The College of St. Scholastica
School of Nursing

Post Baccalaureate Nursing Student Handbook
2010 - 2011
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THE COLLEGE OF ST. SCHOLASTICA
SCHOOL OF NURSING

POST BACCALAUREATE PROGRAM IN NURSING
STUDENT HANDBOOK

The purpose of this handbook is to provide a ready reference to policies and procedures specific to baccalaureate nursing students at The College of St. Scholastica. It is the student’s responsibility to become familiar with the policies and procedures in The College of St. Scholastica 2010 - 2011 Student Handbook and The College of St. Scholastica Undergraduate Catalog, 2009 - 2011. This handbook supplements these College-wide publications and provides specific information about the policies and procedures of the School of Nursing. Changes or updates concerning information in this handbook will be communicated by The College of St. Scholastica email.

Students should consult their advisor if they have questions not addressed in these documents.

The College of St. Scholastica does not discriminate on the basis of age, race, color, national origin, sex, or handicap in its programs and activities. Inquiries regarding the nondiscrimination policies are handled by the Affirmative Action Office which is located in Tower Hall 2101A, (218) 723-6602.
Mission Statement of the School of Nursing

As an integral component of The College of St. Scholastica, the School of Nursing embraces the Benedictine values of community, hospitality, respect, stewardship and love of learning. As a community of learners, we are committed to educating baccalaureate and graduate nurse leaders prepared to care for others, in a manner that honors and respects the unity of body, mind and spirit. Through caring for one another and ourselves in a holistic way, we develop a deep level of compassion which allows us to respond to others in a manner that promotes the healing of individuals, families, communities, and our world.

Philosophy of the School of Nursing

Nursing is fundamentally a holistic endeavor on which the physical, emotional, social, and spiritual welfare of persons depends. It is the enactment of nurses’ moral imperative to care for persons in health and illness at the most significant, vulnerable, and mundane moments of their lives, including birth and death. A person’s experience of health and illness is inseparable from the nurse’s intention, presence, and action at these moments.

Nursing does its healing work in a relational environment of connection, compassion, caring, creativity, and critical intention. The profession is informed not only by the liberal arts and sciences, technology, and integrative therapies, but also by the knowledge that relationships can be healing in and of themselves.

First and foremost, in its healing relationships with individuals, families, colleagues, communities, and populations, nursing respects and upholds the inherent dignity and worth of all creation. The least among us have been created by God and have infinite, if unrecognized, capacities for change and healing, balance and harmony. Nursing works in committed partnership with those it serves to use its specialized knowledge of health and illness to actualize those capacities.
Goals of the School of Nursing

1. To offer programs designed to prepare students for entry-level or advanced professional nursing practice in a global community.
2. To provide registered nurses with professional education in nursing reflective of contemporary nursing practice.
3. To prepare students with the skills necessary for lifelong learning.
4. To prepare students to participate in society as informed citizens.
5. To prepare students for advanced study in nursing.
6. To teach and model Benedictine values as a basis for responsible living and meaningful work.
7. To create and sustain a learning, working, and practice environment conducive to the well-being of faculty, students, and staff.

Goals of the Undergraduate Nursing Council

1. To prepare students for entry-level professional nursing practice including the health needs of underserved populations.
2. To prepare students to be eligible for licensure as registered nurses.
3. To prepare registered nurses for practice at the baccalaureate level.
4. To provide students with academic preparation for graduate study in nursing.
5. To provide students with the skills and knowledge necessary for responsible living and meaningful work.
6. To provide a student-centered learning environment that supports student’s professional socialization.
7. To instill the value and skills necessary for personal and professional lifelong learning.
8. To teach and model Benedictine values as an effective personal and professional philosophy.

Curriculum Overview

Baccalaureate nursing education prepares students to practice as generalists. This level of education is based on core knowledge and clinical competency applied though a unique blend of critical thinking, caring, communication and collaboration. Health promotion, illness management and population-based care are the focus of the traditional undergraduate curriculum. Students are prepared to practice holistically as leaders in healthcare delivery, with an educational foundation grounded in the Benedictine values. Throughout the curriculum, simulation, technology, and integrative therapies are blended to prepare students as healers of the mind, body, and spirit.

Clinical practice necessitates that students care for a variety of individuals in various settings. These practice experiences are designed so that students have diverse experiences in meeting the health care needs of individuals, families and groups. Clinical experiences occur in the nursing simulation laboratory, acute care, extended care and community health settings beginning in the first semester of the nursing program.

The faculty has developed outcomes for students to achieve in the baccalaureate program that are derived from The College of St. Scholastica’s institutional mission. The ANA’s Standards of Clinical Nursing Practice, ANA’s Code of Ethics, AACN’s Essentials of Baccalaureate Education and the Minnesota Nursing Practice Act form the basis for nursing practice. Faculty have used these documents in the development of the curriculum and in the structuring of clinical practice experiences.
The outcomes of the baccalaureate curriculum are:
1. Synthesize knowledge from nursing, the arts and sciences and the Benedictine values in the holistic practice of professional nursing.
2. Demonstrate professional values and behaviors consistent with professional standards.
3. Demonstrate competence for entry-level professional practice.
4. Advocate for health care that is sensitive to the needs of clients including vulnerable populations.
5. Assume responsibility for ongoing professional development in an ever-changing health care environment.

Post Baccalaureate Nursing Program Schema

**Summer I (11 credits)**
NSG 3600 Intro to Nursing Practice 5 credits (3 theory; 2 lab)
NSG 3645 Professional Nursing I 2 credits (theory)
NSG 3660 Health Transitions – I 4 credits (2 theory; 2 clinical)

**Fall Semester (12 nursing credits)**
NSG 3845 Professional Nursing II 2 credits (theory)
NSG 3867 Evidence-Based Practice 1 credit (theory)
NSG 3870 Health Transitions – II 7 credits (5 theory; 2 clinical)
NSG 3871 Integrative Lab I 2 credits (lab)

**Spring Semester (14 credits)**
NSG 4645 Professional Nursing III 2 credits (theory)
NSG 4660 Health Transitions – III 7 credits (5 theory; 2 clinical)
NSG 4661 Integrative Lab II 2 credits (lab)
NSG 4674 Community Health 3 credits (3 theory)

**Summer II (13 credits)**
NSG 4800 Professional Nursing IV 3 credits (2 theory; 1 clinical)
NSG 4874 Community as Client 2 credits (1 lab; 1 clinical)
NSG 4880 Capstone 6 credits (2 theory; 1 lab; 3 clinical)
Nursing Elective 2 credits (theory)

**Nursing Credits**
31 theory credits (465 hours)
8 lab credits (240 hours)
11 clinical credits (495 hours)

The certificate awarded upon completion of this program is called the Certificate in Baccalaureate Nursing. It will meet the requirements of a baccalaureate in nursing, as it is a second major for a student who has previously received a bachelor’s degree.
Student Responsibilities

**Academic Standards**

Throughout the Post Baccalaureate program, courses must be taken and successfully completed in the sequence identified in the Curriculum Schema (Page 4). In order to progress from one semester to the next, a student’s performance in both theory and clinical practice must be satisfactory. The minimum acceptable passing grade is a “C” which must be attained in both the theory and clinical components of courses. A student who fails either component fails the course irrespective of achievement in the other area. No more than one clinical nursing course in the major may be repeated. Therefore, a student who fails a second clinical nursing course may not progress and will be dropped from the major. A student who receives a grade lower than a C in any nursing course will be required to make adjustments in their program plans in order to progress through the sequence of course offerings in the major.

If a student reapplies for admittance, his or her application will be considered on an equal basis with all other applications.

**Student Behaviors**

All students are held responsible for meeting course and clinical requirements as well as for consistently demonstrating behavior reflective of professional nursing practice in all contexts at the College and in the public environment. Professional behavior includes:

1. Taking actions that are consistent with Nursing Standards of Clinical Practice, Nursing Code of Ethics and the Minnesota Nurse Practice Act.

2. Attending all learning experiences regularly and punctually.

3. Informing course faculty prior to the scheduled time of classroom exams, project deadlines and clinical experiences if you are unable to attend because of an emergency.

4. Complying with contracted requirements of clinical facilities including all admission and health requirements, an annual Criminal Background Study, HIPAA regulations and dress code policies.

5. Demonstrating classroom and clinical behavior that is professional and respectful to faculty, students, patients and staff. Students are discouraged from bringing children to the classroom.

6. Demonstrating awareness that the classroom, lab, and clinical environments are learning environments. This includes turning cell phones and pagers off and arranging emergency contacts in a manner that does not disrupt class or client care.

Students exhibiting unsatisfactory professional or personal behavior will be verbally notified by faculty that such behavior is unacceptable. Depending on the nature of the incident, or the number of incidents, the faculty will have the option to recommend to the program Director either probation or program dismissal.
Background Studies

MN law requires that the School of Nursing conducts caregiver and criminal background studies on each student who is placed into a healthcare facility that is licensed by the state of MN. The criminal background request will be made to the State of Minnesota, the student’s State of Residence, and, if different, to the State in which the assigned healthcare practicum is located. The criminal background study is done online and there is a $50 fee. Caregiver background studies are completed both on-line and paper. There is no additional fee for the caregiver background studies.

Background studies must be completed before the start of the program. An individual who is disqualified from having direct patient contact as a result of a background study will not be permitted to participate in clinical. Students who receive notice that they are “disqualified” must arrange for an immediate appointment with the Director of the Post Baccalaureate Nursing Program. SINCE STUDENTS WHO ARE DISQUALIFIED FROM PROVIDING DIRECT CONTACT SERVICES MAY BE INELIGIBLE TO TAKE REQUIRED CLINICAL COURSES, THEY CANNOT BE GUARANTEED THE OPPORTUNITY TO COMPLETE THE NURSING PROGRAM.
POLICIES AND PROCEDURES

If you wish to have a nursing policy waived you must submit a written petition to the Director of the Post Baccalaureate Nursing Program providing a rationale for your request. Some petitions may need to be reviewed by the Admission and Progression Committee. Decisions of the committee are final. Assistance with the procedures can be obtained from your nursing advisor.

**Grading** - The following scale is used in all nursing courses.

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

**Progression Probation**

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

**Procedure:**
When a faculty member recommends probation, the faculty member must meet with the course coordinator and the Chair of the Admission/Progression Committee (Program Director) to discuss the student’s behavior and recommend specific stipulations for the probationary contract. This recommendation is then discussed by the Admission and Progression Committee which will make a decision about probation. The student and faculty advisor are informed of the Committee’s decision in writing by the Chair of the Committee. A contract identifying the student’s plans for remediation is developed by the Admission and Progression Committee and signed by the Committee Chair, the student and the involved faculty.
This agreement is shared with the student’s instructors and faculty advisor in order that positive steps may be taken to assist the student to correct the identified deficiencies. Satisfactory progress through the course of the contract removes the student from probationary status, at which time the student progresses through the remainder of the program. A student who fails to correct the deficiencies by the end of the contract period will be dismissed from the major. Students may be on probation once while in the nursing program.

**Dismissal from the Major**

**Policy:**
The undergraduate nursing department reserves the right to dismiss students for infractions of regulations; failure to meet the terms of a probationary contract; unsatisfactory academic standing; unsatisfactory progress towards the degree; unprofessional behavior; or other reasons that affect the health, safety, property, or welfare of the individual student, patients, healthcare agency, and/or healthcare agency staff.
**Procedure:**
If the Director of the Post Baccalaureate Nursing Program and the involved course faculty deem that sufficient documented evidence exists to consider termination, the case will be referred to the Admission and Progression Committee for review. The director will meet with the student to formally inform him or her of their rights and that the case has been referred to the Admission and Progression Committee. The student will also be notified in writing that the Committee has received a referral for termination. The student may submit written comments relevant to the allegations to the Admission and Progression Committee.

The Admission and Progression Committee will recommend that retention or termination of a student should commence. A face to face meeting with the involved parties is conducted to relay the disciplinary action. If a student is retained, he/she may receive a probationary contract.

**Complaints and Conflicts**

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

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

**Academic Honesty**

**CSS Policy:** Academic honesty and integrity are highly valued in our campus community. Academic honesty directly concerns ethical behaviors which affect both the academic environment and the civic community. Academic dishonesty seriously violates the integrity of the academic enterprise and will not be tolerated at St. Scholastica.

Academic dishonesty is defined as follows: Misrepresentation of the work of others as one’s own; dishonesty in testing; violating authorized guidelines established by instructors for individual assignments; sabotaging or damaging the work of others; or engaging in dishonesty in other academic work. Failure to report academic dishonesty is also an act of academic dishonesty.

To minimize student misunderstanding, faculty shall state in writing what degree of cooperation or help is authorized for each learning activity and what behaviors constitute academic dishonesty on collaborative student projects. Students shall be responsible for asking faculty for clarification in any unclear situation.
The following additional policy will be applicable to all nursing majors:
As a professional nursing student, personal integrity and accountability are expected when caring for clients in clinical agencies and the community. Reporting care/treatment of a client as given, when in fact it had not been given, or failure to report a known situation that could affect client outcomes will be constituted as a serious personal integrity issue. Similarly, reporting attendance at assigned course experiences, volunteer work, and/or community/agency observations, when in fact attendance did not occur, will also be constituted as a serious personal integrity issue and the college academic honesty guidelines will be followed.

Procedure:
Since academic dishonesty is a transgression against the entire College community, the entire community is involved in handling the problem. Students and faculty are encouraged to contact instructors with reports of, or concerns about, academic dishonesty. Not reporting witnessed dishonesty is also academic dishonesty. In nursing, it is a matter of safety. If a faculty member has determined that a student has been academically dishonest, the violation must be reported to the Vice President of Academic Affairs or the Vice President for Student Affairs. Duties of the office shall include referral of students for counseling if needed, handling of repeat offenders, and administering of penalties. In cases of academic dishonesty, the minimum penalty to be applied by the faculty member shall be failure of the assignment or test, and the maximum penalty shall be failure in the course. In addition, a department may deny admission to or dismiss from a program a student who has engaged in academic dishonesty and the Vice President of Academic Affairs or Vice President for Student Affairs may exclude such a student from extracurricular activities or expel him or her from The College of St. Scholastica.

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

Leave of absence

Policy:
To qualify for readmission a Leave of Absence (LOA) request should be submitted in writing and discussed with the Director of the Post Baccalaureate Nursing Program. The student must reapply in writing as soon as possible but no later than 2 months prior to the beginning of the semester he/she wishes to reenter. Students will be allowed to resume enrollment on a space available basis. During a LOA, students may continue in support courses and nonclinical nursing courses if approved by the Director of the Post Baccalaureate Nursing Program.

Procedure:
Submit a written letter of intent to the Director of the Post Baccalaureate Nursing Program. Notify the Director no later than 2 months prior to return. Prior to reentering the program a demonstration of knowledge and abilities may be required.

Sick Leave

Policy and Procedure:
Students who are absent for longer than a week but for less time than would qualify for a leave of absence, must notify the course coordinator when they wish to return. If an absence can be anticipated (e.g., birth of a child, elective surgery, etc.), students are advised to notify the coordinator as soon as this information is available. In all instances, the student must work with the appropriate faculty member(s) to arrange for make-up of both class and clinical learning experiences.

**Clinical Remediation**

**Policy:**
In the event a student misses clinical(s), the student may be required to make up clinical time to meet the learning outcomes and expectations. Clinical absences are made up at the discretion of the faculty. If it is determined that extra clinical hours are necessary, it is the student’s responsibility to arrange the make-up with an appropriate clinical instructor, however unexcused absences may not be made up. Once a faculty member has agreed to supervise the additional hours, the student is charged $24.00/hour.

**Procedure:**
1. The student and the faculty member develop the written plan for clinical remediation.
2. The faculty member arranges for the clinical learning experience with the appropriate clinical facility.
3. The plan is approved by the Director of the Post Baccalaureate Nursing Program.
4. The faculty member notifies the Director of the Post Baccalaureate Nursing Program that the experience has been concluded.
5. The School of Nursing informs the Business Office about the cost to the student. The Business Office bills the student.
6. The School of Nursing Administrative Assistant prepares the paperwork required for the faculty member to be paid.

**Liability Insurance**

**Policy:**
The College of St. Scholastica has a professional liability insurance policy for all students while enrolled in clinical coursework and performing services required in the clinical nursing courses. The group plan will protect students and CSS anytime you are involved with a client or group of clients within the defined role of a student nurse. This does not cover the individual outside of the nursing student role at CSS.

**Reporting of Clinical Accidents/Health Insurance Coverage**

**Policy:**
CSS requires that all students have a hospital medical insurance policy. Students may purchase accident and illness insurance through the College of St. Scholastica. For information about the plan and enrollment opportunities, contact the Business Office. Accidents or injuries that take place are to be covered by the student’s own insurance policy. Students should carry their health insurance identification with them. All deductibles are the students’ responsibility. If the insurance plan requires
notification of a primary physician before going to the emergency room, students are responsible for that notification. Any expenses not covered by insurance are the responsibility of the student.

**Procedure:**
If an accident occurs in the clinical facility, follow the agency policy for reporting accidents and complete The College of St. Scholastica Employee Injury Report and Investigation which may be obtained from the instructor. Both the student and the instructor sign and form and when it is completed, it is turned in to the Administrative Assistant in the Nursing Office.

**Clinical Uniform**

**Policy:**
The official CSS nursing uniform required for clinical practice settings is a solid color blue top and pants and long white lab coat. Uniforms are ordered at the beginning of the program. Photo identification is to be worn on a CSS lanyard with either uniforms or lab coat. For your safety and the safety of others, your uniform, including shoes, should only be worn in the clinical environment.

Students are expected to maintain a professional appearance that is respectful of clients and facilitates the safety of the client and yourself in all clinical settings. This includes:

- A clean, pressed uniform or attire appropriate to the setting that is free of tobacco-smoke, pet-hair, and cologne scents.
- All white cotton socks or white hosiery without colored decoration must be worn.
- Shoes are to be all white without decoration and used EXCLUSIVELY for clinical practice. If shoes require shoelaces, they must be all white. Clogs or canvas tennis shoes are not appropriate.
- Simple jewelry, including a maximum of one post earring per ear, may be worn. No other visible jewelry is acceptable. For example: in the eyebrow, nose, lip or tongue.
- Light makeup
- Hair of a naturally-occurring color and a hairstyle that is clean, neat and off the shoulders.
- Trimmed fingernails without nail polish, tips, or acrylic nails.
- Trimmed beards and mustaches
- No plunging necklines, short skirts, low rise pants or exposure of the abdomen is acceptable.

**Procedure:**
Students will be dismissed from the clinical environment for violations of the Clinical Uniform policy. Absence from the clinical environment may jeopardize your ability to be successful in the course. Refer to specific guidelines established by each clinical course.

**CPR Certification**

**Policy:**
Current CPR (cardiopulmonary resuscitation) certification is a prerequisite for entry into all required clinical nursing courses. Students are responsible for obtaining the two year Health Care Provider certification in CPR for infants, children & adults prior to entry into the major. Failure to maintain and provide current CPR certification documentation to the nursing office will result in exclusion from clinical practice which may consequently jeopardize your ability to be successful in the course.
Procedure:
- CPR certificates must be renewed prior to its expiration.
- Students must bring a copy of their certification card to the School of Nursing Administrative Assistant in Science 3110.

Health Requirements

Policy:
It is the student’s responsibility to submit accurate and timely health information to Student Health Services. This applies to all students in nursing courses beginning with Summer I. Failure to comply with the student health policies will result in exclusion from clinical sites or being dropped from the program. All health records of students are confidential and kept in the college health service office.

Students are required to fulfill these policies:
1. Submit a health history and physical examination. The history and physical examination data may be done by a physician, physician’s assistant or registered nurse practitioner and must be completed the summer prior to application to major. We recommend that students keep copies of their records.
2. Annual documentation of Tuberculin skin testing. After admission to the major, these will be due each year in spring semester. If the results of the skin testing become positive, a chest x-ray will be required every two years until graduation, unless affiliating agencies require an annual chest x-ray.
3. Documentation of 2 doses of measles, mumps, rubella (MMR) after your first birthday or positive titers for each disease.
4. Documentation of pertussis immunization (Tdap).
5. Documentation of completed Hepatitis B series.
6. Documentation of varicella immunity by one of the following:
   - Documented varicella titer
   - Documentation of receipt of two doses of varicella vaccine
   - Verbal history of disease
7. Tetanus booster within last 10 years
8. Annual health update for juniors and seniors (Appendix 1)

Procedure:
1. Submit all health information to Student Health Services
2. When health problems/behaviors are present that jeopardize the safety of client or yourself, you and/or instructor have the professional responsibility to determine appropriate actions. An updated statement of health status from your health care provider is required with any change in your health status.
3. If you are unable to comply with any of the stated requirements, please contact the Director of the Post Baccalaureate Nursing Program in writing to determine course of action.

Writing Style

Policy:
APA format is the expected writing style for all nursing course written work. The Publication Manual of the American Psychological Association can be purchased in the CSS Bookstore as a reference text for this style.

Student Representation
**Introduction:**
The faculty of the School of Nursing are consistently concerned about your experiences, perceptions, ideas, and viewpoints as a student in this nursing curriculum. Therefore, we create mechanisms for students to provide input to the School of Nursing, Director of the Post Baccalaureate Nursing Program, faculty, and/or committees. The purposes of the mechanisms are to provide for exchange of information and ideas related to the continuous evaluation of the nursing curriculum.

**Policy:**
The College of St. Scholastica School of Nursing shall provide mechanisms for students to provide input and to receive feedback related to input.

**Procedure:**
1. Each year, students will receive information about ways to provide input. Mechanisms may include electronic communication, face-to-face meetings, committee participation, and/or written communications.
2. On a regular basis, students will be asked if the communication approaches are meeting their needs.
3. Students from all levels will be represented on the Undergraduate Department Curriculum Committee.
Minnesota Board of Nursing Abilities

Rules relating to the Minnesota Board of Nursing 6301.1800, 6301.1900, and 6301.2200 identify the categories and abilities for which all students must be evaluated. Each student receives a list of abilities taught and evaluated in each of the nursing course syllabi. Upon completion of the program, students will have been evaluated and found competent on each of the required abilities.

Clinical Experiences

Clinical experiences in the nursing program make up a large portion of time in each clinical course. Clinical experience is a requirement and an essential component of nursing courses. Clinical laboratory areas include hospitals, nursing homes, community health agencies, schools, clinics and a variety of other settings. Students have the opportunity to develop and refine nursing skills and to observe professional role models in various settings. Clinical hours in all nursing courses are calculated on the basis of three clock hours to one credit. There are also laboratory fees for each clinical course.

The College does not provide transportation to clinical facilities. Students must make their own transportation arrangements. The Duluth Transit Authority provides regular bus service to and from the College. Nursing students will be required to provide their own transportation to distant clinical sites. Students who have cars may be willing to form car pools. In addition, clinical experiences in rural sites are required in the Post Baccalaureate Nursing Program.

Attendance at clinical experiences is mandatory. Students who fail to appear when scheduled cause problems for clients, instructors and agency staff. There are very few valid reasons for missing clinical experience. However, if you are ill, both the instructor and the clinical area must be notified at least one hour prior to the start of clinical. Dependent upon the nature and duration of the student’s illness, a medical release may be required before the student can resume participation in the clinical aspect of the course.

Evening/afternoon hours may be required for on-campus labs, clinical experiences and for preclinical planning prior to weekly clinical experiences.

Course and Laboratory Fees

Course, laboratory and clinical fees are used to offset the cost of consumable equipment/supplies, standardized assessment/achievement tests, printed course materials, and the high cost of a 1:8 faculty/student ratio in clinical settings. Since some clinical courses are more costly to operate than others, it is the policy of the department to spread the cost as equally as possible among all clinical courses.

Additional Costs – All subject to change

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<th>Item</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Uniforms, white shoes, white stockings</td>
<td>Varies</td>
</tr>
<tr>
<td>Criminal Background Study</td>
<td>$ 50.00</td>
</tr>
<tr>
<td>Bandage Scissors</td>
<td>$ 5.00 + tax</td>
</tr>
<tr>
<td>Stethoscope (approximately)</td>
<td>$ 18.00 - $150.00 (varies)</td>
</tr>
<tr>
<td>B.P. Cuff</td>
<td>$ 25.00 (varies)</td>
</tr>
<tr>
<td>Senior Nursing Picture (optional)</td>
<td>$ 12.00 - $25.00 (Varies)</td>
</tr>
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</table>
Learning Laboratories

The Skills Laboratory and Computer Laboratory were initially funded by the Helene Fuld Health Trust Fund. Helene Fuld grants are available to institutions to provide for the health, education and welfare of nursing students. Part of the lab fee paid by nursing students covers the cost of consumable equipment used in the College nursing labs.

The Skills Laboratory

The Skills Laboratory is designed to facilitate the student’s development of psychomotor skills. Since cognitive development is integral to psychomotor skills, emphasis is also placed on understanding the principles underlying physical skills. Senior nursing students serve as lab assistants and work with nursing students on specific procedures. Materials are available for use when lab assistants are in attendance.

Computer Laboratories

The College has computer laboratories available in Tower Building and Science Center for use by all students. They are under the direction of the Computer Center and are staffed with student employees. The laboratory located in the Science Center holds many computer software programs which are assigned in specific nursing courses. A schedule of hours is posted each semester. The labs are open in accordance with building hours.

The Student Center for Health and Well-Being (SCHWAB)

The Student Center for Health and Well-Being provides students with services, education, information, and support utilizing wellness model. The model serves to enhance personal development, physical and emotional well-being and responsible life choices in a supportive community. The physical and emotional well-being of all students is essential for academic success. The professional staff offers students confidential services in treating health and mental health concerns that commonly occur within the college population. The Student center for Health Services and Well-Being consists of a professional program staff including RNs, nurse practitioners, physical therapists, and master’s level counselors.

Counseling Services

The counseling center is located at Tower Hall–Room 2150 or by calling 723-6085. The counseling center is available to students during summer, fall, and spring semesters. The center is available to students in all programs.

Health Services

Health Services is located in Somers lower level, or by calling 723-6282. Walk-in service is available for students to consult with a Registered Nurse. Students can also make appointments to see an RN or NP. Services provided by an RN are covered by the Student Health fee. Nurse Practitioner visits may be billed to your health insurance. Health Service is only open fall and spring semesters.

Services provided include:
• Primary healthcare including physical exams for acute illness and injury, preventative health services (i.e., immunizations, blood pressure screenings), and prescriptions.
• Services by appointment for illness, evaluation, and gynecological issues.
• Psychiatric evaluation and medication management.
• Physical therapy consultations.
• Individual counseling to enhance growth and emotional well-being.
• Information and education in the areas of life skills, alcohol and drug use and abuse, life transitions, and health care/medical issues.
• Counseling for academic success.
• Groups and workshops in the areas of healthy relationships, life transitions, alcohol/other drug awareness, and stress and time management.
• Career services.

**CSS Student Health Insurance**

Post Baccalaureate nursing students may purchase accident and illness insurance through The College of St. Scholastica while they are enrolled in the program. Information about the plan can be found at www.css.edu under Student Center for Health and Well-Being. To enroll, please contact the Business office at 723-6092.

**Sister M. Olivia Gowan Award**

In 1977, the Sister M. Olivia Gowan Award was initiated by the School of Nursing in memory of a modern nursing leader. Sister Olivia was a Benedictine Sister from Duluth and is listed with Florence Nightingale and Clara Barton as one of the top ten women in nursing. She spent her last years in St. Scholastica priory and died at the age of 89 in April of 1977. The award in her name is given to outstanding students in the traditional and post baccalaureate programs. The winner’s names are engraved on the plaque which is outside the School of Nursing Office. The number of students selected for the award is equal to 10 percent of senior students in each program.

During the spring semester senior and Post Baccalaureate Nursing students are notified of the award and invited to submit their own and/or three classmates’ names in nomination. Faculty are also invited to submit three nominees. Each student with three or more nominations is asked to submit a mini-portfolio documenting examples of his/her leadership, Benedictine spirit and academic qualities. Student portfolios and faculty recommendations are considered in the selection of the awards.

Portfolios submitted by students are evaluated by faculty and judged on documentation of the following:
A. Statement of Philosophy of Nursing.
B. Leadership qualities of creativity, innovation and risk taking within the School, Department, College and community settings.
C. A Benedictine spirit which demonstrates respect and concern for others and involvement to promote unity and a spirit of cooperation.
D. Academic qualities of eagerness and responsibility for learning.

**Licensure Examination (NCLEX-RN)**

As a part of the licensure process to become a registered nurse, the graduate is required to take and pass the NCLEX-RN examination. Pearson VUE provides test administration services for the NCLEX
examination. Application for the licensure examination takes place the last semester of the program. The procedure for application will be explained in class. To obtain examination and licensure materials, students may contact the Board of Nursing of the state where they plan to apply for licensure. Addresses of Boards of Nursing are available on the website for the National Council of State Boards of Nursing located at http://www.ncsbn.org.

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

The Department utilizes the Comprehensive Review Program by Assessment Technologies Institute (ATI) to assist you in preparing for the NCLEX exam. The program is designed to strengthen your test-taking skills while providing feedback and assistance in identifying your strengths and weaknesses. The package includes review books in all content areas, a set of DVD’s to enhance your studying and access to on-line practice assessments. Beginning in NSG 3600 you will be taking proctored on-line practice exams at the end of each semester which will provide feedback on how well you have mastered content while assisting you with strategies to remediate the areas in which you are not as strong. Prior to graduation you will take a practice NCLEX exam which will predict your likelihood of passing. Based on your performance on this exam, an individualized on-line review course will be developed which will help identify the specific areas you need to focus on to achieve NCLEX success. Benchmarks for each proctored exam will be established and students will be required to complete each proctored exam to progress in the major. A course fee will be attached to NSG 3660 to cover the cost of this program.

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

**Public Health Registration in Minnesota**

To apply for public health registration, the applicant must be licensed and currently registered to practice professional nursing in Minnesota. Application forms and instructions for filing are available on-line from the Minnesota Board of Nursing.

**Senior Recognition Ceremony**

At the end of the Post Baccalaureate Nursing program, the class gathers together with nursing faculty and family members to celebrate the students’ educational experience. This function is planned by the class. A committee is formed to plan this event with class representatives serving as co-chairpersons.

As part of the planned program, the graduating students receive the St. Scholastica nursing pin which was designed by Frank Kacmarcik, a contemporary artist whose work is primarily in the field of sacred art. In planning the pin, Mr. Kacmarcik used a distinctive Benedictine symbol combined with harmony and simplicity of design. The Scholastica pin bears the Benedictine Cross, modified from the cross on the Jubilee medal of St. Benedict, with the letters C-S-P-B signifying Crux Sancti Patris Benedicti (Cross of the Holy Father Benedict). The cross is contemporary with a shaft of light running through vertical and transverse bars. The characters are cast in Neuland type which was originally put into metal by Rudolph Koch, a German artist.
To the graduates of St. Scholastica’s School of Nursing, this pin serves as a reminder of the great Benedictine heritage which has permeated their education. In receiving the nursing pin of The College of St. Scholastica, graduates of the School of Nursing at The College of St. Scholastica are united to the Benedictine Family of their Alma Mater.

Student Nurses Association

The Student Nurses Association is dedicated to promoting academic excellence and continuity throughout all levels of the nursing program. All nursing students in all programs are members of SNA. Students are encouraged to attend meetings and become an active member. Activities include monthly meetings, arranging forums or public speakers, picnics/parties, media events, and a variety of sports events. The organization contributes to student development by recognizing the need to balance hard work with recreation, and by promoting leadership and independence.

Students are also encouraged to join the Minnesota Nursing Student’s Association (MNSA). There is a membership fee to join. MNSA involves all nursing students currently enrolled in associate degree and baccalaureate programs. Locally, St. Scholastica’s baccalaureate program and Hibbing’s Community College associate degree program constitute District Two.

Members are involved in fund-raising activities, proceeds from which are used to send interested students to state and national conventions. The conventions offer a chance to meet other nursing students and to learn about the vast field of nursing and the changes occurring continually.

On the state level, MNSA recruits members with the aid of a national videotape, plans the state convention, and produces a statewide newsletter which is published three times per school year. Offices for the executive board are elected at the state convention.

Theta Xi Chapter of Sigma Theta Tau International

In April 1986 the School of Nursing formally became a chapter of Sigma Theta Tau, International Honor Society of Nursing and was given the name, Theta Xi. The purposes of this society are to:

- Recognize superior achievement.
- Recognize the development of leadership qualities.
- Foster high professional standards.
- Encourage creative work.
- Strengthen commitment to the ideals and purposes of the profession.

To be eligible for nomination, a student must meet the following criteria:

- Have completed approximately one-half of the nursing curriculum, as verified by an official transcript.
- Be in the upper 35 percent of one’s class.
- Have a cumulative GPA of 3.0 on a 4.0 scale.

Each year faculty are asked to nominate nursing students whom they believe meet criteria for membership. The Eligibility Committee then informs students of their nomination and sends them the necessary forms for application. When these are completed, new members are recommended by the
Eligibility Committee to the Executive Committee which makes the final decisions. Formal invitations are sent for the Induction Ceremony. Each year, Theta Xi Chapter awards a scholarship to one undergraduate and one graduate student. Applications and scholarship criteria are available in the Nursing Office, Science 3110.
APPENDICES
A superior paper has a clear thesis, discernible purpose, and an obvious relationship to the assignment. It does not make false starts, wander or contradict itself.

<table>
<thead>
<tr>
<th>Central Idea</th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Clear</td>
<td>Adequate</td>
<td>Unclear or absent</td>
</tr>
<tr>
<td>Topical Relevance</td>
<td>On the Mark</td>
<td>Appropriate</td>
<td>Irrelevant</td>
</tr>
<tr>
<td>Coherence</td>
<td>Unified thought</td>
<td>Occasional lapses</td>
<td>Meandering disjointed</td>
</tr>
<tr>
<td>Inclusive of Ideas</td>
<td>No Omissions</td>
<td>Some Omissions</td>
<td>Vital Omissions</td>
</tr>
</tbody>
</table>

A superior paper has a clear sense of a beginning, middle, and an end, is divided into sections and paragraphs which are shown to be logically related to each other and to the thesis and provides relevant, specific, and interesting detail. It does not piece together mindless generalizations or ideas which are only vaguely related to the central idea.

<table>
<thead>
<tr>
<th>Development</th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure/ order of ideas</td>
<td>Well-ordered</td>
<td>Some confusions</td>
<td>Amorphous erratic</td>
</tr>
<tr>
<td>Supportive detail</td>
<td>Thorough appropriate</td>
<td>Adequate</td>
<td>Inadequate or absent</td>
</tr>
<tr>
<td>Logic</td>
<td>Convincing</td>
<td>Sufficient not persuasive</td>
<td>Badly flawed</td>
</tr>
<tr>
<td>Transition of sentences and paragraphs</td>
<td>Consistent</td>
<td>Awkward</td>
<td>Absent</td>
</tr>
</tbody>
</table>

A superior paper discusses the assigned topic with insight and originality; it reveals an active discerning mind at work. It does not parrot stale clichés or superficially skim the surface. It analyzes and then synthesizes pertinent literature.

<table>
<thead>
<tr>
<th>Thought</th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insight</td>
<td>Clear discernment</td>
<td>Limited perspective</td>
<td>Uninspired</td>
</tr>
<tr>
<td>Clarity</td>
<td>Clear, precise</td>
<td>Some ambiguity</td>
<td>Unclear</td>
</tr>
<tr>
<td>Depth</td>
<td>Substantial</td>
<td>Limited</td>
<td>Superficial</td>
</tr>
<tr>
<td>Analysis</td>
<td>Thorough examination of literature. Compares and contrasts appropriately.</td>
<td>Limited comparisons</td>
<td>Superficial</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Constructs thesis of paper logically based on review of literature and creativity.</td>
<td>Limited construction of thesis; limited reference to literature.</td>
<td>Unoriginal superficial</td>
</tr>
</tbody>
</table>
A superior paper gives evidence of a calculating writer who has deliberately structured sentences and chosen vocabulary in order to gain a specific response from readers. It avoids wordiness, triteness, ambiguity, ineffective repetition, and the like.

<table>
<thead>
<tr>
<th>Flow of Expression</th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence structure</td>
<td>Emphasizes point</td>
<td>Adequate to make point</td>
<td>Obscures point</td>
</tr>
<tr>
<td>Definition of key words</td>
<td>Defined; consistent in use</td>
<td>Undefined but consistent</td>
<td>Undefined; inconsistent</td>
</tr>
<tr>
<td>Verbal Accuracy</td>
<td>Accurate</td>
<td>Generally accurate</td>
<td>Frequently inaccurate</td>
</tr>
<tr>
<td>Originality of language</td>
<td>Original and appropriate</td>
<td>Appropriate but not original</td>
<td>Relies on clichés</td>
</tr>
</tbody>
</table>

A superior paper is mechanically perfect. It is free of any irregularities which would call attention to themselves and thereby become barriers to communications. A writing guide is used correctly, appropriately and consistently.

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of writing guide</td>
<td>Consistently followed appropriately and correctly with respect to citations of sources, bibliographies, and first, second and third, etc., level headings.</td>
<td>Generally accurate; some inconsistency with writing guide with respect to citations of sources, organization of headings.</td>
<td>Inconsistent; confusing; sources unclear or questionable; illogical in organization.</td>
</tr>
<tr>
<td>Consistency in grammar</td>
<td>Consistently correct</td>
<td>Some spelling and grammatical errors.</td>
<td>Frequent spelling and grammatical errors.</td>
</tr>
<tr>
<td>Pronoun reference.</td>
<td>Consistently correct; sexist pronouns not used.</td>
<td>Inconsistent format; some lapses in use of sexist pronouns.</td>
<td>Frequent errors, frequent use of sexist pronouns.</td>
</tr>
</tbody>
</table>

Papers done for nursing classes should follow the following format for the title page. The top half of this page is a template showing what should be included, how items should be spaced and the upper case/lower case requirement. The lower half of the page is a sample which follows this format. Please consult the APA manual, 5th edition, for further information.
APPENDIX 2
TITLE PAGE FORMAT (APA 5th EDITION)

Running Head (Abbreviated Title) 1

Running Head: Abbreviated Title (All capital letters)

Paper Title (In Uppercase and Lowercase Letters)

Student’s Name

The College of St. Scholastica

Class Number and Name

Instructor’s Name

Date

SAMPLE TITLE PAGE

The Historical Development of Professional Nursing

Jane C. Doe

The College of St. Scholastica

Nursing 2210 Foundations of Professional Nursing

Susan Q. Nurse

May 2, 2003
### Guidelines for Oral Presentations

#### Informative Evaluations

<table>
<thead>
<tr>
<th>Name:</th>
<th>0 1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
</table>

#### Organization

Did each point follow the previous one?
Were transitions used well?
Was the speech easy to follow?
Were the ideas logically sequenced?

<table>
<thead>
<tr>
<th>Development/Completeness</th>
<th>0 1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
</table>

Did the speaker cover all relevant points?
Was there any item the speaker failed to discuss?
Did the speaker leave the audience with questions?
Did the speaker talk for an appropriate length of time?

#### Clarity of Ideas

<table>
<thead>
<tr>
<th>0 1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
</table>

Were the ideas understandable?
Did the speaker describe ideas clearly?
Were there any vague parts?

#### Preparation

<table>
<thead>
<tr>
<th>0 1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
</table>

Had the speaker thought about what s/he was going to say?
Was the speech supported with visual aids?
Was the speaker prepared to answer questions?
Had the speaker practiced?

#### Content

<table>
<thead>
<tr>
<th>0 1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
</table>

Was the idea understandable? Good?
Did the speaker give the relevance of the topic?
Was the general content appropriate?

#### Comments