 hour Focused Review         |
   | Three critical points to remember for each question topic to review 2 pts. |
   | No Retake (optional)          |
   | Total Points = 9/10           |

   | Level 1 - 1 pt.               |
   | 3 hour Focused Review         |
   | Three critical points to remember for each question topic to review 2 pts. |
   | Retake recommended            |
   | Total Points = 7/10           |

   | Below Level 1 - 0 pts.        |
   | 4 hour Focused Review         |
   | Three critical points to remember for each question topic to review 2 pts. |
   | Retake recommended            |
   | Total Points = 6/10           |

   | Proctored Assessment Retake* (+ 1 additional point if reach program benchmark 2 or above) |
   | No Retake (optional)          |
   | Total Points = 6/10           |

   c. Points will be assigned on the final comprehensive predictor as follows:

<table>
<thead>
<tr>
<th>Complete Practice Assessment A</th>
<th>Complete Practice Assessment B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remediation (Active Learning):</td>
<td>Remediation (Active Learning):</td>
</tr>
<tr>
<td>• Three hours Focused Review</td>
<td>• Three hours Focused Review</td>
</tr>
<tr>
<td>• Three critical points to remember for each question topic to review-</td>
<td>• Three critical points to remember for each question topic to review-</td>
</tr>
<tr>
<td>4 pts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proctored Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% or above Passing predictability</td>
</tr>
<tr>
<td>4 pts.</td>
</tr>
<tr>
<td>90% or above Passing predictability</td>
</tr>
<tr>
<td>3 pts.</td>
</tr>
<tr>
<td>85% or above Passing predictability</td>
</tr>
<tr>
<td>1 pts.</td>
</tr>
<tr>
<td>84% or below Passing predictability</td>
</tr>
<tr>
<td>0 pt</td>
</tr>
<tr>
<td>1 hour Focused Review</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Three critical points to remember for each question topic to review</td>
</tr>
<tr>
<td>2 pts.</td>
</tr>
</tbody>
</table>

**Proctored Assessment Retake***

<table>
<thead>
<tr>
<th>No Retake (optional)</th>
<th>No Retake (optional)</th>
<th>Retake recommended</th>
<th>Retake recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Points = 10/10</td>
<td>Total Points = 9/10</td>
<td>Total Points = 7/10</td>
<td>Total Points = 6/10</td>
</tr>
</tbody>
</table>
Students of Bemidji School of Nursing are required to purchase a subscription to Taskstream, a cloud-based archival database used by the School to provide evidence that students have met the Student Learner Outcomes (SLOs). It is also set up for students to create a portfolio of key assignments from their time in the program.

Subscriptions to Taskstream are purchased from [www.taskstream.com](http://www.taskstream.com) by the student. To subscribe, the student must have their Student ID, credit card, and select Bemidji State University as the affiliated institution. Options for purchase include:

<table>
<thead>
<tr>
<th>1 semester</th>
<th>1 year</th>
<th>2 years</th>
<th>3 years</th>
<th>4 years</th>
<th>5 years</th>
<th>6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>$25</td>
<td>$42</td>
<td>$69</td>
<td>$91</td>
<td>$105</td>
<td>$119</td>
<td>$129</td>
</tr>
</tbody>
</table>

Students must purchase their subscription prior to the start of classes, as enrollment in coursework within Taskstream requires an active subscription.

If you have any questions or issues with Taskstream and the program, contact Briana Frenzel at bfrenzel@bemidjistate.edu or 218-755-3747. For technical issues with Taskstream, contact Taskstream Help at help@taskstream.com or 1-800-311-5656.

**Courses that require Taskstream**

**AD Track**
- ADNG1000 Foundations
- ADNG1200 Clinical I
- ADNG2050 Advanced Skills
- ADNG2250 Leadership
- ADNG2200 Clinical III

**PN Track**
- PN1100 Foundations
- PN1125 PN Clinical I
- PN1170 Transition to Practice
- PN1180 Psychosocial Nursing
- PN1110 Care of the Older Adult
- PN1185 Clinical II
Practical Nursing Diploma Semester Sequence:

NOTES:
- Students who must complete readiness courses (as indicated by Accuplacer scores) must complete them summer semester before program start.
- Completing summer general education classes greatly reduces workload for fall and spring semesters. Please see options on the next page for students who wish to take summer classes.

Semester One (Fall):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Pre-requisite &amp; Co-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2252</td>
<td>Anatomy and Physiology I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSYC 2201</td>
<td>Developmental Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PNSG 1100</td>
<td>Foundations</td>
<td>4</td>
<td>Pre-requisite: Nursing Assistant, satisfactory Accuplacer scores (or satisfactory completion of college readiness courses) Co-requisite: BIOL 2252, PSYC 2201</td>
</tr>
<tr>
<td>PNSG 1110</td>
<td>Nursing Care of the Older Adult</td>
<td>2</td>
<td>Pre-requisite: Nursing Assistant, satisfactory Accuplacer scores (or satisfactory completion of college readiness courses) Co-requisite: BIOL 2252, PSYC 2201</td>
</tr>
<tr>
<td>PNSG 1120</td>
<td>Pharmacology</td>
<td>2</td>
<td>Pre-requisite: Nursing Assistant, satisfactory Accuplacer scores (or satisfactory completion of college readiness courses) Co-requisite: BIOL 2252, PSYC 2201</td>
</tr>
<tr>
<td>PNSG 1125</td>
<td>Clinical I</td>
<td>3</td>
<td>Pre-requisite: Nursing Assistant, satisfactory Accuplacer scores (or satisfactory completion of college readiness courses), Healthcare Provider CPR Certification Co-requisite: BIOL 2252, PSYC 2201</td>
</tr>
<tr>
<td>TOTAL</td>
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<td>17</td>
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</tr>
</tbody>
</table>

Semester Two (Spring):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Pre-requisite &amp; Co-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2254</td>
<td>Anatomy and Physiology II</td>
<td>3</td>
<td>Pre-requisite: BIOL 2252</td>
</tr>
<tr>
<td>ENGL 1111</td>
<td>College Writing I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PNSG 1150</td>
<td>Nursing Care of Adults</td>
<td>4</td>
<td>Pre-requisite: PNSG 1100, PNSG 1110, PNSG 1120, PNSG 1125 Co-requisite: BIOL 2254</td>
</tr>
<tr>
<td>PNSG 1160</td>
<td>Nursing Care of Women, Newborns, and Children</td>
<td>2</td>
<td>Pre-requisite: PNSG 1100, PNSG 1110, PNSG 1120, PNSG 1125 Co-requisite: BIOL 2254</td>
</tr>
<tr>
<td>PNSG 1170</td>
<td>Transition to Practice</td>
<td>1</td>
<td>Pre-requisite: PNSG 1100, PNSG 1110, PNSG 1120, PNSG 1125 Co-requisite: BIOL 2254</td>
</tr>
<tr>
<td>PNSG 1180</td>
<td>Psychosocial Nursing</td>
<td>2</td>
<td>Pre-requisite: PNSG 1100, PNSG 1110, PNSG 1120, PNSG 1125 Co-requisite: BIOL 2254</td>
</tr>
<tr>
<td>PNSG 1185</td>
<td>Clinical II</td>
<td>6</td>
<td>Pre-requisite: PNSG 1100, PNSG 1110, PNSG 1120, PNSG 1125 Co-requisite: BIOL 2254</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>
**PN Curriculum (3 semester options)**

<table>
<thead>
<tr>
<th>Summer (6 credits)</th>
<th>Fall (14 credits or 17 credits)</th>
<th>Spring (15 or 18 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2252 A &amp; P I (3 cr)</td>
<td>PNSG 1100 Foundations (4 cr)</td>
<td>PNSG 1150 Nursing Care of Adults (4 cr)</td>
</tr>
<tr>
<td>PSYC 2201 Developmental Psychology (3 cr)</td>
<td>PNSG 1110 Care of the Older Adult (2 cr)</td>
<td>PNSG 1160 Nursing Care of Women/Newborns/Children (2 cr)</td>
</tr>
<tr>
<td></td>
<td>PNSG 1120 Pharmacology (2 cr)</td>
<td>PNSG 1170 Transition to Practice (1 cr)</td>
</tr>
<tr>
<td></td>
<td>PNSG 1125 Clinical I (3 cr)</td>
<td>PNSG 1180 Psychosocial Nursing (2 cr)</td>
</tr>
<tr>
<td>*College Readiness (if indicated)</td>
<td>BIOL 2254 A &amp; P II (3 cr)</td>
<td>PNSG 1185 Clinical II (6 cr)</td>
</tr>
<tr>
<td></td>
<td>ENGL 1111 College Writing (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENGL 1111 College Writing (3 cr)</td>
<td></td>
</tr>
</tbody>
</table>

*College Readiness Courses: ENGL 0050 (3 cr), GTEC 0006 (3 cr), MATH 0080 (3 cr): If indicated per Accuplacer score, these courses must be completed summer semester before program start.

<table>
<thead>
<tr>
<th>Summer (9 credits)</th>
<th>Fall (14 credits)</th>
<th>Spring (15 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2252 A &amp; P I (3 cr)</td>
<td>PNSG 1100 Foundations (4 cr)</td>
<td>PNSG 1150 Nursing Care of Adults (4 cr)</td>
</tr>
<tr>
<td>PSYC 2201 Developmental Psychology (3 cr)</td>
<td>PNSG 1110 Care of the Older Adult (2 cr)</td>
<td>PNSG 1160 Nursing Care of Women/Newborns/Children (2 cr)</td>
</tr>
<tr>
<td>ENGL 1111 College Writing (3 cr)</td>
<td>PNSG 1120 Pharmacology (2 cr)</td>
<td>PNSG 1170 Transition to Practice (1 cr)</td>
</tr>
<tr>
<td></td>
<td>PNSG 1125 Clinical I (3 cr)</td>
<td>PNSG 1180 Psychosocial Nursing (2 cr)</td>
</tr>
<tr>
<td>*College Readiness (if indicated)</td>
<td>BIOL 2254 A &amp; P II (3 cr)</td>
<td>PNSG 1185 Clinical II (6 cr)</td>
</tr>
<tr>
<td></td>
<td>ENGL 1111 College Writing (3 cr)</td>
<td>ENGL 1111 College Writing (3 cr)</td>
</tr>
</tbody>
</table>
### Year One

**Fall Semester One- GENERIC option CAMPUS/DISTANCE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisite and Co-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2221</td>
<td>Microbiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOL 2252</td>
<td>Anatomy &amp; Physiology I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSYC 2201</td>
<td>Developmental Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 1110</td>
<td>College Algebra Introduction to Mathematics</td>
<td>3 Or 3</td>
<td></td>
</tr>
<tr>
<td>MATH 1930</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| ADNG 1000 | Foundations of Nursing                     | 6       | **Pre-requisite:** Admission to the program  
**Co-requisite:** BIOL 2221, BIOL 2252, PSYC 2201, MATH 1110 or MATH 1930 |

**TOTAL** 18

**Spring: Semester Two- GENERIC option CAMPUS/DISTANCE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisite and Co-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2254</td>
<td>Anatomy &amp; Physiology II</td>
<td>3</td>
<td><strong>Pre-requisite:</strong> BIOL 2252</td>
</tr>
<tr>
<td>CHEM 1100</td>
<td>Intro to Chemistry</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 1111</td>
<td>College Writing I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ADNG 1100</td>
<td>Pharmacology</td>
<td>3</td>
<td><strong>Co-requisite:</strong> BIOL 2254, CHEM 1100, ENGL 1111</td>
</tr>
<tr>
<td>ADNG 1150</td>
<td>Nursing I</td>
<td>4</td>
<td><strong>Co-requisite:</strong> BIOL 2254, CHEM 1100, ENGL 1111, ADNG 1200</td>
</tr>
<tr>
<td>ADNG 1200</td>
<td>Clinical I</td>
<td>2</td>
<td><strong>Co-requisite:</strong> BIOL 2254, CHEM 1100, ENGL 1111, ADNG 1150</td>
</tr>
</tbody>
</table>

**TOTAL** 18

**LPN Step-In option only – CAMPUS/DISTANCE Summer: Semester ONE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisite and Co-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADNG 1300</td>
<td>Transition to Professional Nursing</td>
<td>5</td>
<td><strong>Pre-requisites:</strong> LPN licensure, admission to LPN Step-In Program, Healthcare Provider CPR Certification</td>
</tr>
</tbody>
</table>
### Year Two

#### Fall: Semester Three- GENERIC option CAMPUS/DISTANCE

**LPN Step-In Semester two**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisite and Co-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2256</td>
<td>Advanced Physiology</td>
<td>2</td>
<td><em>Pre-requisite:</em> BIOL 2254</td>
</tr>
<tr>
<td></td>
<td>General Education Elective</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ADNG 2050</td>
<td>Advanced Skills</td>
<td>2</td>
<td><em>Pre-requisite:</em> ADNG 1100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Co-requisite:</em> BIOL 2256</td>
</tr>
<tr>
<td>ADNG 2000</td>
<td>Focused Populations</td>
<td>4 (Lect)</td>
<td><em>Pre-requisite:</em> ADNG 1100, ADNG 1150, ADNG 1200</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Co-requisite:</em> ADNG 2100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Co-requisite:</em> ADNG 2050, BIOL 2256</td>
</tr>
<tr>
<td>ADNG 2100</td>
<td>Clinical II</td>
<td>4</td>
<td><em>Pre-requisite:</em> ADNG 1100, ADNG 1150, ADNG 1200</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Co-requisite:</em> ADNG 2000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Co-requisite:</em> ADNG 2050, BIOL 2256</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>14</td>
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</tr>
</tbody>
</table>

#### Spring Semester Four- GENERIC option CAMPUS/DISTANCE

**LPN Step-In Semester three**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisite and Co-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 1201</td>
<td>Ethics or Bioethical Issues in</td>
<td>3 Or</td>
<td><em>Pre-requisite:</em> ADNG 2000, ADNG 2100, ADNG 2050</td>
</tr>
<tr>
<td>PHIL 2210</td>
<td>Contemporary Society</td>
<td>3</td>
<td><em>Co-requisite:</em> ADNG 2200</td>
</tr>
<tr>
<td></td>
<td>General Education Elective</td>
<td>2</td>
<td><em>Co-requisite:</em> ADNG 2050, ADNG 2250, BIOL 2256</td>
</tr>
<tr>
<td>ADNG 2150</td>
<td>Nursing II</td>
<td>3 (Lect)</td>
<td></td>
</tr>
<tr>
<td>ADNG 2200</td>
<td>Clinical III</td>
<td>4 (Lect)</td>
<td><em>Pre-requisite:</em> ADNG 2000, ADNG 2100, ADNG 2050</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Co-requisite:</em> ADNG 2150, ADNG 2250</td>
</tr>
<tr>
<td>ADNG 2250</td>
<td>Leadership</td>
<td>2</td>
<td><em>Pre-requisite:</em> ADNG 1100, ADNG 1150, ADNG 1200</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><em>Co-requisite:</em> ADNG 2100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Co-requisite:</em> ADNG 2050, BIOL 2256</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>14</td>
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</tbody>
</table>

Nutrition 2 (Goal area 6) (NTC-Goal area 3; not MN Transfer)
Intro to Sociology (Goal area 8)
College Writing II (Goal area 2)
Speech/Intro to Communication (Goal area 7)
Foreign language (Goal area 6)
(Can be any gen ed but must not be 1, 3, 4, 5, 9)
Choosing a Test Proctor

(Program Proctoring Guidelines)

What is a test proctor?

Online testing does not occur in a classroom, therefore, your instructor must entrust a proctor with this responsibility. A test proctor is a person who ensures your academic honesty and integrity. They assure that you have no books, notes, references, or cell phones while testing and supervise your course exams. The proctor will be provided passwords to permit access to online exams in a controlled environment.

How do I find a test proctor?

If you live within 60 miles of any college or university campus, you are expected to utilize a proctor at that campus. Students residing in Minnesota can view the following website for campuses with proctor services. Call the nearest campus testing center, learning center, or library to inquire about proctoring services. For students who live more than 60 miles from a college testing center, arrangements can be made with high school counselors or private/public library testing areas. Friends, relatives, and other students in the ASN program cannot serve as test proctors.

What should I consider when arranging a proctor and a testing site?

The proctor must have a business e-mail and postal address. “Yahoo” or “Hotmail” accounts will not be accepted. Be sure your proctor has a schedule that will accommodate yours. The proctor must be able to proctor exams in their business location. It is unacceptable for exams to be completed in a private home. Proctors must also be able to provide reliable uninterrupted computer and Internet access for a timeframe sufficient to complete the exam (generally no longer than 60-90 minutes). Testing must occur in a quiet, uninterrupted environment where the test proctor can visually supervise you throughout the testing period.

What responsibilities do I have as a student?

- Prior to the start of the semester, complete the “Proctor Form” on the D2L web site and submit it electronically to the Home Room D2L drop box. Faculty will verify your proctor to determine their suitability and may decline a proctor that they believe is unable to meet the testing expectations. If that should occur, you will be notified and asked to provide another proctor form with a more suitable proctor.
- One week prior to the first exam, check to be sure that your proctor has received the “Proctoring Letter” with the test passwords for each of your courses.
- **Make arrangements or appointments to take tests** according to the proctor’s policies (these arrangements should be made well in advance of the test due date).
- Follow all testing policies of your testing center and recognize that you are expected to adapt to their availability.
- Take the exam during the period of availability noted in your course calendar. Tests will generally be available over a one week period and must be submitted during the exam window to avoid late testing penalties (an automatic 10% deduction off of total possible points).
- The student is responsible for assuring the correct exam is taken by the correct due date.

Last revised 5.15.13
Nursing Program Organizational Structure

(Revised 07.29.13)

Jeanine Gangeness Dean of School of Nursing

Ruth Landt, Nursing Division Chair

Ruth Landt, Program Director

Cheryl Harms, Nursing Assistant Coordinator

Practical Nursing Faculty

Sandy Thole, Clinical Lab Assistant

Associate Degree Nursing Faculty

KEY:

Direct Supervisor

Direct Responsibility
These technical standards are required abilities for effective performance in MnSCU nursing education programs. The standards are compatible with the scope of practice as defined by the Minnesota State Board of Nursing. The examples show how a standard may be applied in entry-level nursing education programs. The examples listed are for illustrative purposes only, and not intended to be a complete list of all tasks in an entry-level nursing program.

Reasonable accommodations to meet standards may be available for otherwise program-qualified individuals with disabilities. Contact the college/university’s Disability Services Office as soon as possible for more information if you think you may need an accommodation for a disability.

<table>
<thead>
<tr>
<th>Capability</th>
<th>Standard</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTELLECTUAL</strong></td>
<td></td>
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<tr>
<td><strong>Cognitive Perception</strong></td>
<td>The ability to perceive events realistically, to think (clearly and rationally), and to function appropriately in routine and stressful situations. Learners must be able to independently and accurately assess or contribute to the assessment of a client</td>
<td>Identify changes in client health status Prioritize multiple nursing activities in a variety of situations</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Critical thinking skills demanded of nurses require the ability to learn and reason: to integrate, analyze and synthesize data concurrently. Learners must be able to solve problems rapidly, consider alternatives and make a decision for managing or intervening in the care of a client.</td>
<td>Able to make effective decisions in the classroom and in the clinical sites. Develop/contribute to nursing care plans that accurately reflect client concerns. Able to make decisions reflective of classroom learning in the clinical sites.</td>
</tr>
<tr>
<td>Capability</td>
<td>Standard</td>
<td>Examples</td>
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<tr>
<td><strong>MOTOR SKILLS</strong></td>
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<tr>
<td><strong>Motor Skills</strong></td>
<td>Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client</td>
<td>Position clients Reach, manipulate, and operate equipment, instruments and supplies e.g. syringes, sterile equipment, monitors Perform/use electronic documentation Lift, carry, push and pull Perform CPR</td>
</tr>
<tr>
<td><strong>Mobility</strong></td>
<td>Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client</td>
<td>Propel wheelchairs, stretchers, etc., alone or with assistance as available Transport supplies to client room Work around bedside with other personnel Lift a child Move and lift clients in and out of bed, wheelchair or cart Assist with transfer and walking of patients who may require substantial support</td>
</tr>
<tr>
<td><strong>Activity Tolerance</strong></td>
<td>Ability to tolerate lengthy periods of physical activity</td>
<td>Move quickly and/or continuously Tolerate long periods of standing and/or sitting</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>COMMUNICATIONS</strong></td>
<td></td>
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<tr>
<td><strong>Communication</strong></td>
<td>Communicate in English with others in oral and written form Able to communicate with clients and members of the health care team in order to plan and deliver safe care</td>
<td>Utilize oral and written communication skills sufficiently for teaching/learning and for interaction with others Read, understand, write, and speak English Explain treatment procedures Initiate and/or reinforce health teaching Document client responses Clarify communications received</td>
</tr>
<tr>
<td><strong>Interpersonal Relationships</strong></td>
<td>Interact with clients, families, staff, peers, instructors, and groups from a variety of social, emotional, cultural and intellectual backgrounds</td>
<td>Establish rapport with clients, families, and colleagues Respond in a professional/therapeutic manner to a variety of client expressions and behaviors</td>
</tr>
<tr>
<td>Capability</td>
<td>Standard</td>
<td>Examples</td>
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<tr>
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<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SENSES</td>
<td></td>
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</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to hear normal conversation and/or assess health needs</td>
<td>Ability to monitor alarms, emergency signals, auscultatory sounds e.g. B/P, heart, lung, and bowel sounds, and cries for help, telephone interactions/dictation Communicates with clients, families and colleagues</td>
</tr>
<tr>
<td>Vision</td>
<td>Visual ability sufficient for observation, assessment, and performance of safe nursing care</td>
<td>Observes client responses Discriminates color changes Accurately reads measurement on client-related equipment Read medication label Read syringe accurately Evaluate for a safe environment</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical assessment, inclusive of size, shape, temperature and texture</td>
<td>Performs palpation e.g. pulse Performs functions of physical examination and/or those related to therapeutic intervention, e.g. insertion of a catheter</td>
</tr>
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</table>

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<thead>
<tr>
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<th>Standard</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCHOSOCIAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychosocial Behaviors</td>
<td>Possess the emotional health required for full use of intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities</td>
<td>Demonstrate professional abilities of trust-worthiness, empathy, integrity, confidentiality Be able to change, and display flexibility Learn to function in the face of uncertainties and stressful situations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Standard</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVIRONMENTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Adaptability</td>
<td>Ability to tolerate environmental stressors</td>
<td>Work with chemicals and detergents Tolerate exposure to odors Work in close proximity to others Work in areas of potential physical violence Work with infectious agents and blood-borne pathogens Work in environments that may have allergens, such as latex.</td>
</tr>
</tbody>
</table>

A task force of representatives from nursing education in Minnesota developed these Technical Standards. Educational institutions represented were: Bemidji State University, The College of St. Scholastica, Lake Superior College, Itasca Community College, Rainy River Community College, Mesabi Range Community and Technical College, Hibbing Community College, and Riverland Community and Technical College. Adaptations were made from the Core Performance Standards of the University of Arizona, Minnesota West Practical Nursing Program, and Iowa Community Colleges. Presented to Minnesota Nursing Education Directors’ Association on 5/3/02, 1/24/03, and 4/4/03. Revised 10/11/02, 1/21/03, 3/28/03. Presented and revised by Minnesota Practical Nursing Education and Associate Degree Education Directors’ Association on 1/29/10.
Concerns and Appeals Processes:

The Student Admissions, Progression, & Concerns Committee (SAPCC) handles nursing program learner concerns and appeals. The SAPCC is designed to serve NTC’s nursing learners, faculty, and program when difficult admission, progression, or disciplinary issues arise that require complex decision-making. All decision-making will balance the program’s core values (caring, diversity, ethics, excellence, holism, integrity, and patient centeredness), mission, and policies with the college’s mission and policies.

Learner appeals related to nursing program processes should be addressed through the SAPCC. Faculty may also identify learner circumstances needing SAPCC consideration. Learners should communicate with faculty to resolve course-related disputes before filing an appeal. Learners who are not satisfied with the decision-making of program faculty or the SAPCC may submit their appeal to the Dean’s office for final action. Learners who think they have been unfairly assigned a grade have the right to seek remedy through the College’s designated Appeals and Grievances Process (Policy: Grade Appeals; DIN 3320-1-02). Appeals related to graduation, financial aid reinstatement, and college policies must also be submitted through the campus committee.
APPEALS ALGORITHM  
(updated 04/17/2014)

1. Discuss the grievance with appropriate course faculty.
   A learner will be allowed to appeal based only on: 1) the evidence presented did not support the decision; 2) there is new information that wasn’t considered in the case; or 3) the sanctions were not justified by the nature of the offense(s). This is in alignment with MnSCU policy.

2. A formal written letter is required to be addressed to the Student Admission, Progression and Concerns Committee. The request will include:
   A. Description of the request in 500 words or less
   B. Justification for the request
   C. Any documentation necessary to support the justification (catalog description, course content, resource manual/handbook, School of nursing website, etc.)

3. The Learner Grievance/Appeal Form must be submitted within the first 6 weeks after receiving the incidence, allowing 6 weeks for a response from the committee.
   Appeals filed during summer session will be reviewed as determined necessary by SAPC chairs.

4. A review of the appeals will occur at next scheduled meeting after the appeal has been formally filed. Students will be emailed the date and time of the meeting. Students will have 48 hours to either state they will accept or decline attendance at the meeting. In the event a student chooses to attend the meeting, they will have five minutes during the meeting to present their appeal.

5. The student will receive a formal letter describing the decision of the committee. The faculty and student advisor involved with the appeal will receive a copy of the committee's decision.

6. After SAPC committee has made their appeal decision and the student still has concerns regarding their appeal, it is then the student's responsibility to present their appeal/concern to the Bemidji School of Nursing Dean.
Learner Grievance/Appeal Form

A learner will be allowed to appeal based only on: 1) the evidence presented did not support the decision; 2) there is new information that wasn’t considered in the case; or 3) the sanctions were not justified by the nature of the offense(s). This is in alignment with MnSCU policy.

NAME: ________________________________________ STUDENT ID #_________________

Date: ___________________________ College: BSU_____ NTC_____

Street Address

City

State

Zip

Phone: ___________________________ Program/Major ________________________________________

Please respond to the following. Attach additional sheets if necessary. Describe your concern.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

What steps have you taken to resolve the concern?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

What action are you seeking to resolve this concern?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

******************************************************************************************

Office Use Only

Concern Received By: ___________________________ Date:_____________________________

What steps were taken to resolve this concern? (Attach notes from other staff if applicable.)

How was the concern resolved? Include dates of actions taken.

RETURN THIS FORM TO THE SAP CHAIR

Date of follow-up contact with learner: ________________________________
Integrity Policy per Northwest Technical College Handbook:

Northwest Technical College promotes the highest standards of academic integrity and the highest regard for truth and honesty. Violations of academic integrity include the following:

- The attempt by learners to present as their own any work not actually performed by them
- Collusion, fabrication, and cheating on examinations, papers, and other course-related work
- Stealing, duplicating, or selling examinations
- Substituting for others in class discussions or examinations
- Producing other learners’ papers or projects
- Knowingly furnishing false or misleading academic information to college officials on official college records
- Altering information on official college records

Violations of this policy are covered under the Learner Code of Conduct. In accordance with this Code, learners who, after due process, are found to have violated the Academic Integrity Policy, shall be subject to college sanctions that may include discretionary sanctions, including failure on assignments and/or examinations, suspension, or expulsion.

MN Nurse Practice Act

Nursing Program Disciplinary Policy

Program Probation

A learner may be placed on probation at any time during academic progress. The need for probation will be determined as situations warrant. Details will be specified in the probation statement. The probationary statement will be placed in the learner’s file.

NTC Probationary Status & Terms Application Process (updated 5-9-14)

1. Instructor promptly notifies the student of evidence of misconduct or critical incident:
   - *Misconduct* includes those violations listed in NTC Student Handbook
   - *Critical incident* includes, but is not limited to, unsafe practice, breach of confidentiality, lack of professionalism, lack of integrity, failure to follow parameters set forth by the clinical instructor.
2. Instructor will determine whether or not the student will be permitted to remain in the classroom/clinical area.
3. Instructor will implement the *Notice of Probationary Status & Terms* form with consultation with Program Director.
4. Instructor will implement the consequences as outlined below.
5. Instructor will review the completed *Notice of Probationary Status & Terms* with the student and place a copy in the student file.
6. Program Director will communicate to appropriate administrative personnel according to college policy as appropriate.

Consequences:

______ **First situation of documented misconduct or critical incident:**
   Failure of exam or assignment if applicable
   Implementation of probationary status for the duration of program enrollment
   Failure of all components of clinical evaluation for that date
   Implementation of probationary status for the duration of program enrollment

______ **Second situation of documented misconduct or critical incident:**
   Failure of the course
   Continued probation for duration of the program
   Formal filing of written complaint alleging student violation of student code of conduct will be submitted to the campus student services as per college policy 3310

______ **Third situation of documented misconduct or critical incident:**
   Student is asked to withdraw from the program for one semester
   Continued probation for duration of the program enrollment

cc: advisor file student
TERMS OF PROBATIONARY STATUS
08.20.08

Date of Probationary Notice: ________________________________

Learner Name: ____________________________________________

Assessment:
  Date of incident: _______________________________________

  Course: ________________________________________________

  Instructor: ______________________________________________

Faculty Description of Situation:

Learner’s Description of the Situation:

Plan:

Implementation:

Evaluation:

Signatures:

I ____________(learner) hereby acknowledge understanding of situation and consent to the probationary terms.

Learner Signature & Date: ________________________________

Instructor Signature & Date: ________________________________

Advisor Signature & Date: ________________________________

Program Director Signature & Date: __________________________

Handbook Last revised 04/18/14