

# ITASCA

## COMMUNITY COLLEGE

1851 East Hwy 169 Grand Rapids MN 55744



## Practical Nursing Program Student Handbook

**This practical nursing program is accredited through the  
Higher Learning Commission and approved by the  
Minnesota Board of Nursing**

**This Nursing Program is pursuing  
Candidacy status with CNEA**

**This Handbook is not intended to form a contract and these materials are subject to change at any time.**

**Last Edited June 2017**

## TABLE OF CONTENTS

|  | <u>Page</u>                            |
|--|--|
| General Information . . . . .                                      | 2                                      |
| Mission/Accreditation/Philosophy and Conceptual Framework. . . . . | 2-5                                    |
| Organizational Chart of Practical Nursing Program. . . . .         | 6                                      |
| Estimated Expenses / Finance, Loans & Scholarships . . . . .       | 7-8                                    |
| <b>Policies:</b> Admission Guidelines . . . . .                    | 8                                      |
| Selection Process . . . . .  | 9                                      |
| After Admission . . . . .  | 9-10                                   |
| Academic Achievement / Grading & Rating Scale . . . . .            | 11-14                                  |
| Satisfactory Progress Policy . . . . .                             | 11-14                                  |
| Test Policies . . . . .  | 12                                     |
| Clinical Facilities . . . . .                                      | 13                                     |
| Attendance Policy . . . . .  | 11-15                                  |
| Student Nurse Responsibilities . . . . .                           | 14-15                                  |
| School Closure . . . . .   | 15                                     |
| Academic Misconduct . . . . .                                      | 18                                     |
| Boundaries / Professional Misconduct . . . . .                     | 15-18                                  |
| Personal Appearance . . . . .                                      | 16                                     |
| Policy for Students with Disabilities . . . . .                    | 17                                     |
| Confidentiality / HIPAA / Social Media . . . . .                   | 17                                     |
| Student Civility Statement . . . . .                               | 18                                     |
| Course Descriptions. . . . .                                       | 21-23                                  |
| Nursing Textbooks . . . . .  | 23                                     |
| ICC English Department Writing Resources . . . . .                 | 23                                     |
| Library and Writing Resources . . . . .                            | 24-25                                  |
| Learner Outcomes . . . . .   | 26-29                                  |
| Graduation / Evaluation . . . . .                                  | 30                                     |
| Curriculum Integration Model . . . . .                             | 31                                     |
| <b>APPENDICES (1-6)</b> . . . . .                                  | 32-40                                  |
| <b>#1 Performance Abilities</b>                                    | <b>#2 Return to School Form</b>        |
| <b>#3 NLN Core Competencies</b>                                    | <b>#4 NAPNES Standards of Practice</b> |
| <b>#5 ANA Code of Ethics for Nurses</b>                            | <b>#6 QSEN Competencies</b>            |

**Lynette How, Practical Nursing Program Director Contact e-mail address - [Lynette.how@itascacc.edu](mailto:Lynette.how@itascacc.edu)**

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*This document is available in alternative formats to individuals with disabilities, consumers with hearing or speech disabilities may contact us via their preferred Telecommunications Relay Service.*

[ann.vidovic@itascacc.edu](mailto:ann.vidovic@itascacc.edu) 218-322-2433 or 1-800-996-6422.

Complaints should be directed to:

Bart Johnson Administration Building 218-322-2388    [Bart.johnson@itascacc.edu](mailto:Bart.johnson@itascacc.edu)

# ITASCA COMMUNITY COLLEGE

## PRACTICAL NURSING PROGRAM

### **GENERAL INFORMATION**

The Itasca Community College Practical Nursing Program, located in Grand Rapids, Minnesota, was established in 1963 and is approved by the Minnesota Board of Nursing. The ICC Nursing Program is currently working toward national accreditation from the National League of Nursing Commission for Nursing Education Accreditation (CNEA). For more information on CNEA and the accreditation process, visit <http://www.nln.org/accreditation-services/the-nln-commission-for-nursing-education-accreditation-> (CNEA).

One class of up to 40 students is admitted annually for Fall Semester start of nursing courses. (Nursing Assistant (or current on the MN DHS registry) and Health Professional CPR are part of the pre-program requirements, which must be completed before the start of the core nursing courses). Students will learn in a “web enhanced” model to accommodate the learner needs of face-to-face and distance options. ICC awards each graduate a Practical Nursing Diploma for the credits earned. Graduates of the practical nursing program are eligible to apply to the Board of Nursing to take the Computerized Adaptive Testing (CAT) National Council Licensure Examination (NCLEX-PN)<sup>®</sup> to become Licensed Practical Nurses (LPN).

This program is rich in clinical experiences. Foundational geriatric and psychiatric nursing experience is obtained with our partners in long term care facilities. The acute care facility partners’ sites are utilized for the majority of the medical-pediatric,-surgical, and obstetrical nursing experiences. Simulated experiences supplement the students’ education. Additionally, students may spend time in observational roles at various community-based facilities such as schools, home care, assisted living environments, and with mental health providers and clients to broaden and enhance their nursing education.

### **Itasca Community College Mission**

Itasca Community College is committed to providing accessible, high-quality education that empowers our learners to pursue meaningful lives and productive careers.

### **Itasca Community College Practical Nursing Program Mission**

The mission of Itasca Community College Practical Nursing Program is to provide qualified students an opportunity to acquire the knowledge and skills necessary to become licensed and function in the occupation of Practical Nursing.

This mission is driven by the philosophy and conceptual framework of the program.

A student comes to ICC PN Program with the motivation to be a Practical Nurse and will work to attain the body of knowledge and skills necessary to accomplish this goal with the facilitation of faculty. It is important that the student meet qualifying criteria by attaining passing placement tests at a benchmark level, be of good physical and mental health, and have no restrictions on their background check.

## **PHILOSOPHY AND CONCEPTUAL FRAMEWORK**

The philosophy represents the beliefs and values that practical nursing education should be made available within the area served by the college for qualified persons regardless of age, race, creed or sex and geographic location.

**Underpinnings and Beliefs** The PN Nursing Program believes that Practical Nursing (PN) is grounded in the biological, psychological, sociological, and spiritual sciences practiced under the supervision of a registered nurse or other qualified health care professional. Nursing is devoted to promoting, maintaining, and restoring the health of individuals. Licensed Practical Nurses (LPN's) care for diverse individuals across the lifespan in a variety of inpatient and community-based settings by providing safe, culturally sensitive, individualized patient/relationship centered care and by participating as a member of the health care team. The values are in line with the National Association of Practical Nurse Education and Services (NAPNES) and the National League for Nursing Commission for Nursing Education Accreditation.

**A. Humankind - Society – Health** The faculty believes that society is the totality of relationships among all human beings and that every person does not, or should not, lose their dignity or rights because they are sick or well, old or young, rich or poor, clean or unclean, criminal or law abiding. Further, each person has physiological, psychological, social and spiritual needs that must be met if they are to survive, grow and be productive. In health they are able to meet their needs through their own self-care efforts. When ill, they require assistance in meeting one or more of their needs. Because of lack of specialized knowledge and skills, each individual may require assistance to maintain an optimum state of health. (referenced from Orem's Theory of Nursing)

**B. Student – Education** The faculty believes that nursing, of which practical nursing is an integral part, is an art and a science dedicated to quality care through promotion of health, prevention of illness, and care of the sick.

It is our belief that the practice of practical nursing requires a certain body of knowledge and skills and that learning should progress from the simple to the complex and the known to the unknown. It is the belief of the faculty that those students who desire to increase knowledge and skills be supported in their career choice by building on previous knowledge and/or experience.

Professional values should guide student interactions with all. Interactions with individuals, both faculty and peers, should be positive and constructive. Within the clinical setting, interactions with faculty, staff, patients and families should reflect professionalism and patient-centered care. Students demonstrate professional behaviors by exhibiting accountability for their actions, identifying that they are the major determiner in the success of their education, and assuming responsibility for their work and behavior, in the classroom and during clinical experiences. Nursing Students demonstrate professionalism by upholding their commitments and by adhering to an established code of ethics.

Additionally, in nursing, we believe we are all life-long learners and promote progression in education through self-development or via formal education. This is a requirement of all nursing practice.

In that thought, we support education and career mobility through a multitude of ways. Access to education is critical and we offer several options for students to complete our program. Furthermore, once licensed, practical nurses can advance their education in a number of ways. Thus we support and participate in the state wide articulation agreement and are a member of and support the Itasca Nursing Education Consortium (INEC). This consortium provides an effective and economical approach to career mobility via an educational "ladder". This approach allows a person who satisfactorily completes a level to be eligible for licensure and to pursue further education if and when desired.

**C. Nurse – Nursing – Scope of Practice** The major roles of the LPN include provider of direct nursing care and contributing member of the nursing profession. As providers of care, LPN's contribute to the promotion of wellness; use nursing judgment in the identification of current and emerging patient problems and function as advocates for individual patients.

In addition, LPN's provide individual patient care through the use of established plans of care using evidence based information and resources, contributing to the nursing process and utilizing caring as essential tools. LPN's provide patient care through focused assessment, comparison and reporting of data, as well as potentially assigning other LPN's and assigning and monitoring unlicensed assistive personnel tasks, to provide safe, quality patient care.

LPN's recognize that teamwork and inter-professional collaboration among health care professionals is critical to delivering safe, quality patient care. LPN's participate in quality improvement by providing input into the development of policies and procedures and through activities performed in concert with other members of the health care team. Implementing established evidence based care, skill in informatics, and patient care technology is essential to the delivery of quality, safe, patient-centered care.

LPN's provide health care information utilizing an established individualized education plan and reinforcing information provided by other members of the health care team to achieve positive clinical outcomes.

Professional values guide interactions with individuals, families and the health care team. Practical Nurses demonstrate professional behaviors by exhibiting accountability for their actions, meeting the health care needs of patients, and assuming legal responsibility for the care they provide. Practical Nurses demonstrate professional identity by upholding their commitment to individual patients and thus the public, by adhering to an established code of ethics.

The MN BON LPN scope of practice can be found on following page. The full LPN and RN Scope of practice can be found on <https://mn.gov/boards/nursing/practice/topics/scope-of-practice.jsp> the Minnesota Board of Nursing website. The Licensed Practical Nurse, in summary, is prepared for two general roles:

- a. To provide direct patient care to individual patients in uncomplicated and relatively stable nursing situations with minimal supervision, as part of the health care team.
- b. To assist the registered nurse in providing nursing care to patients whose needs are more complex.

<https://www.revisor.mn.gov/statutes/?id=148.171> **Subd. 14. Practice of practical nursing.** The "practice of practical nursing" means the performance, with or without compensation of those services that incorporates caring for individual patients in all settings through nursing standards recognized by the board at the direction of a registered nurse, advanced practice registered nurse, or other licensed health care provider and includes, but is not limited to:

- (1) conducting a focused assessment of the health status of an individual patient through the collection and comparison of data to normal findings and the individual patient's current health status, and reporting changes and responses to interventions in an ongoing manner to a registered nurse or the appropriate licensed health care provider for delegated or assigned tasks or activities;
- (2) participating with other health care providers in the development and modification of a plan of care;
- (3) determining and implementing appropriate interventions within a nursing plan of care or when delegated or assigned by a registered nurse;
- (4) implementing interventions that are delegated, ordered, or prescribed by a licensed health care provider;
- (5) assigning nursing activities or tasks to other licensed practical nurses (LPNs);

- (6) assigning and monitoring nursing tasks or activities to unlicensed assistive personnel;
- (7) providing safe and effective nursing care delivery;
- (8) promoting a safe and therapeutic environment;
- (9) advocating for the best interests of individual patients;
- (10) assisting in the evaluation of responses to interventions;
- (11) collaborating and communicating with other health care providers;
- (12) providing health care information to individual patients;
- (13) providing input into the development of policies and procedures; and
- (14) accountability for the quality of care delivered, recognizing the limits of knowledge and experience; addressing situations beyond the nurse's competency; and performing to the level of education, knowledge, and skill ordinarily expected of an individual who has completed an approved practical nursing education program described in section 148.211, subdivision 1.

## **Organizational Chart**

### **Itasca Community College \* Practical Nursing Program**

#### **Provost/Chief Academic Officer**

Bart Johnson

#### **Dean of Student and Administrative Services**

Richard Kangas

#### **Practical Nursing Program Director/Faculty**

Lynette How MSN, BFA, RN

#### **Practical Nursing Instructors**

Sue Aldrich MSN, NP-C Coordinator/Faculty

Renee Cole MSN, RN - Faculty

Amber Carlson BSN, RN Pursuing Master's Degree

Rachel Unger MSN, RN

Donita Ettestad, MS, RN

Greta Crowe RN Clinical Lab Assistant

#### **Nursing Assistant/Home Health Aide Faculty and Coordinator**

Heidi Shinabargar, MS. Ed, RN

#### **Other people on campus:**

Bookstore – Faith McBride

Counselors –Becky Niemi, Brenda Fairchild, / Brad Krasaway - Advisor RRCC

Financial Aid – Nathan Wright / Sarah Lee Assistant

Library – Steve Bean

Maintenance & Grounds – Chad Haatvedt

Multicultural Student Affairs – Harold Annette

Services to Students with Disabilities – Ann Vidovic

Student Support Services – Ann Vidovic

Academic Resource Center Counselor – Becky Niemi, Ann Vidovic

Learning Skills/ Writing Center – Cole Perry

Computer Services – Chad Haatvedt, Todd Crow

Testing Center – Elizabeth Gillman

Student Success Coordinator & Interim Director of Residential Living - Weldon Braxton

The entire staff directory can be found at

<http://www.itascacc.edu/about-itasca/directory/staff-directory.html>

**2017-2018 ESTIMATED EXPENSES**

| Expenses   | Fall           | Spring         |
|--|----------------|----------------|
| <b>Tuition and Fees</b> (based on 16 credits)  | \$3,200        | \$3,200        |
| <b>Books, ATI Bundle, Materials Lab Kit</b>  | \$1800         | \$700          |
| <b>ICC Emblem Uniform / Nurse's White Scrub Jacket / White Shoes / Stethoscope/Transfer belt / Watch / Bandage Scissors / Notebooks / Pens / Highlighters</b>  | \$300          |                |
| <b>Liability Insurance – general coverage paid by ICC</b>  |                |                |
| <b>State Board and NCLEX Testing (Boards)</b>  |                | \$305          |
| <b>ICC Nursing Pin</b> (Official Gold & Sapphire) - Optional<br>(All current nursing students participate in pinning and receive an alternate pin at no cost.) |                | \$50,<br>opt.  |
| <b>TOTAL</b>   | <b>\$5,312</b> | <b>\$4,205</b> |

**Other Expenses:**

Minnesota Department of Health background study completed between July 5<sup>th</sup> and August 1<sup>st</sup> prior to fall start. Expenses for specially arranged clinical, field trips or other student endeavors, travel or overnight stays, subscriptions to professional magazines and membership fees for various organizations, etc., should be anticipated and are the responsibility of the student. Costs and fees are estimated and subject to change as circumstances indicate. Students will be notified as soon as possible of changes. The cost of the Nursing Entrance Test (TEAS) will be the responsibility of the student and payment will occur directly to [www.atitesting.com](http://www.atitesting.com), upon online registration. A score of **50%** in the category of **basic** on the TEAS exam is a pre-program requirement. The test may be taken two times. The cost of the State Board Registration and NCLEX Testing is a final expense related to the Program, and will occur in the Spring Semester and at the expense of the student.

**FINANCE, LOANS, AND SCHOLARSHIPS**

Information and assistance in securing financial aid, grants, and work-study is provided by the Financial Aid Department. A number of scholarships are available. If financial difficulties are anticipated, you should contact the Financial Aid Department when you apply to the program so the proper application forms are completed.



A payment program, FACTS/ NelNet, is available to students also. Tuition must be paid in full, or arrangements made through Financial Aid or FACTS, before the 5<sup>th</sup> day of class or the student will be dropped for non-payment.

Financial Aid is calculated for the entire semester. If a student withdraws before completion of the semester or is unable to progress in the nursing program, there may be serious concerns regarding your Financial Aid eligibility and/or repayment of funds. Contact your Financial Aid Advisor immediately.

Loan Forgiveness Information at <http://www.health.state.mn.us/divs/chs/loan.htm>

## **ADMISSION GUIDELINES**

### **Credentials Upon Entrance**

- Education:** (1) High school graduation with satisfactory achievement or:  
    Passing score on the General Education Development Test (GED) or:  
    PSEO student approved by the PN Director  
(2) Successful completion of all pre-program requirements

**Health:** Good physical and mental health.

**Personal characteristics:** Integrity, good moral character, sound mental health, ability to get along with others, and freedom from chemical dependency and prosecution.

## **APPLICATION PROCESS**

**Responsibility for a complete application rests with the applicant.** Only complete applications will be considered by the Admission Committee. If you wish to know if materials have been received, contact Student Services.

**Students are accepted provisionally until all coursework, TEAS and background requirements are met.**

### **Apply to ICC – Complete Pre Program Requirement**

1. Students must first apply to Itasca Community College. The online application can be found at <https://webproc.mnscu.edu/adm/public/studentWelcome?campusId=144>.
2. Send high school or GED and formal college transcript to Student Services at ICC.
3. Make an appointment with Becky Niemi, ICC Practical Nursing counselor. This appointment may be scheduled as a telephone appointment or campus appointment.
4. Review the ICC Practical Nursing program planner to ensure completion of all requirements before program start.
5. Complete the Academic Assessment Test (Accuplacer). Students with low scores will be required to satisfactorily complete the recommended developmental courses before admission into the nursing program.

### **Apply to the Nursing Program**

6. For the following fall semester start, submit the one page ICC Nursing Application to ICC Admissions **between September 1 and February 28 for priority status.** Applicants missing the deadline may still apply and be considered for the program. The date of application will rank the candidate initially. The submission date of an adequate TEAS score will rank candidates after the priority deadline for spots in the program. The Nursing application is found on the Itasca Community College website <http://www.itascacc.edu/academics/area-ofstudy/practical-nursing.html>
7. Applicants will be enrolled in a no charge, online PN Application Portal “course” in D2L further

instructions can be found there. Items to be submitted include the TEAS results and Student Pre-requisite Planner.

8. Schedule your TEAS test (at a testing center) and score at least a 50% on a Nursing Assessment Pre-Entrance Exam (TEAS). This test is designed to help the student identify areas of challenge they may encounter during their practical nursing education so they may explore ways to assist them in the acquisition of their nursing knowledge. Those students not attaining the cut score of 50% can retake the exam once for consideration of selection to the program. Students without TEAS score submissions by the priority deadline of February 28 will forfeit that portion of the ranking criteria in the selection process and this may result in not being accepted or placed on the waiting list..
9. The TEAS test will be offered at the ICC testing center at scheduled times throughout the year. To view the schedule go to ICC Home>>On-Campus Services>>Testing Center. The student will register online at [www.atitesting.com](http://www.atitesting.com) to take the test, paying the ATI site and scheduling a site preference at that time. Go to the ATI testing website to check on other testing sites and dates.
10. Applicant will be evaluated after February 28<sup>th</sup> and notified by letter.
11. Applicants who meet the criteria after the maximum class size of 40 has been reached, will be notified that their name has been placed on the waiting list.
12. Applicants who do not meet the acceptance criteria or did not complete the application requirements in the D2L Application Portal may be placed on the waitlist or reapply for admission to a later class the following year (September 1-February 28) if deficiencies have been corrected.
13. The acceptance of transfer of general academic courses will be determined by the Registrar's Office.
14. In compliance with HEW regulations 84.42 section 504, the required physical and dental exam is not part of the selection of students. However, after provisional acceptance, students are required to submit results of a physical and immunization records, as well as a Tuberculosis (TB) Screening/Mantoux test, self-reported dental health, and a criminal background study (refer to "After Admission" Section). Students must be in compliance to be eligible to be at our clinical facilities. Lack of clinical eligibility will prevent progress in the program.

#### **AFTER PROVISIONAL ACCEPTANCE (and-Waiting List Candidates)**

**You will be enrolled in a no-charge, PN Program Orientation "course", to dropbox further required forms prior to fall orientation. Some documents from the application course will need to be resubmitted. This is due to requirements from our clinical partners. Incomplete submission of requirements are subject to releasing your spot in the program, you may re-apply the following September 1.**

- TEAS Results
- Health Care Provider CPR Card front and back (Not to expire prior to graduation)
- MN DHS Registry letter
- Health Form
- MN DHS Background Study with Fingerprinting
- American Data Bank (Complio) verification of MIIIC Immunization Form and or actual Lab Titers results documents. Documentation of negative Tuberculin (TB) Screening i.e. Mantoux Results, Gold Quanteferon TB blood test. The results must be current and documented within three months of starting the core nursing courses (not to expire prior to June of graduating year.

#### **General Responsibilities:**

All students shall pursue the required course of study and conform to all regulations and policies set forth by Itasca Community College and affiliating educational and clinical facilities. It is expected that the student will be courteous and considerate toward instructors, classmates, clients and associates, as well as clinical facility staff and providers (refer to ICC Student Handbook and Policies) at all times.

Any illegal behaviors, dishonesty or breaches of academic integrity by a student, or between students, will be investigated and consequences will be determined by the Nursing Program (faculty and director)

in conjunction with ICC Policies and Administration. Continuation in the Nursing courses and program may be jeopardized.

**Health Insurance:**

It is recommended that each student carry his or her own healthcare insurance. Each student is responsible for his or her own health care expenses.

**Liability Insurance:**

All students must carry liability insurance as established by the college. This insurance is provided through the Community College System at a rate of \$12 per year. Students who carry their own additional liability insurance policy must present a copy showing the amount of coverage and dates in effect to the director of the program before the first clinical day.

**Student Physical and Mental Health:**

Physical exam form (download from orientation course) dropbox to PN Orientation “course” after completion and use it to complete the survey found in Assessment >> Surveys >> Health Form and Immunizations. Entering students must submit the MIIC and or titer reports and review of immunizations to Complio American Data Bank for verification. A negative Gold Quanteferon TB blood test, Mantoux test or a chest x-ray result is required. Immunizations must include a positive Rubella and Rubeola titer. (If you have a negative titer, you must receive an immunization or have a statement from your physician excusing this.) Hepatitis B and Influenza vaccines are strongly encouraged for the student’s own health and protection. Some clinical facilities have PPE policies that will be applied to the student if the influenza vaccine is declined (i.e. required to wear mask at all times). Declination forms are available.

Students must meet policy requirements of the health care agencies to which they are assigned. Failure to comply with these requirements may result in facilities not accepting the student for clinical and therefore failure to progress in Program. Documentation of health and background study requirements may be shared with clinical partners if requested or required.

Students must maintain physical and mental health throughout the program. If a student manifests a potential or existing physical or mental health problem (including pregnancy) in the judgment of a nursing instructor or program director, the student may be required to consult a health care professional for appropriate evaluation and/or treatment and to present evidence of good health with no restrictions as a requisite for remaining or re-entering the nursing program. **Students receiving emergency care or other health services of these agencies will be responsible for charges incurred.**

**Exposure to Blood or Body Fluids:** The risk of acquiring Human Immunodeficiency Virus (HIV) infection from an HIV antibody positive patient following a single needle puncture or through blood or other body fluid contact with non-intact skin or mucous membrane surfaces is less than 1% based on current available data relating to such occurrences. If a student is exposed in this manner it is the responsibility of the student to immediately report the exposure to the instructor. An incident report must be completed and the student must immediately contact their personal physician to identify post-exposure evaluation and follow-up. As with all other student health care issues, the cost of care is the responsibility of the student.

**CPR for the Healthcare Provider:** Students must have current adult, child and infant CPR certification, including AED throughout the program (not to expire prior to June of graduating year).

**CRIMINAL BACKGROUND STUDIES:** An integral part of the nursing program is the clinical portion. To provide this experience, the college contracts with local clinical facilities. To meet the requirements for persons working at their facilities, a criminal background study will be initiated. A facility could use the

results to refuse to accept you at its facility. If you decline to participate in the criminal background study, or fail the criminal background study, **you will not have met program guidelines and you will be terminated from the nursing program.**

The student must complete his/her background study between July 5<sup>th</sup> and July 31<sup>st</sup> individually accessing, submitting and **paying for the study**. Your results will automatically be sent to you and the ICC Nursing Program. Additional information and detailed directions will be made available for nursing students in the PN Orientation course.

Access Background Site: <https://bgs.dhs.state.mn.us/a/Login.asp>

**Facility ID** - 900083

**User ID** - PN Students

**Password** - ICCPN1

These are **case sensitive** and there is a **space between PN and Students** in the User ID.

For Detailed instructions on the process, see the ICC Nursing Web Page hyperlink:

ICC Home Page>>Programs and Majors>>Health Care Career

Once completed, notify the program director via e mail that it was submitted.

### **SATISFACTORY PROGRESS POLICY**

**General education classes** and pre-program requirements must be satisfactorily completed, with a C or better, before enrolling in the practical nursing courses. Admission to the PN courses will be based upon application date and completion date of these classes. A passing grade of C is required in all general education and nursing courses listed in the Curriculum Program Design Sheet. **A grade of C- is not considered a passing grade. Beginning July 1, 2017, overall 2.5 GPA is required in pre-requisite courses.**

**Nursing courses:** Successful completion of nursing courses taken in each semester is necessary to progress to the next semester. First, exam averages (in courses with exams other than AT proctored) must achieve a 78.0% in each course. If the exam average threshold has been met, the assignment points will be factored in. An 80% or "B" is required to progress in ICC Practical Nursing (PRNU) core coursework. A student who fails to attain 80% in a nursing course will be dismissed from the program and given the opportunity for one final attempt at the program.

**90-100% = A**

**80-89% = B must be at or above 80% in each course to pass or progress**

**70-79% = C**

**60-69% = D**

**< 60% = F**

- Students are encouraged to proactively notify their advisor or the Program Director of situations that may impact the student's ability to successfully participate in classes or clinical courses.
- A student who fails to attain a 78% in exam average or 80% overall any of the nursing courses will be dismissed from the program.
- Exams and assignments to be made up in a timely manner and arranged with Instructor. Time for taking a make-up examination is to be **arranged mutually** by the student and the instructor **within two (2) days** of the student's return to school. It is the student's responsibility to initiate this arrangement. Failure to do so or failure to take the make-up exam within 10 days of the scheduled exam date may result in a zero for the examination. The make-up exam may differ

from that exam given on the scheduled exam days.

- The Testing Center or Nursing Faculty will be utilized to administer make-up tests. The student will need to schedule her/his own test time and communicate the retake arrangements promptly and clearly to the Instructor.
- ***Any test not taken on the scheduled date and time will have percentage points deducted (at least 5%).*** All assignments not handed in on the due date will be considered late. ***Late assignments will result in a lowered grade (by at least 5%) and will continue to be deducted up to 5% per day late.***

### Testing Environment / Academic Integrity

- No cell phones, pagers, complex calculators, food, beverages, purses, book bags, or backpacks, etc. are allowed at the student's immediate area when testing. Nothing is to be brought to the testing environment, unless indicated by the Instructor. Scratch paper will be provided and collected before leaving exam area.
- Students should provide for personal needs before exams and may not be allowed to return to the exam having left the exam setting.
- The ICC students that will be using the off-site proctor privilege will be required to submit documentation of securing at proctor site at a MnSCU college testing center for the entire semester. Alternate testing sites may be approved on a case-by-case basis by the distance coordinator. All students will be required to provide documentation of that proctors sites hours. When presenting for exams, students will be asked to provide a valid picture ID and agree to fully comply with the requirements of the testing center. Loss of privileges at a testing center due to student behavior or non-compliance may result in students being required to come to the ICC campus for all exams.
- All coursework, exams and assignments are to be entirely completed independently by the student unless specifically directed by the instructor. There is no tolerance for academic dishonesty (see ICC Policies).
- At the instructor's discretion, a student may be asked to retake an exam, an alternate exam or come to campus to take an exam. Additionally students may be asked to resubmit assignments and/or be given a zero for substantially late submissions, or assignments that are not completely their own work.
- Potentially student may be terminated from the Nursing Program for failure to comply with all of the above requirements.

**Clinical:** Sites have the right to refuse to have a student on-site. This may result in the inability to complete the PN Program.

- Students must meet all the requirements of each clinical rotation to progress on to the next rotation. This means students may need to do remedial work in the Lab, resubmit any paperwork that achieved a less-than 80% score, complete a dosage calculation test, attend mandatory clinical orientation and clinical seminars and make up all missed clinical experiences, possibly at the student's expense.
- A student's performance at clinical is graded on a 1-10 scale correlated to the clinical evaluation rubric. A clinical performance grade below 8 (B) – is a provisional grade and acceptable at the outset of the course, however students are expected to consistently achieve an "8" or above before the end of the course. If a student receives a grade less than an 8 for any component of a clinical day it may be considered a "strike" or warning. **Generally** a student will have a maximum of 3 strikes or warnings **per semester** (not per rotation).
- Following the first strike, the situation will be discussed with the student and a corrective plan will be initiated by the student and must be approved within 24 hours. If the student has a second strike the student will be formally counseled and the maximum score the student can

receive for the course is a B or 80%. If a student has a third strike they may be placed on a conditional status or dismissed from the program.

- However, **any** single individual severe or intentional error may be grounds for disciplinary action, up to and including termination from the program.
- The progress of each student is reviewed and evaluated throughout the semester and at the end of the semester. Review includes scholastic achievement, quality and safety of nursing practice, health, conduct, attitude including professionalism and civility. The faculty may recommend terminating the student's enrollment if the review shows evidence of lack of any of the qualifications necessary for safe nursing practice.

**Clinical Absence:** All clinical absences must be made up, one excused absence, related to illness or personal emergency, per Semester, is allowed without having to pay for the make-up day. Make up clinical days beyond one excused illness and any unexcused absences will be made up at the student's expense, and instructor's convenience, before progressing on in the program. Excessive absenteeism or inability to complete make up assignments and clinical in a timely manner will result in the dismissal from the program.

If you have an excused absence on a clinical day, call the clinical site **and** the instructor **at least one hour before** you are expected to be there. Clinical make-up-day-expenses must be paid, in the ICC Business Office, prior to the assigned make-up day. All missed clinical days need to be approved by faculty, and made up.

In case of a serious illness or accident, or changes in medical conditions, a doctor's written release with "NO Limitations" is needed in order to continue in the program. **See Appendix #2.**

Unexcused absences include tardiness and pre-clinical work deficiencies. Students with this behavior will earn a strike, stay at the clinical site, have an alternative assignment and will not provide direct patient care.

**FREQUENTLY UTILIZED CLINICAL FACILITIES**

Students who are unable to attend an assigned clinical experience are required to notify the unit where they are assigned at least one hour before clinical is to begin so patient care may be reassigned.

|   |  |
|---|--|
| Evergreen Terrace<br>2801 South Pokegama Avenue<br>Grand Rapids MN 55744<br>218.326.3431                        | Essentia – Deer River<br>1025 NE 10 <sup>th</sup> Avenue<br>Deer River MN 56636<br>218.246.3011 Hospital 218.246.8275 Clinic |
| Grand Village<br>923 Hale Lake Pointe<br>Grand Rapids MN 55744<br>218.326.0543                                  | Meridian Medical Clinic<br>1542 Golf Course Road<br>Grand Rapids MN 55744<br>218.999.7000                                    |
| Homestead Living & Rehabilitation Center<br>1002 Comstock Drive<br>Deer River MN 56636<br>218.246.3007          | Itasca Surgical Center<br>1542 Golf Course Road<br>Grand Rapids MN 55744<br>218.327.7973                                     |
| Grand Itasca Clinic & Hospital<br>1601 Golf Course Road<br>Grand Rapids MN 55744<br>218.326.3401 / 218.999.1000 | Bigfork Valley Hospital<br>258 Pine Tree Drive<br>Bigfork MN 56628<br>218.743.3177   |
| Falls Good Samaritan Care Center<br>1402 Hwy 71<br>International Falls, MN 56649<br>218.283.8313                | Rainy River Medical Center/Hospital Campus<br>1400 Hwy 71<br>International Falls, MN 56649<br>218.283.4481                   |

**Simulation Lab Testouts:** Students will have three opportunities to pass any simulation return demonstration. If a student is not successful passing a return demonstration after two attempts, the student must provide the instructor with documentation of remediation. If the student is unsuccessful passing the return demonstration on the third attempt, the student will be withdrawn from the nursing course and dismissed from the program.

**Medication Competency Testing:** Nursing medication / math competency will be tested throughout the Practical Nursing Program with its final administration occurring prior to the beginning of Integrated Practicum clinical experiences. All students have three attempts to achieve a 100% on the Competency Test. Failure to achieve a 100% on the test after three attempts may result in student withdrawal from the nursing course and therefore dismissal from the program.

**ATI: Assessment Technology Institute:** Students purchase a complete ATI program with proctored and un-proctored assessment tests, study modules with didactic and video material related to topics identified. The cost is divided over two semesters and the students must have purchased this at the ICC bookstore on or before the orientation day. Remediation information will assist the student with knowledge and to identify areas of strength and weakness. Proctored ATI assessments will be scheduled on-campus for each course. Although these assessments do not account for a large percentage of each grade, they are a mandatory piece toward program progression. Most of these exams will be in spring semester. A live review will be provided during the last weeks of the program. The ATI Live review is based on the group's collective performance - comprehension in relation to the NCLEX-PN test plan, nursing process, critical thinking and priority setting. **The review course is considered a required part of the program and is paid for as part of the ATI package. Attendance is mandatory and a requirement for passing the Integrated Practicum course.**

**Re-entry to the program** Students who are not successful must re-apply to the program following the application process. Submit the one page application between Sept 1 to Feb 28, if a student is not successful after priority deadline should still reapply and will be ranked in order of application, and accepted dependent on space availability. All returning student must fulfill the current application requirements Readmission is not guaranteed.

- A returning student may have a remedial action plan. Availability of space may impact acceptance for spring returns. All requirements for clinical sites must be updated and met.
- Students who do not successfully complete a course must repeat the coursework and the semester clinical courses in order to meet the requirements of the Practical Nursing Program.
- Students withdrawing in any course will be required to withdraw from clinical at the same time.
- Students must successfully complete each clinical rotation before progressing to the next rotation. This includes completion of all clinicals and earning at least 80% on all clinical paperwork.
- Any student who does not complete the program must reapply and may or may not be readmitted at the discretion of the faculty and/or an available spot in the program. (See Satisfactory Progress Policy for more specific information regarding the return to the Program.)
- If a student is readmitted and begins the following year, courses passed at a satisfactory level will not have to be retaken. A student who is out of the Program for one year or more, will be required to retake all coursework and will follow the current policies of admission to the Program.
- A returning student who does not successfully complete the Nursing Program will not be considered for future readmission.

**Integrated Practicum: Students must successfully complete all program requirements before progressing into Integrated Practicum.**

## **STUDENT NURSE RESPONSIBILITIES**

1. **The student is ultimately responsible for their success in the Nursing Program.** They must keep in contact with Instructors and the Director about any circumstance that may challenge their success. In addition, they may seek additional educational resources from any of the counselors, the testing center, disabilities coordinator and the program CLA tutor.
2. Transportation to class, clinical and outside experiences is managed by the student. Lack of transportation will not be considered an excused absence for clinical or classroom.
3. It is unsafe for an individual to work a night shift prior to a clinical day. If this situation is discovered, the student will be sent home from clinical and this would be an unexcused absence.
4. Attendance at orientation sessions to the program, scheduled lab, exams and clinical are **mandatory**. Attendance at pre-clinical is also **mandatory** to gather information related to clinical assignment and prepare safe delivery of care during the clinical experience. Students will be prepared for clinical assignments and may be sent home with an unexcused clinical absence because they will not be prepared to provide safe care to patients.
5. The student demonstrates accountability within the Nursing Profession's legal and ethical roles.
6. The student demonstrates accountability in personal and professional development.
7. Under **NO** circumstances are children to accompany the student to clinical practicum sites, nursing skills labs. This is in the interest of safety and confidentiality.
8. Students will arrive to proctored exams and be ready to begin on time. Once the exam has started, no disruptions will be allowed in the computer room. Late arrivals will re-schedule the exam in an alternative location and earn a 5% deduction at minimum.
9. Disruptive in-class behavior, as interpreted by faculty or by other students, will not be tolerated. This includes but is not limited to tardiness, leaving class early, working crossword puzzles, reading the newspaper, sleeping, talking to other students, unacceptable use of your laptop, and using a cell phone. Disruptive students may be asked to leave the classroom. Please keep in mind your future as health care professionals and treat our classroom space as you would any other professional setting.
10. If you choose to use a Laptop or electronic devices/phones during class you must refrain from instant messaging, e-mailing, surfing the Internet, playing games, writing papers, doing homework, etc. while in class. Acceptable uses of your Laptop or electronic devices include taking notes, following along with the instructor on PowerPoint, with demonstrations, working on assigned in-class activities, projects, and discussions that require their use. It is easy for your electronic devices to become a distraction to you **AND** to those around you. Unacceptable uses will result in the loss of this privilege in a course or courses.
11. Instructors will establish their own attendance policies for classroom instruction. Reoccurring absences or tardiness in mandatory sessions may result in dismissal from the program.
12. Students **must attend** the mandatory clinical orientation session(s) and clinical seminars in order to progress in the program.

## **SCHOOL CLOSURE**

School closures and/or class cancellations by College Administration will be communicated by various means. Students should sign up for Star Alert (a text message system), listen to local radio stations such as: KAXE (91.7 FM) or KOZY (1320 AM), or you may check D2L if there is a winter storm. School closure and class cancellations should be announced by 6 a.m. If the storm occurs on a clinical day and you must leave home before that time, call your clinical instructor. If clinical is canceled during the day, it will also be canceled for the PMs, and you will be notified by your instructor.



**\*\*ICC and RRCC class cancellation or campus closure is independent of any Minnesota or other School District. This means you need a back-up child care plan if your child's school district cancels classes and ICC/RRCC does not.**

## **PERSONAL APPEARANCE**

**Personal appearance reflects attitude and professionalism.**

Always appear neat and appropriately well groomed.

Good personal hygiene is essential. Use deodorant, bathe daily and practice good oral hygiene. Male students must be clean shaven. Religious practices may be discussed with the director prior to clinical.

Students will be expected to wear the appropriate student uniform, including their name tag, whenever they are in the clinical area, this includes pre-clinical. **The instructor has the right to dismiss students from clinical if the students do not present a professional appearance.**

### **Female Students**

- Skirt - Cherokee Caribbean blue below-knee length
- Top - Cherokee Caribbean Blue, short-sleeved, uniform top with ICC PN logo
- Pants - Cherokee Caribbean Blue, shoe-length uniform pant
- Jacket - White cover jacket (Scrub jacket, not lab coat or physician coat)
- Shoes - Clean white shoes, laces and white hose/stockings. Low-top, leather tennis shoes may be worn if they **are mostly all white** without a lot of colored name brands or insignias and **only used for clinical**. All shoes must be solid no open areas (toes or heels).

### **Male Students**

- Pants - Cherokee Caribbean Blue, shoe-length uniform pant
- Top - Cherokee Caribbean Blue, short-sleeved, uniform top with ICC PN logo
- Jacket - White cover jacket (Scrub jacket, not lab coat or physician coat)
- Shoes - Clean white shoes, laces and white hose/stockings. Low-top, leather tennis shoes may be worn if they **are mostly all white** and without a lot of colored name brands or insignias and **only used for clinical**.

1. Uniforms must be clean, white/bright, pressed and complete which includes name tag, stethoscope, pen, nurse's watch (has a **moving or "sweep" second hand**, not digital) scissors, and transfer belt.
2. Students are not to wear their uniform in public except when going on or off duty. Bring street clothes if you need to run errands after clinical.
3. Hair must be clean, neatly arranged and off the collar. Long hair may be worn in a braid a simple contained fashion. Hair is to be of natural hues only with no added threads or ornaments. Religious hair attire should be discussed with the director prior to clinical. Extreme make-up may not be worn while in the clinical area. No perfume, cologne, or scented lotions or sprays may be worn.
4. Keep fingernails **clean and short**. Clear, light, un-chipped nail polish is acceptable. No artificial nails.
5. The only jewelry to be worn on the clinical area will be a wedding band, medical I.D. bracelet and nurse's watch. One pair, of pierced stud, earrings is acceptable. Other visible pierced rings/studs are not permitted.
6. **Tattoos must be fully covered by clothing tattoo make up, or bandage(s)**. The only tattoo exceptions are a medical alert bracelet or hand tattoos. Discuss with director if questions.
7. Students are not allowed to chew gum, eat, or drink beverages in the clinical area, except on breaks/lunch in designated areas.
8. Most health care facilities, and the college campuses, are totally tobacco free. This means no smoking on campus grounds and specifically no smoking during any clinical shift, not on lunch or other breaks. Smoking odors must be eliminated before giving patient care. Students are expected to comply with these criteria.

9. No visiting of friends, relatives or others during clinical hours will be allowed, nor are students allowed to leave the clinical site during clinical.
10. Cell phones and pagers must be **OFF** during all theory and clinical courses. Phone calls should only be made during break and lunch time. Emergency phone calls are the only ones to be received during clinical.
11. Some clinical experiences occur off-site (school or pre-clinical) and professional, conservative dress clothes with name tag and scrub jacket are required.

### **POLICY FOR STUDENTS WITH DISABILITIES**

Students with verified disabilities may be eligible to receive accommodations. Accommodations are available through the Office for Students with Disabilities located in the Backes Center 14 at ICC. It is the responsibility of students with verified disabilities to request assistance each semester. Ann Vidovic – Director of the Office for Students with Disabilities can be reached at 218-322-2422 or [ann.vidovic@itascacc.edu](mailto:ann.vidovic@itascacc.edu)

### **CONFIDENTIALITY**

The nurse-patient relationship is built on trust. The ANA Code for Nurses requires an adherence to confidentiality (See ANA Code, Pub. No G-56). Any violation of confidentiality is unacceptable and will result in dismissal from the program. Discussion about patient situations are conducted in private settings with other nursing students and supervised by a nursing instructor. *No other discussion of patients should take place.* Your opinions of medical/nursing staff are *not* to be discussed with patients. Concerns should be brought to the clinical instructor and the program director for any follow-up required. On written assignments related to patient cares, patient initials *only* are to be used. Confidentiality contracts must be signed following admission to the nursing program and must be honored throughout the educational experience.

### **HIPAA AND OTHER PRIVACY VIOLATIONS**

During this program, students will come into contact with information that is not only legally protected but inappropriate to share with others. Specific HIPAA (Health Insurance Portability and Accountability Act) rules apply to anyone who has access to an individual's health information. This act forbids this information from be transferred to or shared with anyone who is not directly involved in caring for that individual and only when that information is necessary for treatment. Beyond the HIPAA rules, it is considered inappropriate behavior for a student to discuss a patient or a situation in any other manner than in the learning environment. This includes electronic media (e-mail, social websites, texting or photos- see Social Media statement below) and having discussions in areas where individuals may over hear conversations. Students are also required to maintain this privacy standard with regards to fellow students and school employees. All school related information is considered personal in nature and should not be discussed without express consent of the individual.

### **SOCIAL MEDIA**

With the ever-increasing popularity of social networking sites (My Space, Facebook, Twitter, etc) it is necessary to remind students that they not only may be removed from the program for inappropriate comments but may lose job opportunities, be denied credit or even be held responsible in a court of law for their statements. Students are reminded that posting negative comments or private information about the school, fellow students, faculty or staff, clinical experiences or any other school-related issues can result in disciplinary actions such as being placed on probation or removed from the program. Also due to potential privacy risks students are not allowed to have private "student based" groups on Facebook or other social media.

### **STUDENT CIVILITY STATEMENT**

It is essential that instructors and students maintain a safe and mutually respectful environment in which they can teach and learn. Any student behavior that is threatening or distracting to instructors,

students, or the learning experience is unacceptable and will not be tolerated at the Community College. Consequences for such unacceptable conduct may include a verbal reprimand, temporary or permanent removal from a class, or expulsion from the Community College.

Instructors have the right to request a meeting with the disruptive student and an administrator if they feel such a meeting is necessary. Students also have the right to ask for the attendance of another college employee at the meeting.

### **BOUNDARIES**

There are professional boundaries in the nurse-patient, nursing professor-nursing student, and nurse-client relationships. It is a professional relationship, not a personal relationship. These boundaries control the power differential, allow for safe connection with patients based on their needs, and provide space between power and vulnerability.

Some examples of boundary crossings may be:

- discloses personal stories
- gives/receives a gift
- attending personal functions

Students are expected to demonstrate professional behavior at all times. If a professional boundary issue is identified, a student may be asked to meet with Nursing Faculty and/or Administration and, if appropriate, disciplinary action will be implemented.

### **PROFESSIONAL MISCONDUCT**

The nursing profession is one of the most respected fields of which to become a part of and we begin your training by demanding a high level of professionalism from students. Aside from the school and program policies discussed in this section of the handbook (attendance, safety, dress code, student behavior, etc) we expect you to understand that you are representing not only the program here at the Community College, but the nursing profession as well.

Professional Misconduct includes, but is not limited to, the following: rude, inappropriate or disruptive behavior/gestures/language in any school related setting, possession of or the exposing of others to any illegal/obscene/dangerous substances or materials, intimidation or harassment of any form, misappropriation of school or clinical site property, dishonesty, argumentative and/or aggressive manner of tone, gossip, HIPAA and other privacy violations, attendance issues, disregard for patient confidentiality.

### **ACADEMIC MISCONDUCT**

Nursing students are expected to follow the Community College Code of Conduct while a student at the college. The Standards of Conduct address academic misconduct, but not limited to, cheating, plagiarism, falsification, alteration of assignments or grades and/or assisting another student in any of these activities. Examples of violations of this standard in the nursing program include, but are not limited to:

**CHEATING:** This includes, but is not limited to, sharing or discussion of test questions with or in the presence of students who have not taken the test, using unauthorized materials during testing, copying from another student, having unauthorized electronic media or written material open during testing, attempts make copies of tests, (electronically or written) or assisting others in any of these behaviors.

**PLAGIARISM:** Any attempt to present another's work as your own, not identifying the author of work utilized, copy and pasting large sections of material from electronic resources without crediting website/author, etc. This program uses APA citation and formatting.

**FALSIFICATION:** Any attempt to mislead a staff member or other student in areas such as, but not limited to, time sheets/attendance, records, assignments, doctor or preceptor notes, patient information, clinical experiences, activities performed, personal identity, or forgery of any documents and failure to report known clinical errors.

The first substantiated incident of academic dishonesty/cheating in the nursing program will result in a minimum of **zero for the work involved, and potential failure of course, which may result in dismissal from the nursing program.** A student who has had an incident of academic misconduct or cheating substantiated will be referred to the Director. Any student who has been withdrawn from the nursing program due to academic misconduct/cheating may not be considered for re-admission to the program.

#### **POTENTIAL CAUSES FOR PROGRAM TERMINATION/DISMISSAL**

Students enrolled in the Itasca Community College Practical Nursing Program are accountable to the moral and ethical responsibilities of the profession of nursing and are obligated to adhere to the professional Code of Ethics. This Code serves as the standard by which ethical conduct is guided and evaluated by the profession. The Nursing Program has a mission to graduate students who are able to provide safe and competent nursing care. Therefore, if students fail to meet the moral, ethical and behavioral standards of the nursing profession and the Program's standards of academic performance and Code of Ethics, it may be necessary to dismiss the student from the nursing program. **The following behaviors shall be sufficient cause for termination of the student from the nursing program.**

1. Absenteeism in clinical and classroom to include absence from mandatory sessions.
2. Recurrent tardiness in attendance, assignments, exams or communication re class/program issues.
3. Behavior and language that is inconsistent with the ICC Civility Statement, such as repeatedly being disrespectful, disruptive, aggressive, profane or threatening to others in the learning environment.
4. Smoking when/where prohibited.
5. Dishonesty. ***Please refer to items within the Handbook that related to Academic Honesty.***
6. Poor personal hygiene or personal cleanliness; untidy appearance of work area.
7. Breach of confidentiality/HIPPA breach, to also include any type of social media breach.
8. Violation of any boundary issues.
9. Physical or mental illness deemed sufficient to not allow the safe application of nursing care.
10. Reporting to school or clinical intoxicated or in possession of alcoholic beverages or drugs; illegal use of a controlled substance or the abuse of any drug while enrolled in school whether on, or off, campus.
11. Exhibits behavior that creates an undue risk of harm to self, others, and safety concerns: in the classroom or clinical setting.
12. Engaging in conduct with a patient, or a vulnerable individual, that is sexual or may be reasonably interpreted as sexual.
13. Practicing outside of Student Role of practice and/or behavior unbecoming of the Nursing Profession, as compared to the Code of Ethics Standard.
14. Is guilty of unethical practice in clinical or classroom settings.
15. Conviction of any felony or gross misdemeanor.
16. Aiding suicide or aiding attempted suicide.
17. Accepting the delegation of a nursing function or a prescribed health care function that could reasonably be expected to result in unsafe or ineffective patient care.
18. Has willfully or repeatedly violated any of the policies of the College or the Practical Nursing Program.
19. Failure to earn 80% or better in each course.
20. Failure to pass the Criminal Background Study.

**A student found violating any of the above behaviors appropriate disciplinary action will be implemented at the discretion of the Program.**

## **ICC POLICIES AND STUDENT APPEAL PROCESS**

### Student Rights

Students have the right to petition policies and/or appeal decisions made regarding their academic standing, final course grades, transfer credit evaluations, graduation requirements, tuition requirements, and other similar issues. The college will act on requests for appeal when there is documented evidence of unusual circumstances or an inability of the college to deliver stated educational services.

Additional information about this process can be found in the ICC Policies and Procedures including the ICC Student Handbook and within the ICC Policies which can be found at the following location.

<http://www.itascacc.edu/policies>

<http://www.itascacc.edu/academics/college-policies/complaintprocess.html>

<http://www.itascacc.edu/forms>

**Pre-program requirements-Course Descriptions 12 credits**

**Human Growth and Development - Psych 1201 (3 Credits):** This course provides an introduction to the field of developmental psychology through an overview of physical, cognitive, personality, and social-emotional development across the life span. \*\*general psychology is a pre-requisite, typically waived for nursing students

**Human Anatomy and Physiology I – Biol 2101 (4 Credits):** This course introduces the student to the structure and physiology of the human body. It provides a basic understanding of cells, tissues, skin, bones, muscles, the nervous system, special senses, and the endocrine system.

**Human Anatomy and Physiology II - Biol 2102 (4 Credits):** This course introduces the student to the structure and physiology of the human body. Topics include the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.

**Medical Terminology for PN Students - PRNU 1202 (1 Credit):** This course is designed to give the student an overview of how medical terms are formed. It is also designed to give the student a working knowledge of the many terms used in the health care industry today. A primary emphasis is placed on defining various word elements and analyzing how they are put together to form medical terms. **Delivery: Online with an on-campus final exam requirement**

**See program planner for additional requirements. Options for completion of requirements ie Nursing Assistant and CPR include coursework, certification, and/or Accuplacer exam score (placement test).**

**PRACTICAL NURSING PROGRAM COURSE DESCRIPTIONS**

As part of the CNEA Accreditation process these course descriptions may be further updated.

**Health Needs of All Ages I - PRNU 1205 (4 Credits):** This course will develop the student's basic understanding of various health conditions and nursing care for patients of all ages in relation to health/illness concepts and across the life span. This course will specifically develop the student's understanding of health conditions, changes with aging, and nursing care for patients with disorders of integumentary, musculoskeletal, urinary, reproductive, neurological, sensory systems and diabetes mellitus. Each unit covers the following: disease process, diagnostic tests, pharmacology, medical/surgical treatments, nutrition, health/illness concepts and nursing interventions with focus on adult, geriatric and pediatric concerns. The course will also integrate the student learner outcomes, cultural implications and the emotional needs of patients important for providing safe, quality patient centered care. **Delivery: Classroom on Campus and Web-Enhanced Delivery with proctored exams and an ATI exam on-campus requirement**

**Pharmacology I- PRNU 1204 (2 Credits):** This course presents basic principles of pharmaceuticals and safe medication administration. Included in this course is information on pharmacokinetics, pharmacodynamics, accurate dosage calculation, common adverse/side effects and contraindications to drug use. Emphasis is placed on dosage calculation, select drug classifications and nursing care related to the safe administration of medications to patients across the life span.

**Delivery: Classroom on Campus and Web-Enhanced Delivery with proctored exams and an ATI exam on-campus requirement**

**Maternal/Child Health Nursing - PRNU 1208 (2 Credits):** This course will develop the student's basic understanding of develop the student's ability to understand the care of the antepartum, intrapartum, and postpartum patient, the newborn, as well as assessment milestones of the well child. This course will specifically develop the student's understanding of various conditions affecting the status of prenatal care, labor and delivery of mother and care of the newborn. The course will also integrate the student learner outcomes, cultural implications and the emotional needs of patients important for providing safe, quality patient centered care. **Delivery: Classroom on Campus and Web-Enhanced Delivery with proctored exams and an ATI exam on-site requirement**

**Nursing Skills I - PRNU 1210 (3 Credits):** This course provides basic concepts, skills, and elements of nursing practice providing a foundation of knowledge by which the nurse is guided in giving care. Principles of nursing process, ethical and legal issues, documentation, data collecting, microbiology, sterile technique, wound healing, various clinical procedures, and medication administration will be covered. Various skills essential to safe practices of nursing will be demonstrated and tested. **Delivery: Classroom on Campus and Web-Enhanced Delivery with proctored exams and an ATI exam on-site requirement. This course has mandatory lab attendance and participation.**

**Clinical I - PRNU 1211 (5 Credits):** Clinical I 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 focused assessments 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 and team members.

This clinical experience occurs in a variety of settings: initially in long term care, transitional care, and the simulation lab. The last part of the course the students' progress to primarily acute care facilities and ambulatory care, working with patients (including maternal/child/pediatric) across the health and age continuum. This may include a variety of additional settings such as home care, imaging, PT, RT.

**Delivery: On Site/Campus with Web Enhanced Components – Location and schedule as arranged.**

**Simulation Lab – PRNU 1212 (1 credit):** Simulation focuses on focused assessments and collecting data, implementing skills learned in the lab setting, documenting findings, prioritization, nursing judgment, communication skills, and reinforcing teaching plans for patients with common problems. Performance on the technical skills learned in Skills I will be formally evaluated. These skills will include vital signs, head-to-toe assessment, sterile technique, catheterization, and medication administration in the simulation lab. **Delivery: Classroom on Campus and Web-Enhanced Delivery with proctored exams and an ATI exam on-site requirement. This course has mandatory lab attendance and participation.**

**Health Needs of All Ages II - PRNU 2206 (4 Credits):** This course will advance the student's understanding of various health/illness concepts and nursing care for patients of all ages. This course will expand the student's understanding of health conditions, emphasizing common medical/surgical problems that may require management in an acute care facility and with patients experiencing co-morbid diseases or emerging complications. Emphasis is placed on care of patients with endocrine, gastrointestinal-accessory organ, oncology, blood-lymphatic, cardiovascular, and respiratory system disorders. Each unit covers the following: disease process, diagnostic tests, pharmacology, medical/surgical treatments, nutrition, health/illness concepts and nursing interventions with focus on adult, geriatric and pediatric concerns. The course also integrates the student learner outcomes, cultural implications and the emotional needs of patients, important for providing safe, quality patient centered care. **Delivery: Classroom on Campus and Web-Enhanced Delivery with proctored exams and an ATI exam on-site requirement**

**Pharmacology II – PRNU 2204 (2 credits):** This course presents additional principles of pharmaceuticals beyond Pharmacology I. Included in this course is information related to fluid and electrolyte disturbances with pharmacological interventions for management, including IV fluid administration and associated nursing care. Additional emphasis is placed on select drug classifications including pharmacokinetics, pharmacodynamics, accurate dosage calculations, common adverse/side effects, contraindications and nursing care related to the safe administration of select medications and IV fluids, to patients across the lifespan.

**Delivery: Classroom on Campus and Web-Enhanced Delivery with proctored exams and an ATI exam on-campus requirement**

**Psychosocial Aspects of Nursing - PRNU 2207 (2 Credits):** Psychosocial nursing care focuses on the care of patients with psychiatric and behavioral disorders. Emphasis is placed on common psychiatric disorders and behavioral disorders as well as promoting and maintaining the mental health of individuals. **Delivery: Classroom on Campus and Web Enhanced Delivery with proctored exams and an ATI exam on-campus requirement exams, ATI exam requirement**

**Nursing Skills II - PRNU 2210 (1 Credit):** This course builds on the knowledge gained in Nursing Skills I and provides the concepts, skills, and elements of nursing practice that will guide the nursing student in more advanced care of patients.

Emphasis is placed on the knowledge of skills, equipment and care of patients with conditions of the musculoskeletal, respiratory, and gastrointestinal systems. **Delivery: Classroom on Campus and Web-Enhanced Delivery with proctored exams and an ATI exam on-site requirement. This course has mandatory lab attendance and participation.**

**Role Transition - PRNU 2209 (1 Credit):** This course will develop the student's basic understanding of legal, moral, ethical, cultural diversity and spiritual issues related to the scope of practice, licensure and employment. The content is intended to provide concepts needed to enable a smooth role transition from practical nursing student to Licensed Practical Nurse. The course will also integrate the student learner outcomes, cultural implications and the emotional needs of patients important for providing safe, quality patient centered care. **Delivery: Classroom on Campus and Web-Enhanced Delivery with an ATI exam on-site requirement**

**Clinical II - PRNU 2211 (4 Credits):** Clinical II 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 individual patients across the lifespan (including maternal/child/pediatric).

The clinical student reflects on the value of patient centered care, teamwork and collaboration, informatics, quality improvement, safety, managing care of the individual patient, and nursing judgment/evidence based care.

This clinical experience occurs in a variety of settings: primarily acute care and ambulatory care, and may include a variety of additional sites such as home care, imaging, PT, RT, with patients across the health and age continuum. The simulation lab will be utilized as well.

**Delivery: On Site/Campus with Web Enhanced Components – Location and schedule as arranged.**

**Integrated Practicum - PRNU 2221 (2 Credits):** This course facilitates the transition of the student to the role of a practical nurse in the clinical setting. Concepts related to management, team work and quality improvement through self-reflection on performance are emphasized as well as career development that may enhance career progression. Standards of practice and the importance of practicing according to state regulations and statutes for the scope of practice for the LPN are further emphasized and analyzed. This clinical course experience may allow students to care for multi-patient assignments and occurs in primarily the acute care, long term care setting with individual patients across the life span; and includes simulation lab experience. A variety of additional sites such as hospice, home care, ambulatory care and assisted living may be used. The students will also attend and participate in a required live boards review as part of the integrated practicum course. **Delivery: On Site/Campus with Web Enhanced Components – Location and schedule as arranged.**

**Students who do not pass a course or related clinical component with an 80% or greater must repeat both the coursework and the semester clinical in order to meet the requirements of the program and to progress on in the Practical Nursing Program. (Refer to Satisfactory Progress Policy for further information.)**

### **Nursing Texts Resources**

**Lists are available in the ICC Bookstore, website and according to course syllabi.**

**ATI Package fees must be paid through the bookstore before the beginning of each semester.** There are multiple resources in your ATI Package that address study and test taking skills. (See Achieve Module)

**If you buy a used text from another student or 3<sup>rd</sup> party, you may also have to invest in additional online resources to supplement your purchase.**

### **ICC Learning and Writing Center**

There are requirements for the use of writing center services at points throughout the program. Visit the website to view policies for submissions and use.

<http://www.itascacc.edu/on-campus-services/tutoring-services/>

**Study Skills Resources** Western State College of Colorado -Study Skills and Test Taking Guide ©2005 Western State College of Colorado

URL for this page is

<http://www.western.edu/academics/academic-resource-center/advising/learning-skills-handouts.html>



## LIBRARY ONLINE RESOURCES



[Search MnPALS](#) online catalog for books, periodicals, audiovisual items and electronic books in the **Itasca Library**, Minnesota colleges and universities, as well as other national and international libraries.

### Article Databases



[Magazines and Journals](#)



[Newspapers](#)



[Business and Legal](#)



[Current Issues](#)



[Nursing](#)



[Education](#)



[GREENR](#)

<http://www.itascacc.edu/on-campus-services/library/library-ol.html>

#### Please contact us anytime:

Steve Bean  
Faculty Librarian  
111 Media Center  
(218) 322-2351  
[Steve.Bean@itascacc.edu](mailto:Steve.Bean@itascacc.edu)  
Peggy Pitts  
Faculty/Library Support  
(218) 322-2350  
[Peggy.Pitts@itascacc.edu](mailto:Peggy.Pitts@itascacc.edu)

#### For Remote Access:

To log into Itasca Community College Library's online resources, enter your Star ID card and password. If you have difficulty logging on your may need to wait a period of time to retry as too many users may be on at that moment. If you have any questions, please contact the Library Staff.

Here is a document that guides you through the on line resources available to you. If you are accessing them from an on campus computer, you will not need an ID or password. If you are accessing these sites from any other computer you will need to use your Star ID and password.

### **ICC OnLine Library Nursing Resources --- CINAHL & STATref!**

You get to the nursing resources via the ICC home page ([www.itascacc.edu](http://www.itascacc.edu)). Click on Students --> Library --> OnLine Resources --> Nursing

#### **ID – Your Star ID      Password – Your Star ID PW**

There are many resources within the two databases, full text books and quick learning guides as well as professional, scholarly journal articles! ***You will use these for any research papers and sources for your work.***

In CINAHL there are a couple tabs along the top that are great! "Evidence Based Practice" and also "Quick Learning Guides".

In the **Titles** section in **STATref!** This will give you access to **3 key electronic titles, Taber's Encyclopedia, Davis Drug Guide and Davis Laboratory and Diagnostic Tests with Nursing Implications**

Also specifically there is a Pronunciation tool in Taber's that will help!

In STATref! Click the Titles Tab -->

Click the little gray arrow next to Taber's-->

Click on the little gray arrow by any letter. -->

At the bottom of "most" letter sections (i.e. B) there is a tab called Audio pronunciations. If you click on any of the words listed you should be able to hear the pronunciations.

If you can't run these programs you may need the most updated Windows Media Player 11. You can get the update at [www.update.microsoft.com](http://www.update.microsoft.com)

#### **Citing References Information -APA Citing Guides**

Consistent citing of sources is expected for all student work throughout the program. Below are some initial resources that may be helpful to the students.

From Cornell University

[http://www.library.cornell.edu/newhelp/res\\_strategy/citing/apa.html#apa](http://www.library.cornell.edu/newhelp/res_strategy/citing/apa.html#apa)

From Ohio State University

<http://library.osu.edu/sites/guides/apagd.php>

From Purdue University

<http://owl.english.purdue.edu/owl/resource/560/02>

## **ITASCA COMMUNITY COLLEGE PRACTICAL NURSING DEFINITIONS AND LEARNER OUTCOMES**

The ICC Practical Nursing program utilizes the following concepts integrally in their student learner outcomes (SLOs) and throughout the program.

- Teamwork and Collaboration
- Safety
- Quality Improvement
- Professional Identity and Behavior
- Patient Relationship Centered Care
- Nursing Judgment/Evidence Based Care
- Managing Care
- Informatics/Technology

The table below defines the professional concepts and describes the specific learner outcomes that will be utilized across the curriculum. The concepts, definitions and SLOs were derived from the following professional standards.

- Minnesota Practical Nursing Scope of Practice (SOP) (2013) (Nursing Handbook p. 5-6)
- National Association of Practical Nurses Education and Service (NAPNES), *Standards of practice and educational competencies of graduates of practical/vocational nursing programs*, 2007. Appendix #4
- National League of Nursing (NLN) Outcomes and Competencies Educational Framework (2010). Appendix #3

| Professional Concepts/Definitions/Student Learning Outcomes |   |
|---|---|
| <b>Professional Concepts</b>                                | <p><b>Definition and Student Learning Outcomes (SLO)</b></p> <p><b>Developed with information from NLN, NAPNES, MNBON (Scope of Practice (SOP)), ICC PN Mission and Philosophy</b></p>  |
| <b>Teamwork &amp; Collaboration</b>                         | <p><b>DEFINITION:</b> Teamwork and Collaboration is defined as the ability to function effectively within nursing and inter-professional teams, fostering open communication and mutual respect...to achieve safe, quality patient centered care (NLN).</p> <p>Essential to this concept is participating with other health care providers in the development and modification of a plan of care (SOP); and collaborating and communicating with other health care providers (SOP).</p> <p><b><u>SLO: TEAMWORK AND COLLABORATION</u></b></p> <p>The practical nursing graduate will participate as a member of the inter-professional team collaborating and communicating with other health care providers (SOP) to promote safe, quality, patient-centered care.</p>  |
| <b>Safety</b>   | <p><b>DEFINITION:</b> Safety is defined as the identification and minimization of risk potentials that could cause injury or harm while promoting quality care and maintaining a secure environment.</p> <p>Essential to this concept, the practical nurse recognizes when a patient is experiencing potential/actual complications, and determines the appropriate actions and reports changes and responses to interventions in an ongoing manner to a registered nurse or the appropriate licensed health care provider.</p> <p><b><u>SLO: SAFETY</u></b></p> <p>The practical nursing graduate will recognize and report changes and responses to interventions to a RN or the appropriate licensed health care provider while providing a safe environment for patients, self, and others (SOP).</p>   |
| <b>Quality Improvement</b>                                  | <p><b>DEFINITION:</b> Quality Improvement is defined as the ability to raise questions, challenge traditional and existing practices, and seek creative approaches to problems by using data to improve the quality and safety of health care systems and needs of patients (NLN).</p> <p>Essential to this concept is the "management of care by the practical nurse which includes the effective use of human, physical, financial, and technological resources" (NAPNES) questioning the basis for nursing actions, considering research, evidence, tradition, and patient preferences (NLN) to support quality improvement of the environment of the health care system in which the nurse works.</p> <p><b><u>SLO: QUALITY IMPROVEMENT</u></b></p> <p>The practical nursing graduate will participate in quality improvement by providing input into the development of policies and procedures (SOP) and effectively using resources to achieve patient outcomes (NAPNES).</p>  |
| <b>Professional Identity / Behavior</b>                     | <p><b>DEFINITION:</b> Professional Identity and Behavior is defined as the responsible behavior of the nurse that demonstrates accountability for nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. The nurse embraces and internalizes these fundamental values to form a professional identity that is evident in the lived experience of the nurse, in his or her ways of "being" "knowing" and "doing" (NLN, 2010).</p> <p>Essential to this concept includes adherence by the practical nurse to standards of care, accountability for the quality of care delivered, recognizing the limits of knowledge and experience; addressing situations beyond the nurse's competency (SOP); the use of legal and ethical principles in nursing practice and the participation of lifelong learning.</p> <p><b><u>SLO: PROFESSIONAL IDENTITY AND BEHAVIOR</u></b></p> <p>The practical nursing graduate will demonstrate professional behaviors and accountability to legal and ethical nursing practice standards for a competent PN (NAPNES).</p> |

|   |   |
|---|---|
| <p><b>Pt. Relationship Centered Care</b></p>        | <p><b>DEFINITION:</b> Patient -Relationship Centered care is defined as the provision of care that is age appropriate and based on the individual (SOP) patient’s physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values (NAPNES).<br/>Essential to this concept is effective communication by which the practical nurse displays caring, compassion, and cultural awareness and is directed towards promoting positive outcomes, patient satisfaction, and establishing a trusting relationship (NAPNES); advocating for the best interests of individual patients; and providing health care information to individual patients (SOP).</p> <p><b><u>SLO: PATIENT/RELATIONSHIP CENTERED CARE</u></b></p> <p>The practical nursing graduate demonstrates effective communication skills (NAPNES) while providing patient care founded on basic physical, developmental, spiritual, cultural, functional, and psychosocial needs (NAPNES) of individual (SOP) patients across the lifespan.</p>  |
| <p><b>Nursing Judgment/ Evidence Based Care</b></p> | <p><b>DEFINITION:</b> Nursing Judgment encompasses three processes: Critical thinking, clinical judgment, and integration of best evidence into practice.<br/>Critical thinking is defined as identifying, evaluating, and using evidence to guide decision-making. Clinical judgment refers to the process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse’s knowledge and perspective.<br/>Integration of Best Evidence is defined as using current information from research and other credible sources, upon which clinical judgment and patient care are based (NLN).<br/>Essential to this concept is<br/>(1) conducting a focused assessment of the health status of an individual patient through the collection and comparison of data to normal findings and the individual patient’s current health status, and reporting changes and responses to interventions in an ongoing manner to a registered nurse or the appropriate licensed health care provider for delegated or assigned tasks or activities (SOP);<br/>(2) determining and implementing appropriate interventions within a nursing plan of care or when delegated or assigned by a registered nurse (SOP);<br/>(3) implementing interventions that are delegated, ordered, or prescribed by a licensed health care provider (SOP); and<br/>(4) assisting in the evaluation of responses to interventions (SOP);<br/>The practical nurse uses current information from research and credible sources to support nursing judgments and to provide quality patient care.</p> <p><b><u>SLO: NURSING JUDGMENT/EVIDENCE BASED CARE</u></b></p> <p>The practical nursing graduate will utilize evidence based nursing judgment when Prioritizing care, implementing interventions, reporting changes, (SOP); and promoting the health (NLN) of individual patients across the lifespan.</p> |
| <p><b>Managing Care</b></p>                         | <p><b>DEFINITION:</b> Managing care is defined as the effective use of human, physical, financial, and technological resources to achieve the patient identified outcomes while supporting organizational outcomes (NAPNES). The LPN manages care through the processes of planning, organizing, and directing (NAPNES).</p> <p>Essential to this concept is assigning nursing activities or tasks to other licensed practical nurses (LPNs); and assigning and monitoring nursing tasks or activities to unlicensed assistive personnel.</p> <p>“Assignment means the designation of nursing tasks or activities to be performed by another nurse or unlicensed assistive person.</p> <p>"Monitoring" means the periodic inspection by a registered nurse or licensed practical nurse of a delegated or assigned nursing task or activity and includes: (1) watching during the performance of the task or activity; (2) periodic checking and tracking of the progress of the task or activity being performed; (3) updating a supervisor on the progress or completion of the task or activity performed; and (4) contacting a supervisor as needed for direction and consultation (148.171 Subd 8a).</p> <p><b><u>SLO: MANAGING CARE</u></b></p>  |

|                                    |   |
|------------------------------------|---|
|                                    | The practical nursing graduate will work within an established plan of care for an individual patient to organize or assign aspects of care under the direction of a RN or other licensed Health Care Provider (HCP) (SOP).   |
| <b>Informatics/<br/>Technology</b> | <p><b>DEFINITION:</b> Informatics is defined as the use of information technology as a communication and information gathering tool that minimizes errors, supports clinical decision making and scientifically based nursing practice (NLN).</p> <p>Essential to this concept is the utilization of information technology by the practical nurse to support and communicate the planning and provision of patient care (NAPNES).</p> <p><b><u>SLO: INFORMATICS/TECHNOLOGY</u></b><br/>The practical nursing graduate will utilize information technology in the health care setting (NAPNES).</p> |
| <b>References</b>                  | <b>NAPNES, 2007; NLN, 2010; MN SOP, 2013</b>  |

**COMMUNITY COLLEGE PRACTICAL NURSING PROGRAM BENCHMARKS**

The Itasca Community College Practical Nursing Program has organized the student learner outcomes within the context of the National League for Nursing’s Core Components and Competencies of the Practical Nurse (Attachment #4), NAPNE’s Standards of Practice of the Practical Nurse (Attachment #5), ANA Code of Ethics for Nurses (Attachment #6), Quality and Safety Education for Nurses (QSEN) (Attachment #7), and the Mission and Philosophy of the ICC Practical Nursing Program (pp.2-4). These outcomes will drive the benchmarks goals.

Upon completion of the ICC Practical Nursing Program, the graduate will apply the nursing process in providing holistic care to uncomplicated patients. In addition, the graduate is becoming a qualified candidate to apply for and become successful as a first time candidate for the National Council Licensure Examination for Licensed Practical Nurses (NCLEX-PN) as evidenced by the end of the year NCLEX-PN pass rates reported by the Minnesota Board of Nursing.

The following ICC PN program benchmarks are presented in a simplified form. However, further detailed outcomes are available to students at any time upon their request.

**Specific ICC Practical Nursing Program benchmarks directly applicable to students include:**

1. Educates beginning practitioners to deliver patient centered care to patients with uncomplicated health situations in a variety of settings.
2. The percentage of graduated ICC PN students passing their first time NCLEX-PN exam will be at or above 80% over a 3-year period.
3. Of graduated ICC PN students, 80% will become employed in nursing or will be involved in continuation of their nursing education within 6-12 months.
4. Of graduated ICC PN student 80% will report satisfaction with the ICC Practical Nursing Program’s preparation and their ability to attain the student learner outcomes.
5. Seventy five percent of ICC PN students will complete the program within 150 percent of the time frame from entry into the program.

**Additional ICC Practical Nursing Program Benchmarks include:**

6. The ICC Nursing Program maintains full and ongoing approval of the MN Board of nursing.
7. Meets other Accreditation Standards - Higher Learning Commission, as evidenced by report from HLC.
8. Eighty percent of employers will report satisfaction with the competency of graduates and their ability to successfully complete the student learner outcomes.

**PROGRAM COMPLETION AND GRADUATION**

Students who have satisfactorily achieved the objectives of the program, which includes successful completion of all theory, lab and clinical components of the program, and who have completed the PRNU required core credits with a 3.0 G.P.A. or better will be awarded a diploma in Practical Nursing. In addition, all tuition and fees must be paid and information records updated and surveys completed. Then, Graduates are eligible to complete the application to the Board of Nursing to take the National Council Licensure Exam for Practical Nurses (NCLEX-PN)<sup>®</sup>. Upon achievement of licensure, the graduate is entitled to use the title, *Licensed Practical Nurse* (LPN).

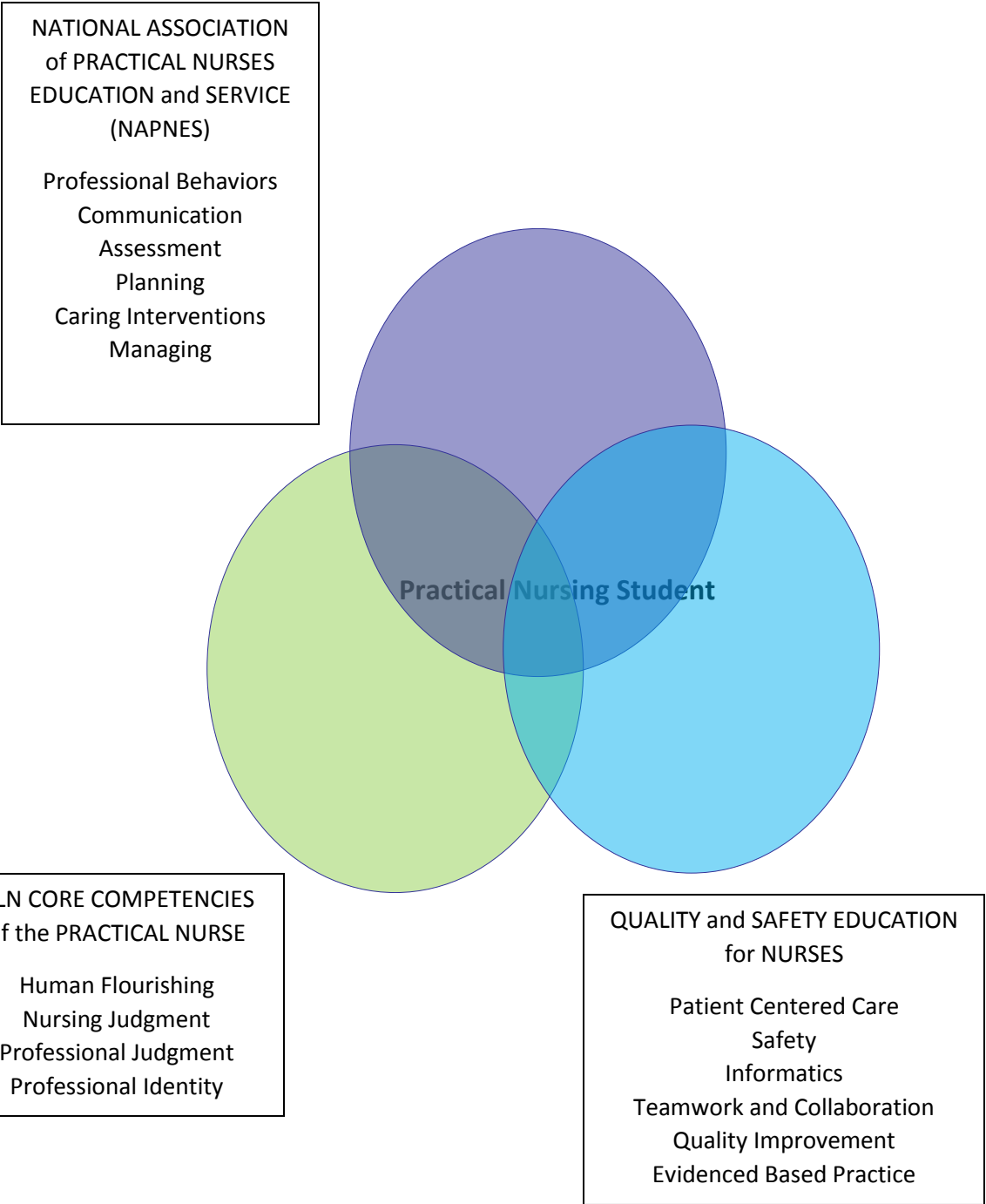
**PROGRAM EVALUATION**

Ongoing evaluation of the program is essential for the continued growth and excellence of the program. The faculty conducts regular evaluations of the courses and program. Student input is utilized in this evaluation and are urged to provide constructive comments throughout the program. Students will be asked for their input via surveys regarding theory and clinical courses and the program as a whole. Student will be contacted approximately 6 months to one year after graduation to complete an additional survey.

As decisions throughout the year need to be made with regards to programs changes and improvements, students will be invited to participate in the decision making process. Students are also invited to send a class representative to scheduled class representative meetings to deliver input and ask questions.

# Itasca Community College

## Practical Nursing Program Curriculum Core Values Integration Model





# Appendices

## Attachment #1

### Performance Abilities for Entry-Level Nursing Programs

The following Core Performance Abilities have been developed for persons interested in nursing programs. These abilities are provided to let you know the types of things nurses need to do. Examples are provided but are not all-inclusive of the set of skills. These are based on abilities that are compatible with effective performance in nursing programs and scope of practice as defined by the Minnesota State Board of Nursing. Students who have a documented disability and request and are granted reasonable accommodations are eligible to pursue acceptance to the program by meeting the program criteria. Information about disabilities is handled in a confidential manner through the Disability Coordinator. Please contact Ann Vidovic at 322.2433 to discuss the reasonable accommodations that are available.

| Capability   | Standard  | Examples  |
|--|---|---|
| <b>INTELLECTUAL</b>  |   |   |
| <b>Cognitive Perception</b>  | The ability to perceive events realistically, to think, clearly and rationally, and to function appropriately in routine and stressful situations. Students must be able to independently and accurately assess or contribute to the assessment of a client                                 | Identify changes in client health status. Prioritize multiple nursing activities in a variety of situations   |
| <b>Critical Thinking</b><br>Careful thought, reasoned judgment. Differentiated from personal opinion and superficial memorization of facts by the ability to obtain and use an appropriate quantity and quality of data for a given situation. Critical thinkers question assumptions, routines, and rituals, reconsider “known facts” when new information becomes available and develop new “rules” when old ones fail or unavailable. | Critical thinking skills demanded of nurses require the ability to learn and reason: to integrate, analyze and synthesize data concurrently. Students must be able to problem solve rapidly, consider alternatives and make a decision for managing or intervening in the care of a client. | 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. |
| <b>MOTOR SKILLS</b>  |   |   |
| <b>Motor Skills</b>  | Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client.   | Position clients. Reach, manipulate, and operate equipment, instruments and supplies e.g. syringes, sterile equipment, monitors. Electronic documentation. Lift, carry, push and pull. Perform CPR.   |

| Capability                         | Standard   | Examples   |
|------------------------------------|--|--|
| <b>MOTOR SKILLS (Continued)</b>    |  |  |
| <b>Mobility</b>                    | Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client   | Able to propel wheelchairs, stretchers, etc., alone or with assistance as available. Carry 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. |
| <b>Activity Tolerance</b>          | Ability to tolerate lengthy periods of physical activity.  | Move quickly and/or continuously. Tolerate long periods of standing and/or sitting.  |
| <b>COMMUNICATIONS</b>              |  |  |
| <b>Communication</b>               | Communication abilities in English sufficient for appropriate interaction with others in verbal and written form. Able to communicate with clients and members of the health care team in order to plan and deliver safe care. | 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.                         |
| <b>Interpersonal Relationships</b> | Interact with clients, families, staff, peers, instructors, and groups from a variety of social, emotional, cultural and intellectual backgrounds.   | Establish rapport with clients, families, and colleagues. Respond in a professional/therapeutic manner to a variety of client expressions and behaviors.   |
| <b>SENSES</b>                      |  |  |
| <b>Hearing</b>                     | Auditory ability sufficient to hear normal conversation and/or assess health needs.  | Hears monitor alarms, emergency signals, auscultatory sounds, cries for help e.g. B/P, heart, lung, and bowel sounds, and cries for help. Hears telephone interactions/dictation. Hears conversation with clients, families and colleagues.  |

| Capability                        | Standard   | Examples   |
|-----------------------------------|--|--|
| <b>SENSES (Continued)</b>         |  |  |
| <b>Vision</b>                     | Visual ability sufficient for observation, assessment, and performance of safe nursing care.   | Observes client responses. Discriminates color changes. Accurately reads measurement on client-related equipment. Read medication labels. Read syringe accurately. Evaluate for a safe environment.  |
| <b>Tactile</b>                    | Tactile ability sufficient for physical assessment, inclusive of size, shape, temperature and texture.   | Performs palpation e.g. pulse. Performs functions of physical examination and/or those related to therapeutic intervention, e.g. insertion of a catheter.  |
| <b>PSYCHOSOCIAL</b>               |  |  |
| <b>Psychosocial Behaviors</b>     | Possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities. | Demonstrate professional abilities of trust-worthiness, empathy, integrity, confidentiality, etc., in work, school or volunteer activities. Be able to change, and display flexibility. Learn to function in the face of uncertainties and stressful situations. |
| <b>ENVIRONMENTAL</b>              |  |  |
| <b>Environmental Adaptability</b> | Ability to tolerate environmental stressors.   | 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.  |

A task force of representatives from nursing education in Minnesota developed these Core Performance Standards. Educational institutions represented were: Bemidji State University, The College of St. Scholastica, Lake Superior College, Itasca Community College, Rainy River Community College, Mesabi 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 PNEDA on May 3, 2002.**

**Revised 10/11/02**

**Reviewed 4/2012**

**ITASCA COMMUNITY COLLEGE  
Practical Nursing Program**

**RETURN TO SCHOOL POLICY**

I, \_\_\_\_\_, have made an informed decision to  
(print student name)

return to school post Childbirth (natural or Cesarean delivery), extended illness or injury, surgery and/or hospitalization. I have received physician clearance/authorization required to do so (see below). I understand and agree that Itasca Community College/ Rainy River Community College and the individual clinical practicum facilities are free of liability should an untoward consequence related to this informed decision occur. I further understand that should my physician indicate restrictions for participation in the course (theory class or practicum) the restrictions may interfere with my ability to successfully meet all course requirements.

\_\_\_\_\_  
(student signature)

\_\_\_\_\_  
(date)

My patient, \_\_\_\_\_, may return to the nursing school  
(patient/student name)

program on this date, \_\_\_\_\_, to participate in all theory class and clinical practicum requirements of the program under the circumstances indicated below. I have read the above waiver signed by my patient and give clearance to this patient to return with:

- \_\_\_ a. no restrictions
- \_\_\_ b. with restrictions

**SPECIFY RESTRICTIONS:**

\_\_\_\_\_  
(physician signature)

\_\_\_\_\_  
(date)

## **NATIONAL LEAGUE FOR NURSING CORE COMPONENTS AND COMPETENCIES**

Upon graduation from the ICC Practical Nursing Program, the graduate will have demonstrated or met the National League for Nursing PN Core Components and Competencies (NLN, 2010). PDF Program outcome documents may be found at <http://www.nln.org/professional-development-programs/teaching-resources/practical-nursing>

### **Human Flourishing**

Human flourishing is defined as an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. It encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. Achieving human flourishing is a life-long existential journey of hopes, achievements, regrets, losses, illness, suffering, and coping. The nurse helps the individual to reclaim or develop new pathways toward human flourishing.

Outcome: Promote the dignity, integrity, self-determination, and personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship-centered nursing care.

### **Nursing Judgment**

Clinical judgment refers to ways nurses come to understand the problems, issues, or concerns of clients/patients, to attend to salient information, and to respond in concerned and involved ways (Benner, 2010). Nurses employ clinical judgment in complex patient care situations, working with interprofessional teams to ensure health care quality and safety. Critical components include: changes in patient status, uncertainty about the most appropriate course of action, accounting for context, and the nurse's practical experience. Making clinical decisions is rooted in the nurse's theoretical knowledge; ethical perspectives; relationships with patients, the patient's caregivers, and the community; and understanding of the influence of systems on health care outcomes.

Outcome: Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care for diverse patients and their families in collaboration with the health care team.

### **Professional Identity**

Professional identity is defined as including both personal and professional development. It involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, reflects, and grows in the profession. Internalization of ethical codes of conduct is imperative. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Integral to this outcome is the nurse's commitment to advocacy for improved health care access and service delivery for vulnerable populations and to the growth and sustainability of the nursing profession.

Outcome: Articulate a unique role as a member of the health care team, committed to evidence-based practice, caring, advocacy, and safe quality care, to provide optimal health care for diverse patients and their families.

**Spirit of Inquiry**

Spirit of inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problem-solving. A spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in both predictable and unpredictable situations.

Outcome: By collaborating with health care team members, utilize evidence, tradition, and patient preferences in predictable patient care situations to promote optimal health status.

## Attachment #4

### **NAPNES's Standard of Practice and Educational Competencies of Graduates of Practical Nursing Programs (NAPNES, as approved and adopted by NAPNES Board of Directors May 6, 2007)**

[http://napnes.org/Archives\\_NoAccess/about/standards.pdf](http://napnes.org/Archives_NoAccess/about/standards.pdf)

#### **Licensed Practical/Vocational Nurses: Standards of Practice**

NAPNES has set the standards for nursing practice of LP/VNs since 1941. The following standards represent the foundation for the provision of safe and competent nursing practice. Competency implies knowledge, understanding, and skills that transcend specific tasks and is guided by a commitment to ethical/legal principles. This statement of standards is intended for nursing educators, healthcare administrators, nurses and healthcare consumers.

#### **LP/VNs PROVIDE INDIVIDUAL AND FAMILY-CENTERED NURSING CARE BY:**

- A. Utilizing appropriate knowledge, skills and abilities.
- B. Utilizing principles of the nursing process in meeting specific patient needs in diversified health care settings.
- C. Maintaining appropriate written documentation and utilizing effective communication skills with patients, family, significant others and members of the health team.
- D. Executing principles of crisis intervention to maintain safety.
- E. Providing appropriate education to patients, family, and significant others to promote health, facilitate rehabilitation and maintain wellness.
- F. Serving as a patient advocate to protect patient rights.

#### **THE LP/VN FULFILLS THE PROFESSIONAL RESPONSIBILITIES OF THE PRACTICAL/VOCATIONAL NURSE BY:**

- A. Applying the ethical principles underlying the profession.
- B. Following legal requirements.
- C. Following the policies and procedures of the employing facility.
- D. Cooperating and collaborating with all members of the health-care team to meet the needs of family-centered nursing care.
- E. Assuming accountability for his/her nursing actions.
- F. Seeking educational opportunities to improve knowledge and skills.
- G. Building post-licensure skills to assure and increase continuing competence.

#### **Code of Ethics**

The Licensed Practical/Vocational Nurse Shall:

1. Consider as a basic obligation the conservation of life and the prevention of disease.
2. Promote and protect the physical, mental, emotional and spiritual health of the patient and his family.
3. Fulfill all duties faithfully and efficiently.
4. Function within established legal guidelines.
5. Accept personal responsibility (for his/her acts) and seek to merit the respect and confidence of all members of the health team.
6. Hold in confidence all matters coming to his/her knowledge, in the practice of his/her profession, and in no way and at no time violate this confidence.
7. Give conscientious service and charge just remuneration.
8. Learn and respect the religious and cultural beliefs of his/her patient and of all people.
9. Meet his/her obligation to the patient by keeping abreast of current trends in health care through reading and continuing education.
10. As a citizen of the United States of America, uphold the laws of the land and seek to promote legislation that will meet the health needs of its people.

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## ANA CODE OF ETHICS FOR NURSES

The ANA House of Delegates approved these nine provisions of the new *Code of Ethics for Nurses* at its June 30, 2001 meeting in Washington, DC. In July, 2001, the Congress of Nursing Practice and Economics voted to accept the new language of the interpretive statements resulting in a fully approved revised *Code of Ethics for Nurses with Interpretive Statements*.

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html>

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

American Nurses Association, *Code of Ethics for Nurses with Interpretive Statements*,  
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**QUALITY AND SAFETY EDUCATION FOR NURSES:** Quality and Safety Competencies  
<http://qsen.org/competencies/>

Using the Institute of Medicine (2003) competencies for nursing, QSEN faculty have defined [pre-licensure](#) and [graduate](#) quality and safety competencies for nursing and proposed targets for the knowledge, skills, and attitudes to be developed in nursing pre-licensure programs for each competency:

- [Patient-Centered Care](#)  
"Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs."
- [Teamwork & Collaboration](#)  
"Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care."
- [Evidence Based Practice](#)  
"Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care."
- [Quality Improvement](#)  
Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems."
- [Safety](#)  
"Minimizes risk of harm to patients and providers through both system effectiveness and individual performance."
- [Informatics](#)  
"Use information and technology to communicate, manage knowledge, mitigate error, and support decision making."

Led by a national advisory board and distinguished faculty, QSEN pursues strategies to build will and develop effective teaching approaches to assure that future graduates develop competencies in patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics.