



**Sinte Gleska University
Nursing Department
Student Handbook
2020-2021**

Rev. 09/2019

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(Mailing Address)*

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STUDENT HANDBOOK

This certifies that I have received the Sinte Gleska University LPN Handbook. I hold myself fully responsible for the information in it.

Student Name (print)

Student Signature

Date

WELCOME

Welcome to Sinte Gleska University and to the SGU Department of Nursing. We hope that the future will be a stimulating and fulfilling experience for you. Your program of study is a short period in your lifetime, but this specific time could be the most important in your life. The energy that you devote to conscientious study will have a direct relationship to the rewards you receive. Study hard, but also meet new friends and have fun. It is hoped that you will become an integral part of this academic community.

Nursing is a progressive calling. Year by year nurses have to learn new and improved methods, as medicine and surgery and hygiene improve. Year by year nurses are called upon to do more and better than they have done.
Florence Nightingale

This student handbook has been compiled by the faculty to provide you with information pertinent to the SGU Nursing Program. This handbook should be used as a supplement to the SGU Student Handbook and Undergraduate Catalog.

YOU, THE STUDENT, ARE THE MOST IMPORTANT PART OF THE PROGRAM OF STUDY.
WELCOME TO THE SINTE GLESKA UNIVERSITY NURSING PROGRAM.

As a student enrolled in the Department of Nursing, you are an integral part of Sinte Gleska University with rights and responsibilities published in: Sinte Gleska Student Handbook.

SECTION 1 – PROGRAM INFORMATION:

Accreditation

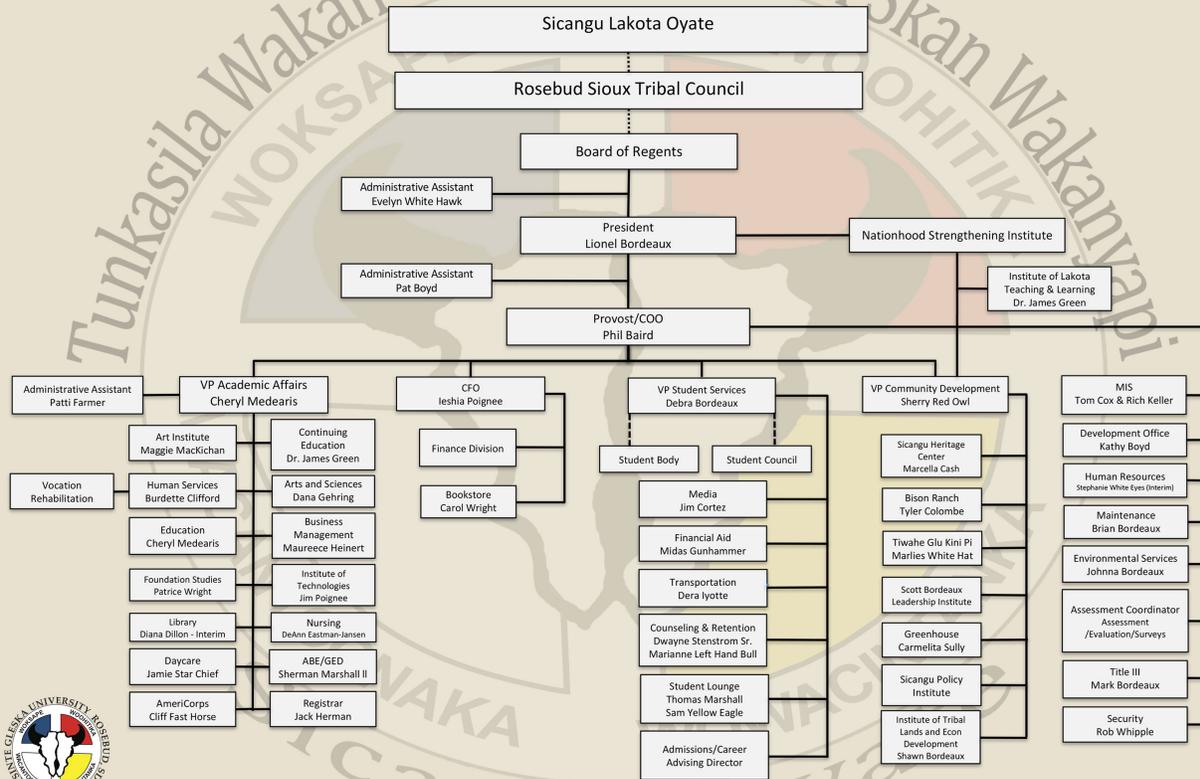
Sinte Gleska University is fully accredited in its academic programs by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education. The North Central Association is one of six regional accrediting associations in the United States. Through its Commission it accredits, and thereby grants membership to educational institutions in the nineteen-state North Central Region. The Commission on Institutions of Higher Education is recognized by the Secretary of Education and the Committee on Recognition of Postsecondary Accreditation (CORPA). The address for NCA is as follows:

Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413
Phone: 800.621.7440 / 312.263.0456 . Fax: 312.263.7462 . info@hlcommission.org

Sinte Gleska University Associate of Applied Science Practical Nursing Program is an approved program by the South Dakota Board of Nursing with probationary status.

SINTE GLESKA UNIVERSITY

ORGANIZATIONAL CHART



605-856-8100 - 101 ANTELOPE CIRCLE, MISSION SD 57555 - WWW.SINTEGLESKA.EDU

Approved by Board of Regents
March 10th, 2017

Mission Statement for SGU Nursing

The mission of the Nursing graduates is to be a provider of care by providing preventive, restorative, and supportive nursing and/or assist Person's significant others in meeting the health needs across the life span in a variety of structured settings and use the nursing process in meeting the health needs of Person. This will be accomplished by following the State Nursing standards and graduating with skills in leadership and respect. Leadership with regards to Sinte Gleska University reflects the cultural heritage of our ancestors and the traditional virtues of woohitika (bravery), wacantognaka (generosity), woksape (wisdom), and wowacintanka (fortitude), which help form our Lakota universe.

Purpose Statement

The purpose of the Sinte Gleska Nursing Program is to respond to the emerging health care needs of the individual in a changing health care system in the United States, especially on the Rosebud Reservation, a system in which practical nursing will play an ever-growing integral role, helping to provide access to health care for people in their homes, hospitals, clinics, doctor's offices, extended health care facilities, and nursing homes. Practical nurses function within the standards of practice, demonstrating safe, competent and legal/ethical practice.

Philosophy Statement

Consistent with the philosophy of the institution, the practical nursing administration and faculty will work to create a climate in which students are motivated to maximize the use of their talents and abilities. The environment most conducive to learning is one in which the teacher and student share mutual respect, and where theory and clinical experiences are correlated and taught in a logical sequence. Practical nursing is an integral component of the nursing profession and provides a solid foundation for nursing education programs. Nursing education supports continuation of self-development and maintenance of competency by active involvement in continuing education.

NAPNES STANDARDS

NAPNES has set the standards for nursing practice of LP/VNs since 1941.

The following standards represent the foundation for the provision of safe and competent nursing practice. Competency implies knowledge, understanding and skills that transcend specific tasks and is guided by a commitment to ethical/legal principles.

This statement of standards is intended for nursing educators, healthcare administrators, nurses and healthcare consumers.

THE LP/VN PROVIDES INDIVIDUAL AND FAMILY-CENTERED NURSING CARE BY:

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

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

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

Code of Ethics

The Licensed Practical/Vocational Nurse Shall:

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

Sinte Gleska University

Department of Nursing

Program Outcomes & Competencies

According to the NAPNES Standards of Practice, at the end of this program we expect you to demonstrate the following program outcomes and competencies:

A. Professional Behaviors

Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical/vocational nurse.

Competencies which demonstrate this outcome has been attained:

- *Comply with the ethical, legal, and regulatory frameworks of nursing and the scope of practice as outlined in the LP/VN nurse practice act of the specific state in which licensed.*
- *Utilize educational opportunities for lifelong learning and maintenance of competence.*
- *Identify personal capabilities and consider career mobility options.*
- *Identify own LP/VN strengths and limitations for the purpose of improving nursing performance.*
- *Demonstrate accountability for nursing care provided by self and/or directed to others.*
- *Function as an advocate for the health care consumer, maintaining confidentiality as required.*
- *Identify the impact of economic, political, social, cultural, spiritual, and demographic forces on the role of the licensed practical/vocational nurse in the delivery of health care.*
- *Serve as a positive role model within healthcare settings and the community.*
- *Participate as a member of a practical/vocational nursing organization.*

B. Communication

Effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills.

Competencies which demonstrate this outcome has been attained:

- *Utilize effective communication skills when interacting with clients, significant others, and members of the interdisciplinary health care team.*
- *Communicate relevant, accurate, and complete information.*
- *Report to appropriate health care personnel and document assessments, interventions, and progress or impediments toward achieving client outcomes.*
- *Maintain organizational and client confidentiality.*
- *Utilize information technology to support and communicate the planning and provision of client care.*
- *Utilize appropriate channels of communication.*

C. Assessment

Collect holistic assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.

Competencies which demonstrate this outcome has been attained:

- *Assess data related to basic physical, developmental, spiritual, cultural, functional, and psychosocial needs of the client.*
- *Collect data within established protocols and guidelines from various sources including client interviews, observations/measurements, health care team members, family, significant other(s), and review of health records.*
- *Assess data related to the client's health status, identify impediments to client progress and evaluate response to interventions.*
- *Document data collection, assessment, and communicate findings to appropriate member/s of the healthcare team.*

D. 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.

Competencies which demonstrate this outcome has been attained:

- *Utilize knowledge of normal values to identify deviation in health status to plan care.*
- *Contribute to formulation of a nursing care plan for clients with non-complex conditions and in a stable state, in consultation with the registered nurse and as appropriate in collaboration with the client or support person(s) as well as members of the interdisciplinary health care team using established nursing diagnoses and nursing protocols.*
- *Prioritize nursing care needs of clients.*
- *Assist in the review and revision of nursing care plans with the registered nurse to meet the changing needs of clients.*
- *Modify client care as indicated by the evaluation of stated outcomes.*
- *Provide information to client about aspects of the care plan within the LP/VN scope of practice*
- *Refer client as appropriate to other members of the health care team about care outside the scope of practice of the LP/VN.*

E. Caring Interventions

Demonstrate a caring and empathetic approach to the safe, therapeutic, and individualized care of each client.

Competencies which demonstrate this outcome has been attained:

- *Provide and promote the client's dignity.*
- *Identify and honor the emotional, cultural, religious, and spiritual influences on the client's health.*
- *Demonstrate caring behaviors toward the client and significant support person(s).*
- *Provide competent, safe, therapeutic and individualized nursing care in a variety of settings.*
- *Provide a safe physical and psychosocial environment for the client and significant other(s).*
- *Implement the prescribed care regimen within the legal, ethical, and regulatory framework of practical / vocational nursing practice.*
- *Assist the client and significant support person(s) to cope with and adapt to stressful events and changes in health status.*
- *Assist the client and significant other(s) to achieve optimum comfort and functioning.*
- *Instruct client regarding individualized health needs in keeping with the licensed practical/vocational nurse's knowledge, competence, and scope of practice.*
- *Recognize client's right to access information and refer requests to appropriate person(s).*
- *Act in an advocacy role to protect client rights.*

F. 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).

Competencies which demonstrate this outcome has been attained:

- *Assist in the coordination and implementation of an individualized plan of care for clients and significant support person(s)*
- *Direct aspects of client care to qualified UAPs commensurate with abilities and level of preparation and consistent with the state's legal and regulatory framework for the scope of practice for the LP/VN.*
- *Supervise and evaluate the activities of UAPs and other personnel as appropriate within the state's legal, and regulatory framework for the scope of practice for the LP/VN as well as facility policy.*
- *Maintain accountability for outcomes of care directed to qualified UAPs.*

- *Organize nursing activities in a meaningful and cost effective manner when providing nursing care for individuals or groups.*
- *Assist the client and significant support person(s) to access available resources and services.*
- *Demonstrate competence with current technologies.*
- *Function within the defined scope of practice for the LP/VN in the health care delivery system at the direction of a registered nurse, licensed physician, or dentist.*

As approved and adopted by NAPNES Board of Directors May 6, 2007.

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CARING AGREEMENT

The parts of a **CARING Agreement** are as follows:

C- Commitment:	Affirmation of both parties to resolve difficulty.
A- Assessment:	Identification of the specific problem or difficulty to be resolved.
R- Realities:	Student and faculty perceptions of problem, causes, contributing factors, etc. Realities also include consequences if difficulty is not resolved.
I- Improvements needed:	Specific plan to resolve difficulty.
N-Notes:	Any additional information, dates for consultation, etc.
G- Gains made, goal achieved.	

CARING IS ESSENTIAL TO NURSING AND NURSING EDUCATION. CARING IS THE HEART OF NURSING; CARE IS POWER; CARE IS ESSENTIAL TO HEALING (OR WELL-BEING); CARING IS CURING; AND CARE IS (OR SHOULD BE) THE CENTRAL AND DOMINANT FOCUS OF NURSING AND TRANSCULTURAL NURSING DECISIONS AND ACTIONS.

Holistic Health/Illness/Death; Leininger (1991, 2002, 2006). The Sinte Gleska University Nursing Department & Faculty believe nursing education should embrace the care of clients as addressed within all stages of health from wellness to death. Within the art of healing and comforting, utilization of a holistic perspective should support and enhance human dignity. This holistic perspective views cultural insight as a pivotal factor that directs and shapes wellbeing within an individual, the family, and the community as a whole.

ADMISSION-PROGRESSION-READMISSION-DISMISSAL POLICY

Students may enroll in the core nursing classes only after being formally admitted to the program. To apply for admission the student must have completed the following courses, or their equivalents, with “B” or better and have an overall GPA of 3.0 or higher **.

EN 101 English I

MA 120 Math Essentials OR **MA 150** College Algebra

LL 100 Intro to Lakota Language &/OR **LL 101** Lakota Language I

LS 253 Lakota History & Culture

PN 150 Anatomy & Physiology I for LPN (BI 223 & BI 224 recommended if pursuing RN)**

OE 155 Medical Terminology**

PN 101 Overview of Practical Nursing **

PN 105 Certified Nursing Assistant ** &/OR **PN 106** Medication Aide

Requirements

All general education classes or prerequisites must be completed before admission to the nursing program.

Application Procedure

Students will be selected once a year in the spring semester, to begin the nursing program in the fall. The application procedure involves the submission of the following:

- A. A completed application form
- B. Attach three (3) Work or Educational Reference form
- C. Official Transcripts should be on file with the Sinte Gleska University Registrar's Office.
- D. ACT required (if score less than 18, or more than 5 years, ACCUPLACER required)
- F. Completed Pre-admission testing (schedule with Nursing Dept)
- F. Essay (*Why have you chosen nursing as a career? What type of nursing interests you? What do you hope to do with your nursing degree? Include motivating factors and obstacles you may have had to overcome to achieve this.*) This should be developed into a page to a page and a half paper. Your essay will be evaluated for substance as well as grammar, organization, flow of thought, development and clarity of answers.
- G. Attach completed and up-to-date immunization history
Including: Hepatitis series (either completed or in process of completion), Tdap (along with every 10 year Td booster), TB skin test, Varicella titer or immunization, & current immunizations including MMR, DPT and polio (please see required immunization form).
- H. Physical form (required upon formal acceptance into LPN Program)

Admission Procedure

1. Admission to the Sinte Gleska University Nursing Department will be based on an objective evaluation that includes the following:
 - Completed application
 - Official Transcripts (any high school and post high school academic records)
 - ACT required (if score less than 18, or more than 5 years, COMPASS required)
 - Pre-admission test scores
 - Student's G.P.A; 80% or B Average
 - Personal essay
 - References
 - Interview, and any related experience in the health field.

2. A minimum overall G.P.A. of 3.0 is required for all post-high school course work.
3. An applicant must possess certain abilities and skills in the area of intellect, sensory function, communication, fine and gross motor function, and behavior for admission to the nursing program.
4. The Nursing Department reserves the right to deny admission based on the best interest of the profession. Failure to disclose previous or pending convictions may lead to denial of admission. Falsification and/or lack of integrity will be considered grounds for dismissal from the Sinte Gleska University Nursing Program. ***Admission or graduation from the Nursing Program does not guarantee obtaining a license to practice.** The licensure requirements and subsequent procedures are exclusive rights and responsibilities of the South Dakota Board of Nursing, who regulate the professional practice.
5. All admitted students are subject to the policies and procedures of Sinte Gleska University. It is the student's responsibility to be knowledgeable of all policies and requirements. Policies and requirements are found in the SGU Catalog, the SGU Student Handbook and the SGU Nursing Student Handbook.

Progression

Progression in the nursing program requires a minimum grade of a "B" in **all** nursing and science courses. All nursing courses with a grade below "B" must be repeated with an outcome of a "B" grade or higher in order to progress. **Example:** If a student receives a D in Anatomy & Physiology, the student may not progress in the nursing major. Individual course syllabi explain the expectations for the completion of each course.

In the following situations students may not continue in the nursing program:

1. Failure of the same course twice;
2. Failure of two or more nursing courses with a clinical component in separate semesters; or
3. Failure or withdrawal from the same nursing course twice

The student must successfully complete each nursing course by meeting the following criteria:

1. Earn a cumulative average of 80% on all exams/quizzes, including the final exam.
2. Earn a B or 80% average on all written clinical assignments.
3. Successfully complete all skills/laboratory assignments.
4. Complete all components of the course successfully.
5. Earn a satisfactory mid-term and final clinical evaluation.

Grading Scale

All Nursing Courses

A= 90-100 = 4 grade points

B= 80-89 = 3 grade points

C= 70-79 = 2 grade points

D= 60-69 = 1 grade point

Academic Probation per SGU Student Handbook

Students will be placed on Academic Probation due to failure to earn the minimum grade point average requirements determined for successful class standing and the academic program.

Students who are subject to Academic Probation may not register for more than 12 credit hours (or four courses) per semester. If placed on Academic Probation, students will remain on Academic Probation status until they meet the minimum cumulative grade point average requirements determined for successful class standing.

Students who make satisfactory progress, but fail to earn the minimum cumulative grade point average requirements for successful class standing, will continue to be on Academic Probation for one semester. Students who do not make satisfactory progress while placed on Academic Probation will be subject to Academic Suspension. Please refer to the Financial Aid section of this handbook for information on how being placed on Academic Probation affects funding.

Dismissal per SGU Nursing

The following circumstances will lead to dismissal from the classroom, clinical setting or program;

1. Failure to achieve a grade of "B" or better in all nursing & science work or failure to achieve an "acceptable" grade in the clinical component of the course. The clinical written assignments must be completed with an 80% average or better.
2. Absences in classroom, labs or clinical practicum as defined.
3. Performance or negligence, which may cause physical or emotional jeopardy in the academic or clinical areas.
4. Failure to immediately report a client/care error to the clinical instructor.
5. Being under the influence of alcohol or other drugs while in the academic or clinical setting.
6. Fraudulent or untruthful charting in a medical record.
7. Dishonesty, e.g. stealing from the college or clinical agency, plagiarizing papers, cheating on exams or any display of lack of integrity will be grounds for dismissal, i.e. incivility.
8. Unprofessional conduct, which includes absences and tardiness in the classroom and clinical sites.
9. Failure to protect client confidentiality.
10. Failure to uphold the contract if placed on academic probation.

Readmission

Students seeking readmission to PN 210/215 and PN 102 after failing or dropping must submit a new nursing application to be considered with the applicant pool.

Graduation

Students not completing requirements for the Sinte Gleska Nursing program in the allotted time period will not graduate from the program.

Final grades must be turned into the Registrar's Office in time for credits to be applied to your transcript.

Student Organizations

SGU HAS A VARIETY OF STUDENT ORGANIZATIONS / CLUBS TO BECOME INVOLVED IN WHILE A STUDENT. PLEASE CHECK THEM OUT AND GIVE THEM A TRY. IT'S A GREAT WAY TO BECOME INVOLVED IN CO-CURRICULAR ACTIVITIES AT SGU. THE FOLLOWING ORGANIZATIONS/CLUBS AND THE ADVISOR ARE AS FOLLOWS:

AIBL and VITA -MAUREECE HEINERT maureece.heinert@sintegleska.edu

AISES-DANA GEHRING dana.gehring@sintegleska.edu

ARCHERY-KEVIN DECORA kevin.decora@sintegleska.edu

CHESS-NICK EMERY nick.emery@sintegleska.edu

HAND GAMES-MIDAS GUNHAMMER midas.gunhammer@sintegleska.edu

STUDENT ASSOCIATION-DEB BORDEAUX debra.bordeaux@sintegleska.edu

Additional Policies

For more information regarding academic policies and procedures, such as: SGU Admission Policy & Procedure, Transfer Students, Grading Scale & Points, Financial Aid and Student Responsibilities, Student Grievances, Student Conduct Code, please refer to the Sinte Gleska University Student Handbook.

SINTE GLESKA UNIVERSITY LPN PROGRAM HEALTH AFFAIRS IMMUNIZATION POLICY

With your entrance into the medical field it is important for your own personal safety, as well as that of your patients, that your immunizations are up to date and documented to ensure compliance with Center for Disease Control Guidelines and the affiliation agreements with multiple clinical sites.

Health Affairs Requirements:

- Students are required to follow the Immunization Compliance Policy of their specific program.
- For students in programs requiring full compliance with the SGU Health Affairs Immunization Policy, the immunization form must be completed with the appropriate signatures. Include copies of titer reports and other medical records when applicable

1. **Measles (Rubeola), Mumps, Rubella.** One of the following is required:
 - a. All students born after December 31, 1956 are required to have medically signed proof of TWO properly administered immunizations (1st dose at age 12-15 months or later; 2nd dose at age 4- 6 years or later; second dose must have been received 28 days after the first)
OR
 - b. Immune titers for measles (rubeola), mumps, and rubella.

2. **Hepatitis B immunization.**

Required: ALL students are required to receive HBV vaccination (3 doses at 0, 1 and 6 months).
*The first two doses of the three dose series are required **prior** to the start of classes.*

Hepatitis B titer.

a. Recommended (as health care workers): Hepatitis B titer. Test for anti-HBs or HbsAB (antibodies to HBV surface antigen) should be performed 1-2 months after completion of the vaccination series. Those that do not seroconvert should be revaccinated with a full series with the titer repeated 1-2 months after the last immunization. If after a second series, titers remain below 10mIU/mL, the person is considered at risk for acquiring HBV.

3. **Varicella/Chicken Pox immunity.** One of the following is required:
 - a. Medical documentation indicating the student had chicken pox
 - b. A positive Varicella titer if the student has had the chicken pox but can't provide medical documentation
 - c. Varicella immunization if the student can't provide medical documentation of having the chicken pox or having received a positive varicella titer. For immunization, two doses are required at an interval of 4-8 weeks for people equal/greater than 13 years of age.

4. **DTP (diphtheria, tetanus, pertussis)/Tdap (tetanus, diphtheria, adult pertussis).** Both of the following are required:
 - a. Dates of childhood immunizations; **OR** three doses of any combination DTP/DTaP/DT/Td/Tdap vaccine.

- b. Tdap (unless Td in the last 2 years)
- 5. **Polio:** Dates of childhood immunizations along with type of vaccine. Include date(s) of latest booster dose if applicable.
- 6. **TB Skin Tests or QFT-G Blood Test.**
 - a. **TB Skin Test:** Documentation of TB skin test.

OR

- b. **QuantiFERON-TB Gold Test:** (QFT-G) blood test.
- c. **Annual TB Skin Test:** Students are required to have an annual TB Skin Test.
- d. History of BCG vaccine is NOT a contraindication for tuberculin testing. TB skin test reactivity caused by BCG vaccine generally wanes with time. If more than 5 years have elapsed since administration of BCG vaccine, a positive reaction is most likely a result of *M. tuberculosis* infection.
- e. **Students with a known history of a positive TB skin test:** Need to provide documentation of the results of chest x-ray and treatment. The student will complete a symptom checklist annually. [Nursing Student Handbook changes\TB Symptom Checklist 3-2011.15.09.doc](#)

Recommended Immunizations:

- **Influenza vaccination.** Recommended annually for students in health professions. The influenza vaccine is available each November-December.
- **Meningococcal (meningitis) vaccine.** Recommended for students living in college dormitories who have not been immunized previously or for college students under 25 years of age who wish to reduce their risk.

Table 1 Recommended Adult Immunization Schedule by Age Group, United States, 2020

Vaccine	19–26 years	27–49 years	50–64 years	≥65 years
Influenza inactivated (IIV) or Influenza recombinant (RIV) ^{OR} Influenza live, attenuated (LAIV)	1 dose annually			
Tetanus, diphtheria, pertussis (Tdap or Td)	1 dose Tdap, then Td or Tdap booster every 10 years			
Measles, mumps, rubella (MMR)	1 or 2 doses depending on indication (if born in 1957 or later)			
Varicella (VAR)	2 doses (if born in 1980 or later)		2 doses	
Zoster recombinant (RZV) (preferred) ^{OR} Zoster live (ZVL)			2 doses ^{OR} 1 dose	
Human papillomavirus (HPV)	2 or 3 doses depending on age at initial vaccination or condition	27 through 45 years		
Pneumococcal conjugate (PCV13)	1 dose			65 years and older
Pneumococcal polysaccharide (PPSV23)	1 or 2 doses depending on indication			1 dose
Hepatitis A (HepA)	2 or 3 doses depending on vaccine			
Hepatitis B (HepB)	2 or 3 doses depending on vaccine			
Meningococcal A, C, W, Y (MenACWY)	1 or 2 doses depending on indication, see notes for booster recommendations			
Meningococcal B (MenB)	19 through 23 years	2 or 3 doses depending on vaccine and indication, see notes for booster recommendations		
Haemophilus influenzae type b (Hib)	1 or 3 doses depending on indication			

 Recommended vaccination for adults who meet age requirement, lack documentation of vaccination, or lack evidence of past infection
 Recommended vaccination for adults with an additional risk factor or another indication
 Recommended vaccination based on shared clinical decision-making
 No recommendation/Not applicable

Table 2 Recommended Adult Immunization Schedule by Medical Condition and Other Indications, United States, 2020

Vaccine	Pregnancy	Immuno-compromised (excluding HIV infection)	HIV infection CD4 count		Asplenia, complement deficiencies	End-stage renal disease; or on hemodialysis	Heart or lung disease, alcoholism ¹	Chronic liver disease	Diabetes	Health care personnel ²	Men who have sex with men
			<200	≥200							
IIV or RIV ^{OR} LAIV	1 dose annually					PRECAUTION			1 dose annually ^{OR}		
Tdap or Td	1 dose Tdap each pregnancy	1 dose Tdap, then Td or Tdap booster every 10 years									
MMR	NOT RECOMMENDED		1 or 2 doses depending on indication								
VAR	NOT RECOMMENDED		2 doses								
RZV (preferred) ^{OR} ZVL	DELAY				2 doses at age ≥50 years ^{OR} 1 dose at age ≥60 years						
HPV	DELAY	3 doses through age 26 years			2 or 3 doses through age 26 years						
PCV13	1 dose										
PPSV23	1, 2, or 3 doses depending on age and indication										
HepA	2 or 3 doses depending on vaccine										
HepB	2 or 3 doses depending on vaccine										
MenACWY	1 or 2 doses depending on indication, see notes for booster recommendations										
MenB	PRECAUTION	2 or 3 doses depending on vaccine and indication, see notes for booster recommendations									
Hib		3 doses HSCT ³ recipients only	1 dose								

 Recommended vaccination for adults who meet age requirement, lack documentation of vaccination, or lack evidence of past infection
 Recommended vaccination for adults with an additional risk factor or another indication
 Precaution—vaccination might be indicated if benefit of protection outweighs risk of adverse reaction
 Delay vaccination until after pregnancy if vaccine is indicated
 Not recommended/contraindicated—vaccine should not be administered
 No recommendation/Not applicable

1. Precaution for LAIV does not apply to alcoholism. 2. See notes for influenza; hepatitis B; measles, mumps, and rubella; and varicella vaccinations. 3. Hematopoietic stem cell transplant.

ATTENDANCE POLICY

Learning lab and clinical attendance is mandatory.

All skills lab and clinical absences or failures will be made up, IF staffing allows and makeup clinical is approved.

Classroom, skills lab and clinical attendance will be monitored.

CLASS:

1. Classroom attendance is expected and will be monitored.
 - a. The learner is responsible for his/her own learning and is accountable for his/her own behavior.
 - b. The learner is responsible for notifying the appropriate instructor if he/she will be absent. Absence from an exam without prior notification will result in a zero for that exam.
 - c. The learner is responsible for rescheduling any missed assignments/experiences.

CLINICAL POLICIES

Students may not attend clinical after working the night shift in any employment setting.

Clinical experiences are required. See the rotation schedule for assigned areas. Absence from a clinical experience without prior notification will result in an unsatisfactory clinical evaluation (clinical failure), and a makeup clinical will be scheduled, **IF staffing allows and makeup clinical is approved.**

Clinical evaluation is graded on a pass/fail basis.

It is extremely important for the potential LPN to receive equitable and meaningful laboratory and clinical experience. The hospitalized client population has become increasingly more acute and the client's in-hospital stays increasingly shorter. Quality in hospital clinical time is at a **premium.**

To use the clinical time to the student's advantage, the Department of Nursing has devised a clinical and skills laboratory schedule that will allow the student to accomplish this objective.

Nursing faculty are available at clinical, in the laboratory, and in their offices. In a caring partnership, respect for time is important. Please make an appointment with any of them if you would like any assistance or need to discuss a matter of concern. Office hours are variable; please contact the nursing faculty for an appointment. Conferences will be mutually planned during the semester.

Clinical Sites

The following facilities are used for clinical experiences: Cherry County Hospital, Bennett County, Winner Regional Clinic, Pineview Good Samaritan & Rosebud IHS. Facilities may be added or not used in any given year.

Clinical Evaluations

Evaluations are sent out to clinical facilities at the end of the Fall and Spring Semesters. These evaluations grade Sinte Gleska University as well as student performance. Clinical facilities for the next academic year are chosen based on these evaluations.

Clinical Attendance

Each clinical experience contributes significantly to the student's growth and progression toward achieving clinical objectives, therefore, **attendance is required**. Any clinical absence must be made up, if feasible within the semester and/or instructors schedule. **If makeup is not feasible, an unsatisfactory grade for the clinical will be given and the entire course will be failed.**

Clinical Failure

1. A clinical failure is given whenever a student shows unsatisfactory competency in one or more critical clinical objectives. A clinical failure will also be given if a student demonstrates unsatisfactory performance in five or more objectives. **Evaluation**
2. Students who have not passed the offered CPR and/or immunizations are not up-to-date will not be allowed into the clinical area and will earn a clinical failure.
3. Three earned clinical failures within any nursing course will be cause for dismissal from the program.
4. Clinical failures will be cumulative throughout the program of study. A cumulative total of five clinical failures will be cause for dismissal from the program.
5. All clinical absences or failures **will be made up, IF staffing allows and makeup clinical is approved.**
6. The student will receive written documentation of the reasons for the clinical failure.

Laboratory Failure

1. A laboratory failure is earned when a student does not successfully demonstrate the critical elements of a skill in two attempts. Some scheduled laboratory sessions may include more than one skill, however each skill is considered on an individual basis.
2. The student will receive written documentation of the reasons for a laboratory failure.
3. Three earned laboratory failures within any nursing course will be cause for dismissal from the program.
4. Laboratory failures will be cumulative throughout the program. A cumulative total of five laboratory failures while in the nursing program will be cause for dismissal from the program.

5. All lab absences or failures **will be made up, IF staffing allows and makeup clinical is approved.**
6. All skills required for a nursing course must be successfully demonstrated in order to earn a passing grade in the course.
7. Students will not be allowed to perform a skill in the clinical area until they have demonstrated competence in that skill in the laboratory setting.
8. If a student demonstrates difficulty with a specific skill in the clinical area, a course instructor can request that a student return to the laboratory to again demonstrate competency in the skill.

UNIFORM POLICY

The SGU student nurse uniform is representative of the University and of the nursing profession. The uniform is part of what the public perceives as the compassionate, competent, knowledgeable care giver. It is therefore, essential that it be freshly cleaned, pressed, and well fitted in keeping with the dignity of the wearer.

1. **The uniform shall consist of the designated SGU scrubs, royal blue. If a student chooses to wear a turtle neck or long sleeved shirt under the scrub top it must be white. Pant legs must be an appropriate length to avoid touching the floor.**
2. **A SGU nursing student name badge must be visible and worn on the left chest.**
3. **Nursing shoes should be white and clean.**
4. **Gum chewing and sunflower seeds are not allowed in the clinical setting.**
5. **Avoid the use of fragrances.**
6. **Hair should be clean and worn above the collar when in uniform.**
7. **Wedding and engagement rings and appropriate make-up are allowed when in uniform. Fingernails should be short and unpolished. No Artificial nails.**
8. **All body piercing jewelry should be removed prior to entering the clinical setting. Ear piercing is the exception to the rule. Small stud earrings may be worn with a limit of two per ear.**
9. **Tattoos must be covered in the clinical setting.**
10. **Students must meet the requirements of the facility where they attend clinical in addition to the SGU Nursing uniform policy (for example: Mental Health)**
11. **Students must abide by SGU Smoke & Tobacco Free Campus policy, as well as the Non-smoking policy per facility for clinical experiences. Students should not smoke while in uniform.**

HONOR CODE

The commitment to academic integrity rests upon four pillars: honesty, respect, responsibility, and trust.

What do these four pillars of honesty, respect, responsibility, and trust mean to us at Sinte Gleska University

Honesty:

- Exercising daily commitment to truthful thoughts and actions.
- Bringing honor to oneself by acting and speaking truthfully and sincerely.

Respect:

- A commitment to be tolerant of others, their views and values. It means having high regard for one's own well-being, as well as that of others.
 - A commitment to behaving respectfully.
- Attending all classes on time, contributing to discussions, meeting academic deadlines, and performing to the best of one's ability.
 - Extending thoughtfulness and understanding to others.

Responsibility:

- Commitment to duty, including assigned duties and those for which one volunteers.
 - An obligation to the ownership of one's work, deeds, words, and actions.
 - Personal accountability to do the right thing.
- Taking action against wrongdoing, despite peer pressure, fear, loyalty, or compassion.

Trust:

- Faith that others will act in a forthright manner.
 - Reliance on the integrity, ability, and character of others.
- A mutual relationship between students and faculty that enhances the learning environment.

"I hope I shall always possess firmness and virtue enough to maintain what I consider the most enviable of all titles, the character of an honest man." --George Washington

PROFESSIONAL BEHAVIORS

1. The classroom is a professional setting. With any professional setting, the following behaviors demonstrate the commitment to professional standards of conduct:

- a. Attending each class
- b. Arriving on time and being properly prepared
- c. Staying within the classroom for the entire class time frame
- d. Turning off cell phones or pagers
- e. Abstaining from side bar conversations with classmates
- f. Being attentive and respectful to the faculty presenting the class
- g. Being respectful to all of SGU faculty and staff
- h. Being attentive and respectful to classmates discussing cases, questions, or issues that may have come up during class
- i. Notifying the instructor well in advance if the student will be late, unable to attend, or unable to meet class requirements

2. The following behaviors are expected of each student at all times:

- a. Demonstrate responsibility and accountability
- b. Apply knowledge of legal and ethical aspects
- c. Respond appropriately to constructive criticism
- d. Demonstrate self-direction
- e. Comply with instructions
- f. Adhere to and respect the procedures and protocols of clinical sites

3. The following behaviors are considered unprofessional:

- a. Violation of the American Nurses Association Code of Ethics
- b. Inaccurately recording, falsifying or altering records or assignments
- c. Photocopying patient medical records or removing medical records
- d. Reporting to the clinical site unprepared
- e. Performance impairment due to lack of sleep, illness, emotional instability, influence of drugs or alcohol

- f. Administering medication/treatment in a negligent manner or without permission
- g. Disclosing confidential information
- h. Discrimination
- i. Use of profanity
- j. Violations of dress code
- k. Intentionally damaging, stealing or removing materials or equipment from SGU or clinical sites
- l. Leaving clinical sites during assigned time without permission
- m. Any form of dishonesty
- n. Violation of any policies of Sinte Gleska University and or clinical sites

VIOLATIONS OF THE HONOR CODE

Instructors' expectations for all work are clearly stated. If a student is unsure of the requirements for any activity or assignment, to avoid a violation of the Honor Code, he/she is responsible for checking his/her understanding with the instructor.

Violations of the Honor Code include but are not limited to the following areas:

Cheating:

In copying, a student is taking the work of another, either on homework or on a test, and claiming it as his/her own. At Sinte Gleska University cheating includes but is not limited to:

- Copying and or offering homework verbally, in written form, or by electronic means.
- Copying and/or offering answers on tests or quizzes verbally, in written form, or by electronic means.
- Pressuring other students to violate the Honor Code.
- Bringing in and using unauthorized information during class time, including information stored in a calculator.
- Offering or receiving information under circumstances when information is not to be shared.

“Before I can live with other folks, I’ve got to live with myself. The one thing that doesn’t abide by majority rule is a person’s conscience.”

—Harper Lee, To Kill a Mockingbird

- Having anyone, including parents or tutors, complete assignments and submitting the work as one's own.
- Presenting collaborative work as independent work and independent work as collaborative. (In group work, one person should not and will not bear the burden for the entire group assignment.)
- Copying answers from answer guides in texts.
- Fabricating or “fudging” data, information, or sources. Attempting to pass off made up material as the result of genuine efforts.

Plagiarism:

The act of plagiarism may include direct copying, but it may also be more complex than verbatim repetition. A student, in preparing a project for a class, will have plagiarized if he/she has taken information from sources without citing what sources were used. Plagiarized material may appear in a student's paper as word-for-word copying, a summation, or a paraphrase of another's ideas. A student has plagiarized whether the material from another source has been taken in whole or in part. In effect, by not naming the source, the student is claiming the work of another as his/hers.

- Submitting images and/or documents in whole or in part from the Internet without citation of the source(s).
- Copying another's work.
- Using another's ideas without proper citations.
- Incorporating portions of another's writing within the context of your own work.
- Failing to acknowledge a source of information.
- Using “unique” phrases without citations.
- Using graphics, charts, diagrams, illustrations without citations.

Disciplinary action for any academic violations will be addressed according to SGU Student Handbook (page 30)

“Contrary to the cliché, genuinely nice guys most often finish first or very near it.” --Malcolm Forbes

By signing below, I acknowledge that I have read and will abide by the Professional Behaviors and Honor Code and if found in violation, I understand that I will be subject to the appropriate consequences & could be dismissed from the Sinte Gleska University LPN Program.

Print Name

Signature

Date

Mt.Lakes HS, NJ. Updated SGU 10/2015