

**Century College Associate Degree
Nursing Program (MANE)**

**CENTURY
COLLEGE**



**Student
Handbook**

2016 - 2017

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This handbook is intended to introduce the student to the Century College Associate Degree MANE Nursing Program. If students can develop a broad perspective of program requirements and long-range goals, they are more likely to establish realistic expectations of their own performance. This handbook is subject to change at any time. Students will be notified of changes to this handbook.

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FORWARD

This handbook has been prepared for use by the students enrolled in the Nursing Program at Century College. It addresses the general information, policies and standards necessary to maintain an effective and efficient nursing education program.

The [*Century College Course Catalog*](#) addresses the policies for all students at the College, including nursing students. Nursing students must refer to the [*Century College Course Catalog*](#) for all information that is not specific to the nursing program. This handbook can be found at: <https://www.century.edu/academics/course-catalogs>

The policies within this Nursing Student Handbook are in effect for all students enrolled in the nursing program. Students are held responsible for being informed on all nursing policies, procedures and regulations as published in this handbook, and the college catalog. Students are also held responsible for any new nursing related policies or changes in existing policies announced via e-mail, course web sites (D2L) or announcements in class.

Welcome/Introduction

Minnesota State Colleges and Universities Mission

The Minnesota State Colleges and Universities (MnSCU) system of distinct and collaborative institutions offers higher education that meets the personal and career goals of a wide range of individual learners, enhances the quality of life for all Minnesotans and sustains vibrant economies throughout the state.

Minnesota State Colleges and Universities provides high quality programs comprising:

1. Technical education programs delivered principally by technical colleges, which prepare students for skilled occupations that do not require a baccalaureate degree.
2. Pre-baccalaureate programs, delivered principally by community colleges, which offer lower division instruction in academic programs, occupational programs in which all credits earned will be accepted for transfer to a baccalaureate degree in the same field of study, and remedial studies.
3. Baccalaureate programs delivered by state universities, which offer undergraduate instruction and degrees; and
4. Graduate programs, delivered by state universities, including instruction through the master's degree, specialist certificates and degrees, and applied doctoral degrees.

Minnesota State Colleges and Universities Vision

The Minnesota State Colleges and Universities will enable the people of Minnesota to succeed by providing the most accessible, highest value education in the nation.

Century College and the Associate of Science in Nursing Program

Century College is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. Century College Associate Degree Nursing Program (ADN) maintains current program accreditation through the Accreditation Commission for Education in Nursing, Inc., or ACEN.

The Century College Associate Degree Nursing Program is designed to educate students who are pursuing professional nursing careers. The program will provide opportunities to administer safe, quality, holistic, patient-centered nursing care in a variety of healthcare settings in our increasingly diverse communities. Coursework includes nursing theory focusing on holistic assessment and therapeutic nursing interventions. Concepts of communication, clinical judgment and reasoning, inter-professional collaboration, informatics, quality improvement, and leadership/management are emphasized. Clinical application occurs in acute, sub-acute and long-term care facilities, community clinics, schools and home health settings. Safe, caring, competent nursing care across the lifespan is fostered. Graduates are awarded an associate in science degree in nursing, meet the Minnesota State Board of Nursing requirements for licensure, and are eligible to apply to take the National Council Licensure Exam for Registered Nurses (NCLEX-RN®). Both Traditional Track and Mobility Tracks for qualified licensed practical nurses (LPN) are offered through a partnership with the Minnesota Alliance for Nursing Education (MANE).

Century Nursing Program Mission:

The Century College Associate Degree Nursing Program is committed to inspiring life-long learning and empowering students to positively impact the evolving health care needs of the community through safe, purposeful, and evidence-based professional nursing practice.

Century Nursing Program Vision:

To be a leader in associate-degree nursing by preparing quality and compassionate nurses through an innovative curriculum.

Century Nursing Program Goals:

Based on our philosophy and beliefs about Associate Degree Nursing, the faculty has identified the following goals:

- Prepare associate degree nurses to provide safe, patient-centered, and holistic care in entry level positions in nursing practice.
- Prepare graduates who are qualified to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).
- Provide an opportunity for nursing students to develop their commitment to personal and professional growth.
- Prepare students for and promote continued formal professional nursing education.
- Prepare culturally-aware graduates to work within a diverse and ever-changing world.

Program Outcomes (POs):

Program outcomes are performance indicators that reflect the extent to which the purposes of the nursing education unit are achieved and by which program effectiveness is documented. Program outcomes are measurable consumer-oriented indexes designed to evaluate the degree to which the program is achieving its mission and goals. The Century College nursing faculty have determined the following POs for the curriculum:

- Pass rate for first time NCLEX-RN test takers will be at or above the national mean for associate degree programs.
- Graduates will successfully complete all program student learning outcomes and course outcomes.
- Completion rate of the nursing program will be at or above 80%.
- At least 80% of employers will report satisfaction with graduate readiness for practice.
- At least 80% of graduates will report satisfaction of the Century College Nursing Program.
- Ninety percent of graduates will find employment as a registered nurse within one year of graduation.
- Seventy five percent of graduates will have a plan to continue formal professional nursing education.

Minnesota Alliance for Nursing Education (MANE)

The MANE curriculum is transformative, moving away from independent silos of education to collaboration between universities, community colleges and practice. MANE is a collaboration between community college and university nursing programs to provide increased student access to a baccalaureate program and attainment of a Bachelor of Science in Nursing (BSN) degree. Students admitted to a community college MANE program will be dually admitted to Metropolitan State University.

The program was built following a thorough analysis of national standards including AACN, CCNE, NLN, ACEN (NLNAC), PEW, OCNE, and QSEN from which ten program competencies have been developed. This 120 credit, eight semester program has collaboratively developed prerequisites, admission processes, grading scales, and a Program Plan across all collaborating colleges and universities.

MANE Curriculum Plan

The MANE Program Plan content is taught within a concept-based curriculum which spirals concepts throughout the program. Nursing courses are sequential in nature due to the spiraled teaching/learning methodology.

The MANE Program Plan is a baccalaureate curriculum based on The Essentials of Baccalaureate Education (American Association of Colleges of Nursing [AACN], 2008) with Program Student Learning Outcomes (PSLO's) benchmarked at the fifth and eighth semesters of the program. A student enrolled at a MANE community college may elect to receive an Associate of Science Degree in Nursing at the successful completion of the fifth semester. The student is expected to continue to the completion of the Bachelor of Science in nursing degree.

An applicant admitted to the MANE collaborating college will be considered dually admitted to a collaborating university.

MANE Mission

The mission of the Minnesota Alliance for Nursing Education (MANE) is to increase baccalaureate prepared nurses through collaborative, transformative educational strategies.

MANE Vision

Through increased access to baccalaureate nursing education MANE will prepare professional nurses to promote health and meet the evolving and complex healthcare needs of an increasingly diverse population in Minnesota.

Minnesota Alliance for Nursing Education (MANE) Philosophy Statement

We believe the purpose of nursing education is to prepare professional nurses in a partnered curriculum to practice successfully in today's complex health care environment, respond to future health care needs, and lead in the broader health care system. A commitment to excellence in professional nursing practice, based on a set of shared core nursing values and innovation, is reflected in the use of integrative review in a spiraled, competency-based curriculum. We believe in a transformative curriculum that moves away from independent silos of education to a combined effort between universities, community colleges, and practice with the goal of increasing numbers of baccalaureate prepared nurses in Minnesota. This shared curriculum fosters a seamless transition from associate to baccalaureate nursing education. We believe baccalaureate nursing education enhances a comprehensive understanding of healthcare policy, research, systems leadership, and community health nursing.

MANE nursing graduates are educated to use the best available evidence in making sound clinical judgments during provision of safe, high quality, holistic nursing care across the lifespan and the health continuum. We believe with the use of informational technology, a nurse is prepared to provide health care in a variety of environments. We believe nurses act as transformational leaders as vital members of a health care team. A strong focus on health promotion supports nursing graduates to best serve diverse individuals, families, and communities locally, nationally, and globally.

We believe adult learners must be actively engaged in the learning process. We value lifelong learning, reflective nursing practice, and insights gained through self-analysis and self-care. Faculty members teaching in the MANE curriculum model professionalism, scholarship, inclusiveness, beneficence, and collegiality. This transformative approach to nursing education encourages deep understanding of key nursing concepts while addressing the changing healthcare environment.

MANE Core Values Statement

MANE is dedicated to achieving our mission and vision in a manner consistent with our values of:

- Innovation and the Pursuit of Excellence
- Collaboration and Partnership
- Integrity and Accountability
- Mutual Respect and Collegiality
- Diversity and Inclusiveness
- Responsiveness to local and global healthcare needs

MANE Concepts

The curriculum includes concepts that are spiraled throughout the curriculum.

Macro-Concepts

- *Foci of Care*
- *Professional Integrity*
- *Psychological Integrity*
- *Physiological integrity*
- *Lifespan/Growth and Development*

Curricular Concepts

- *Professional development and identity*
- *Collaborative practice*
- *Safety*
- *Holism*
- *Communication/Informatics*
- *Evidenced-Based Practice & Quality Improvement*
- *Diversity and Culture*

See [MANE Glossary of Terms in appendices](#).

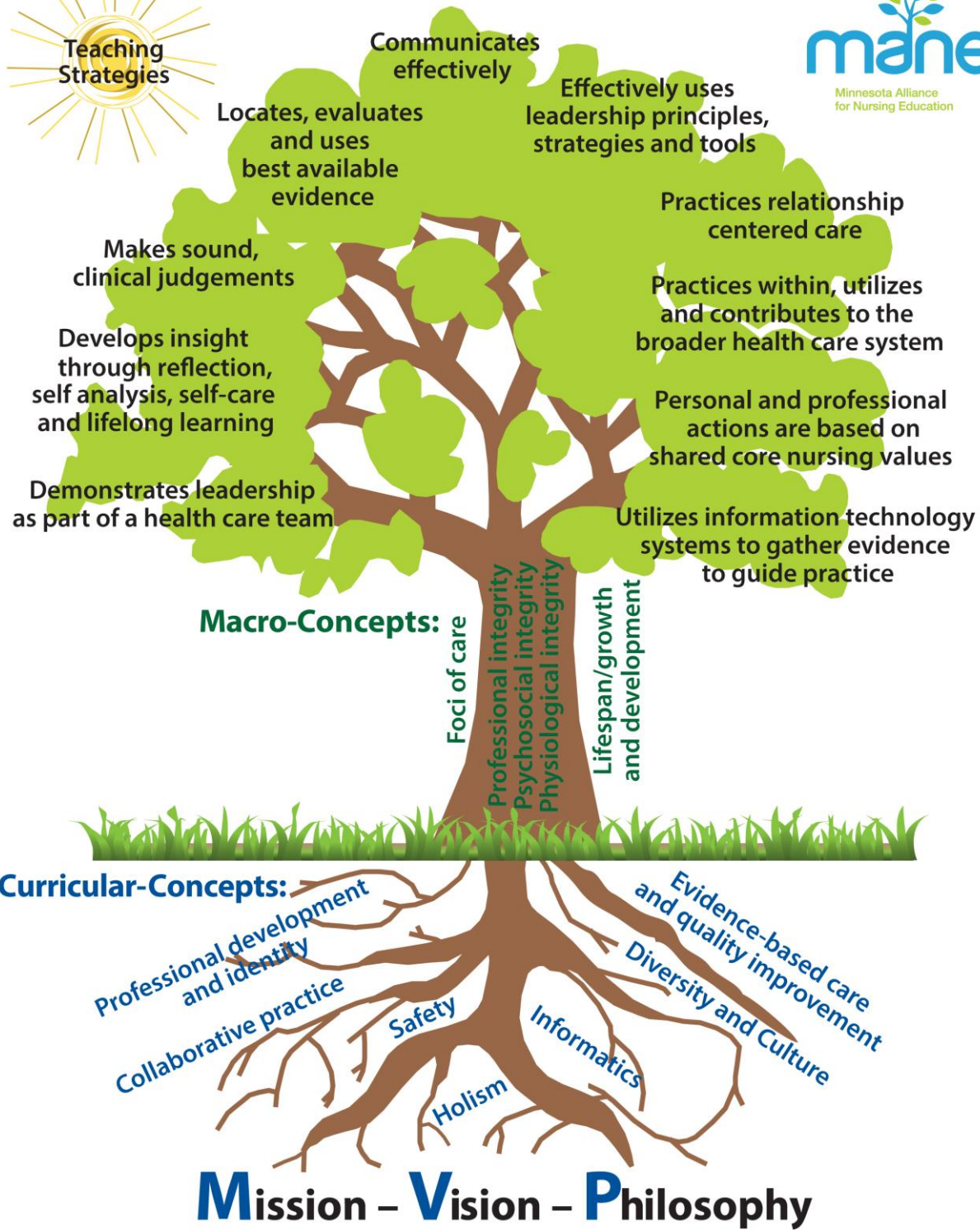
MANE Competence Statements

Competencies describe the knowledge; skills and attitudes expected upon graduation and are categorized according to the nine baccalaureate essentials (AACN, 2008). The competencies are leveled for the baccalaureate and associate degree completion points. A hallmark of the competency model is a spiral approach to teaching and learning. Competencies are revisited throughout the curriculum with increasing levels of difficulty and with new learning building on previous learning.

- A competent nurse develops insight through reflection, self-analysis, self-care and lifelong learning.
- A competent nurse demonstrates leadership as part of a health care team.
- A competent nurse effectively uses leadership principles, strategies and tools.
- A competent nurse locates, evaluates, and uses the best available evidence.
- A competent nurse utilizes information technology systems including decision support systems to gather evidence to guide practice.
- A competent nurse practices within, utilizes and contributes to the broader health care system.
- A competent nurse practices relationship centered care.
- A competent nurse communicates effectively.
- A competent nurse's personal and professional actions are based on a set of shared core nursing values.
- A competent nurse makes sound clinical judgments.

MANE Curriculum Conceptual Model

A competent nurse:



Century College MANE Curriculum Plan

Year	Fall/Spring Semester	Credits	Total	Spring/Fall Semester	Credits	Total
1	<ul style="list-style-type: none"> • MnTC General Education Electives or BIOL 1020 and CHEM 1020 as required for BIOL 2031 • PSYC 1020: General Psychology • Communication elective: <i>choose one of</i> COMM 1031: Interpersonal, or COMM 1041: Small Group or COMM 1051: Intercultural Communication 	8 4 3	15	<ul style="list-style-type: none"> • BIOL 2031: Anatomy/Physiology I • PSYC 1041: Developmental Psychology • ENGL 1021: Composition I • MnTC Gen Education Goal 5 in Sociology or Anthropology 	4 4 4 3	15
2	<p style="text-align: center;">Dual Admission to Nursing Program at Century and Upper Division 4-year partner college</p> <ul style="list-style-type: none"> • Traditional Only: *NURS 2700: Foundations of Nursing – Health Promotion (9 credits) <i>OR</i> Mobility Only: *NURS 2720: Transition to the Role of the Professional Nurse (4 credits plus 5 advanced standing credits). • *NURS 2750: Nutrition and the Role of the Professional Nurse • BIOL 2032: Anatomy/Physiology II 	9 2 4	15	<ul style="list-style-type: none"> • *NURS 2800: Chronic & Palliative Care • NURS 2820: Pharmacology and the Role of the Professional Nurse • *NURS 2850: Applied Pathophysiology for Nursing I • BIOL 2035: Microbiology 	7 3 2 3	15
3	<ul style="list-style-type: none"> • *NURS 2900: Acute & Complex Care • *NURS 2920: Applied Pathophysiology for Nursing II • *NURS 2950: Nursing Leadership I • PHIL 1035: Biomedical Ethics <p style="text-align: center;">Associate of Science in Nursing Degree Eligible for NCLEX-RN and licensure</p>	7 2 3 3	15	<p style="text-align: center;">Upper Division Level: Taught by 4-year partner on Century Campus from this point forward.</p> <ul style="list-style-type: none"> • NURS 406 Nursing Care of the Family • NURS 416: Epidemiology for Nursing • MATH 1025: Statistics (Century) or STAT 201 (Metro State) • WRIT 331: Writing in your Major (Metro, Upper Div. level required) 	4 3 4 4	15
4	<ul style="list-style-type: none"> • NURS 459: Population Based Care • NURS 464: Nursing Leadership II • NURS 446: Nursing Informatics • Any Upper Division course (General Education or elective, Metro or transfer credit) 	7 4 2 3	16	<ul style="list-style-type: none"> • NURS 490: Integrative Seminar & Practicum • NURS 485: Global Health Perspectives for Nursing • Upper Division Liberal Studies (Metro or transfer credit) <p style="text-align: center;">Eligible for Bachelor of Science in Nursing</p>	7 3 4	14
<ul style="list-style-type: none"> • Credits in AS Degree: 35 nursing; 40 general education = 75 total • Credits after licensure eligibility to BSN: 30 cr. NURS; 12 cr. gen ed. (8 must be upper div. Lib. Ed.) and 3 upper div. electives to reach 40 cr. upper division total. • Total Program Credits: 65 nursing & 55 pre-requisites/gen ed = 120 						
<ul style="list-style-type: none"> • * Courses are taken concurrently within the semester. • All nursing courses in each semester must be successfully completed to progress to the next semester. • Gen ed courses may be taken earlier but not later than the identified semester. • Traditional students take NURS 2700, Mobility students take NURS 2720. 						

MANE Program Student Learning Outcomes

Program student learning outcomes are broad performance indicators of learning at the successful completion of the curriculum. These outcomes relate to the knowledge, skills and attitudes needed of the baccalaureate and associate degree graduate. These are measured after semesters five and eight of the curriculum.

5th Semester Benchmark

- Demonstrate reflection, self-analysis, self-care, and lifelong learning into nursing practice.
- Apply leadership skills to enhance quality nursing care and improve health outcomes.
- Utilize best available evidence and informatics to guide decision making.
- Collaborate with inter-professional teams to provide holistic nursing care.
- Adapt communication strategies to effectively respond to a variety of health care situations.
- Incorporate ethical practice and research within the nursing discipline and organizational environments.
- Practice holistic, evidence-based nursing care including diverse and underserved individuals, families, and communities.

8th Semester Benchmark

- Integrate reflection, self-analysis, self-care, and lifelong learning into nursing practice.
- Demonstrate leadership skills to enhance quality nursing care and improve health outcomes.
- Evaluate best available evidence utilizing informatics to guide decision making.
- Collaborate with inter-professional teams to provide services within the broader health care system.
- Adapt communication strategies to effectively respond to complex situations.
- Promote ethical practice and research within the nursing discipline and organizational and political environments.
- Practice holistic, evidence-based nursing care including diverse and underserved individuals, families, communities, and populations.

MANE Guiding Standards

Program Student Learning Outcomes are framed around the AACN Baccalaureate Essentials (AACN, 2008)

1. Liberal Education for Baccalaureate Generalist Nursing Practice
2. Basic Organization and Systems Leadership for Quality care and Patient Safety
3. Scholarship for Evidence-Based Practice
4. Information management and Application of Patient Care Technology
5. Healthcare Policy, Finance and Regulatory Environments
6. Inter-professional Communication and Collaboration for Improving Patient Health outcomes
7. Clinical prevention and Population Health
8. Professionalism and Professional Values
9. Baccalaureate Generalist Nursing Practice

Quality and Safety Education for Nurses (QSEN, 2010)

1. Patient-Centered Care: “Recognized 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.”
2. Teamwork and Collaboration: “Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect and shared decision – making to achieve quality patient care.”
3. Evidence-Based Practice: “Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.”
4. 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 healthcare systems.”
5. Safety: “Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.”
6. Informatics: “Use information and technology to communicate, manage knowledge, and mitigate error and support decision making.”

Dual Admission

- An applicant admitted to a MANE college will be dually admitted to a MANE university.
- Students must meet the academic performance criteria of both institutions, and the MANE program, in order to continue to the baccalaureate degree.
- The university will advise students during semester five related to enrollment processes for upper level courses.

Equal Opportunity Program:

Minnesota State Colleges and Universities 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 or gender expression. In addition, discrimination in employment based on membership or activity in a local commission as defined by law is prohibited.

Harassment of an individual or group on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission has no place in a learning or work environment and is prohibited. Sexual violence has no place in a learning or work environment. Further, the Minnesota State Colleges and Universities shall work to eliminate violence in all its forms. Physical contact by designated system, college, and university staff members may be appropriate if necessary to avoid physical harm to persons or property.

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.

Student Complaints should be directed to:

Jason Cardinal

W1487

[651.779.3469](tel:651.779.3469) / jason.cardinal@century.edu

If you require an accommodation for a disability please contact the Access Center/Disability Services:

W2440, <https://www.century.edu/support-services/access-center-disability-services>

Employee complaints should be directed to:

Mary Nienaber, Director of Human Resources

E1397

[651.779.5837](tel:651.779.5837) / mary.nienaber@century.edu

Approval/Accreditation Status

The Century College Associate Degree Nursing Program is approved by the Minnesota Board of Nursing and nationally accredited by the Accreditation Commission for Education in Nursing (ACEN).

The contact information for the Accreditation Commission for Education in Nursing is: 3343 Peachtree Road NE, Suite 850, Atlanta, GA, 30326. Phone: 404-975-5000. Fax: 404-975-5020. Website: www.acenursing.org

Century College is also accredited by the Higher Learning Commission and members of the North Central Association of Colleges and Schools.

Clinical Facilities

Students in the program have clinical learning experiences in the community and acute care facilities, as well as in private hospitals, long term care and transition care facilities, home health agencies, and clinics. An emphasis on holism and health promotion throughout the lifespan is an important part of the curriculum.

Nursing Program Resources

The following material will serve to acquaint you with the program resources and to describe how they may be utilized to help you function effectively and efficiently in the program.

Nursing Program Administration

Administration of the Century College Associate Degree Nursing Program includes a Director of Nursing, Academic Dean, Vice President and President.

The Director of Nursing (DON) is responsible for helping to manage the nursing program, advising students who have questions about program planning, transfer of credit from other institutions, advanced placement, appeals and other program-related issues.

The DON also welcomes opportunities to assist students who need academic or personal advisement related to their progress in the program. He or she may serve as an objective mediator when problems or issues arise which cannot be easily resolved between students and nursing faculty members. The office of the DON is located within the Nursing Department on the East campus (E2250).

Nursing Faculty and Data Coordinator

Nursing faculty teach theory content, act as facilitators in discussion groups, and serve as clinical instructors, and evaluators in the clinical areas.

The nursing faculty have office hours that are posted on their office doors in the nursing suite of E2250, on D2L course content information, and in the nursing lab area (E3288). Faculty email and phone numbers are listed on various course syllabi and in the college director. Students are encouraged to use the faculty college email or voicemail to schedule individualized appointments. Faculty may not be available during designated college breaks, holidays, and weekends.

The Nursing Data Coordinator has an office in E2250 and is generally available for questions between 07:30 am and 3:00 pm, most weekdays, during fall and spring semesters.

Nursing Resource Center (Nursing Lab & Classroom)

Location: Century Nursing Resource Center - 3rd floor East Campus (E3279 & 3288)

The Century College Nursing Program has a Nursing Learning Resource Center, furnished with equipment and supplies that allow students to learn, practice, and "validate" many nursing skills. The Nursing Learning Resource Center is the center of much activity throughout the nursing program and students should familiarize themselves with the special rules and regulations which apply to the operation of the lab. These posted in the nursing resource center.

Annual Background Study Clearance

All students need to complete an annual background study when directed to do so by the nursing data coordinator. All background studies need to return with no restrictions on the ability to provide direct care. If there are restrictions, the student may not be accepted at a clinical site, and clinical is required. The college does not guarantee placement at an alternate clinical site, so the student may not be allowed to progress in the nursing program. Failure to complete the annual background study will result in receiving a Learning Contract and the student will not be allowed to attend clinical.

Updated CPR Course and Immunizations

We require all CPR courses to have 'hands-on' experience. The CPR course required is either the American Red Cross (Professional Rescuer) or the American Heart Association (CPR for the Healthcare Provider). Students will find their CPR/Immunization information on the D2L Nursing Homepage, and are responsible to keep this certification and testing current annually. It is the student's responsibility to provide copies of correct/updated CPR courses and updated immunizations to the nursing secretary prior to expiration. If this training is not kept current, the student will receive a Learning Contract to complete this task and will be unable to attend clinical experiences until the requirements are up to date. If the student continues to be delinquent, he/she may be dismissed from the nursing program.

Updated Name, Address and Contact Info

Students need to use the Student Contact Information Change Form ([Appendix](#)) to keep the nursing program updated with new contact information. Students also need to keep Century College aware of changes in name or contact info either online, or in the Records Office, West campus.

Nursing Courses: Theory, Lab & Clinical

Each semester the nursing student will take nursing courses that include nursing theory content and laboratory (lab) and clinical information and responsibilities. All nursing courses must be passed (minimum grade of 78% or C) for the student to progress to the next semester in the nursing program. (See [Grading and Progression Policies](#))

Course Calendars

In order to help students organize their time, they are given a course calendar with information regarding assignment due dates, when tests are scheduled, and when content is to be discussed in class. The student will find the course calendar an important resource for success and should refer to it often. Changes in the course calendar will be posted on each D2L course web site.

Theory Discussions

It is an expectation that the students read the daily required reading and complete required learning activities prior to attending class and come prepared to discuss the content. Theory discussions consist primarily of nursing theory discussions and seminars, and the use of related resources (evidence-based literature, books, computer-assisted instruction, interactive video, audio-visual, etc.). Grades are earned via achievement on examinations, quizzes and various pre-determined assignments. All course information, including theory objectives, required reading, learning guides, and power points will be posted in the content section on the course D2L site. The course information may be used either electronically or in print to prepare and participate in the theory discussion. (If you plan to use a laptop computer in class, plan to have a charged battery, as electrical plugs may not be available.)

Classroom Policies

At all times, nursing students are expected to conduct themselves in a professional manner that supports learning. In the classroom, everyone is expected to work together to create an environment that is respectful, collegial, and conducive to learning.

It is expected students:

- Arrive to class on time, return from breaks promptly, and stay for the entire class except with prior arrangement with the instructor.
- Prepare for class, having completed readings and assignments.
- Actively engage in collaborative learning experiences.
- Keep all personal electronic devices turned off or on silent/vibrate mode and refrain from engaging in personal phone conversations or texting. Students are expected to leave the classroom to respond to an emergency text or phone call. Use of a computer in class is allowed as long as it is not distracting to surrounding students.
- Give full attention when the instructor is presenting, during classroom discussions and while engaged in interactive learning. Personal discussions will be reserved for breaks or after class. Instructors reserve the right to ask students to leave the classroom if they disrupt the learning of others.
- Do not bring children or guests to class.
- Respect that laptops and audio/video recorders may only be used for classroom purposes with the permission of the instructor.

Classrooms are not public places, by law, so any recordings of what occurs in a classroom are not publicly distributable without the written permission of those who are recognizable from the recording. Posting recordings or distributing classroom presentations in any format, without the express permission of the faculty, is a violation of copyright law and is therefore a violation of our College Student Code of Conduct and could result in disciplinary action.

Desire 2 Learn (D2L)

Desire2Learn (D2L) is the online course management system utilized by Century College.

Changes in assignments, course calendars, announcements, lab practice, and course grades will be posted on nursing course D2L sites. Program updates and announcements will be posted on the Nursing Department Homepage, for which all students should be self-registered.

***It is each student's responsibility to check the nursing course's D2L sites, the Century email, and the Nursing Department Homepage at least 3 times per week.*

Professional and respectful communication within D2L is an expectation of all students. The discussion areas and announcement pages online provide each student the opportunity to ask questions, receive information and ideas both from faculty and fellow students, share individual learning experiences, and continue discussion of theory and clinical content.

D2L Guidelines:

- Check D2L discussion areas and announcements at least three times per week and respond appropriately to the subject being discussed, if needed.
- Capitalize words only for emphasis or titles; otherwise, capitals will be seen as shouting.
- Use humor carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism.
- Language must be professional and appropriate.
- Texting abbreviations are not appropriate for D2L postings.
- Differences in opinion are expected but all responses should be courteous.
- The nursing faculty are the moderators of the D2L environment. The faculty reserves the right to edit or cancel messages for offensive or incorrect content.
- D2L is not the forum to register complaints concerning any aspect of the nursing program. (For information on student concerns, please see the [Century College Concern Form](#) in The Nursing Student Handbook.)
- The Content Outlines will be posted on D2L, approximately 2 weeks in advance. Any printing of the outlines are the student's responsibility. Each student pays a 'tech' fee included in your tuition that covers ~500 pages/semester of printing in the computer centers.

Studying

It is recommended that nursing students study 4-5 hours per theory credit per week, above the actual time spent in class. For example, the student needs to study approximately 28-35 hours per week for 7 credits and 36-45 hours per week for 9 credits.

- Before class, read required readings and make notes on the content outlines or power point discussion on D2L (either electronic or printed). Also, review the learning objectives from the content outlines, as these are where the test questions are chosen.
- During and following a class discussion, make notations on the outlines.
- Review your notes every day, as this is how the brain generates long-term memory. You are not only learning this information to pass the exams, you are learning to become a professional nurse.
- Study groups are proven to be very helpful to nursing students. Practice asking each other questions from your notes. This helps you to formulate possible questions that could be asked. Take turns asking and answering questions.

Nursing Theory Exams

Nursing theory examinations and quizzes are designed to measure the levels at which students have mastered course objectives and outcomes. Successful performance on the exams (final course percentage of 78% or higher) is required and indicates that students have demonstrated a minimal level of competence.

- If a student is ill or late for an exam, she/he must contact a course faculty before the beginning of the exam. Unexcused absence from tests or failure to take a rescheduled test at the designated time will result in a maximum grade of 78% despite the passing score obtained. An unexcused absence from an exam may forfeit the right to take the exam.
- An alternate version of the test will be administered to anyone with an excused absence from the scheduled exam.
- Cheating is not tolerated. Faculty reserve the right to dismiss students from the nursing program, who are cheating. (See Century College Policy 3.6.1 Student Conduct and Academic Honesty)
- All cell phones, electronic devices, paper, books and backpacks must be left in the front of the testing room. Turn off or silent all cell phones and electronic devices prior to the exam.
- All exams will start and end at the scheduled time. You will be given a specified amount of time to take each exam and an amount of time to review the exam. If you arrive at the testing site late, you will still need to

complete the exam at the time allowed based on the intended starting time.

- The completion time will be posted on the white board or announced. A ten minute warning time may be given at discretion of the instructor/exam proctor.
- Students will be given a piece of scratch paper, which will be collected after the exam.
- There will be no talking or other distracting noises by the students and faculty.
- Please leave the exam room quietly upon completion of the exam or exam review.
- If a collaborative test is scheduled, please sit quietly at your desk after your test is completed. While waiting for the collaborative test to begin, you may read a non-nursing book or magazine, but may not be on the computer or a phone. Test scores may be held until after the collaborative exam is completed.
- The instructor proctoring the exam will not discuss test questions but may help with non-nursing vocabulary. A non-medical dictionary will be available for non-medical words.
- During a live test review, while reviewing the exam, students will not be allowed to write down any information.
- After each exam, a thorough question (item) analysis is completed. Test scores may be held until the analysis is completed. This may take 1-2 business days.
- Students will be allowed to look at their test performance at the designated test review or with nursing course faculty during office hours.

See the 'Test Taking Strategies' worksheet posted on each course D2L site. Also, read the recommended textbook on taking nursing exams.

Exam/Test Review Policy

Each nursing course faculty may conduct exam reviews in various ways. Exam reviews may be conducted:

- Immediately after the exam or collaborative exam – the student is encouraged to review the exam on D2L, noting the correct and incorrect answers and the 'feedback' or rationale supporting the correct choice.
- Scheduled Live exam reviews –faculty may choose to conduct an exam review in the classroom to review correct answers and rationale.
- Students have the option of contacting the theory course faculty (not clinical faculty) to review an exam individually. The exam review must be done prior to the next exam date. For example: Exam #1 may be reviewed only before Exam #2 is given.
- Nursing faculty may choose to work with a student individually or review exams with a group of students.

The Nursing Faculty will contact students that do not pass exams or pass with less than 80%. These students are encouraged to meet with a nursing faculty to create a Success Action Plan for improvement in exams.

The Access Center/Disability Services

- Student must self-identify to a nursing faculty as having a disability that affects the testing situation.
- The student may go to Century College's Learning Access Center/Disability Services for evaluation and intervention. Learning Access Center strategies include: the evaluation of the student's test-taking ability, error analysis by Learning Access Center staff of a sample multiple choice test, seminars and classes on test-taking strategies and study skills, written materials, study guides, tutoring.
- The Access Center will request that the student bring results of psychological testing from a health care provider.
- If the student is diagnosed with a verified learning disability, an alternative testing situation may be arranged with the Learning Access Center and the nursing faculty or Director of Nursing.
- The student must demonstrate proficiency and competency in other areas of the program (i.e.: clinical performance, written assignments, oral presentations) which confirm the student's grasp of nursing

knowledge.

Nursing Resource Center - Lab/Clinical

The nursing laboratory (lab) and clinical portions of the nursing courses are designed to give the student the opportunity to apply the knowledge learned in theory to both lab and clinical situations. The lab consists of five major components: Skills demonstration, supervised practice and validation, clinical performance, written assignments, and group discussion.

Nursing lab and clinical are graded as pass/fail. The competency-based nature of the Nursing Program requires that a passing grade be assigned to designate the minimum level of performance required of students to give safe nursing care. If a student receives a failing lab or clinical grade, the entire course is considered a fail. The student must apply to repeat the course and/or re-apply to the program. ([See Course Progression and Program Completion Policies](#))

The pass/fail grade will be assigned according to the student's performance in discussion groups, skill validations, participation in lab activities, clinical performance, and written assignments. [Lab Prescriptions](#) may be given during lab or clinical experiences to have the student practice certain skills in the nursing laboratory. Specific evaluation rubrics are used to determine final grades and will be made available at the beginning of the semester.

Nursing Resource Center Activities

Demonstrations: The Nursing Learning Resource Center instructor or clinical instructor will demonstrate the skills and discuss the clinical implications, and/or assign a video or computer demonstration. Attendance at live demonstrations, or completion of online demonstrations, is required. The specific times for the demonstrations are on the course calendars.

Supervised Practice: It is essential that you practice the skills in order to become both competent and efficient. Students are scheduled for supervised practice times - where a nursing faculty will be available to assist students with practice. Most of the skills can be also practiced at home at times most convenient for individual student needs.

Lab Supplies: You will receive kits containing supplies for particular skills. These supplies will be used for practice skills and validations. Items will be the responsibility of the student. It is suggested that students consider safety precautions in storing and disposing of the items.

Tests: Tests may be scheduled for lab or simulation portions of courses. Dates and times for examinations are on the course calendars. Tests must be taken at the scheduled time. Test policies as stated above will apply. Students must pass both the written tests and a "hands on" nursing skill validation to demonstrate mastery of each skill.

Skill Validations: Skill validations will be scheduled and posted. To demonstrate the competency, the student will be expected to satisfactorily perform designated skills. The validations will be graded as pass/no pass. Students receiving a 'no pass' grade must schedule a retest of that skill. Sign-up sheets for validation times will be posted. Each student will sign up once to test each competency.

Nursing Resource Center Safety Policy:

- Students are expected to use the equipment in an appropriate manner. It is expected that students will not misuse or abuse the equipment. Students **may not remove** equipment from the nursing resource center. Permission to use equipment for a specific project may be obtained from the lab faculty.
- Students will not perform any invasive procedure on another person or themselves (example: injections or intravenous starts).
- Students will not lift or carry another person without faculty supervision.
- Students are responsible for informing faculty of any physical or health problem that might interfere with their performance of a competency or that might affect the safety of themselves or others (examples: colds, flu, cold sores, heart condition, back problems, etc.).
- Sharps Policy: Students who have accidental exposure to Sharps (i.e. needle stick) in the clinical/lab setting are to immediately report the incident to their instructor. The instructor will then determine appropriate intervention based upon the incident and setting. The needles used in the nursing lab have not been contaminated with blood or body fluids. If there is an exposure to blood or body fluids, see the following policy.

Nursing Laboratory Protocol for Blood or Body Fluid Exposure (On Campus)

Note: needle sticks in the nursing lab have not been used on humans, and are not considered a blood/body fluid exposure. The area should be washed with soap & water.

The following policy is to be followed exactly in the event a person experiences an actual exposure to blood or body fluids while participating in Nursing Lab situations:

1. Report incident to Nursing Faculty (source person to accompany exposed person to report incident, if applicable).
2. Wash area immediately using the following guidelines:
 - a) Puncture wound - allow and encourage bleeding, after bleeding, cleanse with chlorhexidine and water, apply dressing as necessary.
 - b) Skin exposure - cleanse with chlorhexidine and water.
 - c) Oral or mucous membrane exposure - gargle with water for at least 15 minutes.
 - d) Eye - flush or irrigate with water for at least 15 minutes.
3. Notify Health Services at Century College (651) 779-3954 and follow instructions given by RN. If incident occurs after regular business hours, notify Health Services the following business day.
4. Complete State of Minnesota Incident Report. See your faculty for this form.
5. Each person is encouraged to initiate testing and/or prophylactic treatment for blood borne diseases within 1 hour of exposure. This may be done with a health care provider of choice. If the individual has no designated health care provider, an appropriate referral will be made (refer to listing of public clinics/agencies).
6. Each person is responsible for all costs associated with his/her testing, prophylactic treatment, and follow-up care.
7. Because of each person's right to privacy, individuals may decide whether to be tested and whether to disclose test results to faculty or other students. The source person will be asked to voluntarily and confidentially share blood borne disease status with Instructor and/or Program Director.
8. If the source person decides not to be tested or does not disclose test results, the Center for Disease Control guidelines recommend:
 - HIV and Hepatitis testing be done on the exposed person immediately post-exposure and three, six, and

twelve months post-exposure.

- Beginning prophylactic treatment within one hour, or as soon as possible.
9. Each individual is encouraged to follow the advice given by the Health Care Provider.
 10. The Century College Nursing Program reserves the right to deny laboratory privileges to any individual whose health status poses a risk to others using the lab.
 11. Complete the BLOOD AND BODY FLUID EXPOSURE PROTOCOL CHECKLIST ([Appendix](#)) and submit to the Director of Nursing.

Clinical Facility Protocol if Blood or Body Fluids Exposure (Off Campus)

The following policy is to be followed exactly in the event a person experiences a needle stick or other actual exposure to blood or body fluids while participating in off-campus clinical experiences:

1. Report incident to Nursing Faculty (source person to accompany exposed person to report incident, if applicable).
2. Notify the Clinical Supervisor at the facility or clinical agency.
3. Follow the facility's policies or procedures following the exposure.
4. Notify Health Services (Century College 651-779-3954) and follow instructions given by RN. If exposure occurs after regular business hours, notify Health Services the following business day.
5. Complete State of Minnesota Incident Report.
6. Each person is encouraged to initiate testing and/or prophylactic treatment for blood borne diseases within 1 hour of exposure. This may be done with a health care provider of choice. If the individual has no designated health care provider, an appropriate referral will be made (refer to listing of public clinics/agencies).
7. Each person is responsible for all costs associated with his/her testing, prophylactic treatment, and follow-up care.
8. Because of each person's right to privacy, individuals may decide whether to be tested and whether to disclose test results to faculty or other students. The source person will be asked to voluntarily and confidentially share blood borne disease status with Instructor and/or Program Director.
9. If the source person decides not to be tested or does not disclose test results, the Center for Disease Control guidelines recommend:
 - HIV and Hepatitis testing be done on the exposed person immediately post-exposure and three, six, and twelve months post-exposure.
 - Beginning prophylactic treatment within one hour, or as soon as possible.
10. Each individual is encouraged to follow the advice given by the Health Care Provider.
11. Complete the BLOOD AND BODY FLUID EXPOSURE PROTOCOL CHECKLIST and submit to the Nursing Program Director. (See [Appendix](#))

Nursing Medication Dosages Tests

A Medication Dosages Test will be required of all students each semester. A minimum of 90% must be achieved to pass. Three opportunities will be given to pass the Med Dosage Tests. If the student does not pass on the third attempt, the student will receive a failing grade for the course.

Written Assignments

Written assignments, requiring the application of nursing theory to clinical practice, are described in course materials. Grading criteria are individualized for each specific course. All written assignments are considered required for satisfactory completion of course requirements. Students are expected to adhere to due dates as specified by the nursing faculty. If the student has a legitimate reason for not meeting due date, the student is responsible for contacting the instructor at least 24 hours prior to the original due date to request a new deadline. A student who does not request a new deadline can receive a maximum score of 78% for the paper despite the points earned, unless earned points are less than 78%. A student may also require a Learning Contract. (See Disciplinary Policies, p. 25)

All written assignments must be in current APA format and include the minimum requirements of: ink or typewritten/word processed, clearly legible, correct grammar and spelling as directed by the instructor. See course D2L site for resources and an APA format sample.

Clinical Facilities

Students in the nursing program have clinical learning experiences in acute care facilities, long term care and transitional care facilities, plus a variety of community sites during service learning experiences and preceptorships. An emphasis on health promotion and holism throughout the lifespan is an important part of the curriculum. We also focus on interdisciplinary learning among other health care professions during clinical and service learning experiences.

Clinical Performance

Clinical experience will be scheduled for one or two days per week in a health care facility. Clinicals are either held in the morning beginning at 0600 or 0700, or in the evening, beginning in afternoon 1300 or 1400 (1-2pm). (Military time is used in many clinical facilities, so familiarize yourself with this method.) If you prefer an evening shift, discuss this with course faculty to see if this would be available. Clinicals will last from three to ten hours, depending on the course requirements. Specific details regarding clinical days, times, facilities, etc. will be posted on the course D2L sites and/or provided to you in writing by the faculty in each nursing course.

When nursing students are assigned to administer nursing care to patients, a nursing faculty will be present in the health care facility. During later semesters, clinical placements may be arranged with an RN supervisor and clinical faculty available via phone, with frequent visits to the clinical site.

Student Responsibilities in the Clinical setting

A major focus of any nursing intervention must be patient safety. Nursing students are legally responsible for their own actions, and the nursing faculty are responsible for any actions of the students in their clinical area. Policies at each healthcare facility must be followed by both students and nursing faculty. It is the student's responsibility to investigate and know the facility policy on any nursing procedure.

Students not adhering to the following clinical responsibilities may be asked to leave the clinical area and must follow the [due process for program performance concerns](#).

The Nursing Student will:

- Provide own transportation to and from clinical agency.
- Adhere to MnSCU Technical Standards for Clinical Performance. ([Appendix](#))
- Follow all Nursing Program policies and clinical site policies.
- Prepare for clinical prior to the clinical experience.
- Arrive promptly and remain for entire clinical experience.

- Exhibit no evidence of abusing chemicals drugs.
- Not chew gum, use tobacco or alcohol while in clinical areas or while wearing the Century College nursing uniform.
- Maintain hygiene (fragrance free).
- Not use profanity.
- Notify the clinical instructor and facility when ill, late or unable to come for clinical experience prior to the start of clinical.
- Arrange with clinical instructor to make up missed clinical experience time.
- Provide safe nursing care.
- Assume legal responsibilities for providing safe nursing care.
- Communicate appropriately and effectively with peers, staff, patients and instructors.
- Be alert and able to utilize appropriate judgment in all situations.
- Participate in the role of the nursing student at the assigned facility.
- Attend clinical experiences without bringing other individual(s), including adults and/or children.
- Attend Service Learning experiences wearing appropriate attire and school name tag.
- Adhere to the Century Clinical dress code – described below.
- Actively participate in small group discussions.
- Submit written evidence of current Health Care Provider CPR, immunizations and annual background clearance in order to participate in clinical.
- Represent the profession of nursing as well as Century College and the Nursing Program. Professional behavior and dress is expected when on and off college campus.

Professional Dress

Please dress professionally at all times on campus and in the clinical area. Nursing students are expected to exercise good judgment in their apparel and grooming standards, and to present a clean and neat appearance. The student must also adhere to the clinical facility dress code, which will be communicated through the nursing faculty.

Students are to adhere to the dress code at all times when in the clinical facility as a Century College nursing student, both for clinical and pre-clinical preparation. A student who does not adhere to this policy will be asked to leave the clinical facility by the clinical instructor or the charge nurse or manager. This will result in disciplinary action.

Clinical Dress Code

- Clean, wrinkle-free Century nursing logo uniform top or scrub top and matching blue pants to the ankle. A scrub jacket with Century logo is optional and can be worn over the scrub top. (Century College logo uniforms are available in the college bookstore and have the program logo on the left chest.)
- The MANE BSN patch must be neatly sewn on to each school logo scrub top or jacket over the left deltoid area. Patches are available for purchase in the Century College bookstore.
- For religious reasons, a knee or full length skirt may be worn, preferably blue, although white is acceptable. If a skirt is worn, the socks or stockings must be full length.
- Only solid color white, black, or gray short or long sleeve shirts may be worn under the school uniform top. The student may not wear sweat pants, sweat shirts, or hoodies.
- Shoes will have a non-skid surface, a flat heel, clean, in good repair, closed toed and closed heel, no clogs. All students must wear white or neutral colored socks.

- Hair should be clean and well-groomed. Hair must be either short or, if past the shoulder, be tied back with a narrow binder, rubber band or hair clasp. No hair ornaments. Cultural head veils always worn in public places are permitted.
- Fingernails will be clean, neat and a length that will not jeopardize patient safety, generally ¼ inch maximum. Only clear or neutral color nail polish may be worn. Artificial nails or nail extensions are not allowed. Chipped polish or nails in disrepair may harbor bacteria and are not allowed. (Standard hospital policy.)
- Male students must be shaven or have neatly groomed beards and/or sideburns and mustaches. Facial hair must meet clinical agency policy, especially in relation to the ability to create a satisfactory seal around surgical masks or a respiratory apparatus.
- Maintain daily personal hygiene which eliminates body odor, including foul breath. No use of fragrances, perfume or cologne, etc. Avoid smoke odors and scented products
- Official Century College picture ID with logo and picture showing must be worn whenever in a clinical setting, nursing lab, or simulation.
- Have black pen, pen light, sweep-second hand wrist watch, stethoscope, and ~~notebook~~ clinical paperwork with you.
- Jewelry: Only one ring and a wrist watch, no bracelets. Only one set of small post earrings (studs) or flesh colored ear gauges may be worn. No nose, lip, tongue, or eyebrow rings/studs allowed. Tattoos need to be covered, if possible. Students who cannot cover a tattoo must meet with nursing faculty or director for approval.
- Full clinical uniform is required for **ALL** clinical experiences including lab, simulation, and on site clinical.

Clinical Evaluation

Near the end of each semester, the clinical instructors will schedule final conferences. The student is expected to turn in a completed self-evaluation to the clinical instructor. (See the Course Syllabus) The clinical instructor will prepare a written summative evaluation of your performance, which the student will have an opportunity to read, discuss and sign. The signature indicates that the student has read the evaluation. Disagreements with any evaluation may be submitted in writing and will be attached to the evaluation in dispute. This clinical evaluation will be kept in the student file.

Lab Prescriptions

An instructor may issue a lab prescription any time the instructor believes the student's clinical skills are not up to the expected level of competence. The prescription will direct the student to the appropriate nursing lab instructor for remediation and/or assessment (see [Appendices](#)). The lab prescription will be placed in the student's nursing program file.

Service Learning

Century College has a strong emphasis on service learning and the Nursing Department embraces this opportunity for students to give back to their communities while increasing their knowledge and understanding of the community health needs that are prevalent in our service areas. Service Learning is an integral part of the Century College Nursing Program and is incorporated into each nursing course. Student participation in each Service Learning experience is required. If unable to make the appointment with a Service Learning site, it is the student's responsibility to cancel the appointment with the site and notify the Service Learning Coordinator, Judy Lykins (651-779-5763).

Program Policies

ACADEMIC AND CONDUCT EXPECTATIONS

Academic Expectations

Students enrolled in the nursing program at Century College accept the moral and ethical responsibilities that have been credited to the profession of nursing and are obligated to uphold and adhere to the professional Code of Ethics. The current edition of the *American Nurses Association Code for Nurses with Interpretive statements* outlines the goals, values, and ethical principles that direct the profession of nursing and it is the standard by which ethical conduct is guided and evaluated by the profession. Because nursing students, after graduation, may be licensed to practice nursing and are required to assume responsibility for the life and welfare of other human beings, every nursing student is expected to demonstrate competence and safe patterns of behavior which are consistent with professional responsibilities and which are deserving of the public's trust. In the professional judgment of the faculty, any behavior deemed inconsistent with professional responsibilities and/or unsafe are addressed as an academic issue and may be subject to a failure grade (F) for the course and/or a possible dismissal from the program. Any dispute regarding an assigned grade will be handled according to the [Due Process](#) policy.

Examples of behaviors that are considered "academic" and therefore may result in academic consequences may include:

- A pattern of neglect of clinical responsibilities, risk to patient safety or failure to practice in the best interest of clients and the public in any practice setting (lack of evidence of preparedness to take care of clients for any scheduled clinical experience)
- Violation of confidentiality, privacy, or security standards as discussed in the Health Insurance Portability and Accountability Act (HIPAA). This includes all social media such as sharing confidential information through phone, e-mail, Facebook or any other media.
- Engaging in academic dishonesty, cheating, or fraud, including but not limited to: a) plagiarism from the work of others, including work by other students or from published materials without appropriate citation; b) the buying and selling of course assignment and research papers; c) performing academic assignments (including examinations) for other persons; d) unauthorized disclosure and receipt of academic information; e) allowing other students to copy answers from exams or assignments; and f) using disallowed materials or methods for examinations or assignments.
- Knowingly producing false evidence or false statements, making charges in bad faith against any other person, or making false statements about one's own behavior related to academic or clinical matters.
- Failing to report incidents involving clients/patients.
- Failing to report observed unethical or proscribed behavior.
- Taking food, medications, client belongings or materials from clinical settings without approval or authorization.
- Failure to question a medical order when in doubt.
- Transgression of professional boundaries.
- Failure to follow clinical agency policy.

Student Conduct

A student, group of students, or student organization whose conduct is determined to be inconsistent with the published Century College conduct codes is subject to "Penalties for Misconduct" as defined in the policy. Any action which results in negative impact on a student will contain the elements of "Due Process" as defined in the Century College policy.

Expectations that may have both Academic and Conduct Consequences

The use of mood altering drugs, including prescription, over the counter drugs, alcohol, illicit mood altering drugs including narcotics, depressants, stimulants, hallucinogens, marijuana, or any other material that results in behavior or appearance that adversely affects academic performance or client safety, may be grounds for dismissal or academic termination from the nursing program and also may be subject to disciplinary sanctions (consistent with local, state, and federal law), up to expulsion and referral for prosecution. Therefore, chemical use in the academic setting may be handled as violations of the Student Conduct Policy and/or as student academic issues. Student academic issues require “academic decision making” and will be handled through the Nursing Program [Due Process](#) policy. Conduct issues require conduct decision making and will be handled by the college as stated above under Student Conduct.

Adverse effects of performance shall be determined to be present, but not limited to, if the student is perceptibly impaired; has impaired alertness, coordination, reactions, responses or effort; if the student's condition threatens the safety of himself, herself or others; or if the student's condition or behavior presents the appearance of unprofessional or irresponsible conduct detrimental to the public's perception of Century College Nursing Program.

In addition, engaging in academic dishonesty, cheating, or fraud as defined above under “academic expectations”, may be treated as both a conduct and academic issue and subject to the same processes as described for chemical use.

In these types of situations, the faculty member will notify the Director of Nursing who will consult with the Dean of Student Services.

Clinical Placement Concerns

The Nursing Program endeavors to provide students with appropriate clinical training placements, but cannot guarantee placements in all circumstances. Students with personal circumstances that may limit their eligibility for participation in clinical experiences are encouraged to contact the Director Nursing as soon as possible. The Nursing Program does not guarantee an alternative facility placement. Students with these circumstances may be unable to continue in the program.

Attendance Policy

The purpose of the attendance policy is to ensure quality education for the student. Because of the large volume of material covered each day, and because clinical laboratory experience validates learning objectives, it is extremely important that absences and tardiness be kept at an absolute minimum. Attendance and punctuality are considered important professional responsibilities in the classroom, the lab and clinical sites.

Theory/Class Attendance

Century College nursing students are expected to attend all class sessions. There is a strong relationship between class attendance and academic success. It is the student's responsibility to complete all required work in each course, including work missed because of an absence. It is the student's responsibility to collaborate with the faculty to obtain appropriate assignments and make up all work missed, in advance, whenever possible. If a student will be absent for a test/exam, the student must call or email the course faculty prior to the test/exam to notify him/her of the absence, to be excused. If not excused, course faculty will make decisions on whether to allow the student to take the exam. See course syllabi for testing requirements for each course.

Nursing Lab Attendance

Attendance at nursing lab is mandatory. Anyone over 15 minutes late may not be allowed in the lab. The instructor teaching the lab must be notified of an absence **prior** to the beginning of the assigned lab. The student must contact the instructor via email within two business days of the missed lab to arrange for make-up. All absences **must** be made up within one week of contacting the instructor. If a lab makeup is not complete within a two week time period students will not be allowed to attend clinical and this will be counted as a clinical absence. Failure to successfully complete all labs will result in an incomplete or failing course grade.

Clinical Attendance

Attendance at clinical is mandatory. If late or absent, students must **notify their clinical faculty at least 30 minutes prior to** the clinical start time, in the fashion set forth by the clinical faculty. Clinical make-up assignments must be initiated by the student within two business days of the absence and completed within one week. Consequences for an unexcused absence will be determined through the academic due process as outlined in this handbook. A student with more than one absence from clinical will be required to meet with their faculty. Due to the absences, the student may be unable to successfully complete the clinical requirements needed to pass the course.

Students are expected to be on time for their clinical experiences. Tardiness is considered a breach of professional standards for nursing students. **If you are late to clinical by 15 minutes or more and have not notified the instructor**, you may be sent home and the experience will be identified as a clinical absence. Cases of repeated tardiness may result in course failure and/or nursing program exit.

Clinical learning experiences are limited and based on availability, per healthcare facility. The ability to schedule make-up clinical experiences may or may not be possible on a space available basis.

Confidentiality Policy

Any violation of confidentiality is unacceptable and will be considered for a possible dismissal from the nursing program. See the Due Process policy below.

The nurse-patient relationship is built on trust. Discussions about the patient and patient situations are conducted in private settings with other nursing students. No other discussion of patients should take place. Your opinions of the medical staff, nursing staff, or the health care facility are not to be discussed with the patient. Only use patient initials in all written assignments and worksheets. If any printed patient material is taken outside the clinical facility, the patient name or initials must be blackened out.

Topics groups and post-clinical conferences are shared learning experiences. Confidentiality of discussions in these settings is crucial to the effectiveness of the learning experience.

Disclosing content of examinations or lab validation information before, during or following the testing situation compromises the integrity of the evaluation and is a breach of confidentiality. This will result in the student receive a 'Failure to Meet Integrity Standards' and possible dismissal from the nursing program.

Social Media Policy

Century College Nursing Program supports the use of social media which has become an important communication tool for our College community. This policy applies to the Century College Nursing Program students who engage in internet conversations for school-related purposes or school-related activities such as interactions in or about clinical, simulation lab, and theory course activities. Distribution of sensitive and confidential information is protected under Health Insurance Portability and Accountability Act (HIPAA), Family Educational Rights and Privacy Act (FERPA), and the American Nurses Association Code of Ethics whether discussed through traditional communication channels or through social media.

Examples of social media include but are not limited to LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Allnurses.com, Twitter, Facebook, YouTube, etc. While this policy may need to be modified as new

technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information.

As students you are expected to represent Century College and the Nursing Program in a fair, accurate and legal manner while protecting the reputation of the institution and our clinical partners. When publishing information on social media websites, be aware that information may be public for anyone to see and can be traced back to you as an individual, and may result in dismissal from the nursing program and possible legal action.

The student will:

1. Protect confidential, sensitive, and proprietary information: Do not post confidential or private information about the College, staff, students, clinical facilities, patients, or others with whom one has contact in the role of a Century College nursing student. Never use/post names of patients and/or families. Use faculty or clinical site name or contact information with respect and discretion.
2. Respect copyright and intellectual property. When posting, be mindful of the copyright and intellectual property rights of others and of the College. For guidance, review the Minnesota State Colleges and Universities (MnSCU) policy related to intellectual property and copyright:
<https://www.century.edu/support-services/technology-services/tech-help/copyright-and-file-sharing>
3. Not use Century College or the Nursing Program marks, such as logos and graphics, on personal social media sites. Do not use Century's name to promote a product, cause or political party or candidate.
4. Use handheld devices and/or other phones employed for social media during clinical only as authorized by nursing faculty. If a handheld device is combined with a cell phone, it is expected that the phone will be turned off.
5. Not engage in personal phone conversations or texting at any time while in clinical or in the classroom. If you need to respond to an emergency text or phone call during class, the student will leave the classroom and respond as necessary.
6. Not videotape faculty or fellow students for personal or social media use without the verbal or written permission of the faculty or fellow student. No photos or videos may be taken on clinical site property or at off-property clinical experiences, even if the photo or video does not contain images of patients/clients. At NO time shall patients/clients be videotaped or photographed without written permission of the patient/client and of the facility management.
7. Be aware of your association with Century College in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues and potential employers. When posting your views, you should neither claim nor imply you are speaking on Century's behalf, unless you have written authorization from nursing program management.

The Student Agreement Verification Form ([Appendix, pgs. 39-40](#)) is initialed and signed upon entry to the Nursing program, which indicates the student will follow the Confidentiality and Social Media Policies throughout the educational experience. Students will follow procedures allowing for due process and appeal according to Minnesota State Colleges and Universities (MnSCU) policies as well as those of the Century College Nursing Program.

Further Information:

Nursing students are preparing for a profession which provides services to a public that expects high standards of behavior. Adhere to all applicable College privacy and confidentiality policies. You are **legally liable** for what you post on your own site and on the sites of others. Individuals have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, slanderous, libelous or obscene (as defined by the Courts).

Employees are increasingly conducting Web searches on job candidates before offering employment opportunities. Therefore, think carefully before you post any information on a social media website. You can set your site so you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.

Consequences:

Violations of patient/client privacy with or without an electronic device will be subject to HIPAA procedures/guidelines and consequences. Students who share confidential or unprofessional information do so at the risk of disciplinary action and/or dismissal from the program. Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information, such as music, videos, text, etc. Students who violate clinical site policy may be unable to complete the nursing program if the clinical site does not allow them future access to the site. As well, the clinical site policies may prohibit any student who violates their policies from being hired at that site in the future.

Course Progression and Grading Policies

Course Progression and Program Completion

1. Students must enroll in and successfully complete (with a minimum letter grade of C) all nursing and general education courses in the sequence identified on the Century College MANE Curriculum Plan in order to progress in the program. Required general education courses can be taken earlier, but not later, than the identified semester.
2. Beginning in semester 3, progression in the nursing program requires a grade of C or better in all required courses in the MANE curriculum plan, maintaining a minimum GPA of 2.0.
3. A C- from a program with shaded grading is considered a non-passing grade.
4. Nursing courses that combine theory, clinical and/or lab require that all portions must be passed at a minimum of 78% to pass the course. In the event a student does not pass theory or the clinical or lab portion of a course, the letter grade for the course entered will be reflective of the theory or clinical or lab portion not passed.
5. Points will be carried out two decimal points. There will be no rounding of points to determine letter grades.
6. If a student fails to obtain a minimum of a C grade in one or more nursing courses in a semester, the student will be allowed one opportunity to repeat the course(s) on a space available basis per college nursing program re-entry policy.
 - a. Failure to successfully obtain a minimum of a C grade in a nursing course on the second attempt will result in exit from the nursing program.
 - b. Failure to obtain a minimum of a C grade in a nursing course in a subsequent semester will result in exit from the nursing program.
7. A student who is exited from the program for academic failure and/or failure to meet conduct expectations may reapply to the program and must meet the current published admission criteria.
 - a. Any student who applies and is readmitted, will be required to repeat all nursing courses in the curriculum, including all previously passed nursing courses. Only one readmission to the program is allowed.
 - b. The Nursing Program reserves the right to deny readmission based on conduct violations.

Grading Policy

All nursing courses must be passed with a minimum of 78% in order to progress in the nursing program. Final course grades will not be rounded. A minimum grade of "C" in every required general education course is also required to continue in the Nursing Program.

The Nursing Program grading scale is as follows:

A = 92-100%

B = 85-91.99%

C = 78-84.99%

D = 72-77.99%

F = 71.99% and below

Withdrawals

Students may initiate requests for withdrawals from nursing courses according to Century College protocol. Students should be aware of the last day in the semester in which a withdrawal can be initiated. This date is posted in the notes for each listed course. Students withdrawing from any nursing course will be required to complete, and turn in to the Nursing Director, a Nursing Student Program Re-Entry Request Form to request re-entry into the nursing program. Grades at the time of withdrawal will be taken into consideration for any request for re-entry. Nursing courses cannot be repeated without approval from the Nursing Director, Dean or the Nursing Consultative Committee. See the re-entry policy, below, for information on re-entering the nursing program.

Subsequent withdrawals or failures in any nursing course will result in final dismissal from the Nursing Program.

Incomplete Grades

An Incomplete ("I") grade may be assigned only when, upon the student's request, the nursing faculty consents to an extension of time for course completion. Since each nursing course is sequential, incompletes must be completed within the time frame set by nursing faculty. "I" grades automatically become "F" grades if course requirements are not satisfactorily completed in the time agreed upon and will prohibit the student from continuing in the nursing sequence. See Century College's policies on the college website for protocol for requesting "I" grades.

Failed Course

Any student achieving <78% in any nursing course will be dismissed from the program. See the re-entry policy, below, for information on re-entering the nursing program. Subsequent failures in any nursing course will result in final dismissal from the Nursing Program.

After the tenth day of class, faculty may submit an "F" grade for any student failing to meet course requirements within specified time limits or for non-attendance at class for two consecutive weeks per the college policy.

Re-Entry/Re-Admission Policy

This policy applies to any students who wish to be considered for re-admission into the nursing program after unsuccessful completion of a nursing course, withdrawal from a nursing course, or departure from the nursing program for any reason.

The following criteria must be met for readmission:

1. Students are required to supply documentation addressing why they departed, the individual extenuating circumstances that contributed to the program exit, and an individual learning plan for promoting success. This documentation will be placed in the student's permanent folder.
2. Admission is allowed on a space available basis as determined by the Director of Nursing. Space available for registering in each subsequent semester will be determined at the end of each semester.
3. Students progressing without interruption will be placed in their courses prior to seating being made available for returning students. Priority for readmission will be based on the student cumulative GPA of completed courses required for the degree to date.
4. A student who fails due to ethical misconduct and/or unsafe behavior will be readmitted based on college/university policies related to conduct and due process, including the decision of the Nursing Program Consultative Committee.
5. A student who fails due to academics issues will be readmitted based on decisions of the Nursing Department policies.
6. All current program admission requirements must be met prior to readmission. This includes all CPR, health, liability insurance, and background study requirements, and a cumulative GPA of 2.75.

7. The student has up to 48 hours from the time of the final exam to file a Nursing Student Program Re-Entry Request Form, with a current attached DARS report, to request re-entry into the nursing program, with the Director of Nursing, if the student wishes to re-enter in the upcoming semester. Re-entry by the student into future semesters must be requested within 6 months from the last day of the semester not successfully completed. Students must re-enter within one year of the last day of the semester not successfully completed. After that time, students may re-apply to start the program over again.
8. If a student is not successful academically in subsequent courses, they will not be allowed to apply for another re-entry into the nursing program. The student may apply for re-admission in the nursing program as a new program candidate and in accordance with all program application requirements. All nursing courses will be required to be repeated if the student is successful in their application for re-admission. Note that repetition of a course may have implications for loans and financial aid.
9. The Nursing Program reserves the right to deny re-admission based on conduct violations.
10. Auditing courses is an individual student decision. Faculty recommends auditing courses that have been previously passed to keep information current. Payment for course audit is according to college policy.

Re-Entry Process

1. The student has up to 48 hours from the time of the final exam to file a Nursing Student Program Re-Entry Request Form, to request re-entry into the nursing program, with the Director of Nursing, if the student wishes to re-enter in the upcoming semester. Re-entry by the student into future semesters must be requested within 6 months from the last day of the semester not successfully completed.
2. Students will be contacted to set up a re-entry meeting with the Director of Nursing and/or Nursing Program Consultative Committee.
3. A re-entry contract will be required indicating the courses the student will need to retake and the learning contract requirements. This will be signed by the student and the Director of Nursing during the re-entry meeting.
4. The Director will provide a signed registration form to the student.
5. The student will be required to present their signed registration form to the Registration office in order to be registered for courses.
6. The student will be required to review and be responsible for all financial aid, loan, and tuition implications of re-entry and/or repetition of courses.

Re-entry process for students who select to exit after successful completion of semester 5

This process applies to Century College MANE students who wish to be considered for re-entry into the sixth semester of the MANE curriculum plan.

A student who selects to exit the nursing program at the associate degree level after successful completion of semester 5 of the nursing program must follow the following steps:

1. Must inform the nursing program by completing the "Voluntary Exit from Program" form.
2. May return to the program within 3 academic years of voluntary exit and resume the curriculum in the 6th semester on a space available basis at the university.
3. Must notify the university nursing program administrator a minimum of one semester prior to the desired return date to determine if space is available.
4. Follow university protocol regarding previously admitted students.

Disciplinary Policies

Learning Contracts

Student success in the classroom and clinical environments is dependent upon clear communication between students and faculty. The Nursing Faculty will initiate a Learning Contract when concerns about academic or clinical performance place a student at risk for progression in the program. Faculty will meet with the student to discuss concerns.

A written Nursing Student Learning Contract ([Appendix](#)) will be developed between the student and faculty member addressing the following:

- Performance concerns.
- Expected behaviors and timeframe.
- Consequences, if expectations are not met.

The learning contract will be:

- Signed by the student and faculty.
- Sent to the Director of Nursing for review and signature.
- Placed in the student's nursing file.

If a student fails to comply with the learning contract by the assigned date the student will be subject to the provisions of non-completion stipulated in the contract, and may be at risk for program exit.

Academic and Professional Integrity

The Century College Associate Degree Nursing Program expects the highest standard of academic and professional integrity from every student, staff member, and nursing faculty. Professional integrity, respect for others and responsibility for one's actions is inherent in the role of a professional nurse. The right to learn in a community free from academic dishonesty is crucial to the development of a college student. For this reason, the college will impose sanctions for instances of plagiarism or cheating, or any act which violates the academic integrity of Century College.

Using standards that define these behaviors is necessary in the provision of proper patient and health care. Accordingly, students are required to comply with policies and standards of academic, ethical and professional behavior defined by Century College, clinical partners of the nursing program, the American Nurses Association (ANA) Code of Ethics and any of the nursing program's accrediting and governing agencies.

Academic Integrity

Student behaviors that do not meet the standards of academic integrity include, but are not limited to:

- Plagiarism will not be tolerated. Plagiarism is defined as the "the practice of claiming credit for the words, ideas, and concepts of others" (APA manual, 2010, pg. 170). All assigned work such as papers, laboratory exercises, presentations, and clinical assignments must be the student's own work with proper citation, references for sources of quotations, information, opinions, or ideas contributing to his or her work. These standards pertain to all work, paper or electronic.
- Academic cheating, including, but not limited to, unauthorized copying of academic work of another and collaboration for use of notes or books on examinations without prior permission of the faculty.

- Fabrication and falsification or the intentional misrepresentation of any information or citation in an academic exercise.
- Submission of substantial portions of the same academic work for credit more than once without authorization.
- Submission of another student's work as your work.

Professional Integrity

Student behaviors that do not meet the standards of professional integrity include, but are not limited to:

- Violation of program policies.
- Falsification of records.
- Signing in, or reporting time of arrival or departure for course activities for another student or requesting another student to do so for him/her.
- Inattention to duty during clinical hours such as performing under sleep deprivation, leaving the clinical facility without permission and accepting or making personal phone calls or texts.
- Insubordination, including refusal to accept direction from faculty.
- Immoral or indecent conduct of any nature.
- Using vulgar or abusive language.
- Possession of or being under the influence of mind-altering substances.
- Threatening, intimidating or coercing others.
- Unauthorized possession, use, copying, reading or sharing of patient records or disclosure of information contained in such records to unauthorized persons.
- Possession of patient identifying information outside of clinical setting.
- Unexcused lateness or absenteeism.
- Turning in late assignments without prior approval of faculty.
- Disregard for any rule, regulation or practice of the clinical facility.
- Any action or attitude that would be detrimental to the interests, safety or health of any patient.
- Failure to abide by the social media policy.
- Disclosing contents of an exam or quiz to anyone.

Students are expected to practice within the guidelines and boundaries of the profession as stated in the Minnesota Statute and Minnesota Board of Nursing Rules. The only title which may be used when acting in the capacity of a student in the Nursing Program, and the format for your signature on clinical documents is **Your Name, NS, Century College**. Students who have other titles (e.g., LPN, RT, MD, PhD, JD) **may not** use these titles in the capacity of a Century College Nursing Program student and/or under the auspices of Century College Nursing Program.

When a student's behavior or performance does not meet the standards of academic or professional integrity the student is at risk for dismissal from the nursing program. ([See Due Process policy.](#))

Refer to [College Catalog](#) for Student Conduct/Academic Honesty policy.

Due Process for Program Performance Concerns

If, at any time during the learning experience, a student's behavior and/or actions are deemed unsafe and/or unsatisfactory, the student may be asked to leave the clinical, classroom or lab setting.

If a student's behavior and/or actions is deemed unsafe or unsatisfactory in the clinical, classroom, or lab setting, the following steps will occur to assure due process:

1. The faculty will notify the student in writing, or via college email, of a meeting to discuss the incident or concern. The notification will be sent a minimum of three (3) business days (Monday to Friday) prior to the meeting. This requirement for three business days' notice may be waived by mutual written agreement of the student and faculty.
2. This meeting will be an opportunity for the student to explain the incident from her/his perspective in an informal setting with the faculty member.
3. The results of this meeting could include, but are not limited to, any combination of the following:
 - a. **A finding that the student was not responsible:** The student in question is found not responsible for the allegations; the student continues to progress through the Nursing Program as planned.
 - b. **A reprimand:** Written reprimand for violation of specified regulations. Notice of action may appear on the student's academic transcript.
 - c. **A learning contract developed between the student and faculty member:** Continued enrollment in the nursing program, but under specific written conditions for a specified period of time. Notice of action may appear on the student's academic transcript.
 - d. **A referral:** Use of special support services, including but not limited to services provided by Century College, social service agencies or law enforcement agencies. The student may be required to show evidence of completion of the referral, which may include a renewed health clearance, prior to returning to the nursing program.
 - e. **A Student Code of Conduct Complaint:** Complaints are forwarded to the Dean of Student Services for investigation and further action. Refer to the Student Conduct Code in the Century College Policies.
 - f. **Immediate failure of the course:** All course failures result in exit from the Nursing Program at the end of the semester in which the failure occurred. A request for re-entry to the program to the Director of Nursing is required to repeat the course and re-enter the Nursing Program. A meeting with the Nursing Program Consultative Committee, or Director of Nursing, may be required prior to re-entry into the Nursing Program.
 - g. **Dismissal from the program:** The student will be exited from the Nursing Program. The student may re-apply for readmission to the program during the next application cycle. Acceptance is not guaranteed. All nursing courses must be successfully retaken, even if they have been successfully completed in the past. This decision will be made only with consultation with the Director of Nursing.
4. The student will receive written notice of the outcome from the faculty member within 5 business days of the meeting.
5. If the student believes there is improper, unfair, or arbitrary treatment by a faculty or staff member, the student may schedule an appointment to discuss the concern with the Director of Nursing.
6. If, after the student has followed the above procedure, there is no agreement or resolution with the Director of Nursing, and the student believes there is improper, unfair or arbitrary treatment by a faculty or staff member, the student may seek resolution using the Century College Student Complaint and Grievance Procedure outlined in Policy 3.8.0.1 of the Century College Policies.

Nursing Student Concern Process

If a student has a concern concerning alleged improper, unfair, arbitrary or discriminatory treatment by nursing faculty or personnel, the nursing program encourages the student to attempt to resolve concerns with the faculty member to whom the concern is directed.

If the concern is unresolved at this step, the student may contact the Director of Nursing for assistance with resolution. A formal written concern may be filed using the Century College Concern Form found in the student handbook. ([Appendix](#)) If the student chooses to file a formal written concern, the process includes:

1. The student may submit the concern form to a faculty member or the Director of Nursing.
2. If a meeting is requested by the student, it will be arranged between the student and the appropriate nursing personnel and Director of Nursing.
3. If no resolution is reached, the student has the right to file a grievance with the college if it meets the criteria defined in the [college catalog](#). See the Century College policy for grievance procedure.

Requests for an exception to college policies and procedures should be written and addressed to the Dean of Nursing & Allied Health. Petitions that concern academic matters should be addressed to the Dean of Instruction/Academic Affairs. Other petitions should be addressed to the Dean of Students. Petition forms are available from Student Services, Records, or Counseling. College counselors are available to assist students who wish to submit petitions or pursue a grievance procedure.

Graduation Requirements

The Associate in Science Degree in Nursing is awarded to students who:

1. Earn a minimum of 64 credits with a cumulative grade point average of 2.75 or higher.
2. Earn a C grade, or higher, in all nursing and general education courses required for the degree.
3. Meet minimum distribution requirements in general education courses.
4. Fulfill all Nursing Program course requirements.
5. File an 'Intent to Graduate' form with the College Records Office within the specified time limits.

Appendices

Minnesota Alliance for Nursing Education (MANE) Glossary of Terms

TERM	DEFINITION
Organization of the Curriculum	
Essentials of Baccalaureate Education for Professional Nursing practice as defined by the American Association of Colleges of Nursing (AACN, 2008)	Nine essentials delineate the outcomes expected of graduates of baccalaureate nursing programs. The essentials emphasize patient-centered care, inter-professional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever-changing and complex healthcare environment. The essentials have been adopted by MANE to define the <i>performance standards (measurable/observable knowledge, skills and attitudes)</i> of the baccalaureate graduate and leveled to define the benchmark <i>performance standards</i> at the completion of the AS degree.
Benchmark	The set of academic performance standards that a student must achieve as they progress through the curriculum. Benchmarks are met or assessed by the end of five semesters and at the end of 8 semesters in conjunction with course student learning outcomes. Achieving the overall set of benchmarks is the means for student progression. Benchmarks specify the context in which students will be expected to demonstrate competency.
Collaborative curriculum	The MANE curriculum is being co-developed among phase one faculty and practice partners. It is a collaborative curriculum among all partners and academic standards that include common prerequisites, criteria for co-admission status, and spiraled coursework facilitate a seamless progression from the AS degree to the BS degree.
Spiraled Curriculum	A spiraled curriculum revisits concepts at increasing levels of difficulty. New learning takes place by increasing the complexity and or adding new content to already mastered competencies. Mastery of defined nursing competencies increases the overall competence of the student in performing the role of the professional nurse. (MANE, 2014.)
Acute Care	Acute care focuses on the nursing care of patients experiencing acute disruptions of health. It is a pattern of health care in which a patient is treated for a brief but severe episode of illness. (MANE, 2014.)
Chronic Care	Chronic care is the holistic care of patients experiencing long-term illnesses and/or co-morbidities focusing on the ‘lived experience’ of patients and families while promoting advocacy, self-determination, and autonomy. (MANE, 2014.)
Complex Care	Complex care focuses on the nursing care of patients whose conditions require multidimensional, continuous care, and frequently require services from interprofessional teams. (MANE, 2014.)
Palliative Care	Palliative care optimizes the quality of life by anticipating, preventing, and treating suffering. Palliative care throughout the continuum of illness involves addressing physical, intellectual, emotional, social, and spiritual needs and to facilitate autonomy, access to information, and choice. (The Hospice and Palliative Nurses Association- https://www.hpna.org/Display/Page.aspx?Title=Position)
Health Promotion	Dossey and Keegan (2013) describe <u>health promotion</u> as, “Activities and preventive measures to promote health, increase wellbeing, and actualize the human potential of people, families, communities, society”, and environment. (p.60) The World Health Organization (WHO) defines Health promotion as the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behavior towards a wide range of social and environmental interventions. (World Health Organization, n.d. Health topics: health promotion. Retrieved from: http://www.who.int/topics/health_promotion/en/).
Wellness	A multidimensional state of being describing the existence of positive health in an individual as exemplified by quality of life and a sense of well-being. (MANE, 2014.)
Competence	<p>Competence vs Competency</p> <ul style="list-style-type: none"> • Though both having similar meanings, competence and competency are used in different contexts. • Competence refers to a person’s ability or skills and knowledge that he/she possesses upon graduation. • Competencies of a job refer to description of how things have to be done and at what level.

Competency	Competencies describe the knowledge; skills and attitudes expected upon graduation and are categorized according to the nine baccalaureate essentials. The competencies are leveled for the baccalaureate and associate degree completion points. A hallmark of the competency model is a spiral approach to teaching and learning. Competencies are revisited throughout the curriculum with increasing levels of difficulty and with new learning building on previous learning.
MANE Competence Statements	The ten (10) competence statements defining the ability of the MANE graduate. <ol style="list-style-type: none"> 1. A competent nurse develops insight through reflection, self-analysis, self-care and lifelong learning. 2. A competent nurse demonstrates leadership as part of a health care team. 3. A competent nurse effectively uses leadership principles, strategies and tools 4. A competent nurse locates, evaluates, and uses the best available evidence. 5. A competent nurse utilizes information technology systems including decision support systems to gather evidence to guide practice. 6. A competent nurse practices within, utilizes and contributes to the broader health care system. 7. A competent nurse practices relationship centered care. 8. A competent nurse communicates effectively. 9. A competent nurse's personal and professional actions are based on a set of shared core nursing values. 10. A competent nurse makes sound clinical judgments.
Course Student Learning Outcome	A specific standard or intended outcome of learning at the successful completion of a course in the MANE curriculum. Course student learning outcomes reflect significant elements of the benchmarks to be achieved by the end each benchmark and contribute to the broad competencies expected at successful completion of the AD and BS completion points.
Core Nursing Values	Caring, Integrity/Open and responsive communication, Diversity, Excellence/Quality/Efficiency/Accountability (NLN core values, 2011, AACN Core Values, 2012). CARING: promoting health, healing, and hope in response to the human condition INTEGRITY: respecting the dignity and moral wholeness of every person without conditions or limitation DIVERSITY: affirming the uniqueness of and differences among persons, ideas, values, and ethnicities EXCELLENCE: creating and implementing transformative strategies with daring ingenuity
Health Care Environment	The health care environment encompasses the broad spectrum of settings in which professional nursing care occurs.
IOM (Institute of Medicine)	The IOM report, <i>The Future of Nursing: Leading Change, Advancing Health</i> , recommends that 50 - 80% of the nursing workforce be prepared at the baccalaureate level or higher by 2020 to meet the demands of an evolving health care system and the changing needs of complex patient care.
Minnesota Alliance for Nursing Education (MANE)	An innovative nursing education consortium between a state university and 7 community colleges phase one adopters. This partnership includes Metropolitan State University, Anoka-Ramsey Community College, Inver Hills Community College, Normandale, North Hennepin Community College, Ridgewater Community College, Riverland Community College, and Century College. The consortium has evolved in response to the evidence and with a commitment to excellence and innovation to partner to expand the capacity for baccalaureate prepared nurses in Minnesota. The goal of MANE is to make baccalaureate nursing education available to students across the state, allowing qualified students to graduate with a baccalaureate degree within four years on every partner campus. The collaborative nursing curriculum, developed jointly with practice partners will prepare the nurse of the future to care for Minnesota's increasingly diverse and aging population.
Minnesota Transfer Curriculum (MnTC)	A means by which students transfer their lower division general education requirements taken at a two year college to any public university in Minnesota. The transfer curriculum is accepted as a package. An AA degree must meet all 10 goal areas in the transfer package and an AS degree must include a minimum of 30 semester credits in general education courses selected from least 6 of the 10 goal areas. The AS degree may include the entire MnTC (MnSCU Policy 3.17) The AS degree is the degree awarded at the AD endpoint in the MANE curriculum.
Patient	The recipient of nursing care or services. This term was selected for consistency and in recognition and support of the historically established tradition of the nurse-patient relationship. Patients may be individuals, families, groups, communities, or populations. Further, patients may function in independent, interdependent, or dependent roles, and may seek or receive nursing interventions related to disease prevention, health promotion, or health maintenance, as well as illness and end-of-life care. Depending on the context or

	setting, patients may, at times, be more appropriately be termed clients, consumers, or customers of nursing services (AACN, 1998, p.2); (The Essentials of Baccalaureate Education, 2008, p. 38)
Performance Standards	Expected levels of achievement for each benchmark.
Rubric <ul style="list-style-type: none"> • Competency Rubric • Assignment Specific Rubric • Rubric Criteria • Rubric Indicators • Rubric Dimensions 	<p>A teaching and learning guide based on specific criteria that allows faculty to assess student performance and provides students the opportunity to self-assess their progress. A rubric clearly describes what the <i>performance standard</i> is, what it looks like, or what the qualities of meeting the standard are. Rubrics are presented as a scale or continuum of performance beginning with the highest standard and moving through progressively less acceptable levels of performance.</p> <ul style="list-style-type: none"> • Competency Rubric: The baccalaureate essentials are the competencies. They are translated into individual or benchmark rubrics that describe to students the standards or benchmarks that have to be met by the end of the AS degree and the BS degree. Benchmark rubrics are incorporated into clinical performance evaluations. • Assignment-specific Rubric: A rubric that is used for assigning points and grading performance. • Rubric Criteria: The quality markers or set of standards to be met. Criteria tell faculty what to look for in performance and tell students what the highest level of performance is. Rubric criteria are the basis of judging the quality of a student's work. • Rubric Indicators: Subcategories of rubric criteria but more specific elements that indicate what to look for in evaluating student work. • Rubric Dimensions: Major components of a competency or assignment which when combined constitute performance. The dimensions tell the student what concepts or skills are described or embedded in the competency or assignment to be performed. For example, the dimensions of clinical judgment are noticing, interpreting, responding and reflecting.
Program Student Learning Outcome	The broad performance indicator of learning at the successful completion of the curriculum. These outcomes relate to the knowledge, skills and attitudes needed of the baccalaureate and associate degree graduate.
Program Outcomes	Program indicators that reflect the extent to which the purposes of the nursing program are achieved and by which program effectiveness is documented. Program outcomes are measurable consumer-oriented indexes. They include: program completion rates, job placement rates, licensure pass rates, and program satisfaction.
Macro-Concepts	
Definition of Macro-concept: The term macro is used to assist in complex information processing and may be used globally to process topics or themes (van DIJK, 1977). The five macro-concepts of the MANE curriculum are broadly focused to reflect understanding of individuals across the lifespan and within multiple health situations as well as the role of the professional nurse within the evolving healthcare environment.	
Foci of Care	Acute, chronicity, health promotion and end of life/Palliative. The program competence statements recognize that a competent nurse provides quality and safe care across the lifespan directed toward the goals of helping the client (individual, family, community or global society) promote health/prevent illness, recover from acute illness and/or manage chronic illness and support a peaceful and comfortable death.
Professional Integrity	Professional integrity encompasses the desired behaviors or attributes of the nurse incorporated into each patient contact or role within health care delivery, including but not limited to, professionalism, clinical judgment, ethics, comportment, communication, accountability, leadership, respect, and self-awareness. The program competence statements recognize that a competent nurse develops a professional role and practices within, utilizes and contributes to the broader healthcare system.
Psychological Integrity	Psychological integrity is the overarching state of emotional, spiritual, cultural, economic and cognitive wellness and the implications for health risks and challenging or maladaptive behavior based on individual, family, community and population factors. The program competence statements recognize that a competent nurse practices relationship centered care, communicates effectively and makes sound clinical judgments.
Physiological Integrity	Physiological integrity as a macro-concept represents the health-wellness continuum across the lifespan in promotion of health, prevention of disease and treatment of illness. Assessment of risk factors, physiologic processes and treatment management focus on

	commonalities of conditions and pattern recognition. The program competence statements recognize that a competent nurse locates and evaluates and uses the best available evidence and makes sound clinical judgments.
Lifespan/Growth and Development	Lifespan growth and development refers to the sequence of development that takes place over the lifespan as evidenced by physical, cognitive and psychosocial changes. The program competence statements recognize that a competent nurse provides care across the lifespan based on sound clinical judgments and use of best available evidence.
Curricular Concepts	
Professional Development and Identity	Professional development “ensures that nurses and nursing students and faculty continue their education and engage in lifelong learning to gain the competencies needed to provide care for diverse populations across the lifespan.” (The Future of Nursing: Leading Change, Advancing Health IOM, 2011) Professional identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing (NLN, 2012) Caring, diversity, integrity, excellence.
Collaborative Practice	Defined by NCSBN (2013) collaboration is: “Forging solutions through respect, diversity, and the collective strength of all stakeholders”. Collaboration is one of the core values of the NCSBN (2013). Collaboration is “a process of joint decision making among independent parties involving joint ownership of decisions and collective responsibility for outcomes. The essence of collaboration involves working across professional boundaries” (QSEN, 2012)
Safety	“The condition of being free from harm or risk, as a result of prevention and mitigation strategies” (National Quality Forum, 2009). “Minimize risk of harm to patients and providers through both system effectiveness and individual performance” (QSEN, 2010).
Holism	Refers to individuals as being made up of the body, mind, spirit; living within and interacting with a specific environment and social structure. Within the concept of holism, health, health promotion and dis-ease, are defined as interrelated social, psychological, biological, and spiritual factors. Such factors represent the “whole person”, a total unit, as they influence/act together. This continuous interaction creates the basis for holism (Dossey, 2013). “Holistic nursing practice recognizes the totality of the human being, the interconnectedness of body mind, emotion, spirit, social/cultural, relationship, context, and environment” (AHNA, 2012).
Informatics	Nursing informatics “integrates nursing science, computer science, and information science to manage and communicate data, information, knowledge, and wisdom in nursing practice “ (ANA, 2008, p. 65). “A broad term encompassing information science and information technologies” (NLN, 2012, p.61). “Use information and technology to communicate, manage knowledge, mitigate error, and support decision making” (QSEN). “Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care” (AACN Essentials of Baccalaureate Education for Professional Nursing Practice, 2008).
Evidenced-Based Care & Quality	Evidence-based practice: As defined by QSEN (2012), “Integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.” Evidence-based practice also “involves the conscientious, explicit, and judicious use of theory-derived, research-based information in making decisions about care delivery to individuals or groups of patients, in consideration of individual needs and preferences” (NLN, 2012, p. 20). Quality: “The degree to which health services for individuals and populations increase the likelihood of desired health outcomes and are consistent with current professional knowledge” (National Quality Forum, 2010; IOM 2010).
Diversity and Culture	Diversity: is an all-inclusive concept, which refers to differences among people and recognizes the value of everyone and every group. Diversity encompasses all the different characteristics that make one individual or group different from another. Diversity includes but it not limited to, race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socio-economic status, education, marital status, language, and physical appearance. It also includes different ideas, perspectives, and values (AACN Essentials of Baccalaureate Education for Professional Nursing Practice, 2008). Culture: Culture is a learned, patterned behavioral response acquired over time that includes implicit versus explicit beliefs, attitudes, values, customs, norms, taboos, arts, and life ways accepted by a community of individuals. Culture is primarily learned and transmitted in the family and other social organizations, is shared by the majority of the group, includes an individualized worldview, guides decision making, and facilitates self-worth and self-esteem (Giger et al., 2007).
Clinical Education Model	

Definitions used with permission from the Oregon Consortium for Nursing Education (OCNE).	
Concept-based Experience	Concept-based Experience is designed to support student learning of pattern recognition. Through multiple encounters with clients experiencing the same problem, students learn pattern recognition associated with a specific concept, illness, disease or health problem.
Case-based Experience	Case-based Experience presents students with authentic clinical problems they will likely encounter in practice and provides opportunities for students to learn to think like a nurse through client case exemplars. It encompasses seminar discussion of faculty designed or computer-based cases, as well as a variety of simulations including use of high, mid and low fidelity environments using human patient simulators, standardized patients and role-playing.
Intervention Skill-based Experience	Intervention Skill-based Experience builds proficiency in the “know-how” and “know-why” of nursing practice. These experiences include psychomotor skills, as well as communication, teaching, advocacy, coaching, and interpersonal skills among others.
Focused Direct Client Care Experience	Focused Direct Client Care Experience enables the student to gain progressive experience in the actual delivery of nursing care and to build and understand the role of developing relationships with patients. The assigned focus for a care experience allows the student to apply a growing knowledge and skill base to client care. Students learn to establish and nurture the nurse/client relationship and integrate the ethics of caring for individuals.
Integrative Experience	Integrative Experience provides opportunity for the student to apply all elements of prior learning into an authentic clinical practice situation. The purpose is also to begin the transition into practice. Rather than the student being assigned to a particular client, the student is assigned to work with a registered nurse and provides client care with, and under the direction of, the registered nurse. The student practices integration of knowledge, clinical judgment and competencies while providing client care and studies the role of the registered nurse as it is expressed in a particular organizational environment.

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MNSCU Technical Standards for Entry Level Nursing Programs

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

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

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 solve problems 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

Capability	Standard	Examples
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	Position clients Reach, manipulate, and operate equipment, instruments and supplies, e.g. syringes, sterile equipment, and monitors Perform/use electronic documentation Lift, carry, push and pull Perform CPR
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	Propel wheelchairs, stretchers, etc., alone or with assistance as available Transport supplies to client room Work around bedside with other personnel Lift a child Move and lift clients in and out of bed, wheelchair or cart Assist with transfer and walking of patients who may require substantial support
Activity Tolerance	Ability to tolerate lengthy periods of physical activity	Move quickly and/or continuously Tolerate long periods of standing and/or sitting

Capability	Standard	Examples
COMMUNICATIONS		
Communication	Communicate in English with others in oral and written form Able to communicate with clients and members of the health care team in order to plan and deliver safe care	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

Capability	Standard	Examples
SENSES		
Hearing	Auditory ability sufficient to hear normal conversation and/or assess health needs	Ability to monitor alarms, emergency signals, auscultatory sounds, e.g. B/P, heart, lung, and bowel sounds, cries for help, and telephone interactions/dictation Communicates with clients, families and colleagues
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 label 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

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

Capabilities	Standard	Examples
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 Work in environments that may have allergens, such as latex.

A task force of representatives from nursing education in Minnesota developed these Technical Standards. Educational institutions represented were: Bemidji State University, The College of St. Scholastica, Lake Superior College, Itasca Community College, Rainy River Community College, Mesabi Range Community and Technical College, Hibbing Community College, and Riverland Community and Technical College. Adaptations were made from the Core Performance Standards of the University of Arizona, Minnesota West Practical Nursing Program, and Iowa Community Colleges.

- Presented to Minnesota Practical Nursing Education Directors' Association on 5/3/02 1/24/03, and 4/4/03.
- Revised 10/11/02, 1/21/03, 3/28/03
- Presented and revised by Minnesota Practical Nursing Education and Associate Degree Education Directors' Association on 1/29/10

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BLOOD AND BODY FLUID EXPOSURE PROTOCOL CHECKLIST

Century College Nursing Program

Each individual should retain a copy of this completed form for his/her personal records and is strongly encouraged to share the information regarding this incident with his/her health care provider. Faculty will assist the individual(s) completing this form and deliver one copy of the completed form to Century College's Health Services Office and one copy to the Director of Nursing.

Exposed Individual _____ Contact (phone #) _____
 Source Individual _____ Contact (phone #) _____
 Date of Incident _____ Time of Incident _____ Attending Faculty _____
 ON CAMPUS/OFF CAMPUS: Location of Incident _____
 If off-campus, Clinical Supervisor Notified _____ Contact (phone #) _____

BRIEFLY DESCRIBE EXPOSURE INCIDENT:

Exposed Person to complete the following:

- ___ Appropriate first aid was administered to exposed individual per protocol or facility policy.
- ___ Blood and Body Fluid Exposure Protocol was reviewed with exposed individual.
- ___ Exposed individual has been informed if any known Blood Borne Pathogen risk exists. (This requires immediate medical consultation following exposure incident.)
- ___ Exposed individual has been encouraged to initiate screening and/or prophylactic treatment within 1-2 hours post-exposure.
- ___ Exposed individual has been encouraged to arrange a date and time with instructor/clinical supervisor to obtain source test results.
- ___ Exposed individual has been encouraged to share details of the incident and results of all testing with his/her health care provider.
- ___ Exposed individual has been informed that he/she must report this incident and refer questions to Health Services on assigned campus (Century College 651-779-3954).
- ___ Incident Report(s) completed and submitted (State of MN/Clinical Site Incident Report).

Source Person to complete the following:

- ___ Appropriate first aid administered to source individual, if necessary.
- ___ Blood and Body Fluid Exposure Protocol was reviewed with source individual.
- ___ Source individual has been encouraged to report Blood Borne Pathogen status/risk to faculty member immediately following the exposure incident.
- ___ Source individual has been encouraged to initiate screening within 1-2 hours post-exposure..
- ___ Source individual has been encouraged to voluntarily share his/her test results with the faculty/clinical supervisor/exposed individual within 48 hours, or as soon as possible.
- ___ Source has been informed that he/she may refer any questions related to this incident to Health Services (Century College 651-779-3954).

I have reviewed each of the above recommendations with the attending faculty member and the facility supervisor (for off-campus incidents). I agree to voluntarily releasing the necessary information pertaining to the incident for appropriate medical treatment.

Exposed individual signature

Date

Source individual signature Date

I have reviewed each of the above recommendations with the source and/or exposed individuals involved:

Faculty member signature

Date

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STUDENT CONTACT INFORMATION CHANGE FORM
Century College Nursing Program

Please copy and turn in this form when you have a name, address, phone or email change. In order for the nursing program to communicate with you efficiently and conveniently for program or class-related purposes or emergencies. You must also change information with the Business office on the West Campus. Please let us know if you have any special needs or considerations.

Name _____
(Print)

Address _____

Email Address _____

Phone Number(s) _____

_____ **Check if O.K to leave voicemail message at this number**

Emergency Contact _____

I hereby release to Century College, rights to my image, likeness and sound of my voice and release any and all claims against Century College arising in connection with the usage of my image, likeness and voice.

This information is legally classified as “private” data about you, which generally requires your consent for release to others. Completing this form is optional. If you choose not to do so, we will continue to communicate with you by the usual methods: in class, posting, through U.S. mail, etc. If you fill out the form, we will use the additional means of communication you list above for program or class-related purposes. This form will be available to the nursing faculty and the support staff, and if you agree, may be released to classmates for class-related purposes.

_____ **Check if you authorize contact information to be released to classmates**

_____ **Check if you authorize release of email only**

_____ **Check if you authorize release of phone number only**

Signature _____ **Date** _____

If you change your mind about this consent form at any time during your involvement with the program, you may amend it by contacting the nursing office at 651-779-3431 (Century College) or in person. This information will be destroyed/ deleted at the end of your involvement with the program or upon graduation.

Please remember to also change your contact information at the Records Office, West Campus.

Thank you, the Nursing Faculty

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STUDENT AGREEMENT VERIFICATION FORM
Century College Nursing Program

Please read each section and initial the box for each section.
Sign your name at the end of the document and have another individual witness.

Statement of Student Responsibility/Confidentiality/Social Media Policy	Initial
<ul style="list-style-type: none"> • I understand I have an obligation to conduct myself in a professional manner in all clinical areas, follow all facility policy and procedures, and hold confidential all information concerning the patients at clinical facilities. • I understand any carelessness or thoughtlessness or release of any confidential information is not only ethically wrong, but may involve the individual and the clinical facility legally and may be grounds for a violation of professional behavior or dismissal from the Nursing Program. • I agree to adhere to the Confidentiality and Social Media Policies while enrolled in the Century College Nursing Program. • I understand the unique and personal nature of patient care that is involved in the education of nurses and fully intend to safeguard the privacy of all patients for whom I give care as well as their families. • I will not disclose information about my patients, their families or information about fellow students, and faculty that may be obtained during my studies in Nursing. • I understand that this confidentiality is essential in the profession of nursing. 	
Authorization for the Release of Background Information	Initial
<ul style="list-style-type: none"> • I hereby authorize Century College Nursing Program to release information contained in its files (including but not limited to reports, records and letters or copies thereof) regarding a background study performed by the Department of Human Services, or a request to the Commissioner of Health for reconsideration of a disqualification, to determine my eligibility to participate in clinical placements to fulfill the requirements of the Nursing Program. This information may be released to any of the facilities used for clinical experience. • I understand that the facility will review this information to assess whether I may be permitted to participate in a clinical placement for the Nursing Program, if background clearance is denied/not received by the Department of Human Services, I understand that I will be removed from clinical courses until a background clearance is obtained. • I understand that I am not legally obligated to provide this information. However clinical sites require a background clearance prior to participation in clinical experiences involving direct patient care. If I do provide it, the data will be considered private data under state and federal law, and released only in accordance with those laws, or with my consent. • I provide this information voluntarily and understand that I may revoke this consent at any time. A photocopy of this authorization may be used in the same manner and with the same effect as the original documents. This authorization is valid for the entirety of my student experience in the Nursing Program. 	
Nursing Program Student Handbook	Initial
<ul style="list-style-type: none"> • I verify that I have received the Century College Nursing Student Handbook and read it in its entirety. • I agree that I am responsible for the content provided in the handbook, as well as updated program policies, throughout my enrollment in the Nursing Program. • I understand that I am responsible for compliance with the statements and policies identified in the Student Handbook. 	

Release of Health Information		Initial
<p>I understand that there are conditions for which accommodations may be appropriate under the Americans with Disabilities Act and that the Nursing Program will make all reasonable accommodations required by law for otherwise qualified individuals. To receive accommodations, I must contact disability services. Refer to student handbook for types of accommodations.</p> <p>I grant Century College Nursing Program permission to share information contained in the HEALTH IMMUNIZATION /EXAMINATION FORM with those clinical institutions with whom I affiliate in my student role, should the clinical institution request or require it.</p> <p>I understand failure to sign this form or to provide the information requested could mean a clinical site may refuse me placement at their facility.</p> <p>The Nursing Program does not guarantee an alternative facility placement. I also understand that if no alternative facility placement is available, I may be unable to progress in the Nursing Program.</p>		
Responsibility for Health Care Costs		Initial
<ul style="list-style-type: none"> Any health care costs incurred during the period of time you are a student in the Nursing Program will be your responsibility. 		
Workers' Compensation		Initial
<ul style="list-style-type: none"> It is the position of the clinical facilities and the College/University that, as a nursing student, you are not an employee of either the clinical facilities to which you are assigned or the College/University for purposes of Workers' Compensation insurance. 		
Student Printed Name	Student Signature	Date:
Witness Printed Name:	Witness Signature:	Date:



3300 Century Avenue North
White Bear Lake, MN 55110

Concern Form

Printed Name		Student I.D.	Date Submitted
Street Address	City	State	Zip
Daytime Phone/Cell Phone		E-Mail Address	
Program/Major/Course/Area		Signature	

Please respond to the following. Use a separate sheet if needed.

1. Describe your concern or complaint (please list person's name, department or course, and date(s) of occurrence, when applicable).
2. When did you communicate with the person(s) involved?
3. Describe the steps you have taken to correct the situation.
4. Describe the action(s) you are seeking to resolve this issue.

Return this form to the office where you received it.

Recipient Use Only	
Date Received:	_____
Action Taken:	_____
Discussion with Student/Employee	_____
Forward to/Follow up:	_____
Resolution:	_____
Century College Administrator/Respondent:	_____ Date: _____

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LAB PRESCRIPTION for CLINICAL REMEDIATION

Century College Nursing Program

Directions: The clinical instructor will complete the top portion of the sheet when a skill need is identified. The form will be submitted to the nursing skills lab instructor. Once the work is complete, the signed form will be returned to the clinical instructor and placed in the student's permanent file.

Student Name: _____ Course Number _____

Instructor _____ Date _____

Reason for prescription:

_____ Missed the lab/class on _____ (date) and needs to practice the skill/s as indicated

_____ Was unsuccessful in performing the following skills during validation

_____ Was unable to successfully perform skill at the clinical site

List Skills:

Your skills must be completed within one week to two weeks as determined by the clinical and/or lab instructor. Scheduled lab time should not be used for this additional practice (including supervised practice time) as you will miss out on important practice for other skills.

Please contact the nursing skills lab instructor for an appointment.

To be completed by lab Instructor

The nursing student _____, met with me on _____.

_____ The student completed the practice of the required skill

_____ The student still needs additional practice and I recommend the following course of action

_____ The student successfully completed revalidation of the skill identified above

Lab Instructor Signature _____ Date _____

Revised 5/2012

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LAB PRESCRIPTION for UNSUCCESSFUL PERFORMANCE on SKILLS VALIDATIONS

Century College Nursing Program

Student _____ Skill _____

Instructor _____ Course: _____

_____ **Student unsuccessful on first attempt to validate skill** **Date** _____
Areas of concern in the first validation attempt

Student Signature: _____
Faculty validating signature _____

_____ **Student successful on second attempt to validate skill** **Date** _____
_____ **Student unsuccessful on second attempt to validate skill - required to meet with faculty.**
Areas of concern in the second validation attempt

Student Signature: _____
Faculty validating signature: _____

_____ **Student successful on third attempt to validate skill** **Date** _____
_____ **Student unsuccessful on third attempt to validate skill - will result in a failing grade for the course**
Areas of concern in the third validation attempt

Student Signature: _____
Faculty validating signature _____

Required Student Action: for all attempts

The preparation for subsequent attempts must include the following:

You need to re-validate this skill within 1 week after the last validation attempt.

1. Practice in the lab a **minimum** of 30 minutes with another student with dates and hours of additional work spent in the nursing learning resource center signed on the nursing skills criteria sheet. Before you begin your practice in the lab, show the checklist for the skill that you will use as a guide for practice to the lab coordinator or lab assistant. (You cannot start your practice until you have checked-in and shown your checklist to the lab coordinator or lab assistant)
2. Fellow student signatures on the skills criteria sheets must indicate you are able to perform skill at 100%.
3. Have nursing faculty sign this form indicating you successfully demonstrated the skill during your practice time and fellow student has signed the nursing skills criteria sheet.

Faculty Signature: _____

Revised: 07/2014

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REMEDATION PLAN for UNSUCCESSFUL PERFORMANCE on MEDICATION DOSAGES TEST

Century College Nursing Program

Student Name: _____ Clinical Course Number: _____ Date: _____

1. ___ Student is not successful on first attempt, must show proof of studying before being allowed to take second test. To ensure patient safety, it is the instructors' discretion whether or not the student will be allowed to pass meds at clinical.

- a. Attach proof of studying.
- b. Passing meds at the clinical site:
 - The student may pass meds with direct supervision of the faculty member.
 - The student may not pass meds.

___ Student is successful on second attempt.

Student Signature: _____ Faculty Signature: _____

2. ___ Student is not successful on second attempt. The student will be expected to meet with his/her clinical instructor to discuss plans for success and develop a learning contract. At this time students having difficulty will determine what additional measures will be taken in order to be allowed to take a third test. This form, with recommendations from the instructor and student will be placed in the student file. To ensure patient safety, it is the instructors' discretion whether or not the student will be allowed to pass meds at the clinical site. Note that the inability to pass meds at the clinical site may result in the inability to meet course objectives.

- a. Attach a Learning Contract specifying action plans for success.
- b. Passing meds at the clinical site:
 - The student may pass meds with direct supervision of the faculty member.
 - The student may not pass meds.

___ Student is successful on third attempt.

Student Signature: _____ Faculty Signature: _____

3. ___ Student is not successful on third attempt. Refer to the Learning Contract developed in Step 2, and consequences of failure to meet the requirements of the Learning Contract. The student may be exited from the nursing program due to the inability to meet the safety requirements of the program. Students should refer to the readmission policy in the nursing student handbook.

Student Signature: _____ Faculty Signature: _____

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CONSENT TO RELEASE INFORMATION
Century College Nursing Program

This form must be completed by the student when a letter of recommendation is requested from nursing faculty. I consent to the release of information contained in my educational file by Century College personnel necessary to complete this requested letter of recommendation.

- Letter of Recommendation for potential employer
- Letter of Recommendation for scholarship
- Letter of Recommendation for other purposes Please state: _____

Faculty Member Name(s):

Student Name: _____

Date of Request: _____

To Whom The Letter is to be Addressed:

Student Signature: _____

Date: _____

My signature on this form amounts to a waiver of any claim I might assert against Century College or its personnel due to the release of this information.

I understand that I may revoke this consent upon written notice (not retroactive) and that this consent will expire only upon my written request.

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NURSING STUDENT LEARNING CONTRACT

Century College Nursing Program

Student: _____ Student ID: _____ Date _____

The following issues have been identified by the nursing faculty. This contract identifies behaviors that must either be present or change in order for student to progress in the nursing program. Refer to the Century College Associate Degree Nursing Program Handbook for progression policies.

The above named student has been identified as a student at risk. The following statement(s) describes the nursing faculty concern(s):

The following action plan is developed by the faculty and student to address the concern or areas of need:

- 1.
- 2.
- 3.
- 4.

I will comply with all policies and procedures of the nursing program.

Failure to fully comply with this contract will result in the following consequences:

1. Potential failure of the nursing course.
2. Potential exit from the nursing program.
- 3.
- 4.
- 5.

I agree to comply with the provisions of this contract. I understand that this contract will be placed in my nursing file for the duration of the nursing program, and that future faculty may view this contract. If the issues discussed in this contract recur in subsequent nursing courses, I understand that this will be viewed as a failure to comply with the terms of this Learning Contract.

Student Signature _____ Date _____

Nursing Instructor: _____ Date: _____

Director of Nursing: _____ Date: _____

Continue contract date(s): _____

Learning Contract satisfied date: _____

Page intentionally left blank

Action by Nursing Consultative Committee	Nursing Faculty/Director Comments/Conditions:
<p>_____ Approved</p>	
<p>_____ Approved with Conditions</p>	
<p>_____ Denied</p>	
<p>_____</p>	
<p>Signature</p>	
<p>_____</p>	
<p>Date of Disposition</p>	
<p>_____</p>	
<p>Date Student Notified</p>	