Ridgewater College Nursing Programs

Practical Nurse & Associate Degree Nursing

Student Handbook

2026 – 2027

**items in handbook are subject to change; students will be notified of any changes through their Ridgewater College email.*

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Section I

Welcome!

Welcome to Ridgewater College Nursing Programs! You are embarking on a journey towards one of the most rewarding AND challenging careers in the nursing profession. Our goal is to prepare students to practice in our communities and beyond, and to set up students to achieve a Diploma in Practical Nursing or an Associate Degree in Nursing. We also assist our ADN graduates to complete their Registered Nurse journey towards a baccalaureate degree in nursing

The Ridgewater College Faculty and Staff will assist students to learn the art and science of the most trusted profession in the country. Ridgewater College has a wide variety of resources to help students understand the academics of a college degree, the professionalism required in the nursing profession, and earn the trust in our community. Your journey starts here!

Mary JC Leyk MSN, RN
Dean of Nursing and Allied Health
Nursing Program Administrator

Section II – Practical Nursing Program

A Diploma in Practical Nursing is conferred after completion of three semesters including General education and nursing courses. The student is then eligible to apply and to take the NCLEX-PN. Once the student is successful with the NCLEX-PN, the graduate is eligible for employment as a Licensed Practical Nurse (LPN).

Program Mission

The mission of the Ridgewater College Practical Nursing Program is to provide a concept-based curriculum, which prepares graduates to be competent, safe, and ethical LPNs who enhance the health of the patients served.

Philosophy Statement

Ridgewater College Practical Nursing faculty believe the purpose of practical nursing education is to prepare graduates to provide quality patient-centered care across the healthcare continuum and lifespan within the scope of practice of a Licensed Practical Nurse.

We believe that the practical nursing education is grounded in general education coursework that enhances practical nursing knowledge and practice.

Practical Nursing is devoted to promoting, maintaining, and restoring the health of individuals, as well as promoting a peaceful, dignified death. Practical nurses care for diverse individuals across the lifespan in a variety of inpatient and community-based settings by providing **safe,** culturally sensitive, individualized **relationship-centered patient care** as a member of the health care team.

Practical nurses recognize that **teamwork and inter-professional collaboration** among health care professionals is critical to delivering **safe,** quality patient care. Ongoing **quality improvement** activities are performed in concert with other members of the health care team. Implementing established **evidence-based care,** skills in **informatics,** and patient care **technology** is essential to the delivery of care.

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.

Professional values guide interactions with individuals, families, and the health care team. Practical nurses demonstrate **professional behaviors** by exhibiting accountability for their actions, meeting the health care needs of patients, and assuming legal responsibility for the care they provide. Practical nurses demonstrate **professional integrity** by adhering to an established code of ethics.

End of Program Student Learning Outcomes

The outcomes of this program of learning will be a graduate who is able to:

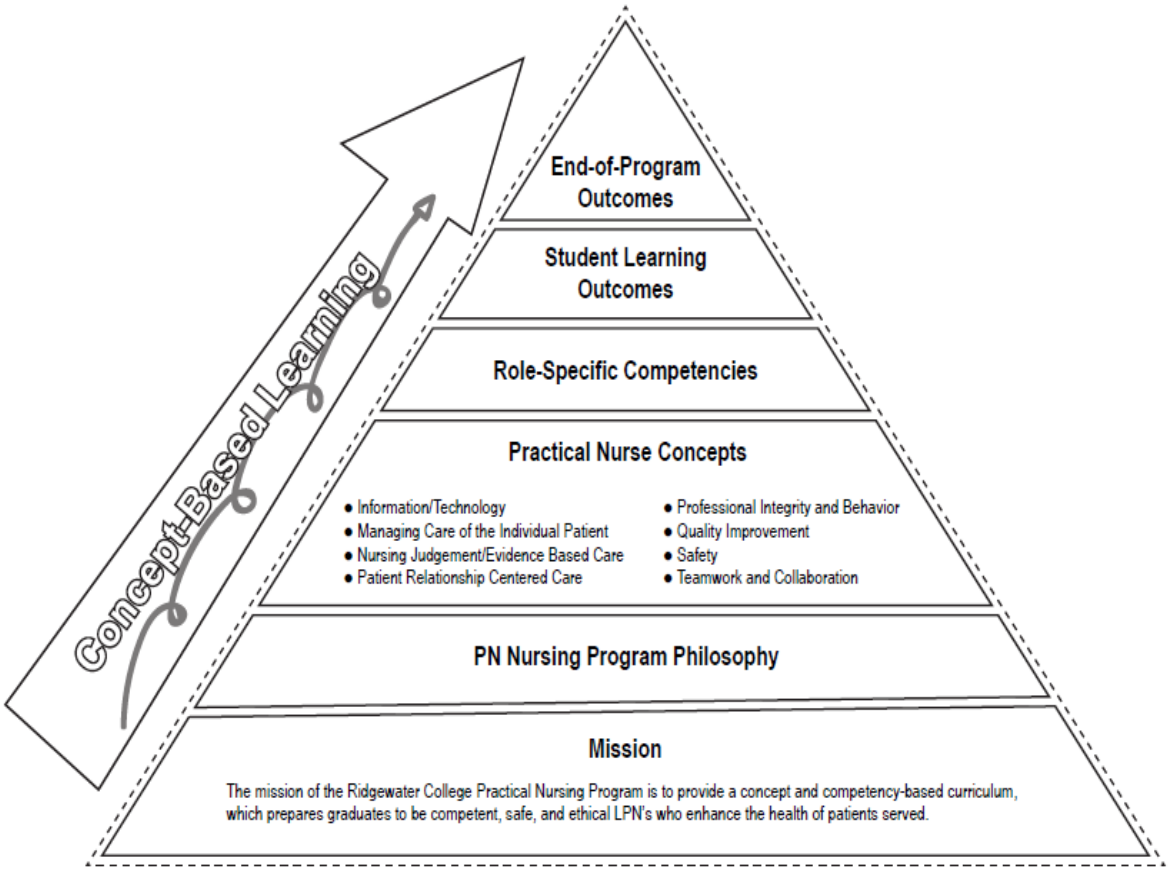
1. Promote human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the healthcare team.
2. Provide a rationale for judgments used in the provision of safe, quality care, and for decisions that promote the health of patients within a family context.
3. Assess how one's personal strengths and values affect one's identity as a nurse and one's contributions as a member of the health care team.
4. Question the basis for nursing actions considering research evidence, tradition, and patient preferences.

Curricular Concepts	PN End-of-Program SLOs	MN Statute 148.171: Subd 14. Minnesota Nurse Practice Act for Practical Nursing	NAPNES: National Association of Practical Nursing	NLN: Outcomes and Competencies for Graduates of Practical/Vocational Programs in Nursing	QSEN Outcomes
INFORMATIC/ TECHNOLOGY	1. The practical nursing graduate will demonstrate use of informatics and technology in the clinical setting.	(7) providing safe and effective nursing care delivery; (11) collaborating and communicating with other health care providers; (12) providing health care information to individual patients;	Communication: Effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills. Competency: Utilize information technology in the health care setting	Integrating Concept: Context and Environment	Informatics: Incorporate information and technology within own scope of practice to support safe processes of care (2012).
MANAGING CARE OF THE INDIVIDUAL PATIENT	2. The practical nursing graduate will utilize an established plan of care to organize and deliver care to an individual patient.	(2) participating with other health care providers in the development and modification of a plan of care; (3) determining and implementing appropriate interventions with a nursing plan of care or when delegated or assigned by a registered nurse; (5) assigning nursing activities or tasks to other licensed practical nurses (LPNs); (6) assigning and monitoring nursing tasks or activities to unlicensed assistive personnel;	Managing: Implement patient care, at the direction of a registered nurse, licensed physician, or dentist through performance of nursing interventions or directing aspects of care, as appropriate, to unlicensed assistive personnel (UAP)	Integrating Concept: Context and Environment	Patient-Centered Care: Advocate for the patient and family in the provision of compassionate and coordinated care to support the health, safety, and wellbeing of patients and families (2012).
NURSING JUDGMENT/ EVIDENCE BASED CARE	3. The practical nursing graduate will exercise critical thinking while providing care to individual patients in the clinical setting.	(1) conducting a focused assessment of the health status of an individual patient through the collection and comparison of data to normal findings and the individual patient's current health status, and reporting changes and responses to interventions in an ongoing manner to a registered nurse or the appropriate licensed health care provider for delegated or assigned tasks or activities;	Assessment: Collect holistic assessment data from multiple sources, communicate data to appropriate health care providers, and evaluate client responses to interventions.	Integrating Concept: Nursing Judgement	Evidence-Based Practice: Implement evidence-based practice in the provision of individualized health care (2012).

		(3) determining and implementing appropriate interventions within a nursing plan of care or when delegated or assigned by a registered nurse; (4) implementing interventions that are delegated, ordered, or prescribed by a licensed health care provider; (10) assisting in the evaluation of responses to interventions;			
PATIENT RELATIONSHIP CENTERED CARE	4. The practical nursing graduate will provide holistic, culturally sensitive, caring, and effective communication to individual patients in the clinical setting.	(9) advocating for the best interests of individual patients; (12) providing health care information to individual patients	Caring Interventions: Demonstrate a caring and empathetic approach to the safe, therapeutic, and individualized care of each client.	Program Outcome: Human Flourishing Integrating Concept: Relationship Centered-Care	Patient-Centered Care: Advocate for the patient and family in the provision of compassionate and coordinated care to support the health, safety, and wellbeing of patients and families (2012).
PROFESSIONAL INTEGRITY AND BEHAVIOR	5. The practical nursing graduate will deliver nursing care within the ethical, legal, and regulatory frameworks of a Licensed Practical Nurse (LPN) in the clinical setting.	(14) accountability for the quality of care delivered, recognizing the limits of knowledge and experience; addressing situations beyond the nurse's competency; and performing to the level of education, knowledge, and skill ordinarily expected of an individual who has completed an approved practical nursing education program described in section 148.211, subdivision 1.	Professional Behaviors: Demonstrate professional behaviors of accountability and professionalism according to legal and ethical standards for a competent LPN/vocational nursing program.	Program Outcome: Professional Identity Integrating Concept: Personal / Professional Development	Teamwork and Collaboration: Function competently within own scope of practice as a member of the health care team (2012).
QUALITY IMPROVEMENT	6. The practical nursing graduate will describe quality improvement methods used in the clinical setting to achieve positive patient outcomes.	(13) providing input into the development of policies and procedures;	Planning: Collaborate with the registered nurse or other members of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data.	Program Outcome: Spirit of Inquiry Integrating Concept: Quality & Safety	Quality Improvement: Utilize various sources of information to review outcomes of care identifying potential areas for improvement of the quality and safety of care (2012).

SAFETY	7. The practical nursing graduate will demonstrate minimizing potential risk while providing care to individual patients in the clinical setting.	(7) providing safe and effective nursing care delivery; (8) promoting a safe and therapeutic environment;	Caring Interventions: Demonstrate a caring and empathetic approach to the safe, therapeutic, and individualized care for each client.	Integrating Concept: Quality & Safety	Safety: Demonstrate the effective use of strategies to reduce risk of harm to self or others (2012).
TEAMWORK AND COLLABORATION	8. The practical nursing graduate will demonstrate effective communication skills when working with members of the inter-professional team in the clinical setting.	(3) determining and implementing appropriate interventions within a nursing plan of care or when delegated or assigned by a registered nurse (11) collaborating and communicating with other health care providers;	Communication: Effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills.	Integrating Concept: Teamwork	Teamwork and Collaboration: Function competently within own scope of practice as a member of the health care team (2012).

Conceptual Model
Practical Nursing Program



DEFINITION OF CONCEPTS

Concept	Definition
Informatics/ Technology	Informatics is defined as the use of information technology as a communication and information gathering tool that minimizes errors, supports clinical decision making and scientifically based nursing practice (NLN).
Managing Care of the Individual Patient	Managing care is defined as the effective use of human, physical, financial, and technological resources to achieve the patient identified outcomes while supporting organizational outcomes (National Association of Practical Nursing Education and Service [NAPNES]). The LPN manages care through the processes of planning, organizing, and directing (NAPNES). (For the Minnesota Scope of Practice this pertains to individual patient care). Directing for the purposes of the PN Curriculum Framework refers to "assignment" and "monitoring." "Assignment" means the designation of nursing tasks or activities to be performed by another nurse or unlicensed assistive person (Minnesota Nurse Practice Act [MNPA]). "Monitoring" means the periodic inspection by a registered nurse or licensed practical nurse of a delegated or assigned nursing task or activity and includes: (1) watching during the performance of the task or activity; (2) periodic checking and tracking of the progress of the task or activity being performed; (3) updating a supervisor on the progress or completion of the task or activity performed; and (4) contacting a supervisor as needed for direction and consultation (148.171 Subd 8a).
Nursing Judgment/ Evidence Based Care	Nursing Judgment encompasses three processes: Critical thinking, clinical judgment, and integration of best evidence into practice. (1) Critical thinking which is defined as identifying, evaluating, and using evidence to guide decision-making. (2) Clinical judgment which refers to the process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse's knowledge and perspective. (3) Integration of Best Evidence which is defined as using current information from research and other credible sources upon which clinical judgment and patient care are based (NLN, 2010). The practical nurse uses current evidence-based information from research and credible sources to support nursing judgments and to provide quality patient care.
Patient-Relationship Centered Care	Patient -Relationship Centered care is defined as the provision of care that is age appropriate and based on the individual scope of practice (SOP) patient's physiological, psychosocial, spiritual, and cultural needs, preferences, and values (NAPNES) .
Professional Identity and Behavior	Professional Identity and Behavior is defined as the responsible behavior of the nurse that demonstrates accountability for nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. The nurse embraces and internalizes these fundamental values to form a professional identity that is evident in the lived experience of the nurse, in his or her ways of "being" "knowing" and "doing" (NLN, 2010).
Quality Improvement	Quality Improvement is defined as the ability to raise questions, challenge traditional and existing practices, and seek creative approaches to problems by using data to improve the quality and safety of health care systems and needs of patients (NLN).
Safety	Safety is defined as the identification and minimization of risk potentials that could cause injury or harm while promoting quality care and maintaining a secure environment.
Teamwork & Collaboration	Teamwork and Collaboration is defined as the ability to function effectively within nursing and interprofessional teams, fostering open communication and mutual respect…to achieve safe, quality patient centered care (NLN).
Supporting Resources: Health Force Minnesota - A Minnesota State Center of Excellence	

Practical Nursing Diploma – Education Plan

Semester 1: 14 Credits (3 Nursing and 11 General Education Credits)

BIOL 1080	Human Biology	4 credits
ENGL 1209 or 1210	English	3 credits
PSYC 1310	Psychology	4 credits
HLTH 1130	Medical Terminology	3 credits

Semester 2: 13 Nursing Credits

(PN2)	PRNU 1010	Foundations of Practical Nursing	4 credits
	PRNU 1210	Nursing Care of Older Adults	4 credits
	PRNU 1300	Pharmacology	2 credit
	PRNU 1400	Clinical I	3 credits

Semester 3: 14 Nursing Credits

(PN3)	PRNU 2100	Nursing Care of Adults	3 credits
	PRNU 2200	Nursing Care of Women/Newborn/Children	3 credits
	PRNU 2300	Transition to Practice	1 credit
	PRNU 2400	Psychosocial Nursing Care	1 credit
	PRNU 2500	Clinical II	6 credits

PN Diploma **41 credits**

Graduates are eligible to take NCLEX-PN Licensure Exam.

New Part Time - Practical Nursing Diploma – Education Plan – Starting F26

Pre-requisites: 14 - (3 Health and 11 General Education Credits)

BIOL 1080	Human Biology	4 credits
ENGL 1209 or 1210	English	3 credits
PSYC 1310	Psychology	4 credits
HLTH 1130	Medical Terminology	3 credit

Fall Year 1: 6 Nursing Credits

(FY1)	PRNU 1010	Foundations of Practical Nursing	4 credits
	PRNU 1300	Pharmacology	2 credit

Spring Year 1: 7 Nursing Credits

(SY1)	PRNU 2100	Nursing Care of Adults	3 credits
	PRNU 2200	Nursing Care of Women/Newborn/Children	3 credits
	PRNU 2400	Psychosocial Nursing Care	1 credit

Fall Year 2: 7 Nursing Credits

(FY2)	PRNU 1210	Nursing Care of Older Adults	4 credits
	PRNU 1400	Clinical I	3 credits

Spring Year 2: 7 Nursing Credits

(SY2)	PRNU 2300	Transition to Practice	1 credit
	PRNU 2500	Clinical II	6 credits

PN Diploma **41 credits**

Graduates are eligible to take NCLEX-PN Licensure Exam.

Part Time - Practical Nursing Diploma–Education Plan - Part-time Teach-out of this plan Fall '26

~~**Semester 1: 12 Credits (1 Nursing and 11 General Education Credits)**~~

	~~BIOL 1080~~	~~Human Biology~~	~~4 credits~~
	~~ENGL 1209 or 1210~~	~~English~~	~~3 credits~~
	~~PSYC 1310~~	~~Psychology~~	~~4 credits~~
	~~PRNU 1617~~	~~Medical Terminology~~	~~1 credit~~

~~**Semester 2: 11 Nursing Credits – Spring Session**~~

~~(PN1)~~	~~PRNU 1010~~	~~Foundations of Practical Nursing~~	~~6 credits~~
	~~PRNU 1210~~	~~Nursing Care of Older Adults~~	~~4 credits~~
	~~PRNU 1300~~	~~Pharmacology~~	~~2 credit~~

~~**Semester 3: 6 Nursing Credits – Summer Session**~~

~~(PN2)~~	~~PRNU 2200~~	~~Nursing Care of Women/Newborn/Children~~	~~3 credits~~
	~~PRNU 1400~~	~~Clinical I~~	~~3 credits~~

Semester 3: 11 Nursing Credits – Fall Session

(PN3)	PRNU 2100	Nursing Care of Adults	3 credits
	PRNU 2300	Transition to Practice	1 credit
	PRNU 2400	Psychosocial Nursing Care	1 credit
	PRNU 2500	Clinical II	6 credits

PROGRAM COST

2026-2027 - Cost per credit for resident and non-resident (on campus courses):

Tuition Rate	$201.58/ credit
Differential Tuition Rate (PN nursing credits only)	$230.73/credit
Student Life Fee	$7.80/credit
Health Service	$0.85/credit
MN State College Student Association Fee	$0.61/credit
Technology Fee	$10.00/credit
Parking Fee	$2.50/credit

2026-2027 - Distance Education Rate (on-line courses):

Tuition Rate	$220.16/ credit
Student Life Fee	$7.80/credit – max $171.60 per term (22credits)
MN State College Student Association Fee	$0.61/credit
Technology Fee	$10.00/credit

Additional Nursing Fee Schedule:

PRNU 1010	ATI Supreme Essentials	$689.00
PRNU 2100	ATI Supreme Essentials	$689.00
PRNU 1400	DHS Criminal Background Study (not including fingerprinting fee)	$44.00
PRNU 1400	Malpractice Insurance	$5.00
PRNU 2500	Malpractice Insurance	$5.00

Example of Additional Expenses to plan for each semester: Practical Nursing Program

- Name Badge
- Books
- Lab Coat (optional)
- Uniform
- Clinical accessories: (i.e. stethoscope, shoes etc.)
- Travel*

*Students may be asked to engage in a learning activity, simulation, clinical, or ATI Live Review on the campus that is not their home campus.

Program Outcomes

On-time Program Completion Rate
A minimum of 70% graduates in a 12-month period will successfully complete the program within 100% of the stated program length.

Licensure Exam Pass Rate (NCLEX-PN)
The Program's most recent annual licensure examination pass-rate will be at least 80% for all first-time test-takers during the same 12-month period.

Job Placement Rate
A minimum of 80% of PN graduates will obtain positions within one year of graduation from the exit point of the program

Section III – Associate Degree Nursing Program

Mission and Vision

The Ridgewater College Nursing Program's Mission is to transform students into ethical, compassionate, and competent professional nurses who will advance the health of our diverse communities using the associate degree as a strong foundation to a baccalaureate degree.

The Ridgewater College Nursing Program's Vision is to expand access to nursing education in our rural communities and support our students who aspire to provide hope and healing in the nursing field.

Accreditation

The Ridgewater College Nursing Programs are approved by the Minnesota Board of Nursing.

The Practical Nursing Diploma program at Ridgewater College at the Hutchinson and Willmar campuses located in Hutchinson, MN and Willmar, MN is accredited by the: Accreditation Commission for Education in Nursing (ACEN).

3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Practical Nursing Diploma program is continuing accreditation.

View the public information disclosed by the ACEN regarding this program on the ACEN website.

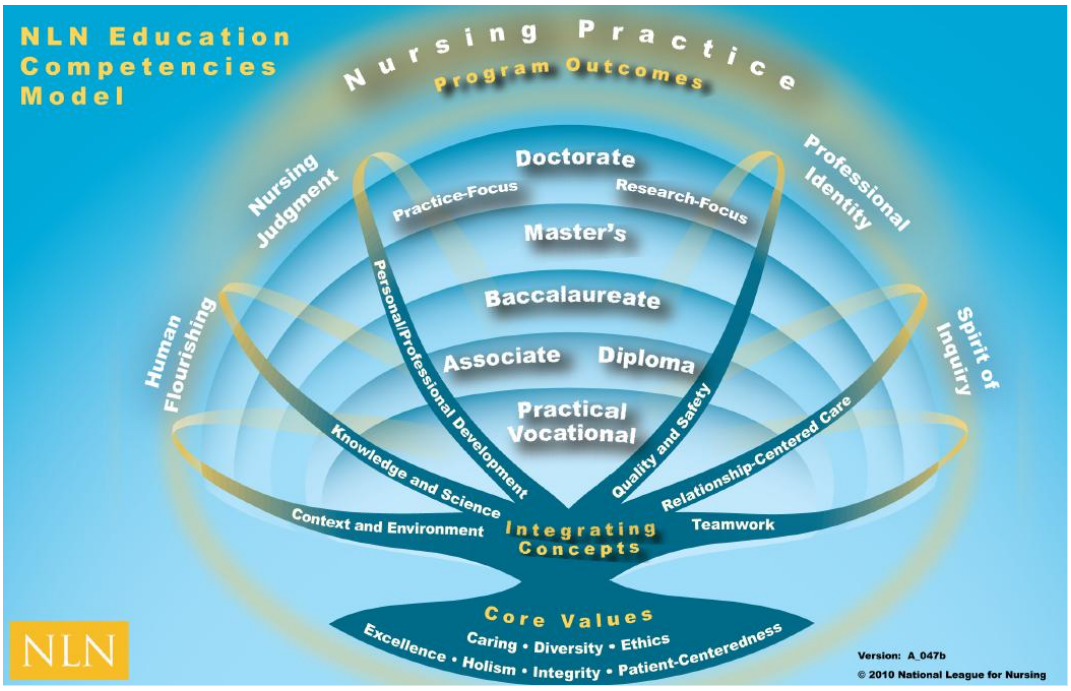
The Associate Degree in Nursing program at Ridgewater College at the Hutchinson and Willmar campuses located in Hutchinson, MN and Willmar, MN is accredited by the: Accreditation Commission for Education in Nursing (ACEN).

3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate Degree in Nursing program is Continuing Accreditation.

View the public information disclosed by the ACEN regarding this program on the ACEN website.

NLN Conceptual Model



The NLN model consists of the following components (National League for Nursing, 2010):

Core Values: Seven core values, implicit in nursing's historic paradigm, are foundational for all nursing practice. They are shown at the root of the model to indicate that each type of nursing program and each competency must be grounded in these fundamental values.

- Caring
- Diversity
- Ethics
- Excellence
- Holism
- Integrity
- Patient-centeredness

Integrating Concepts: Emerging from the seven core values are six integrating concepts. These concepts are progressive and have multidimensional development during student learning experiences. The critical feature of the bands is the acknowledgement of the ongoing advancement of nursing education, new graduate learning, and gleaned from multiple sources. In this way, nursing practice and nursing education remain perpetually relevant and accountable to the public and all those in need of nursing.

- Context and environment
- Knowledge and science
- Personal and professional development
- Quality and safety
- Relationship-centered care
- Teamwork

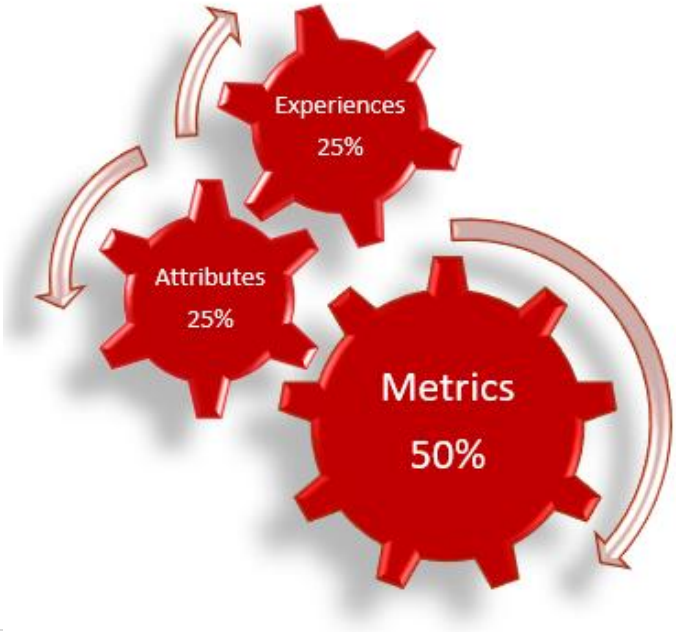
Program Student Learning Outcomes

1. Human Flourishing: The graduate nurse will advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings
2. Nursing Judgement: The graduate nurse will make judgements in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care, and promote the health of patients with a family and community context
3. Professional Identity: The graduate nurse will implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context
4. Spirit of Inquiry: The graduate nurse will continually examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities

Holistic Admissions

Students are admitted to the Ridgewater College AD Nursing Program using a Holistic Admissions process. Holistic review is an admissions strategy that assesses an applicant's unique experiences alongside traditional measures of academic achievement such as grades and test scores. It is designed to consider a broad range of factors reflecting the applicant's academic readiness, contribution to the incoming class, and potential for success both in school and later as a professional.

Holistic review, when used in combination with a variety of other mission-based practices, constitutes a "holistic admission" process. Ridgewater College has employed a holistic admission process to assemble a diverse class of students with the background, qualities, and skills needed for success in the profession.
(Source: Holistic Admissions (aacnnursing.org)



Associate Degree – Education Plan

Semester 1 & 2: Required General Education Courses (total 26 credits)
(minimum/maintain 2.5 GPA)

Goal Area 1 English Course (Total 3)

ENGL1209 - College Composition I - Critical Reading & Writing	3 credits
or	
ENGL1210 - College Composition I - Critical Reading & Writing	3 credits

Required MnTC Courses (Total 23)

CHEM1010 - Survey of Chemistry	4 credits
BIOL2100 - Human Anatomy	4 credits
PSYC1310 - Introduction to Psychology	4 credits
BIOL2110 - Human Physiology	4 credits
BIOL2150 – Microbiology	4 credits
PSYC2630 - Developmental Psychology	3 credits

Required Nursing Courses (Total 37 credits)

Semester 3 (AD1): 9 or 12 credits

NURS2710 - Foundations & Health Promotion for the Professional Nurse	6 credits
NURS 2730 - Foundations Nursing Lab	3 credits
NURS2740 - Nutrition and the Role of the Professional Nurse – elective	3 credits

Semester 4 (AD2): 12 credits

NURS2811 - Chronic Care for the Professional Nurse	6 credits
NURS2820 - Pharmacology and the Role of the Professional Nurse	3 credits
NURS2830 - Chronic Care Nursing Lab	1 credits
NURS2850 - Applied Pathophysiology for Nursing I	2 credits

LPN to ADN -- Advanced Standing Credit for LPN Coursework (11 credits)

NURS2812 – Chronic Care for the LPN Transitioning to the Professional Nurse	3 credits
NURS 2813 – Clinical Care for the LPN Transitioning to the Professional Nurse	1-3 credits
NURS 2850 – Applied Pathophysiology of Nursing I	2 credits
NURS 2860 – LPN Transitioning to the Role of Professional Nurse	2 credits

Semester 5 (AD3): 13 credits

NURS2910 - Acute and Complex Care for the Professional Nurse	7 credits
NURS2920 - Applied Pathophysiology for Nursing II	2 credits
NURS2930 - Acute Care Nursing Lab	1 credits
NURS2950 - Nursing Leadership	3 credits

Associate Degree **63 credits**
Graduates are eligible to take NCLEX-RN Licensure Exam Nursing AS

PROGRAM COST

2026-2027 - Cost per credit for resident and non-resident (on campus courses):

Tuition Rate	$201.58/ credit
Differential Tuition Rate (AD nursing credits only)	$236.73/credit
Student Life Fee	$7.80/credit
Health Service	$0.85/credit
MN State College Student Association Fee	$0.61/credit
Technology Fee	$10.00/credit
Parking Fee	$2.50/credit

2026-2027 - Distance Education Rate (on-line courses):

Tuition Rate	$220.16/ credit
Student Life Fee	$7.80/credit
MN State College Student Association Fee	$0.61/credit
Technology Fee	$10.00/credit

Additional Nursing Fee Schedule:

NURS 2710	ATI Supreme Essentials	$585.00
NURS 2811 / 2812	ATI Supreme Essentials	$585.00
NURS 2910	ATI Supreme Essentials	$585.00
NURS 2710 / 2813	DHS Criminal Background Study (not including fingerprinting fee)	$44.00
NURS 2710	Malpractice Insurance	$5.00
NURS 2811 / 2813	Malpractice Insurance	$5.00
NURS 2910	Malpractice Insurance	$5.00

Example of Additional Expenses to plan for each semester: Practical Nursing Program

- Name Badge
- Books
- Lab Coat (optional)
- Uniform
- Clinical accessories: (i.e. stethoscope, shoes etc.)
- Travel*

*Students may be asked to engage in a learning activity, simulation, clinical, or ATI Live Review on the campus that is not their home campus.

*Students taking courses to attain the Health Science Broad Field AS Degree, or the Associate of Arts Degree will have additional costs.

Progression to BSN – Current University Partners

Each semester our university partners will come to Ridgewater College Campuses to visit with students to provide information on their RN-BSN programs. Students can enroll in the Health Science Broad Field AS Degree program to take courses that will articulate to their preferred university.

Section IV – Practice of Practical & Professional Nursing

Minnesota Board of Nursing
Nurse Practice Act - Minnesota Statute Section 148.171

The Minnesota Nurse Practice Act was amended in 2013 to revise the definitions of professional and practical nursing. Definitions of the terms used within the scope of practice definitions are listed below, followed by the scope statements shown in a side-by-side format to assist in comparing and contrasting the respective scopes of practice. The subdivision numbers refer to the location of the terms within Minn. Stat. sec. 148.171. These amendments became effective on August 1, 2013. The full text of the Nurse Practice Act is available on the website of the Office of the Revisor: https://www.revisor.mn.gov/statutes/?id=148.171

Assignment - means the designation of nursing tasks or activities to be performed by another nurse or unlicensed assistive person.

Delegation - means the transfer of authority to another nurse or competent, unlicensed assistive person to perform a specific nursing task or activity in a specific situation.

Intervention - means any act or action based upon clinical judgment and knowledge that a nurse performs to enhance the health outcome of a patient.

Monitoring - means the periodic inspection by a registered nurse or licensed practical nurse of a delegated or assigned nursing task or activity and includes: (1) watching during the performance of the task or activity; (2) periodic checking and tracking of the progress of the task or activity being performed; (3) updating a supervisor on the progress or completion of the task or activity performed; and (4) contacting a supervisor as needed for direction and consultation.

Patient - means a recipient of nursing care, including an individual, family, group, or community.

Supervision - means the guidance by a registered nurse for the accomplishment of a function or activity. The guidance consists of the activities included in monitoring as well as establishing the initial direction, delegating, setting expectations, directing activities and courses of action, critical watching, overseeing, evaluating, and changing a course of action.

Unlicensed assistive personnel (UAP) - means any unlicensed person regardless of title, to whom nursing tasks are delegated or assigned. (Subd. 24)

Minnesota Board of Nursing Nurse Practice Act - Minnesota Statute Section 148.171 Effective August 1, 2013
Practice of Practical and Professional Nursing

Minnesota Board of Nursing
Nurse Practice Act - Minnesota Statute Section 148.171
Effective August 1, 2013
Practice of Practical and Professional Nursing

LPN Scope of Practice	RN Scope of Practice
Subd. 14. Practice of practical nursing. The "practice of practical nursing" means the performance, with or without compensation of those services that incorporates caring for individual patients in all settings through nursing standards recognized by the board at the direction of a registered nurse, advanced practice registered nurse, or other licensed health care provider and includes, but is not limited to: 1. conducting focused nursing assessment of the health status of individuals through the collection and comparison of data to normal findings and the individual's current health status and reporting changes and responses to interventions in an ongoing manner to a registered nurse or the appropriate licensed health care provider for delegated or assigned tasks or activities; 2. participating with other health care providers in the development and modification of a plan of care; 3. determining and implementing appropriate interventions within a nursing plan of care or when delegated or assigned by a registered nurse; 4. implementing interventions that are delegated, ordered, or prescribed by a licensed health care provider; 5. assigning nursing activities to other licensed practical nurses (LPNs); 6. assigning and monitoring nursing tasks performed by unlicensed assistive personnel; 7. providing safe and effective nursing care delivery; 8. promoting a safe and therapeutic environment; 9. advocating for the best interest of individual patients; 10. assisting in the evaluation of responses to interventions; 11. collaborating and communicating with other health care provider;. 12. providing health care information to individuals; 13. providing input into the development of policies and procedures; and 14. accountability for the quality of care delivered; recognizing limits of knowledge and experience; addressing situations beyond the nurse's competency; and performing to the level of education, knowledge, and skill ordinarily expected of an individual who has completed an approved practical nursing education program described in 148.211, subd.1.	**Subd. 15. Practice of professional nursing.** The "practice of professional nursing" means the performance, with or without compensation of those services that incorporates caring for all patients in all settings through nursing standards recognized by the board and includes, but is not limited to: 1. providing a comprehensive assessment of the health status of a patient through the collection, analysis, and synthesis of data used to establish a health status baseline and plan of care, and address changes in a patient's condition; 2. collaborating with the health care team to develop and coordinate an integrated plan of care; 3. developing nursing interventions to be integrated with the plan of care; 4. implementing nursing care through the execution of independent nursing interventions; 5. implementing interventions that are delegated, ordered, or prescribed by a licensed health care provider; 6. delegating nursing tasks or assigning nursing activities to implement the plan of care; 7. providing safe and effective nursing care 8. promoting a safe and therapeutic environment; 9. advocating for the best interests of individual patients; 10. evaluating responses to interventions and the effectiveness of the plan of care; 11. collaborating and coordinating with other health care professionals in the management and implementation of care within and across care settings and communities; 12. providing health promotion, disease prevention, care coordination, and case finding; 13. designing and implementing teaching plans based on patient need, and evaluating their effectiveness; 14. participating in the development of health care policies, procedures, and systems; 15. managing, supervising, and evaluating the practice of nursing; 16. teaching the theory and practice of nursing; and 17. accountability for the quality of care delivered, recognizing the limits of knowledge and experience; addressing situations beyond the nurse's competency; and performing to the level of education, knowledge, and skill ordinarily expected of an individual who has completed an approved professional nursing education program as described in section 148.211, subdivision 1.

Section V: Faculty, Staff, & College Resources

Support Resource	Contact	Email	Phone
Ridgewater College Pre-nursing Advisors	Hutchinson: Aby Kienholz Willmar: Ellery Knight	abygail.kienholz@ridgewater.edu ellery.knight@ridgewater.edu	320-222-5745 320-222-6071
Ridgewater College Nursing Coordination	Hutchinson: Deann Ober Willmar: Kala Rudningen	deann.ober@ridgewater.edu kala.rudningen@ridgewater.edu	320-234-8642 320-222-7560
Dean of Nursing and Allied Health (Ridgewater College Nurse Administrator)	Mary Leyk	mary.leyk@ridgewater.edu	320-222-5210
Accessibility and Disability Services	Hutchinson: Sarah Fosso Willmar: Jay Morrison	sarah.fosso@ridgewater.edu jay.morrison@ridgewater.edu	320-222-6078 320-222-8040
College Counselors	Hutchinson: Davontay Stevens Willmar: LeAnn Pueringer	davontay.stevens@ridgewater.edu leann.pueringer@ridgewater.edu	320-234-8551 320-222-5987
Financial Aid Office	Director: Madalynn Swanson	madalynn.swanson@ridgewater.edu	320-222-7474
Tutoring	https://www.ridgewater.edu/student-services-activities/academic-support-tutoring-disability/academic-support-center/		
TRIO Student Support Office	Hutchinson Student Lounge: 134 Willmar Student Lounge: A144		320-222-8075
Student Life	Hutchinson: Heather Marcus Willmar: Angela Haas	heather.marcus@ridgewater.edu angela.haas@ridgewater.edu	320-234-8562 320-222-5643
Veterans Resource Center	Kari Johnson	kari.johnson@state.mn.us veteranscenter@ridgewater.edu	320-222-5634

Faculty and Staff			
Hutchinson Faculty & Staff			
Deann Ober MSN, RN, PHN Nursing Advisor Program Coordination Nursing Dept. Chairperson	AD and PN programs – AD 1 & 2	deann.ober@ridgewater.edu	320-234-8642
Ann Benson MSN, RN, PHN	AD program – AD 3	ann.benson@ridgewater.edu	320-234-8646
Wendy Benusa MSN, RN	PN program	wendy.benusa@ridgewater.edu	320-234-8648
Angie French MSN, RN Nursing Club Advisor	PN program	angela.french@ridgewater.edu	320-234-8623
Shanda Kourtjian MSN, RN	AD and PN programs – AD 2	shanda.kourtjian@ridgewater.edu	320-234-8515
Makiah Ober MSN, RN	AD program – AD 1 & 2	makiah.ober@ridgewater.edu	320-234-8584
Daria Fegley, MSN, RN	UPT – AD and PN programs – AD2	daria.fegley@ridgewater.edu	
Mariah Mattson, RN	TPT – AD Clinical Faculty – AD 3	mariah.mattson@ridgewater.edu	
Amanda Norgaard, RN	TPT – AD Clinical Faculty – AD 3	amanda.norgaard@ridgewater.edu	
Jenna Smith, RN	TPT – AD Clinical Faculty – AD 3	jenna.smith@ridgewater.edu	
Allyson Dressel, RN	Lab Assistant	allyson.dressel@ridgewater.edu	
Willmar Faculty and Staff			
Kala Rudningen MSN, RN Nursing Advisor Program Coordination Nursing Club Advisor	AD and PN programs – AD 1	kala.rudningen@ridgewater.edu	320-222-7560
Lauren Berghuis MSN, RN	PN Program	lauren.berghuis@ridgewater.edu	
Lisa Bolle DNP, MA, RN	AD program – AD2	lisa.bolle@ridgewater.edu	320-222-7649
Brianna McCleary MSN, RN Nursing Dept. Chairperson	AD and PN programs – AD 3	brianna.mccleary@ridgewater.edu	320-222-7652
Pam McDowell MSN, RN	AD program – AD2	pamela.mcdowell@ridgewater.edu	320-222-7650
Kelsey Moe MSN, RN	AD program – AD1	kelsey.moe@ridgewater.edu	
Missy Beecroft, RN	TPT – AD Clinical Faculty – AD 3	melissa.beecroft@ridgewater.edu	
Josselyn Finstrom BSN, RN	TPT – AD program – AD3	josselyn.Finstrom@ridgewater.edu	
DeAnn Bond, CMA	Lab Assistant	deann.boersma@ridgewater.edu	
Anita Rickert BSN, RN	Lab Assistant	anita.rickert@ridgewater.edu	
Kris Smutka	Administrative Assistant	kristen.Smutka@ridgewater.edu	320-234-8535

Section VI: Student Success

NEOV (Nursing Exchange of Views)

Students have the opportunity to meet with the Nurse Administrator / Dean of Nursing along with other peer-selected nursing students. These meetings are held twice each semester and allow for students to verbalize successes, challenges, and concerns about the Nursing Program. This exchange of views provides students with a voice and to hear program updates directly from their dean. The Dean of Nursing also meets students in their final semester of courses to discuss next steps following graduation including applying to take the NCLEX-PN or NCLEX-RN.

College – Academic Integrity and Related Policies

STUDENT CODE OF CONDUCT

Ridgewater College is committed to the creation and maintenance of an academic community which fosters the intellectual, personal, social, and ethical development of its students. Respect for the rights of others and self-discipline are essential for the fulfillment of these goals. This Code of Conduct is designed to explain the rights and responsibilities inherent in membership in this community.

Students of Ridgewater College are expected to conduct themselves as mature citizens both on and off campus. Students are expected to comply with all regulations established by the administration, faculty, and students for the benefit of the total campus community. This matter is one of individual responsibility and consideration of the rights of others.

(https://ridgewater.edu/student-services-activities/student-rights-responsibilities/student-code-of-conduct/)

ACADEMIC INTEGRITY POLICY

Academic integrity, one of the most important values in higher education, requires that each student's work represents his/her own personal efforts, and that the student acknowledges the intellectual contributions of others. Students are expected to honor the requirements of this policy.

The following are unacceptable academic practices that are policy violations.

Cheating:

"Cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the Ridgewater faculty or staff; (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

Plagiarism:

"Plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

(https://ridgewater.edu/student-services-activities/student-rights-responsibilities/student-policies/)

Disruptive Behavior

In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect. Disruption of teaching is prohibited by the Student Code of Conduct.

Some disruptive behavior may be due to a student's emotional or mental disorder. Although such students may be considered disabled and are protected under the Rehabilitation Act/ADA, they are held to the same standards of conduct as any other student.

(https://ridgewater.edu/student-services-activities/student-rights-responsibilities/student-policies/)

Advising

Upon application to the college and a declared pre-nursing major, students are assigned to a technical advisor. Once admitted to the Nursing Program, students are assigned a nursing faculty advisor. The goal of the faculty advisor is to assist students in registering through the progression of nursing courses though the completion of the Nursing Program. The advisor also assists student with various college resources to assist with student success in a college program.

Students that are also enrolled in the Health Science Broad Field AS Degree or the Associate of Arts (AA) Degree may have an additional advisor to assist in course selection to attain those degrees.

Successful Progression

Students must satisfactorily complete all of the courses in the nursing major before graduation. Students must meet the college requirement of a cumulative Ridgewater College GPA of 2.0 or better for graduation and meet the residence credit requirement. Refer to the *Ridgewater College Student Handbook.* Ridgewater Student Handbook [PDF]

1. Students must enroll in and successfully complete all nursing and general education courses in the sequence identified on the Nursing Program curriculum plan in order to progress in the program.
2. Progression in the Nursing Program requires a grade of C or better in all required courses in the nursing curriculum plan.
    a. A Minimum GPA of 2.0 is required for graduation.
    b. Nursing courses that combine classroom and clinical require that each portion must be passed at a minimum of 78% to pass the course. In the event a student does not pass theory or the clinical portion of a course, the letter grade will be entered as a C-.
    c. Regarding Nursing courses that combine classroom and clinical that do not have a "line" designating separate grades for theory and clinical. In the event a student does not pass the clinical portion of the course, the letter grade will be entered as a C-.
    d. Earned points will be carried out two decimal points. There will be no rounding of points to determine letter grades.
    e. There will be no extra credit awarded.

Students who are having difficulty meeting course outcomes should meet with faculty to develop a plan for success. Referrals with specific actions and specific timeline will be documented. A signed copy will be given to the student and nursing advisor to be kept in the student file. See Student Plan for Success document.

Unsuccessful Progression

Altered academic progression can occur for many reasons in a nursing student's educational journey, and it is our goal to assist students towards success.

ACADEMIC

Important concepts regarding an unsuccessful attempt at a course(s):

1. While corequisite courses are designed to be completed together/concurrently through the spiraled curriculum, only the failed course will be repeated upon the second attempt.
2. If a student is not successful in any of the first semester nursing courses (PN2, PT-PN, or AD1), the student will need to exit and reapply to the Nursing Program. Reapplication to the program requires the student to re-take all nursing courses, regardless of previously earned grades.
3. If a student fails to obtain a minimum of a C grade in one or two nursing courses in a single nursing semester (PN3, PT-PN SpYr1, F/SpYr2, AD2, LPN to ADN, or AD3 semester), the student will be allowed one opportunity to repeat the course(s) on a space/campus available basis.
    a. The student must repeat the course(s) within one year (2 semesters, not including summer) of the last day of the semester in which the unsuccessful course attempt occurred.
4. If a student fails three or more nursing courses within same semester, the student is required to exit and reapply to the Nursing Program. Reapplication to the program requires the student to re-take all nursing courses, regardless of previously earned grades.
5. Students may initiate a withdrawal from nursing courses according to Ridgewater College policy. However, students are encouraged to discuss with faculty before initiating the withdrawal so that student is fully informed of the nursing policies regarding repeating courses or being readmitted to the program.
6. A Withdrawal grade from any nursing course will count as an unsuccessful attempt.
7. Two unsuccessful attempts of any nursing course(s) will result in exit from the program.
    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.
8. All assignments used for formative evaluation (including those that do not have points attached) must be completed and passed in order to fulfill course requirements.

WITHDRAWAL FROM THE NURSING PROGRAM COURSE

Students may initiate requests for withdrawals from nursing courses according to college/university policy/procedures.

1. Students must be aware of the college/university policy for automatic withdrawal for non-attendance / participation.
2. Students must be aware of the last day in the semester in which a withdrawal can be initiated.
3. Students who withdraw from a nursing course(s) and wish to be considered for re-entry on a space/campus available basis in a subsequent semester must refer to the program re-entry process.
4. Grades at the time of withdrawal may be taken into consideration for any request for re-entry.
5. A withdrawal constitutes an attempt for a course and will count as one failure to complete the course.
6. Due to the concept-based nature of the curriculum, nursing courses within any given semester must be taken concurrently.

EXIT FROM THE NURSING PROGRAM

A student may be exited from the Nursing Program for academic or professional standards related issues. Exited students will not be eligible to progress in the Nursing Program.

Professional Standards Exit: Ethical Misconduct and/or Unsafe Behavior

1. A student may be exited for ethical misconduct and/or unsafe behavior at any time in the program.
2. A student who is exited due to ethical misconduct and/or unsafe behavior must follow college/university policies related to conduct and due process.
3. Students are not automatically allowed to retake nursing coursework or be readmitted.

REAPPLICATION TO THE NURSING PROGRAM

A student who is exited from the Nursing Program for academic failure and/or failure to meet professional standards may reapply one time to the program and must meet the current published admission criteria and the following criteria:

1. A student may be readmitted to their PN or AD nursing program one time.
    a. Reapplication to the program is required.
    b. If a student reapplies and is subsequently exited a second time for either academic failure and/or failure to meet professional standards, the student is permanently exited from the PN or AD Nursing Program of which the student is attending.
    c. All applications are reviewed each application period to ensure that a student is only readmitted once.
    d. Students applying for readmission after program exit must retake all nursing courses even if previously successful in these courses to enhance the opportunities of student success.

RE-ENTRY POLICY - NOT RELATED TO ACADEMIC OR CODE OF CONDUCT ISSUE

1. Must have left the program in good academic standing.
2. Must have left the program without a code of conduct issue.
3. Provide documentation of the individual extenuating circumstances contributing to program exit.
4. Complete the Student Reflection for Repeating document (see appendix).
5. Complete a Student Petition-Request for Exception to Policy (see appendix).
    - Re-entry is allowed on a space/campus available basis as determined by the Dean of Nursing and Program Coordinators.
    - Students must re-enter within one year (2 semesters, not including summer) of the last day of the semester not completed or the semester of departure from the program.
    - Students progressing in the program plan without interruption will be placed in their courses prior to seating being made available for re-entry students.
    - Priority for re-entry will be based on the student cumulative GPA of courses required for degree completed to date.

Standard of Student Conduct & Professional Expectations

All students have the right to learn without interference from others. Faculty members have the authority to protect this right by creating and maintaining an environment that is conducive to learning.

CONDUCT / PROFESSIONALISM

All nursing students will adhere to the conduct expectations outlined in the Minnesota Nurse Practice Act, the American Nurses Association (ANA) Nursing Scope and Standards of Practice, and the ANA Code of Ethics for Nurses, and the behaviors outlined in the Ridgewater College Handbook. It is the intent of these policies to ensure client safety and professional conduct by appropriate ethical-legal behavior on the part of all nursing students. All nursing students are expected to be responsible for their actions and exhibit professional behavior in the classroom, the clinical agency, the campus, and the community in general. Students represent the Nursing Program, the College, and the Nursing profession.

Professional behavior is an expectation for student nurses who are learning to care for clients and families. Violations of professional conduct are not tolerated. An instructor has the responsibility to ensure a student's behavior is appropriate and professional during college learning activities. The student may be asked to leave the clinical or lecture area based on the instructor's assessment of the student's behavior. See Student Success Plan Rubric.

CLASSROOM/ LECTURE COURSES

Students will conduct themselves in a mature and considerate manner. Students should conduct and express themselves in a way that is respectful to all individuals. This includes respecting the rights of others to comment and participate fully in class. Classroom misconduct is any behavior which disrupts or interferes with the learning environment.

Examples of Classroom Misconduct Includes, but are not limited to, the following:

1. Engaging in behavior that disrupts or interferes with the learning environment. Behavior such as, but not limited to, talking in class while the faculty member or other students are speaking, using offensive language, creating distractions or disturbances, sleeping, reading unrelated materials, and moving about the classroom is, in many situations, considered disruptive behavior to the learning process.
2. Using cell phones or other electronic devices that disrupt the learning process or teaching environment. Faculty members have the right to restrict the use of electronic devices in their classrooms.
3. Entering the classroom late or leaving the classroom prior to the end of class may be considered a disruption to the learning environment.

LAB AND CLINICAL COURSES

Students that do not follow the outlined expectations will require a faculty evaluation of the student's ability to continue in the clinical rotation and therefore, the Nursing Program.

1. Students will demonstrate sound emotional well-being conducive to providing safe client care. An emotional response that inhibits learning and/or functioning in the client care area will be cause for removal from the clinical area, and potentially, dismissal from the program.
2. While in the lab/clinical area, students are held to nursing professional standards to meet course and program outcomes.
3. Students are responsible for seeking the assistance of the instructor in the clinical area. Students may give nursing care/medications in the presence of an instructor or with an assigned agent of the instructor only when so directed by the instructor.
4. Students must meet and maintain the Nursing Program requirements. This includes but is not limited to all CastleBranch health and immunization requirements, background study, and current CPR certification for Basic Life Support (BLS), throughout their tenure in the program.
5. Required clinical site paperwork must be completed prior to the start of clinical. If paperwork is not completed, the student will have an unexcused absence. Clinical makeup is not available for unexcused absences.
6. Students will be prepared in the clinical area to give responsible, safe nursing care or will be asked to leave the clinical area. This can jeopardize the student's ability to successfully complete the program. Performance hazardous to client safety and/or endangering clients may be cause for dismissal from the Nursing Program.
7. Clinical agencies have the authority to protect their patients from harm. Students are subject to agency policies. This includes whether the clinical agency or faculty believes a student may be under the influence of a substance, the student may be asked to leave the clinical area and dismissed from client care.
8. Students will behave in a professional manner toward faculty, staff, and clients at all times. This behavior includes courtesy, honesty, ethical actions, and responsible communication skills. Behavior that interferes with clinical agency/staff/faculty relationships may be cause for dismissal from the Nursing Program.
9. Students will act to protect confidentiality in all situations. Breaches of confidentiality or HIPAA laws concerning fellow students or clients may result in dismissal from the Nursing Program.
10. Students will document accurately and factually without omissions. Falsification of clients' charts or records may result in dismissal from the Nursing Program.

11. Personal beliefs, values and bias are not to affect the quality of nursing care given. Repetitive or a significant single episode of noncompliance with ethical-legal behavior will be cause for dismissal from the Nursing Program.
12. Students will immediately report unsafe practice or conditions to their instructor.
13. Students are not allowed to remove any agency documents or client chart forms, original or copies, (i.e., lab results, medication summaries, etc.) from the clinical area under any circumstances. Violation of this policy may result in removal from the clinical sites and possible dismissal from the Nursing Program.
14. Students will not chew gum, eat food/candy, or drink beverages while in the patient care area.
15. Students are not allowed to bring cell phones to the lab/clinical areas unless approved by instructor.
16. Students are expected to increase independence and improve efficiency over time within a clinical rotation.
17. Students may be financially responsible for damage to agency or client personal belongings (i.e., iPads, phones, hearing aids, dentures, etc.).

Social Network Policy

Ridgewater College nursing program holds confidentiality, integrity, and professionalism with high regard.

Provision Three of the American Nurses Association (ANA) (2015) states, "The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient" (p.1). These ethics include privacy, confidentiality, standards, and review mechanisms, and acting on questionable practices (ANA, 2015). In addition to the Ridgewater College nursing program's confidentiality statement, social network is a separate entity. Social media/network(s) are as listed but not limited to:

- Social Networking Sites (Facebook, MySpace, Foursquare, LinkedIn)
- Micro-blogging sites (Twitter, X)
- Blogs (including company and personal blogs as well as comments)
- Video and Photo Sharing Websites (Flickr, YouTube, Instagram, Snapchat)
- Forums and Discussion Boards (Google Groups, Yahoo! Groups)
- Online Encyclopedias (Wikipedia, Sidewiki) (AMP3 Social Media Guidelines, 2010)

To promote confidentiality, integrity, and professionalism related to social media/network(s), nursing students will not:

- Use this space to slander faculty and/or peers
- Use this space for bullying or being unprofessional in any way
- Share any photos of themselves, their patient(s) or the clinical facility or lab
- Identify themselves as to be at or "checked in" at a clinical facility
- Share or post ANY information about their experience at the clinical facility or lab i.e., stating, "I had a good day at clinical" or "I took care of a patient who had …"
- Acknowledge any social media post
- Engage in social media during clinical, lab, lecture, and/or tests
- Course material including videos are intellectual property and cannot be shared on social media. Course materials are to be used for student learning and not shared as these items are intellectual property of the faculty member.

Violating any identifying information and this policy will put the student at risk for being exited from the program.

Netiquette Policy / Online Etiquette

In any written communication, whether on-line or hard copy, it is always appropriate to present it in a collegiate and appropriate manner. There is a tendency for on-line course work to be thought of as more casual, with not as much importance placed on spelling and grammar, but that is not to be the case in a nursing program of study. Your written work is a representation of yourself, reflecting your value system and attitudes.

Here are some common rules required in on-line work which we would like you to follow in any e-mail communications as well as assignments submitted:

- Fill in the "Subject" line of e-mail messages clearly indicating your purpose for writing.
- Do not write your message using all capital letters.
- Do not use offensive, derogatory, or vulgar language and no profanity/swear words.
- Use proper sentence structure and grammar. Capitalize appropriately in e-mail messages.
- Use abbreviations and emoticons sparingly.
- Express yourself in plain language, as clearly as possible.
- Proofread or ask someone else to proofread for you. Use spell check before submitting, but remember that spell check alone is not enough; words will be allowed through that may not be the words you intended to use.
- Identify yourself at the end of the message.

Learning Environment

1. The student is expected to prepare for each class session by reading, viewing assigned media resources, and preparing assignments for class. **Anticipate a minimum of 2 hours of preparation for each hour of class time and one hour for labs and clinical experiences.**
2. Electronic devices are to be turned off during lab and clinical. Faculty should be notified of extenuating circumstances prior to the beginning of lab and clinical.
3. No children are allowed in the classroom/simulation center.
4. Nursing courses are enhanced using Desire2Learn (D2L). The students will find the syllabus, worksheets, and grades at the D2L web site. It is the student's responsibility to bring copies to class. Directions to access D2L:
    - Go to Ridgewater College home page on the Internet
        - Click "D2L"
        - Login with username and password
            - Username is your StarID
            - Password is the one you created
        - Choose the appropriate course you are seeking
        - Click on the content link to find course related materials
        - Click on the grades link to find posted grades
5. D2L may be used for other purposes in your class at the discretion of the instructor.

Technology - Laptop Minimum & Recommended Specifications for Nursing Students

These specifications should be used as guidance when making decisions on bringing or purchasing a laptop for use in the Nursing programs.

High-speed internet connection is required (5Mbps minimum – 10 is better)**.**

- Google Chrome 119 or late is the preferred browser.
- Enable "third party cookies" especially for testing.

Recommended accessory:

- Headset with microphone.
-

Windows	MacOS
Intel® Core i7 or AMD Ryzen 7 as a minimum. Windows 11 Pro 16GB of RAM minimum 512GB SSD or NVMe	Intel® Core i7 as a minimum. See the note below about Apple M processors. MacOS Sonoma or later 16GB of RAM minimum 512GB SSD or NVMe

Notes:

- Chromebooks are not an acceptable device.
- Netbooks are suitable for basic internet browsing and word-processing and are not recommended for students.
- The instructors in the department use both Windows and MacOS laptops in their instruction.
- Students with further questions should consult with their instructor.
- Students are free to purchase any laptop or desktop that meets the above requirements.

*While Ridgewater College strives to support student success on a wide range of devices, opting for a tablet or Chromebook over a traditional laptop or desktop can limit your ability to complete coursework.

Student Concern / Due Process:

Students are accountable for their actions and behaviors according to the Student Code of Conduct | Ridgewater College and the Ridgewater College Nursing Program handbook; students are also afforded appropriate due process in the resolution of violations of college policies. Students will utilize the chain of communication to ensure elimination of bias at all levels of appeal in this chain. The Student Concern Process is posted online and throughout the college. Per Ridgewater College policy, the student must make this appeal within two weeks of the situation occurrence. There are two levels of Due Process:
Level 1. Faculty – students will bring their initial concerns regarding classroom activities directly to the course-assigned faculty to seek resolution of their concerns. Students may choose to include their nursing advisor.

1. Grade Appeal – see addendum for college document and process; student can use if needs further assist with resolution and meets the grade appeal criteria.

Level 2. Dean of Nursing –if student feels that they need further assist with resolution of their concerns, they may contact the Dean of Nursing (mary.leyk@ridgewater.edu). Students may choose to include their nursing advisor.

1. Student Petition – student that chooses to apply for exception to college or nursing program policy though this college petition (see addendum). The dean of nursing may consult with the Dean of Students. The Dean of Nursing may choose to consult with the faculty of record, and/or the student's advisor. Note that a Dean cannot override a grade without the faculty's consent.
2. Note that students are not able to petition for a clinical site policy as clinical sites are not required to abide by Ridgewater College policies.

Dean of Students – (for an academic student conduct issue, *i.e., plagiarism/ cheating, repeated academic behavior concerns*) Faculty may consult with the Dean of Students if they need further assistance with a student issue.

Student Concern Process

Ridgewater College
Hutchinson Campus
2 Century Avenue SE
Hutchinson, MN 55350
1-800-722-1151

Ridgewater College
Willmar Campus
2101 15th Avenue NW
Willmar, MN 56201
1-800-722-1151

College Deans

- Sam Bowen, Dean of Customized Training & Continuing Education, Willmar Office: D193A 320-222-5206, sam.bowen@ridgewater.edu
- David Gifford, Dean of Instruction-Liberal Arts Willmar Office: H164, Hutch Office: 214 320-222-5204, david.gifford@ridgewater.edu
- Matt Feuerborn, Dean of Instruction-Technical Willmar Office: H167, Hutch Office: 211 320-234-8509, matt.feuerborn@ridgewater.edu
- Jeff Miller, Dean of Instruction-Technical Willmar Office: H165, Hutch Office: 213 320-222-5218, jeff.miller@ridgewater.edu
- Mary Leyk, Dean of Nursing and Allied Health Willmar Office: H163, Hutch Office: 216 320-222-5203, mary.leyk@ridgewater.edu
- Heidi Olson, Dean of Students Willmar Office: H166, Hutch Office: 212 320-222-5209, heidi.olson@ridgewater.edu

Director of Institutional Effectiveness/ Chief Information Officer

- Prabesh Shrestha, Willmar Office: H134, Hutch Office: 218, 320-222-5219, prabesh.shrestha@ridgewater.edu

Where to Go For Help with Student Concerns

College Offices of Support

Office	Willmar	Hutchinson
Academic Support/Tutoring	Library 320-222-5977	Library 320-234-8636
Advising/Counseling/ General Questions	Student Services 320-222-5984	Student Services 320-234-8504
Bookstore	A101 320-222-5590	Room 205 320-234-8524
Business Office	A143 320-222-5638	Room 118
Disability Services	Student Services 320-222-8040	Student Services 320-234-8650
Financial Aid	Student Services 320-222-7474	Student Services
Human Resources	H120 320-222-5211	Room 222
Multicultural Outreach	Student Services 320-222-5986	Student Services
Records/Registration	Student Services 320-222-5971	Student Services 320-234-8592
Safety/Security	H121 320-234-8607	Room 221
Student Life	A211 320-222-5643	Room 401 320-234-8562
Test Center	A146 320-222-5563	Room 134 320-234-8511
TRiO	Student Services 320-222-8075	Student Services

Nature of Concern		Office to Contact	Policy	Form
Academic Related Issues	Grades	1. Instructor (first point of contact) 2. Academic Deans (see upper left corner)	Grade Appeal	Grade Appeal
	Academic Suspension	Student Services	Satisfactory Academic Process (SAP)	Suspension Appeal
Service Related Issues	General Concern	Department Supervisor (see lower left corner) or Appropriate College Dean (see upper left corner)	Complaint & Grievance	Student Petition
	Data Privacy	Dean of Students (see upper left corner)	Student Data Practices	Non-disclosure of Public Information, Authorization for Release of Information, Student Petition
	Disability ADA	Disability Coordinator (see lower left corner)	Access for Individuals with Disabilities	Student Petition
	Technology	Chief Information Officer (see upper left corner)	Acceptable Use Policy, E-mail	Student Petition
Behavior and Student Conduct Issues	Harassment or Discrimination	Director of Human Resources (employee concerns) Willmar Campus Disability Services Coordinator (see lower left corner)	Equal Opportunity and Nondiscrimination in Employment and Education	Discrimination/ Harassment Complaint
	Student Conduct (Behavioral)	College Counselor on Campus (see lower left corner) Dean of Student Services (see upper left corner)	Student Code of Conduct	Incident Report Form
	Student Conduct (Academic)	1. Instructor (first point of contact) 2. Dean of Instruction (see upper left corner) 3. Dean of Students (see upper left corner)	Academic Integrity, Student Code of Conduct	Incident Report Form, Academic Dishonesty Report Form

Ridgewater College is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law. This document is available in alternative formats upon request by contacting Disability Services. TTY users may call MN Relay Service at 7-1-1 or 1-800-627-3529.

Last Update: 1/11/2022

Section VII: Classroom/Lab/Clinical Requirements & Policies

GRADING SCALE

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 one portion of a combined theory, lab, and clinical course, the letter grade assigned for the course will be reflective of the theory or clinical/lab portion not passed. Earned points will be carried out two decimal points. There will be no rounding of points to determine letter grades.

Grading Plan
95 – 100% = A 92 – 94.99% = A- 90 – 91.99% = B+ 87 – 89.99% = B 85 – 86.99% = B- 83 – 84.99% = C+ 78 (minimum) – 82.99% = C _____ 75 – 77.99% = C- 72 – 74.99% = D < or = to 71.99% = F

ATTENDANCE & ABSENCE

Regular attendance contributes greatly to academic success, and unnecessary absences are detrimental to a student's work. Students are being educated for professional employment. Each student is encouraged and expected to develop a professional work ethic that reflects responsibility and initiative. Students will be present and on time for every course, similar to a workplace experience. Every absence creates a gap in understanding and interrupts instructional continuity.

Student Responsibility

1. Attendance is strongly recommended and will be monitored in the classroom. Students will be on time for all scheduled classes, participate in class, and take tests on the scheduled dates and times. The college and facility's clocks will be considered the official time.
2. Attendance at clinical and laboratory is required**.** Absences or missed time of greater than 10% in clinical or laboratory total hours for the course, will receive an "C-" grade for the course. Absences in a clinical or laboratory course will result in a make-up experience of an alternative project or assignment. The decision to make up a clinical experience is on an individual basis.
3. Students will participate in a mandatory orientation session designed for each semester in the program of nursing courses. "Orientation" is defined as a meeting or series of events at which introductory information or training is provided to ensure that the student is aware of course expectations and can function safely in the clinical environment.

Notifying Faculty in Advance of an Absence

1. Students who are unable to attend class (lecture) or who will be late for class (lecture) should make every effort to notify the faculty member before class time (lecture). It is the responsibility of the student to obtain missed course content and to arrange with the faculty member for any necessary make-up work due to absence.
2. Students who have a no-call, no-show absence for lecture will receive 0 points for any assignment, examination, quiz, or activity which occurs during that class session.
3. Students who are unable to attend clinical, lab, or simulation experiences are required to notify the faculty member 30 minutes or more before the scheduled session. If the faculty member is not notified, it is considered an unexcused absence.

Excused/Unexcused Absences, Tardiness and Weather

Excused Absences: Following are types of absences that may be excused, provided the student requests the absence in advance and provides documentation to verify the circumstance.

1. Serious personal injury or illness to you or your immediate family member or other person living with you in the same household. The serious illness or injury requires medical care or hospitalization, and the treating physician have advised the person to stay home or be hospitalized. Documentation from medical provider may be requested.
2. Death of an immediate family member or other person living with you in the same household. Documentation may be requested.

Unexcused Absences: Following are types of **examples** considered unexcused absences:

1. Car trouble, transportation issues
2. Vacation, travel
3. Day care issues
4. Illness or injury not considered to impair/compromise performance and ability to care for clients
5. Alarm did not go off
6. Legally Detained

Tardiness: Tardiness is defined as arriving after the time the student is to report to the lab or clinical experience, according to the clock in the lab or clinical experience. Lab and clinical will be tallied individually. Student will notify faculty if they will be tardy before the start of the clinical or lab session. Expectations for timeliness remain the same for online lab/clinical experiences. Instructors should be notified ahead of time if a student will not be logged in and present online at the start time. Repeated tardiness may result in failure of the course. See professionalism column in the Student Plan for Success Rubric.

If in the faculty member's professional judgement, a student leaving prior to the time the faculty member excuses the class has become a pattern of behavior, the faculty may apply this policy to the end of a clinical or lab session.

Inclement Weather

Students must exercise judgment when determining whether they should travel during inclement weather. If the class is cancelled through Ridgewater College's "Weather and Emergency Closing or Cancellation Procedure" (which can only occur through the College President's Office), students are excused from class, clinical, lab. If students choose not to attend due to inclement weather when the school has not officially been closed, started late, or excused early, it may be considered an unexcused absence. At the discretion of the faculty member a determination will be made on a case-by-case basis in terms of make-up work and application of any attendance consequences. Students are highly encouraged to register for Star Alert to obtain emergency announcements from the college.

College Late Start due to Weather: At times the college will have a late start to allow emergency vehicles to clear roads for travel. Typically, the college will send a Star Alert the evening before, or morning of the delayed start, and the college opens late between 10:00 and 11:00am. Due to the nature of nursing classes, the program will have the following provisions:

- Lecture classes: Classes will begin at the time of the late start and will end at its usual scheduled time.
- Lab class: Labs will begin at the late start time and end at its usually scheduled time.
- Clinical: Clinicals held at health care facilities will be canceled. Your faculty ***may*** have an alternate assignment posted by the late start time.
- Simulation clinical: Simulation clinicals will begin at the late start time and end at its usually scheduled time.

Written Assignments

1. Students will receive a grade of zero (0) for any class work missed until the work is made up. Students must initiate arrangements for make-up work with the instructor upon return to class, lab and/or clinical.
2. An automatic 10% reduction will be applied to any assignment completed or turned in late due to an unexcused absence or lack of prior approval from the faculty member. Assignments that are late, with no point value, but related to clinical evaluation, may not be accepted for evaluation by faculty. This may result in a non-passing grade for clinical.
3. An additional 10%-point reduction will be applied for each additional school day that the assignment is not completed and turned in. A school day constitutes a student contact day at Ridgewater College.
4. If a student requires an extension, it must be requested and approved by the faculty member before the established due date.
5. If and when a student might be repeating a nursing course, all requirements must be completed, and work must be new/original work. Assignments completed in a previous course are not acceptable and will not be evaluated. Assignments submitted from a previous course will result in a zero grade for that assignment. New/original is defined as creating the assignment by generating new or different thoughts, ideas, examples, and conclusions. Cutting & pasting, paraphrasing, or rewording prior work is not acceptable.
6. Similar versions of assignments completed in a previous course are not acceptable and will not be evaluated. Assignments submitted from a previous course will result in a zero grade for that assignment.
7. Online course discussion questions and assignments may be subject to the late policy. Refer to the course syllabus for the grading plan for the course.
8. The time frame for a student who wishes to dispute a grade on a written assignment is one week from the time of evaluation of the assignment by the faculty member.
9. Care, precision, and skill in composition are an important part of nursing. Points will be deducted for inaccuracies in spelling, grammar, and punctuation. All papers must be typewritten (unless otherwise specified by the faculty). If an assignment requires citation and reference sources, use the American Psychological Association (APA) style. Illegible work will not be graded**.**
10. The Student Plan for Success Rubric may be implemented per individual basis.

Artificial Intelligence/Chat GPT

1. We expect that your academic work (discussions, papers, worksheets, journals, etc.) are your own work, and not that of a robot/AI. Working with human beings necessitates communicating from your own heart and brain. Nursing students will remember that AI tools are merely that: tools.
2. Your instructors reserve the right to return work that is suspected to not be originated by the student. Students must clearly disclose/reference when AI tools are used to assist with any academic assignment, presentation, or project. Faculty may set specific rules or restrictions.
3. The assignments written by your instructors are their academic property, and you do not have permission to enter them into any Artificial Intelligence platform.
4. If an assignment is determined to be **greater than 50% AI-generated**, a **10% deduction** will be applied to the assignment grade.
5. Repeated or significant concerns of misuse of AI, including academic dishonesty, privacy violations, or inappropriate clinical application, may result in further academic integrity review and/or will be treated as a violation of the Academic Integrity Policy, the Student Code of Conduct, and may result in disciplinary action, including course failure, suspension, or dismissal from the program.

Tests/Quizzes/ATI Tests

1. Student will produce valid photo identification upon request. For remote proctoring the student must show a valid government issued or student photo ID.
2. Unannounced quizzes may be given during any class period. Make up of unannounced quizzes is not allowed for any type of absence.
3. Make-up tests and quizzes for pre-excused absences will not be possible during scheduled class time and will occur prior to the date of the exam or within 5 calendar days. Student may be required to complete the test at a different hour and day and maybe subject to a 10% deduction.
4. All electronic devices will be turned off and stowed in a designated area during test times.
5. The Student Plan for Success Rubric may be implemented on an individual basis.
6. Sharing or receiving answers on tests before or during the test has been completed. A first instance of academic dishonesty will result in a zero for the test and a second instance will result in an "F" grade for the course.

Assessment Technologies Institute (ATI) Standardized Testing Plan

ATI products have been integrated in all nursing course curricula as part of the education plan. ATI products facilitate preparation and assist students to prepare more effectively for the NCLEX licensure examinations.

ATI Content Mastery Examinations (CMEs) are standardized examinations that provide practice opportunities for students to take NCLEX type questions and may test content areas not covered in a course. ATI provides resources for students to prepare to take a CME.

All ATI testing is considered preparation for this exam. Un-proctored Comprehensive Content Mastery exams are available for preparation for this exam. Students are encouraged to do as much preparation as possible.

Participation in the ATI Standardized Testing Program is mandatory. Exams will take place on campus and be proctored.

ATI – Content Mastery Exam Rubric:

Students will have one attempt to take each CME. Points are as follows:

Level	Points
Level 3	10 points
Level 2	9 Points
Level 1	8 Points
Below Level 1	0 Points

ATI – Predictor Examination:

Students will take the Predictor Exam. Points are as follows:

Percentage	Points
95%-99%	10 points
90%-94%	9 Points
85%-89%	8 Points
84%-or less	0 Points

COMPETENCY

Medication Dosage

The medication dosage exam must be passed at a minimum level of 90% with a maximum of 3 attempts in any given course. Failure to achieve a passing score (90% or above) on the first attempt will result in:

- Completion of the "Development Plan for Unsuccessful Performance on Medication Administration and Dosages" form.
- A requirement to remediate dosage calculation content appropriate to the semester. The student and faculty will jointly create a plan for remediation using the Student Plan for Success document.
- A second or subsequent exam must occur within one week of the prior attempt.

- The inability to administer medication during clinical until the test has been passed at 90% or above.
- Failure to achieve the required passing score (90% or above) on the third attempt will result in failure for the course. A grade of "C-" will be assigned.

Skill Test Outs

The student must pass the competency skill test outs with a maximum of 2 attempts in any given course. Failure to be successful on the first attempt will result in:

- Completion of the "Development Plan for Unsuccessful Performance on Competency Skills Test Outs" form.
- A requirement to remediate. The student and faculty will jointly create a plan for remediation by completing the Student Plan for Success document.
- A second attempt must be arranged with the faculty and will be completed within one week of the prior attempt.
- Failure to achieve competency on the second attempt will result in failure for the course. A grade of "C-" will be assigned.

UNIFORM

- Maroon (PN) or Navy (AD) scrub top with a nursing patch on the left upper sleeve or based on the clinical site requirement.
- Pewter gray scrub pants or skirts or based on the clinical site requirement.
- A grey short/long sleeve t-shirt can be worn under the uniform top.
- A maroon (PN) or Navy (AD) scrub jacket with nursing patch – is optional.
- Solid white, black, or gray colored nursing or athletic style shoes with a non-skid surface and flat heel are required. The shoe material will be a flat, solid color without a patterned or embossed appearance. Shoes will be clean and in good repair. Shoes will be of impermeable material.
    - Not allowed is: mesh, suede, open toe, open heel, clogs without straps, or crocs with holes and/or without straps.
- Nursing name badge to be worn at chest level.
- Gray or black head bands and/or head coverings are permitted.

OTHER IMPORTANT POLICIES RELATED TO THE UNIFORM

- Scrub pants or skirts that do not drag on the ground.
- Undergarments will not be visible.
- Hair will be clean and styled in a manner that does not obstruct the visual field or does not allow contamination of clean or sterile area. Hair longer than shoulder length will be tied back to facilitate the aseptic/uncontaminated performance of a clinical skill or patient care encounter.
- Facial hair groomed in a manner that allows a satisfactory seal to be maintained around surgical masks or a respiratory apparatus.
- Fingernails are clean, neat and a length that will not jeopardize patient safety.
- Artificial nails, gel polish, or nail extensions are not allowed, as they may harbor bacteria (standard hospital policy).
- If nail polish is worn it will be clear, and without chipping or peeling.
- One ring and a wristwatch can be included along with one pair of post earrings (studs) or ear gauges that match the student's skin tone.
- Nose, lip, tongue, or eyebrow rings/studs will be removed or covered.
- Necklaces and bracelets will be removed.

- Tattoos will be covered if offensive in nature and/or based on the clinical site requirement.
- Maintain personal hygiene which eliminates body odor, including foul breath and the odor of smoke.
- Refrain from use of fragrances, aftershave, perfume, or cologne, etc.
- It is not acceptable to wear your nursing uniform to events/locations outside of sanctioned nursing program events.
- Upon donating uniform to an outside facility, i.e., Goodwill, remove the nursing patch.

HEALTH REQUIREMENTS

(NOTE: *Based on our clinical sites, health requirements are subject to change at any time*)

CastleBranch is the external company with which Ridgewater College has partnered to collect and secure all student required immunization records. All nursing students will be required to create a CastleBranch (CB) account. Information on how to create a CB account will be communicated to you in the nursing orientation session. Students will upload all the required documentation into their personal CB account. A list of requirements will be listed on your account and students will need to adhere to the guidelines specified throughout your tenure in the nursing program. Castle Branch will notify students upon rejected or incomplete records.

1. Students are not allowed to attend clinical if their health records are not entered into Castle Branch, turned in by the established date, or have not remained in compliance during their tenure in the nursing program**.**
2. Students will maintain good physical and mental health and current immunizations throughout the program to meet expected course outcomes.
3. If a student manifests a potential or existing health problem that impacts their ability to perform, the student will be required to consult a health professional for appropriate evaluation and/or treatment and to present evidence of good health as requisite for remaining in or re-entering the Nursing Program. In this circumstance, the student will be required to submit an additional health form completed by the health professional.
4. A student who is pregnant while in the program should alert their faculty of their condition, so appropriate clinical assignments can be made. This is for the protection of the student and the unborn child. If there are any pregnancy related restrictions, these must be documented.
5. Any student with a weightlifting limitation or any other restriction must contact the Ridgewater College Nurse Administrator and/or Disabilities Services. The faculty must be notified immediately.
6. Students will meet the policy requirements of the health agencies (including uploading documents to an agency-specific online platform) to which they are assigned for clinical. Students who choose not to comply with the policy requirements of the health agencies to which they are assigned will be exited from the program.
7. Students receiving emergency care or other health services at the agencies to which they are assigned in the student role will be responsible for charges incurred.
8. It is strongly recommended that students carry their own health insurance policy. There are agencies that do require proof of an existing health insurance policy; therefore, students will be requested to provide proof in these circumstances. If a student is unable to provide proof, the program cannot guarantee an alternative placement, and the student may be required to withdraw from the clinical course.

ASSUMPTION OF RISK

Clinical experiences (simulation lab, practicum, clinical rotations, supervised practice, or observations) are a required component of healthcare programs at Ridgewater College. These experiences allow students to practice skills and techniques learned as well as develop critical thinking skills that are important for health care providers. Clinical experiences occur in hospitals, clinics, schools, community organizations, and other appropriate settings where students can interact with patients, clients, and families.

Sites selected for students' lab and clinical experiences are required to take reasonable and appropriate measures to protect students' health and safety in the clinical setting. Use of personal protective equipment (PPE) in the clinical setting is based on the Center for Disease Control (CDC) guidelines as well as the clinical setting-specific policy and state mandates. Students will have access to appropriate PPE during their clinical experiences. Students have the responsibility to report any potential exposures to their clinical instructor. However, even with such measures in place, there are risks inherent to clinical experiences. Potential risks associated with working in healthcare include, but are not limited to:

- Exposure to infectious diseases through blood or other bodily fluids via skin, mucus membranes or parenteral contact, or through droplet or air-borne transmission
- Hazardous chemical exposure
- Environmental hazards, including slippery floors and electrical hazards
- Physical injuries including back injuries
- Psychosocial hazards
- Offensive, inappropriate, or dangerous conduct by patients or clients, including violence, harassment, and sexual harassment.

ACKNOWLEDGEMENT OF RISK

Students enrolled in Ridgewater College health programs understand that their degree program requires the participation in clinical experiences, and that such participation carries risks that cannot be eliminated. It is the responsibility of the student to follow all instructor and supervisor instructions and take all available precautions so that the risk of exposure is minimized. Students will follow all program specific information as well as clinical site recommendations relating to prevention of disease.

STUDENT ACCOUNTABILITY VERIFICATION FORM

Name: (print) _____ Semester (circle) Fall / Spring Year _____

Statement of Student Responsibility/Confidentiality

- 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, throughout my enrollment in the Nursing Program.
- I understand that the intentional or unintentional release of any confidential information is not only ethically wrong but may involve the individual and the clinical facility legally. This results in an inability to meet standards of professional and academic integrity.
- I agree to adhere to the professional standards of confidentiality while enrolled in the 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 while enrolled in the Nursing Program.
- 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. and that failure to maintain it can result in legal, ethical, or disciplinary consequences.
- I understand that I may be removed from and/or excused from a clinical site. I also understand that if no alternative clinical placement is available, I may be unable to fulfill the required clinical hours and program requirements, which could affect my ability to successfully complete the course or program.

Authorization for the Release of Background Information

- I hereby authorize the Ridgewater 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.

Photo / Media Release

- I give permission to Ridgewater College, and any clinical site affiliated with my academic program to photograph or record me and to use these images for educational, promotional, marketing, and/or program-related purposes.

Release of Health Information

- 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 will contact disability services. Refer to student handbook for types of accommodations.
- I understand failure to provide the information requested could mean a clinical site may refuse placement at their facility.
- 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..

Responsibility for Health Care Costs

- Any health care costs incurred during the period that I am a student in the Nursing Program will be my responsibility.

Workers' Compensation

- It is the position of the clinical facilities and the College/University that, as a nursing student, I am not considered an employee of either the clinical facilities to which I am assigned or the College/University for purposes of Workers' Compensation insurance.

Acknowledgement of Risk

- I understand that my degree program requires participation in clinical experiences, and that such participation carries risks that cannot be eliminated including potential infectious diseases, hazardous chemical exposure, environmental hazards, physical injuries, psychosocial hazards, or offensive, inappropriate, or dangerous conduct by patients or clients.
- I certify that I have no evidence of health problems which could jeopardize the safety of myself or my assigned patients.

Nursing Program Student Handbook

- I verify that I have received the Ridgewater 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 verify that I have read and understand the various Ridgewater College – Nursing Discipline forms at the end of this handbook.
- I understand that I am responsible for compliance with the statements and policies identified in the Student Handbook, throughout my enrollment in the Nursing Program

By signing my name below, I am verifying that I have read each section above and understand that I can contact the Nursing Program Dean if I have additional questions.

_____	_____	_____
Signature	Print Name	Date

RELEASE OF INFORMATION STATEMENT

The Nursing Discipline at Ridgewater College has a policy in regard to references. Information will be limited to the following areas:

- Academic achievement (i.e., grades)
- Attendance
- Scholarships awarded
- Elected positions such as class president, vice president, etc.…
- Participation in extracurricular activities (i.e., fund raisers)
- Continuing education beyond program requirements
- Participation in committees/councils

Release of Information Statement:

I give permission to Ridgewater College to give out information concerning my grades, attendance, and any other information related to my ability as a nursing student.

_____	_____	_____
Signature	Print Name	Date

Release of Student Assignments:

I give permission to Ridgewater College to share student assignments for purposes of curriculum review, improvements, and ACEN accreditation.

_____	_____	_____
Signature	Print Name	Date

ASSIGNMENT EXTENSION FORM

The assignment extension form must be submitted to the faculty person responsible for the assignment at least twenty-four hours prior to the due date of the assignment. If the due date for the assignment falls on a Monday, the extension form must be submitted by 3:00 p.m. on Friday.

Student _____ Date_____

Faculty_____ Assignment_____

Reason why you are requesting an extension for an assignment:

Have you requested any other extensions on assignments this semester in any of your courses? ____Yes ____No

Explanation:

Student Signature_____

For Faculty Use Only:

_____Agree _____Disagree

Comments:

Faculty Signature_____

TEST QUESTION CHALLENGE FORM

Challenge form must be submitted to the faculty responsible for the test question within one week after exam is reviewed.

Student _____ Date_____

Faculty_____ Course _____ Exam_____

Question _____ Keyed Answer_____ Your Answer_____

State the rationale for the answer you selected. Include ONE reference supporting your answer and the rationale.

Sources:

Student Signature_____

For Faculty Use Only:

_____Agree _____Points Credited _____Disagree

Comments:

Faculty Signature_____

DEVELOPMENT PLAN FOR UNSUCCESSFUL PERFORMANCE ON MEDICATION ADMINISTRATION AND DOSAGES

Student Name: _____ Date: _____Clinical Course Number: _____

First Attempt

_____ Student is not successful on first attempt, will provide evidence of studying before allowed to take second test, including working with additional med dosages problems in the nursing resource center and by performing at 90% on a practice med dosages test. This form will NOT be placed in the student file. To ensure patient safety, the student may not pass medications in clinical until the test is passed.

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Second Attempt

_____ Student is successful on second attempt.

_____ Student is not successful on second attempt. *The student will be expected to meet with their clinical instructor to discuss plans for success.* A remediation plan will be developed collaboratively between student and instructor. This remediation plan will be placed in the nursing student file.

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Third Attempt

_____ Student is successful on third attempt.

_____ Student is not successful on third attempt and results in failure of the course. A grade of C- will be assigned.

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Any Comments:

DEVELOPMENT PLAN FOR UNSUCCESSFUL PERFORMANCE ON COMPETENCY SKILL TEST OUTS

Student Name: _____ Date: _____Clinical Course Number: _____

First Attempt

_____ Student is not successful on first skills attempt. The faculty and student will create a course of action by completing the Student Plan for Success document. A remediation plan will be developed collaboratively between student and instructor. This remediation plan will be placed in the nursing student file.

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Second Attempt

_____ Student is successful on second attempt.

_____ Student is not successful on second attempt and results in failure of the course. A grade of C- will be assigned.

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Any Comments:

STUDENT PLAN FOR SUCCESS RUBRIC

Rubric Statement: The Ridgewater Nursing Program Faculty and Staff recognize that there are times that a student struggles to be successful in the Nursing Program. Faculty and Staff are committed to student success. This rubric assists to define the processes for consistency across the program, across both campuses, and for all students and faculty.

Links: Nursing Scope and Standards of Practice, Nursing Code of Ethics

Student Action	**Processes**				***Notes:***
****see definitions***	**Level One/ 1st occurrence**	**Level Two/ 2nd occurrence**	**Level Three/ 3rd occurrence**	**Level Four/ 4th occurrence/ Statistical Fail**	
ACADEMIC					
Failed quiz/ test	Students should meet with faculty as needed.	Written statement from faculty and complete Plan for Success Document. Notify Advisor & Starfish referral as needed	Written statement from faculty and complete Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral	Update Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral for student fail	
Academic Integrity	Written statement from faculty and complete Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral	Student receives failing grade. Update Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral for student fail			This item is progressive for all semesters of the program.
Excused Absence from Orientation, Lab or Clinical (called within 30 min of start time and did not attend) Time missed added to 10% allowed for clinical / lab hours	Verbal reminder of impact to student from faculty (in-person/ email)	Written statement from faculty and complete Plan for Success Document. Notify Advisor & Starfish referral as needed. **Note if student is 10%+ loss of clinical hours and fails.**	Written statement from faculty and complete Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral. **Note if student is 10%+ loss of clinical hours and fails.**	Written statement from faculty and complete Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral for student fail	
PROFESSIONALISM					
Late to Orientation, Lab or Clinical (0-15minutes) with faculty notification Time missed added to 10% allowed for clinical / lab hours	Verbal reminder of impact to student from faculty (in-person/ email)	Written statement from faculty and complete Plan for Success Document. *Counts as one unexcused absence.* Notify Advisor & Starfish referral	Written statement from faculty and complete Learning Contract & Plan for Success Document. *Counts as second unexcused absence.* Notify Advisor & Starfish referral for student fail		This item is progressive for all semesters of the program.

Late to Orientation, Lab or Clinical (15 or more minutes) with faculty notification Time missed added to 10% allowed for clinical / lab hours.	Verbal reminder of impact to student from faculty (in-person/ email) If has had a previous no call (unexcused absence section) – moves to second column	Written statement from faculty and complete Learning Contract & Plan for Success Document. *Counts as one unexcused absence*. Notify Advisor & Starfish referral	Written statement from faculty and complete Learning Contract & Plan for Success Document. *Counts as second unexcused absence.* Notify Advisor & Starfish referral for student fail		In progressive semesters – the student starts in the second column
Late to test/ ATI – arrived within 10 minutes of start time. (Notified faculty within 30 min of start time)	Verbal reminder of impact to student from faculty (in-person/ email)	Automatic 10% deduction Written statement from faculty and complete Learning Contract & Plan for Success Document.	Automatic 25% deduction Written statement from faculty and complete Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral	Automatic 25% deduction Written statement from faculty and complete Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral for student fail	In progressive semesters – the student starts in the previous ending semester's column.
Late to test/ ATI – arrived after 10 minutes of start time. (Notified faculty within 30 min of start time)	Automatic 10% deduction Written statement from faculty and complete Learning Contract & Plan for Success Document.	Automatic 10% deduction Written statement from faculty and complete Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral.	Automatic 25% deduction Written statement from faculty and complete Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral	Automatic 25% deduction Written statement from faculty and complete Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral for student fail	In progressive semesters – the student starts in the previous ending semester's column.
Late and/or no show to test/ ATI (No call to faculty prior)	Automatic 25% deduction Written statement from faculty and complete Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral.	Automatic 25% deduction Written statement from faculty and complete Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral	Automatic 25% deduction Written statement from faculty and complete Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral for student fail		In progressive semesters – the student starts in the previous ending semester's column.
Unexcused Absence No faculty notification prior to absence or being late to orientation, lab, or clinical. **Note if student is 10%+ loss of clinical hours and fails.**	Verbal & Written reminder of impact to student from faculty & complete Plan for Success Document Time missed added to 10% allowed for clinical / lab hours	Written statement from faculty and complete Learning Contract *Counts as one unexcused absence*. Notify Advisor & Starfish referral. Time missed added to 10% allowed for clinical / lab hours	Update document on Learning Contract & Plan for Success Document. *Counts as second unexcused absence.* Notify Advisor & Starfish referral for student fail		In progressive semesters – the student starts in the second column

Safety: Lab/ Clinical/ Simulation: student performs an unsafe action *(to self, colleague, faculty, or patient), or unprepared for clinical*	Written statement from faculty and complete Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral	Written statement from faculty and complete Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral for student fail			
Professional/ Ethical Actions • i.e. Dress Code • i.e. Incivility • i.e. Personal Integrity • HIPAA • *(not all-inclusive)* *Column placement may vary depending on context or situation*	Verbal reminder of impact to student from faculty (in-person and email) If faculty determines behavior is significant, may proceed to a higher level for first occurrence.	Written statement from faculty and complete Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral	Written statement from faculty and complete Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral. If faculty determines behavior is significant, proceed to Level Four for second occurrence.	Written statement from faculty and complete Learning Contract & Plan for Success Document. Notify Advisor & Starfish referral for student fail	In progressive semesters – the student starts in the previous ending semester's column.

Definitions:

Failed quiz/ test: score below 78% (grades are not rounded).

Academic Integrity: Breach includes cheating or plagiarism as defined by the Ridgewater College Student Handbook, and the Nursing Student Handbook.

Student Fail: Student grade reflects inability to pass with points remaining in the course. Student receives failing grade (C- or less).

Unsafe action: Student performs an action that would potentially lead to a patient injury (omission of care, improper procedure, failure to communicate, fall, med error…).

Professional Ethics: Behaviors inconsistent with Nursing Standards of Ethics, Nursing Professional Standards, Ridgewater College Student Conduct Policy, and/or Nursing Handbook. The exact behavior must be described by faculty on the Learning Contract with the associated policy statement or ethic statement.

Incivility: Incivility is "one or more rude, discourteous, or disrespectful actions that may or may not have a negative intent behind them." (From ANA, https://www.nursingworld.org/practice-policy/work-environment/violence-incivility-bullying/).

STUDENT PLAN FOR SUCCESS DOCUMENT

Student Name: _____ Date: _____

Course / Semester: _____

Student Action: *describe situation in detail:*

Required Referrals with specific actions and timeline (no later than 7 calendar days from date of document):

- ☐ College Tutor (*writing assistance, test taking skills…*)
- ☐ Nursing Lab Remediation (*list specific skills…*)
- ☐ College Counselor
- ☐ Academic Advisor
- ☐ Study Tools as assigned by Faculty
- ☐ ATI Remediation Modules as assigned by Faculty
- ☐ Starfish referral – will be done by Faculty

Student Summary of completion of referrals – set up meeting with Faculty (and Advisor if necessary). May choose to use Refection for Repeating Guide (attach to document). *may add more detail here:*

Faculty Summary: *may add comments as needed:*

- ☐ Student completed remediation in assigned time frame
- ☐ Student did not complete remediation in assigned time frame due to unforeseen circumstance and is provided an extension. new date:_____
- ☐ Student did not complete remediation in assigned time frame and progresses to next level in the Student Plan for Success Rubric

Faculty Signature/ Date:

Student Signature/ Date:

- ☐ Provide Signed Copy to Student
- ☐ Provide Signed Copy to Advisor for student file

STUDENT SUCCESS – LEARNING CONTRACT

Student Name: _____ Course / Semester: _____

See attached competencies, performance standards, and/or learning objective that applies to the student needs. See student handbook for more information.

Date	**Course Competency/ Learning Objective/ Performance Standard/ Core Value**	**Student Situation:**	**Suggested Modification Plan and Time Frame**	**Specific Updates and Notes**

This Learning Contract will remain in effect as indicated on the Student Success Rubric. Student will be accountable to maintain corrective behaviors throughout the Nursing Program.

Review date: _____

Student Signature_____

Faculty Signature_____

Review date: _____

Student Signature_____

Faculty Signature_____

Review date: _____

Student Signature_____

Faculty Signature_____

GRADE APPEAL FORM

Basic Policy: (Please refer to the Ridgewater College Grade Appeal Policy for a complete statement of the policy.)

In cases where a student believes that a grade has been assigned incorrectly based on one or more of the grounds stated above, it is expected that the student will seek to resolve any concerns informally by speaking directly with the course instructor before beginning a formal appeal process. The formal appeals process should not be undertaken lightly, nor should it be undertaken merely because a student is unhappy with the grade received in a course.

A student who has questions regarding his/her course grade must speak with the instructor within two weeks from the date grades are posted online. If, after speaking with the instructor in a good-faith effort to resolve a grade dispute, a student still believes that his/her course grade was assigned in a way that is arbitrary, prejudicial or in error, the student may make a formal grade appeal no later than two weeks after speaking with the instructor.

The following three categories are the only legitimate basis for a grade appeal at Ridgewater College:

Arbitrariness: The course grade awarded represents such a substantial departure from accepted academic norms as to demonstrate that the instructor did not actually exercise professional judgment.

Prejudice: The grade awarded was motivated by ill will and is not indicative of the student's academic performance in the course.

Error: The instructor made a mistake in fact (i.e., a calculation error or omission) or failed to give students enrolled in the course adequate notice of grading policies.

If no formal appeal is made by the end of these two weeks, then the student will in general have no rights to formally appeal the course grade. To present a formal appeal, complete the items below and present the completed form to the instructor (Step One Appeal), or to the appropriate dean (Step Two Appeal).

Student Information

Student Name: _____ **Student ID or SS#:** _____

Address: _____ **Telephone:** _____

Step One Appeal: Submit a Step One Appeal only if you have first attempted to resolve the grade dispute through conversation and/or other communication with the course instructor.

1-A Course Information

Course Name: _____ Name of Instructor: _____

Section Number: _____ Semester Taken: _____ Grade Received: _____

1-B Was an informal remedy sought with the instructor through conversation or other means? _____

1-C This appeal is based on the claim of (check all that apply; refer to definitions above):

☐ **Arbitrariness** ☐ **Prejudice** ☐ **Error**

Provide a statement of reasons justifying the claim that your grade was improperly assigned (use an extra page if necessary):

1-D Add any relevant information and/or documentation that supports your appeal (course papers, syllabus, class notes or other material that support your justification in 1-C). Attach separately.

1-E Please provide any additional items or information that you deem relevant to this appeal. Attach separately if necessary.

1-F Please provide a statement of the solution that you are requesting as a result of this grade appeal:

Student Signature **Date**

Submit the completed Step One Appeal to your course instructor or, if the instructor is unavailable, to the appropriate dean, who will see that the instructor receives the completed form. ***Retain a copy of your completed appeal form and all supporting material for possible future reference.***

Step Two Appeal: Submit a Step Two Appeal only if (a) you have completed a Step One Appeal and (b) you are not satisfied with the response provided by your course instructor.

2-A Please attach a copy of your completed Step One Appeal form plus all supporting material that was submitted for that appeal. Include a statement of the outcome of that appeal.

2-B Provide a justification for an administrative review of the Step One Appeal outcome and give reasons stating why you believe the instructor's reply to the Step One Appeal was incorrect. (Use a separate sheet if necessary.)

2-C Provide any additional relevant information and/or documentation that supports your appeal (Attach separately.)

2-D Add any additional items or information that you deem relevant to your Step Two Appeal.

2-E Please provide a statement of the solution that you are requesting as a result of this Step Two Appeal:

Student Signature **Date**

Submit the completed Step Two Appeal to your course instructor or, if the instructor is unavailable, to the appropriate dean, who will see that the instructor receives the completed form. ***Retain a copy of your completed appeal form and all supporting material for possible future reference.***

https://ridgewater.edu/wp-content/uploads/2018/05/GradeAppealForm.pdf

STUDENT PETITION – REQUEST FOR EXCEPTION

Student Name: _____ Student ID: _____

Address_____

City _____ State _____ ZIP _____

Phone (____) _____ Nursing Program: AD or PN (circle) Date of Petition_____

SPECIFIC REQUEST:

RATIONALE TO SUPPORT REQUEST:

Faculty and/or Advisor recommendation (optional):

Faculty signature: _____

Advisor's Signature: _____

Dean's Signature: _____

Approve: _____ Disapprove: _____

Rationale, if disapproved:

(Updated 08/2022)

STUDENT REFLECTION FOR REPEATING

Student Name: _____

Our goal is for every student to be successful as a student and as a nurse. We value reflection on our practice as a nurse, so much so that it is a learning objective and a program outcome. When a student is unsuccessful in one or more courses in the Nursing Program, we encourage reflection/evaluation and planning (part of the nursing process) as a tool to determine readiness to return for a second attempt in the Nursing Program. Please reflect on the following questions and write a brief response. Submit to your course faculty and advisor (Hutchinson - Deann Ober at deann.ober@ridgewater.edu or Willmar - Kala Rudningen at kala.rudningen@ridgewater.edu)

1. What external factors led to your unsuccessful attempt in the course/program?

   (External: issues arising from family, others, work, finances, health, environment, etc.)

2. What internal factors led to your unsuccessful attempt in the course/program?

   (Internal: personal factors, learning/studying habits, health, choices, etc.)

3. What resources (personal, college, external) can you utilize to make your next attempt more successful?

4. What specific changes have you made (or will you make) or how can/will your circumstances change to make success more likely?