



I T A S C A

COMMUNITY COLLEGE

1851 East Hwy 169 Grand Rapids MN 55744

Practical Nursing Program

Student Handbook

August 2014 – May 2015

**This Nursing Program is in Candidacy status with
National Accreditation from the
Accreditation Commission for Education in Nursing
(ACEN).**

This Handbook is not intended to form a contract and these materials are subject to change at any time.
May 2014

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Carol Church, Director of Practical Nursing through 7/31 (218) 322.2386

Itasca Community College is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression or membership or activity in a local commission as defined by law.

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 218-322-2433 or 1-800-996-6422.

Complaints should be directed to:

Dr. Barbara McDonald

Administration Building

218-322-2402 Barbara.mcdonald@itascacc.edu

ITASCA COMMUNITY COLLEGE

PRACTICAL NURSING PROGRAM

GENERAL INFORMATION

Itasca Community College is a member of the Itasca Nursing Education Consortium (INEC), a group of northeastern Minnesota post-secondary institutions offering various levels of nursing education.

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 Accreditation Commission for Education in Nursing (ACEN) and is in the process of completing its Candidacy Presentation. For more information about ACEN and the accreditation process, visit www.acenursing.org.

One class of approximately 90 students is admitted annually for Fall Semester start of nursing courses. (Nursing Assistant and Home Health Aide Nursing are a part of the pre-program courses, which must be completed before the start of the nursing courses). This class of students will consist of up to 40 students in the “ground” cohort, 25 students in the “on-line distance learning” cohort and 30 students in the Rainy River Community College “web enhanced” cohort. ICC awards each graduate a Diploma for the 47 (2013-14) or 40 credits (2014-15) earned. Graduates of the nursing program are eligible to make an application to the Board of Nursing to take the Computerized Adaptive Testing (CAT) National Council Licensure Examination (NCLEX-PN)[®] to become Licensed Practical Nurses (LPN).

Geriatric and psychiatric nursing experience is obtained with our partners in Long Term Care. The acute care facility partners’ sites are utilized for the majority of the medical-surgical, pediatric and obstetrical nursing experiences. Additionally, students may spend time in an observational role 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 provides a diverse population with affordable access to the best educational opportunities available in support of individual and community enrichment.

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 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.

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 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. (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 without repetition of previously learned material. It is the belief of the faculty that those students who desire to increase knowledge and skills be allowed to proceed in their career choice by building on previous knowledge and/or experience.

Student or practicing nurse, professional values should guide our interactions with all, individuals, and families in the school setting and with the health care team. Students demonstrate professional behaviors by exhibiting accountability for their actions, identifying that they are the major actor in 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 we believe in nursing we are all life long learners and progression in education through self-development or via formal education 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. We believe nursing programs of like kinds should agree on competencies so that transfer is possible both laterally and vertically. Thus we are a member of and support the Itasca Nursing Education Consortium (INEC). This consortium provides an effective and economical approach to utilizing educational resources as a means to career mobility, a career or 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 nursing care and 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 individuals and families.

In addition, LPN's help to manage patient care through the use of established protocols and evidence based care incorporating the nursing process and caring as essential tools. LPN's manage patient care by planning and organizing care and assigning other LPN's and assigning and monitoring unlicensed assistive personnel tasks/activities 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 through activities performed in concert with other members of the health care team. Implementing established evidence based care, skills in informatics, and patient care technology essential to the delivery of quality, safe, patient-centered care.

LPN's provide selected patient education using established protocols and reinforcing education 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 the public and by adhering to an established code of ethics.

The MN BON defines these as the scope of an LPN. The Licensed Practical Nurse is prepared for two defined roles:

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

These underpinnings in addition to professional and national standards, guide the approach of our program and specifically the Student Learning Outcomes which can be page 14.

**Organizational Chart
Itasca Community College
Practical Nursing Program**

Dr. Barbara McDonald, **Provost**

***Dean of
Student Services***

Richard Kangas

***Dean of
Academic Affairs***

Bart Johnson MSc ME

Director / Instructor of PN Program

Carol Church Retirement July, 2014
Sue Aldrich, MSN, NP-C August 1, 2014

Nursing Assistant/Home Health Aide

Heidi Shinabargar, MS. Ed, RN
Coordinator and Faculty

Clinical Lab Assistant
Greta Crowe RN

Practical Nursing Instructors

Lynette How, RN, MSN
Online Coordinator – Faculty
Shelley McCauley, BSN, PHN, RN
Pursuing Master's Degree - on
Sabbatical 2014-2015
Amber Carlson, BSN, RN
Pursuing Master's Degree
Nancy McHarg, BSN – RRCC
Laura Zitka, BSN – RRCC
Other Assigned Faculty

Other people on the campuses you should know: ICC/RRCC

1. Bookstore – Faith McMride/Diane Raboin
2. Cafeteria – Annette Delich
3. Counselors –Becky Niemi, Brenda Fairchild, / Brad Krasaway Advisor
4. Financial Aid – Nathan Wright
5. Library – Steve Bean
6. Maintenance & Grounds – Chad Haatvedt
7. Student Life Director – Tom Inforzato
8. Multicultural Student Affairs – Harold Annette
9. Academic Resource Center – Ann Vidovic
10. Services to Students with Disabilities and Tutor Coordinator – Ann Vidovic
11. Student Support Services – Ann Vidovic
12. Academic Resource Center Counselor – Becky Niemi, Ann Vidovic
13. Learning Skills/ Writing Center – Cole Perry
14. Computer Services – Chad Haatvedt
15. Testing Center – Elizabeth Gillman
16. Registrar – Allison Geisler

2014-2015 ESTIMATED EXPENSES

Expenses		Fall	Spring
Tuition and Fees (based on approximately 13-15 credits)		\$3,400 +↑	\$3,400 +↑
Books, ATI Bundle, Materials Lab Kit, Background Study		\$1800	\$700
Supplies (patches, name pin, notebooks, pencils, computer printing fee)		\$160	
Uniform-\$80 / Jacket-\$40 / Shoes-\$60 / Stethoscope-\$45 Transferbelt / Watch / Bandage Scissors		\$275	
Liability Insurance		\$12	
Nursing Entrance Test, State Board and NCLEX Testing			\$350
Graduation Pin (optional)			\$50
TOTAL		\$5,674	\$4,500

Other Expenses:

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. Costs and fees are estimated and subject to change as circumstances indicate. Students will be promptly notified.

The cost of the Nursing Entrance Test will be the responsibility of the student and payment will occur directly to www.atitesting.com, when online registration occurs and prior to taking the test before beginning nursing courses. Beginning Fall 2014 a score category of **basic** will be required for progression to the core nursing courses. The test may be repeated 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 workstudy 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 5th 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>

NURSING TEXTS - RESOURCES

May be subject to change prior to each Semester

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

ATI Package fees must be paid before the beginning of each semester. This cost is approximately \$600 per semester.

Remember that if you buy a used text from another student or 3rd party, you may also have to invest in additional online resources to supplement your purchase.

ICC Learning and Writing Centers

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

<http://www.itascacc.edu/academics/programs/english/index.cfm>.

Additional Study Skills Resources

There are multiple resources in your ATI Package that address study and test taking skills. (See Achieve Module)

The following is a good additional source for reviewing study and test taking skills.

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

Library Catalog



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

Peggy Pitts
Faculty/Library Support
(218) 322-2350
Peggy.Pitts@itascacc.edu

To log into Itasca Community College Library's online resources, enter your 14-digit barcode number (begins "20...") found on the back of your student ID card and your password (your last name). **Prior to first time use, your barcode must be activated at the Library.** 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 first **stop at the library and register** for this with your **ICC Student ID**. Once that is done, follow the directions below!

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

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

ID: 14 Digit bar code number on the back of your student ID.

Password: Your last name

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

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

From Ohio State University

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

From Purdue University

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

CURRICULUM DESIGN – PROGRAM PLANNERS

In our process of preparing for ACEN Accreditation we have implemented numerous changes to our program including the curriculum design.

Academic Year 2014-2015 we will be fully implementing new program and student learning outcomes along with revised syllabi to fully meet ACEN standards. The program will be 40 credits during this academic year

Academic Year 2014-2015 Program Planner

<http://www.itascacc.edu/departments/academics/Program%20Planners/2013-2014/PracNurs%20Dip%202014-15.pdf>

We may continue to implement some changes in course rubrics, syllabi and evaluation tools as we move through the ACEN Candidacy. You will be notified in a timely manner as to any changes that occur.

Additionally we have implemented use of an ATI Learning System bundle, this is a required resource and must be purchased prior to the beginning of each semester.

Pre-Program Requirements: COURSE DESCRIPTIONS Beginning Spring 2014

Nursing Assistant - PRNU 1101 (3 Credits): PRNU 1101 Credits: 3 **Or Certificate**

This course prepares students to practice as Nursing Assistants and as an introduction to nursing for those who choose to continue beyond Level 1. It covers basic nursing skills, psychosocial needs, resident rights, communication, and body mechanics. The student is eligible to take a State Exam to practice as an NA upon successful completion of the program.

Home Health Aide - PRNU 1103 (1 Credit): **Or Certificate**

This course prepares students to practice as Home Health Aides in the home care setting. It builds on knowledge learned in the Nursing Assistant course. The student will acquire the knowledge necessary to perform basic nursing skills for the client in the home. The student is eligible to take a State Exam to practice as a HHA upon successful completion of the program. Prerequisite(s): Nursing Assistant (PRNU 1101)

Human Growth and Development - Psych 1201 (3 Credits): A survey of the development of man from conception through old age. Areas of concentration include human emotional, intellectual, physical and social characteristics.

Human Anatomy and Physiology I – Biol 2101 (4 Credits): Study of cell structure and function, tissues, and structural and functional considerations of the skeletal, muscular, nervous and endocrine systems.

Human Anatomy and Physiology II - Biol 2102 (4 Credits): Study of cell structure and the function of tissues and structural and functional considerations of the cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems.

Medical Terminology for PN Students - PRNU 1202 (1 Credit): This course focuses on the study of medical terminology as it applies to word component interpretation. Students also learn about terminology related to body systems, disease process, and body function. Prerequisite(s): Acceptance to the Practical Nursing Program
Delivery: Classroom on Campus and Online

See 2014-2015 program planner for additional Accuplacer exam score (ICCs placement test) requirements.

PRACTICAL NURSING PROGRAM COURSE DESCRIPTIONS

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

Health Needs of All Ages I - PRNU 1206 (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 Online**

Pharmacology - PRNU 1207 (3 Credits): This course presents the basic principles of pharmaceuticals. Included in this course is information on pharmacokinetics, pharmacodynamics, accurate dosage calculations, common adverse/side effects, contraindications to drug use, and fluid and electrolyte disturbances with pharmacological interventions for management. Emphasis is placed on drug classifications and nursing care related to the safe administration of medications to patients across the lifespan.

Delivery: Classroom on Campus and Online

Maternal/Child Health Nursing - PRNU 1208 (2 Credits) This course will develop the student's basic understanding and ability to assist with care of the antepartum, intrapartum, and postpartum patient, the newborn, as well as some of the most common pediatric conditions encountered. 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 Online

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**

Clinical I - PRNU 1211 (3 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, families, and team members. This clinical experience occurs in a variety of settings: long term care, assisted living, transitional care, home care and acute care facilities with patients across the health and age continuum.

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

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 comorbid 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 Online

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 Online**

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 Online

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**

Clinical II - PRNU 2211 (3 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 patients across the lifespan. The clinical student reflects on the value of patient centered care, teamwork and collaboration, informatics, quality improvement, safety, managing care, and nursing judgment/evidence based care in his/her career as a LPN in accordance to Scope of Practice. These clinical experiences build on the experiences attained in Clinical I.

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 an LPN in the clinical setting. Concepts related to leadership and management are implemented as well as career development options that enhance career mobility. Standards of practice and the importance of practicing according to state regulations and statutes for the scope of practice for the LPN are implemented and analyzed.

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

Students who do not pass a course or related clinical component must repeat both the coursework and the semester clinicals 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).

ADMISSION GUIDELINES

Credentials

Education: (1) High school graduation with satisfactory achievement or:
(2) Passing score on the General Education Development Test (GED)
(3) 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.

SELECTION 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 Connie Budrow.

Students are accepted provisionally until all course work, TEAS and background requirements are met.

1. Applicants submit an Itasca Community College application form.
2. High school or GED or college transcript. These should be sent to Connie Budrow at ICC.
3. Complete the Academic Assessment Test. Students with low scores will be required to satisfactorily complete the recommended developmental courses before admission into the nursing program.
4. Successfully Complete a Nursing Assessment Pre-Entrance Exam. 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. A satisfactory score is identified as a score above the developmental level or **a minimum of basic**. Those students not attaining the cut score can retake the exam twice for consideration of selection to the program.
 - The TEAS test will be offered at ICC during the mandatory May meeting and again in July before the Fall Semester begins. The student will register online at www.atitesting.com to take the test, paying the ATI site at that time.
 - Generally the exam will be offered in May prior to the mandatory meeting. Students will first meet in the Theater of Davies Hall.
5. A personal meeting may be scheduled with the nursing director to clarify information.
6. Up-to-date immunization records on file in Nursing Office prior to any Clinical experience.
7. Up to ninety applicants are selected for each class with an alternate list identified. Decisions on admission to the program will be made at least once a month. Students will be accepted first-come, first-serve if they have met the pre-program requirements and have a successful score on the TEAS.
8. Applicants who meet the criteria after the maximum class size has been reached, will be notified that their name has been placed on the waiting list. If their name is not reached for the present class, their application will be considered for an alternate cohort (if desired and not filled) or the next year's class.
9. Incomplete applications will remain on file for a period of one year at which time they will be removed and applicants will be required to resubmit application documents.
10. Applicants who do not meet the acceptance criteria may reapply for admission to a later class if deficiencies have been corrected.
11. The acceptance of transfer of general academic courses will be determined by the Registrar's Office.
12. 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 acceptance, students are required to submit results of a physical and immunization records, as well as a 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.
13. Any student who does not complete the program must reapply and may or may not be readmitted at the discretion of the faculty. (See Satisfactory Progress Policy for more specific information regarding the return to the Program.)

AFTER ADMISSION

1. 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).
- 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 and RRCC Policies and Administration. Continuation in the Nursing Courses and Program may be jeopardized.

2. Health Insurance: It is recommended that each student carry his or her own health care insurance. Each student is responsible for his or her own health care expenses.

3. Student Physical and Mental Health: Entering students must complete and submit a physical exam and review of immunizations by a Health Care Provider and self-report of dental health form by the start of classes in August. This must include either a negative Mantoux test or a chest x-ray. It must also 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.

- 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.

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.
- 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 as a requisite for remaining or re-entering the nursing program

4. **Liability Insurance:** All students must carry liability insurance as established by the college. This insurance is available through the Community College System. Students who carry their own 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.
5. **CPR:** Students must have current adult, child and infant CPR certification, including AED throughout the program.
6. **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 5th and August 1st by 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 on the ICC Nursing Program webpage.

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
ICC PN Program, Itasca Community College, 1851 East Hwy 169, Grand Rapids MN 55744.

ITASCA COMMUNITY COLLEGE -- NURSING PROGRAM
SATISFACTORY PROGRESS POLICY

1. **General education classes** 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.**
2. **Nursing courses:** Successful completion of nursing courses taken in each semester is necessary to progress to the next semester.
 - Students are encouraged to 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 any of the nursing courses will be dismissed from the program.
 - A student who fails a nursing course will be allowed one repeat of the course. The repeated course must be passed at 82%.
3. **Clinical:** Sites have the right to refuse to have a student on-site. This may result in the inability to complete the PN Program.
 - **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 process may result in termination of student's status in the 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 of 8 – "Assisted" is a provisional grade and acceptable at the outset of the course, however students are expected to consistently achieve greater than an 8 before the end of the course. If a student receives a failing 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 the maximum score the student can receive for the course is a B or 86%. 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 C 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. **See Academic Achievement section.**
4. **Skills:** Students will have three opportunities to pass any return demonstration scheduled in the Skills course. If a student is not successful passing a return demonstration after two attempts, the student must provide the instructor with documentation of remedial instruction. If the student is unsuccessful passing the return demonstration on the third attempt, the student will be withdrawn from the nursing course and unable to progress in the program.
5. **Math Competency Testing:** Nursing math competency will be tested throughout the Practical Nursing Program with its final administration occurring prior to the beginning of Integrated Practicum. All students have three attempts to achieve a 100% on this Nursing Math Competency Test. Failure to achieve a 100% on the test after three attempts will result in student withdrawal from the nursing course of which it is a part with the option to request readmission per readmission policy.

6. **ATI: Assessment Technology Institute:** Students purchase a complete ATI program with proctored and unproctored 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 on or before the orientation day. This information will assist the student with knowledge and to identify areas of strength and weakness. 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, is paid for as part of the ATI package. Attendance is mandatory and a requirement for passing the Role Transition course.**
7. **Re-entry to the program** will be considered individually, based on a student petition, a remedial action plan, availability of clinical placement, faculty recommendation and any other specific items. All requirements for clinical must be met. In addition, a student who does not complete the Nursing Program in 2 attempts, is dismissed from the Program and will not be considered for future readmission.
 - Students who do not pass a course, or related clinical component, must repeat the coursework and the semester clinical courses in order to meet the requirements of the Program and to progress on in the Practical Nursing Program. In addition, students must successfully complete each clinical rotation before progressing to the next.
 - A student who is out of the Program for one year, or more, will follow the current policies of admission to the Program. Readmission is not guaranteed
8. **Integrated Practicum: Students must successfully complete all program requirements before progressing into Integrated Practicum.**

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.

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.

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 Nursing's CLA tutor.
2. Transportation to class, clinical and outside experiences is managed by the student.
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 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 if not able 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.

ATTENDANCE POLICY

The responsibility for success in this program is the student's. Each student must successfully meet stated course and program requirements.

1. Transportation is the responsibility of each student. Conflicts in transportation must be worked out by each student to meet the required assignments. Lack of transportation will not be considered an excused absence for clinical or classroom.
2. Punctuality, regular attendance and participation are imperative for all classes and clinical. Instructors will establish their own attendance policies for classroom instruction. Excessive lateness or absenteeism for classroom or clinical may be a factor in counseling a student out of the program.
3. Students are responsible to secure all material covered in class during their absence. Individualized assignments may be made by the instructor to cover absences.
4. 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. **Any test not taken on the scheduled date 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%).
5. Excessive absences or tardiness will necessitate a review by the faculty as to continuance in the program.
6. Students **must attend** the mandatory clinical orientation session(s) and clinical seminars in order to progress in the program.

7. If you have an excused absence on a clinical day, call the assigned station **at least one hour before** you are expected to be there. Failure to do so will necessitate an appearance before the faculty. One excused clinical absence day per semester will be allowed, but must be made up. Additional missed and excused clinical absence days will be made up at Instructor's convenience and student's expense. Clinical make-up-day-expenses must be paid, in the ICC Business Office, prior to the assigned make-up day. Therefore, all missed clinical days need to be approved by faculty, and made up.
8. 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.**

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 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.

1. Always appear neat and appropriately well groomed.
2. Good personal hygiene is essential. Use deodorant, bathe daily and practice good oral hygiene. Male students must be clean shaven.
3. 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.**

4. **Female Students**

- Skirt - White, or Caribbean blue below-knee length
- Top - Caribbean Blue, short-sleeved, uniform top
- Pants - Caribbean Blue, shoe-length uniform pant
- Jacket - White cover jacket
- 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 - Caribbean Blue, shoe-length uniform pant
 - Top - Caribbean Blue(ICC) uniform top
 - Jacket - White cover jacket
 - 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**.
5. Uniform patches, if utilized must be on the uniform and the cover jacket. They must be sewn two inches below the shoulder seam on the left sleeve or the garment will have the ICC information embroidered by the vendor (Globe).
 6. 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.
 7. Students are not to wear their uniform in public except when going on or off duty.
 8. Hair must be clean, neatly arranged and off the collar. Long hair may be worn in a braid or 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.
 9. Extreme make-up may not be worn while in the clinical area. No perfume, cologne, or scented lotions or sprays may be worn.
 10. Keep fingernails **clean and short**. Clear, light, un-chipped nail polish is acceptable. No artificial nails.
 11. 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. **Tattoos must be fully covered by clothing or bandage**. The only tattoo exceptions are a) a wedding band or b) a medical alert bracelet tattoo.
 12. Students are not allowed to chew gum, eat, or drink beverages in the clinical area, except on breaks/lunch in designated areas.
 13. 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.
 14. No visiting of friends, relatives or other clinical areas during clinical hours will be allowed, nor are students allowed to leave the clinical site during clinical.
 15. 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.
 16. Some clinical experiences occur off-site (school or pre-clinical) and professional, conservative dress clothes with name tag and Lab 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

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. This has created issues in the past and also will be potential grounds for dismissal from the program.

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
- 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 ACHIEVEMENT

Students must earn a grade point average of 2.0 or higher in order to progress in the program. A minimum of 2.0 is required in all courses required for the program curriculum. (A grade of C- is not considered a passing grade). The following grading scale is used throughout the nursing program on a point based system, however clinical grading is based on a weighted system and is described below .

However, If a student is repeating a course, they must achieve an 82% to allow them to progress in the program.

92-100% = A

86-91% = B

80-85% = C

75-79% = D

< 74% = F

Clinical Grading

All clinical courses utilize a weighted grading system. A student's performance at clinical is graded on a 1-10 scale correlated to the clinical evaluation rubric. A clinical performance grade of 8 – "Assisted" is a provisional grade and acceptable at the outset of the course, however students are expected to consistently achieve greater than an 8 before the end of the course.

Additionally students must satisfactorily complete all requirements and assignments of a clinical course to progress to the next rotation and in the course.

If a student receives a failing grade (less than an 8) for any component of a clinical day it may be considered a "strike" or warning. This will be discussed with the student at clinical for clarity and opportunity for improvement.

Generally a student will have a maximum of 3 strikes or warnings *per semester* (not per rotation).

Following the first warning, the situation will be discussed with the student and the maximum score the student can receive for the course is a B or 86%. 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 C 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 at mid-semester and at the end of the semester. Review includes scholastic achievement, quality and safety of nursing practice, health, conduct, attitude and adjustment to others and to the vocation. 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.

EXAM – ASSIGNED WORK POLICIES

Late / Missed Exams & Assignment

Test scores of tests not taken with the class will be automatically reduced by a minimum of 5%.

Arrangements to make up the test must be made within 2 days of the student returning to school and may be reduced an additional 5% per class day after you return until they are made up.

It is the student's responsibility to promptly communicate with the instructor about late assignments or exams.

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 this needs to be communicated promptly and clearly to the Instructor.

Lack of communication by the student, or tests and assignments not made up in a timely manner may result in a substantial reduction or a zero score at the instructors' discretion.

When there are prolonged absences due to extenuating circumstances, the student must meet with the faculty on his/her first day back to arrange a contract for completion of make-up work. If this contract is not adhered to, the student's grade will be reduced an additional 5% per class day of delinquency.

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.

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 online students 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 online 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.

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)
- National Association of Practical Nurses Education and Service (NAPNES), *Standards of practice and educational competencies of graduates of practical/vocational nursing programs, 2007.*
- National League of Nursing (NLN) Outcomes and Competencies Educational Framework (2010).
- The Mission and Philosophy of the ICC Nursing Program includes the 8 student learning outcomes that flow from the philosophy statement throughout the nursing program.

Professional Concepts/Definitions/Student Learning Outcomes	
Professional Concepts	Definition and Student Learning Outcomes (SLO) Developed with information from NLN, NAPNES, MNBON (Scope of Practice (SOP)), ICC PN Mission and Philosophy
Teamwork & Collaboration	<p>DEFINITION: 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><u>SLO: TEAMWORK AND COLLABORATION</u> 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>
Safety	<p>DEFINITION: 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><u>SLO: SAFETY</u> 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>

<p>Quality Improvement</p>	<p>DEFINITION: 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><u>SLO: QUALITY IMPROVEMENT</u></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>
<p>Professional Identity / Behavior</p>	<p>DEFINITION: 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><u>SLO: PROFESSIONAL IDENTITY AND BEHAVIOR</u></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>Pt. Relationship Centered Care</p>	<p>DEFINITION: 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).</p> <p>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><u>SLO: PATIENT/RELATIONSHIP CENTERED CARE</u></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>Nursing Judgment/ Evidence Based Care</p>	<p>DEFINITION: Nursing Judgment encompasses three processes: Critical thinking, clinical judgment, and integration of best evidence into practice. 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.</p> <p>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).</p> <p>Essential to this concept is</p> <ol style="list-style-type: none"> (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); (2) determining and implementing appropriate interventions within a nursing plan of care or when delegated or assigned by a registered nurse (SOP); (3) implementing interventions that are delegated, ordered, or prescribed by a licensed health care provider (SOP); and (4) assisting in the evaluation of responses to interventions (SOP); <p>The practical nurse uses current information from research and credible sources to support nursing judgments and to provide quality patient care.</p> <p><u>SLO: NURSING JUDGMENT/EVIDENCE BASED CARE</u></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>Managing Care</p>	<p>DEFINITION: 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><u>SLO: MANAGING CARE</u></p> <p>The practical nursing graduate will manage care through planning, organizing (NAPNES) or assigning aspects of care to UAP’s and LPN’s under the direction of a RN or other licensed Health Care Provider (HCP) (SOP).</p>
<p>Informatics/ Technology</p>	<p>DEFINITION: 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><u>SLO: INFORMATICS/TECHNOLOGY</u></p> <p>The practical nursing graduate will utilize information technology in the health care setting (NAPNES).</p>
<p>References</p>	<p>NAPNES, 2007; NLN, 2010; MN SOP, 2013</p>

COMMUNITY COLLEGE PRACTICAL NURSING PROGRAM OUTCOMES

The Itasca Community College Practical Nursing Program have organized the program 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).

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 outcomes are presented in a simplified form. However, further detailed outcomes are available to students at any time upon their request.

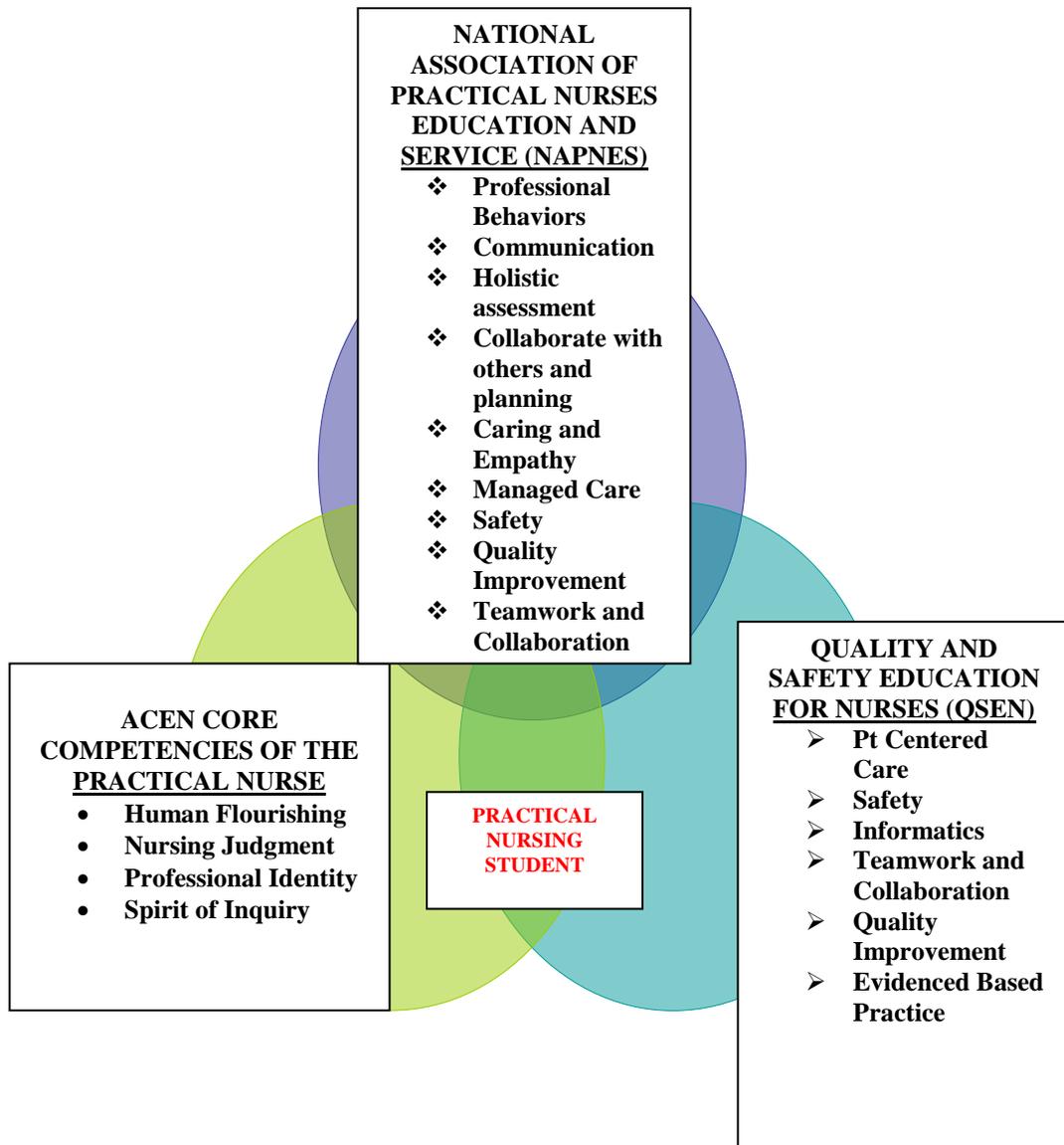
Specific ICC Practical Nursing Program Outcomes directly applicable to students include:

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 the current national average 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 Outcomes 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.

Itasca Community College Practical Nursing Program/Curriculum Integration Model



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.

<p>1. Evergreen Terrace 2801 South Pokegama Avenue Grand Rapids MN 55744 218.326.3431</p>	<p>8. Duluth Clinic – Deer River 1025 NE 10th Avenue Deer River MN 56636 218.246.8275</p>
<p>2. Grand Village 923 Hale Lake Pointe Grand Rapids MN 55744 218.326.0543</p>	<p>9. Meridian Medical Clinic 1542 Golf Course Road Grand Rapids MN 55744 218.999.7000</p>
<p>3. Homestead Living & Rehabilitation Center 1002 Comstock Drive Deer River MN 56636 218.246.3007</p>	<p>10. Itasca Surgical Center 1542 Golf Course Road Grand Rapids MN 55744 218.327.7973</p>
<p>4. Falls Good Samaritan Care Center 1402 Hwy 71 International Falls, MN 56649 218.283.8313</p>	<p>11. Rainy River Medical Center/Clinic Campus 2501 Keenan Drive International Falls, MN 56649 218.283.9431</p>
<p>5. Grand Itasca Clinic & Hospital 1601 Golf Course Road Grand Rapids MN 55744 218.326.3401 / 218.999.1000</p>	<p>12. Bigfork Valley Hospital 258 Pine Tree Drive Bigfork MN 56628 218.743.3177</p>
<p>6. Deer River Health Care Center/Essentia 1002 Comstock Drive Deer River MN 56636 218.246.3011</p>	<p>13. Independent School Districts ISD # 317 Deer River 218.246.8860 ISD # 318 Grand Rapids 218.327.5800</p>
<p>7. Rainy River Medical Center/Hospital Campus 1400 Hwy 71 International Falls, MN 56649 218.283.4481</p>	

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 2.0 or better grade point average.
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 locations.

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

<http://www.itasca.mnscu.edu/departments/aboutitasca/documents/2012studenthandbook.pdf>

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 required credits with a 2.0 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 make application to the Board of Nursing to take the National Council Licensure Exam for Practical Nurses (NCLEX-PN)[®]. 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, each instructor 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 monthly staff meetings to deliver input and ask questions.

Appendices

Appendix #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
INTELLECTUAL		
Cognitive Perception	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
Critical Thinking 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.
MOTOR SKILLS		

Motor Skills	Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client.	Positions 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
MOTOR SKILLS (Continued)		
Mobility	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.
Activity Tolerance	Ability to tolerate lengthy periods of physical activity.	Move quickly and/or continuously. Tolerate long periods of standing and/or sitting.
COMMUNICATIONS		
Communication	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.
Interpersonal Relationships	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.
SENSES		

Hearing	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
SENSES (Continued)		
Vision	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.
Tactile	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.
PSYCHOSOCIAL		
Psychosocial Behaviors	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.
ENVIRONMENTAL		
Environmental Adaptability	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 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 program on _____ 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:

(patient/student name)
(date)

- ___ a. no restrictions
- ___ b. with restrictions

SPECIFY RESTRICTIONS:

(physician signature)

(date)

ICC is an affirmative action, equal opportunity employer and educator. 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. If you require an accommodation for a disability please contact Ann Vidovic- 14 Backes Center 218-322-2433 or ann.vidovic@itascacc.edu

**Minnesota Board of Nursing
Nursing Abilities 6301.1800/6301.2200**

At this time and until January of 2016, to fulfill the requirements of the Minnesota Board of Nursing, all students were evaluated for each of the Nursing Abilities listed in 6301.1800, Subparts 2 through 9; under categories of nursing practice by the time they graduate. Nursing Abilities were completed during scheduled Clinical Seminar times. At this time, we continue to value the Nursing Abilities previously outlined by the Minnesota Board of Nursing, and use these abilities within our curriculum as one framework to guide the Practical Student Learning.

6301.1800 Subparts 2 through 9

Subpart 2. Interaction With Patients

- A. Use verbal and nonverbal communication skills
- B. Establish a relationship based on the patient's situation
- C. Maintain professional boundaries in nurse-patient relationships

Subpart 3. Nursing Observation and Assessment of Patients

- A. Collect data pertaining to a patient's physical and physiological structure and function
- B. Collect data pertaining to a patient's intellectual, emotional and social function
- C. Collect data pertaining to a patient's spiritual and cultural function
- D. Interpret collected data to identify a patient's health needs
- E. Given a nursing care plan, establish a sequence of the student's own nursing actions
- F. Given nursing care plans for at least three patients, set nursing care priorities for that group

Subpart 4. Physical Nursing Care

- A. Provide for physical safety
- B. Prevent spread of pathogens
- C. Determine when necessary to use sterile technique
- D. Maintain sterility of equipment and supplies
- E. Maintain integrity of skin and mucous membranes
- F. Promote respiratory function
- G. Promote circulatory function
- H. Promote nutrition and fluid balance
- I. Promote elimination
- J. Promote physical activity
- K. Promote restoration or maintenance of physical independence
- L. Provide for physical comfort
- M. Promote rest and sleep
- N. Provide for personal hygiene
- O. Provide for an optimum level of pain relief

Subpart 5. Psychosocial Nursing Care

- A. Promote development or maintenance of intellectual function
- B. Promote emotional development
- C. Promote social development
- D. Promote spiritual well-being
- E. Promote culturally competent care
- F. Promote self-esteem
- G. Promote a feeling of psychological safety and comfort
- H. Identify signs and symptoms of violence and abuse, or self-destructive behavior

- I. Promote adaptation to change or loss including loss of independence or death
- J. Provide care to meet end-of-life concerns
- K. Provide for a patient's need to know by giving, translating or transmitting information

Subpart 6. Delegated Medical Treatment

- A. Administer oxygen
- B. Maintain patency of airway
- C. Assist in the administration of intravenous sterile fluid
- D. Implement treatment related to gastrointestinal function
- E. Implement treatment related to genitourinary function
- F. Implement treatment related to function of the integument
- G. Implement treatment related to musculoskeletal function
- H. Identify sources of information necessary to administer prescribed medication, including compatibility and interactions among prescribed medications and complementary substances
- I. Calculate dosage necessary to administer prescribed medication
- J. Determine the safe range of the dosage prescribed
- K. Determine the appropriateness of the route for administration of prescribed medication
- L. Prepare prescribed medication for administration
- M. Administer prescribed medication
- N. Judge the effectiveness of the prescribed medication
- O. Follow procedure for working with controlled substances in the administration of prescribed medication
- P. Implement treatment related to cardiopulmonary function

Subpart 7. Reporting and Recording

- A. Report orally the information necessary to facilitate the continued nursing care of a patient by any others involved
- B. Record the information necessary to maintain a record of nursing actions, patient's reactions to the care and resulting patient outcomes
- C. Maintain confidentiality of patient information.

Subpart 8. Evaluation of Nursing Actions

Each student must be evaluated for the ability to evaluate the effectiveness of and maintain accountability for the student's nursing actions.

Subpart 9. Legal Responsibility

Each student must be evaluated for the ability to determine the individual's legal accountability for the individual's scope of nursing practice.

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 (ACEN, 2008).

Human Flourishing

Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team.

Nursing Judgment

Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.

Professional Identity

Assess how one's personal strengths and values affect one's identity as a nurse and one's contributions as a member of the health care team.

Spirit of Inquiry

Question the basis for nursing actions, considering research, evidence, tradition, and patient preferences.

**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)**

**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*.

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

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.

ACKNOWLEDGEMENT PAGE

**I acknowledge receipt of, and agree to comply with,
Itasca Community College Practical Nursing Program
August 2014-May 2015 Student Handbook**

**This signature form will be submitted during orientation to
the Nursing Program in the Fall Semester and you will be
asked to complete a signature of acknowledgement of the
ICC Nursing Policies and Handbook in D2L.**

(Print Student Name)

(Student Signature)

(Date)

***Please sign and return this form to ICC's Nursing Director.
Thank you.***

ICC is an affirmative action, equal opportunity employer and educator.

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. If you require an accommodation for a disability please contact Ann Vidovic- 14 Backes Center 218-322-2433 or ann.vidovic@itascacc.edu