Miles Community College Sophomore Nursing Student Handbook
2016-2017

Nursing Information

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Miles Community College offers a two-year Associate of Science in Nursing Degree which prepares students for Registered Nursing licensure.

Accreditation
The Miles Community College Registered Nursing Program has been granted continued accreditation to the Associate Nursing Program, and placed the program on conditions, and requested that the program submit a *Follow Up* Report in two years spring 2017. If the report is accepted by the Board of Commissioners, the next evaluation visit will be scheduled for fall of 2022.

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850 Atlanta, GA 30326
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and fully approved by:

Montana State Board of Nursing
301 South Park
PO Box 200513
Helena, MT 59620-0513
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Website: http://mt.gov/dli/bsd/license/bsd_boards/nur_board

Welcome to the Miles Community College Registered Nursing Program! You are embarking on a journey that takes you from novice to beginner to expert. The journey begins with your basic nursing education and continues throughout your nursing career.

Your enrollment in the Miles Community College Nursing Program initiates a two-way partnership between the nursing faculty and you, the student nurse, to acquire a basic education in Registered Nursing. In this partnership, the nursing faculty's responsibility is to serve as facilitators of learning, providing a supportive environment in which concepts are applied to a variety of problem-solving situations. Faculty provides evaluation to the student and direction for further learning. As a student, your responsibility within this two-way partnership is to utilize all of the available resources to learn and to apply the concepts presented and to seek counsel from the nursing faculty regarding academic and clinical practice needs.

The purpose of the policies provided in the Miles Community College Nursing Program Student Handbook is to provide a learning environment that is supportive, equitable and safe for all involved in the learning process. We wish you success in your pursuit of the Associate of Science Degree in Registered Nursing!

The Miles Community College Nursing Faculty and Staff

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MILES COMMUNITY COLLEGE
REGISTERED NURSING PROGRAM

Mission
The Miles Community College Nursing Program reflects and supports the mission and objectives of the College. Miles Community College promotes student success and lifelong learning through accessible, quality Programs and community partnerships. The College's Core Themes are to, 1) Student Experience: Provide a quality student experience--both curricular and extra-curricular. 2) Enrollment: Ensure stable levels of enrollment, including retention and completion. 3) Funding: Secure sustainable funding. 4) Reputation: Enhance the College's reputation. 5) Innovation: Foster innovation with technology, facilities, and equipment.

Nursing Program Guiding Principles
People are holistic beings who grow, develop, and adapt throughout the lifespan. The faculty of the Nursing Program believes that people, as members of the global society, are endowed with intellects and capacities which direct them toward uniqueness, autonomy, and self-fulfillment with dignity. People have rights, privileges, and responsibilities as members of the family, the community, and the global society. Individuals are further impacted by economics; urban and rural settings; and cultural, ethnic, or religious orientation.
Health is a dynamic state which fluctuates within a wellness-illness continuum with optimal-level wellness as the goal. The Nursing Program curriculum addresses acute and chronic health needs and wellness throughout the lifespan.

Nursing Practice
The goal of nursing is to facilitate, maintain, or restore optimal-level wellness as perceived by the patient or to provide support for the dying. Nursing as a discipline draws from a body of evidenced based behavioral and scientific disciplines as well as experiential knowledge. Nursing is a caring profession which applies core values, integrated concepts and outcomes. Nursing is guided by the principles of the American Nurses Association nursing standards of practice and Code of Ethics, all within the legal boundaries of nursing.

The systematic process used for the Associate Degree Registered Nurse (ADRN) is primarily based on seven core values, eight integrated concepts and four outcomes. The foundation is built upon the core values of; caring diversity, integrity, excellence, ethics, patient-centeredness and holism. Integral to nursing practice is the application of eight concepts; context and environment, knowledge and science, personal and professional development, quality and safety, relationship-centered care and teamwork.

The ADRN communicates effectively, collaborates with patients and health care team members and serves as a patient advocate. The ADRN uses evidence based data; engages in practice using reflection and rationale thought, while recognizing the responsibilities and boundaries in the nursing profession.

Nursing Education
The process of nursing education is based on professional interaction and mutual respect between the student and the teacher. Faculty members serve as role models and facilitators of

learning. Faculty strives to provide clinical experiences in which students can apply nursing concepts to a variety of patients in various settings. Nursing concepts are presented and revisited in greater complexity throughout the curriculum. Through knowledge and experience, students are expected to progressively apply concepts in order to reach a level to where they can critically analyze a situation, synthesize and implement a plan of care, and evaluate outcomes. Lifelong learning is valued and necessary owing to the rapid changes in the health care environment, including increased patient acuity, increased demands for knowledge, and the explosion of technology.

Nursing education is a sequence of planned activities and dynamic experiences by which students learn and are socialized into the profession of nursing. The optimal learning environment: supports caring, recognizes differences, committed to excellence, demonstrates open communications, encourages personal/professional growth, and advocates for every person to function according to his or her own values, beliefs and practices.

Faculty members serve as facilitators of learning, providing a learning environment in which nursing concepts are applied in a variety of situations and practice settings. The learning environment stimulates within the student the ability to recognize nursing values and use integrated concepts to critically analyze a situation, synthesize and implement an intervention and, finally, to evaluate the outcomes.

The Associate of Science in Nursing Graduate
The Associate of Science in Nursing (A.S.N.) graduate is a valuable member of the health care team and the nursing profession. The graduate's practice includes: professionalism, written and spoken communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, managing care, concern for safety for both the patient and the health care team. In addition the graduate will learn skills related to: utilization of technology, patient advocacy, nursing diagnoses, prioritization, planning, implementation, delegation, evaluation of outcomes, maintenance of ethical and legal standards, practicing in a cost effective manner, providing for continuity of care, discharge planning. The graduate who possesses the knowledge and skills will have a solid foundation to pursue a Bachelor of Science in Nursing degree.

Student Learning Outcomes

Student Outcomes	Outcome Measures
Human Flourishing: Upon completion of the MCC Nursing Program; 100% of the nursing students shall: *Advocate for patients and families in ways that promote their self-determination, integrity and ongoing growth as human beings.* (NLN 2010 p.38)	Course exams 78% > Clinical evaluations 78% > Kaplan exams Level Kaplan Comprehensive exams
Nursing Judgment: Upon completion of the MCC	Course exams 78% > Clinical evaluations 78% >

Nursing Program; 100% the nursing students shall: *Make judgments in practice, substantiated with evidences that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.* (NLN 2010 p.38)	Kaplan Integrated exams Kaplan Diagnostic exam
Professional Identity: Upon completion of the MCC Nursing Program; 100% of the nursing students shall: *Implement one's roll 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.* (NLN 2010 p.38)	Course exams 78% > Clinical evaluations 78% > Kaplan Integrated exams Kaplan Diagnostic exam
Spirit of Inquiry: Upon completion of the MCC Nursing Program; 100% of the nursing students shall: *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.* (NLN 2010 p.38)	Course exams 78% > Clinical evaluations 78% > Kaplan Integrated exams Kaplan Diagnostic exam
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status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. (NLN 2010 p.38)	Kaplan Diagnostic exam

Program Outcomes

The outcomes of the College's Associate Degree Nursing Program are to graduate individuals who will care for a patient within a family or context of a community and are prepared to:

- Human Flourishing: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. (NLN, 2010 p. 38)
- Nursing Judgment: Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context. (NLN, 2010 p. 38)
- Professional Identity: 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. (NLN, 2010 p. 38)
- Sprit of Inquiry: 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. (NLN, 2010 p. 38)

Program Outcomes	Outcome Measures
1. Retention Rates 80% of students who are accepted and attend orientation will complete the program	1. Measured by retention data, located in the Director of Nursing office.
2. Completion Time 80% of students who begin the Nursing program will graduate in four (4) semesters.	2. Measured by transcripts and advising records.
3. NCLEX Pass Rates 88% (or within 4% points of national average) of graduates will pass NCLEX on first attempt.	3. Measured by annual NCLEX Pass Rates
4. Graduate Satisfaction Data collected from graduate nurses will reveal a cumulative 85% nursing program satisfaction.	4. Measured by Graduate Satisfaction Questionnaire administered within 6-12 months post-graduation by the Vice President of Student Success and Institutional Research.
5. New Graduate Employment 85% of graduates will be employed as an RN within six-twelve (6-12) months post-graduation.	5. Measured by Graduate Satisfaction Questionnaire administered within 6-12 months post-graduation by the Vice President of Student Success and Institutional Research.

Organizational Framework

The curriculum is organized around two established entities: National League of Nursing (NLN) and the nursing theorist, Dr. Patricia Benner. NLN offers three main elements which incorporates Benner's work

on apprenticeships. Benner's apprenticeships are based on three concepts; Knowledge, Practice and Ethical Comportment. (*Benner, 2009; Benner et al., 2009*). NLN with input from Dr. Benner have designed a comprehensive nursing education model. This model has been adopted as the organizational framework for Miles Community College nursing curriculum. NLN's recommendations for educational competencies include; seven core values, six integrated concepts and four core competencies. The three apprenticeships define the six concepts.

Core Values:
Caring: "Promoting health, healing and hope in response to the human condition."
Diversity: "Recognizing differences among "persons, ideas, values and ethnicities."
Excellence: "Creating and implementing transformative strategies with daring ingenuity."
Integrity: "Respecting the dignity and moral wholeness of every person without conditions or limitations."
Ethics: "Reflective consideration of personal, societal, and professional values, principles, and code that shape nursing practice."
Holism: "The culture of human caring that affirms the human person as unique and complex."
Patient Centeredness: "A patient centered approach which supports optimal health outcomes."
(NLN 2007) (NLN 2010)

Integrating Concepts & Apprenticeships: *Apprenticeships are primary to each integrated concept.*
Context and Environment: An organization's human resources, policies, procedures and other attributes that influence interpersonal interactions.
Knowledge and Science: Nursing draws on knowledge from many disciplines: biological sciences, social sciences, humanities and arts to deepen and generate new knowledge and theories providing a foundation to further the practice of nursing.
Personal and Professional Development: Integrating values to develop ethical behaviors and courage to continually improve holistic care of patients, families and communities.
Quality and Safety: Provide safe, quality, evidence-based care consistent with current professional knowledge.
Relationship-Centered Care: Caring and therapeutic relationships with patients, families, communities and members of the health care team reflecting diversity, integrity, civility, mutual trust, grace and empowerment.
Teamwork: Collaborate effectively within nursing and interprofessional teams, encompassing open communication, mutual respect, and shared decision making to achieve quality patient care.
(NLN, 2010)

Apprenticeships
Knowledge: Incorporates the body of science and theory
Practice: Ability to engaging in practice using carful reasoned thinking
Ethical Comportment: Works within a set of recognized values and responsibilities.
(NLN 2010)

Clinical Progression
As students' progress through the semesters of ADRN clinical nursing education, integration of previously learned concepts and skills with new concepts and skills is expected. The following chart identifies the levels of expected performance in a cumulative manner.

Clinical Progression

	First Semester	Second Semester	Third Semester	Fourth Semester
__Human Flourishing:__ Advocate for patients and families in ways that promote their self-determination, integrity,				

and ongoing growth as human beings. (NLN, 2010)				
Context and Environment: An organization's human resources, policies, procedures and other attributes that influence interpersonal interactions.	Knowledge: Begins to define health promotion/disease prevention within organizations and social systems.	Knowledge: Applies health promotion/disease prevention within organizations and social systems.	Knowledge: Differentiates between health promotion/disease prevention within organizations and social systems.	Knowledge: Evaluates health promotion/disease prevention within organizations and social systems.
	Practice: Begins to understand data as it relates to strategies for health promotion and disease prevention.	Practice: Applies data as it relates to strategies for health promotion and disease prevention.	Practice: Distinguishes data as it relates to strategies for transcultural health promotion and disease prevention	Practice: Interprets data as it relates to strategies for transcultural health promotion and disease prevention.
	Ethical Comportment: Begins to understand legal and regulatory requirements, including HIPPA, for faculty, students, patients and families within organizations and social systems.	Ethical Comportment: Applies legal and regulatory requirements, including HIPPA, for faculty, students, patients and families within organizations and social systems.	Ethical Comportment: Analyzes legal and regulatory requirements, including HIPPA, for faculty, students, patients and families within organizations and social systems.	Ethical Comportment: Evaluates legal and regulatory requirements, including HIPPA, for faculty, students, patients and families within organizations and social systems.
Knowledge and Science: Nursing draws on knowledge from many disciplines; biological sciences, social sciences, humanities and arts to deepen and generate new knowledge and theories providing a foundation to further the practice of nursing.	Knowledge: Begins to understand relationships between knowledge/science and a) quality and safe patient care, b) excellence in nursing, and c) professional advancement	Knowledge: Recognizes relationships between knowledge/science and a) quality and safe patient care, b) excellence in nursing, and c) professional advancement	Knowledge: Analyzes relationships between knowledge/science and a) quality and safe patient care, b) excellence in nursing, and c) professional advancement	Knowledge: Evaluates relationships between knowledge/science and a) quality and safe patient care, b) excellence in nursing, and c) professional advancement
	Practice: Begins to use data bases for practice, administrative, education, research purposes; electronic documentation and related software applications	Practice: Applies data bases for practice, administrative, education, research purposes; electronic documentation and related software applications	Practice: Discriminates data bases for practice, administrative, education, research purposes; electronic documentation and related software applications	Practice: Supports data bases for practice, administrative, education, research purposes; electronic documentation and related software applications
	Ethical Comportment: Begins to examine personal beliefs, values, and biases	Ethical Comportment: Recognizes personal beliefs, values, and biases	Ethical Comportment: Differentiates personal beliefs, values, and biases	Ethical Comportment: Examines personal beliefs, values, and biases

	with regards to respect for person, human dignity, equality, and justice within organizations and social systems.	with regards to respect for person, human dignity, equality, and justice within organizations and social systems.	with regards to respect for person, human dignity, equality, and justice within organizations and social systems.	with regards to respect for person, human dignity, equality, and justice within organizations and social systems.
Personal/Professional Development: Integrating values to develop ethical behaviors and courage to continually improve holistic care of patients, families and communities.	Knowledge: Begins to recognize creativity/critical thinking skills and attitudes related to the nursing process.	Knowledge: Demonstrates creativity/critical thinking skills and attitudes related to the nursing process.	Knowledge: Critiques creativity/critical thinking skills and attitudes related to the nursing process.	Knowledge: Modifies creativity/critical thinking skills and attitudes related to the nursing process.
	Practice: Defines problem-solving skills in managing conflict and identifying problems.	Practice: Begins to demonstrate problem-solving skills in managing conflict and identifying problems.	Practice: Exhibits problem-solving skills in managing conflict and identifying problems.	Practice: Evaluates problem-solving skills in managing conflict and identifying problems.
	Ethical Comportment: Begins to understand respect, caring and compassion for all persons.	Ethical Comportment: Demonstrates respect, caring and compassion for all persons.	Ethical Comportment: Models respect, caring and compassion for all persons.	Ethical Comportment: Courage to be innovative with respect, caring and compassion for all persons.
Quality and Safety: Provide safe, quality, evidence-based care consistent with current professional knowledge.	Knowledge: Recognizes factors that contribute to a system wide safety culture.	Knowledge: Demonstrate factors that contribute to a system wide safety culture.	Knowledge: Analyze factors that contribute to a system wide safety culture, including sentinel events and root-cause analysis.	Knowledge: Analyze factors that contribute to a system wide safety culture, evaluating system effectiveness.
	Practice: Identify and professionally communicate potential risk factors and actual errors.	Practice: Communicates effectively with healthcare team, patients, families to minimize potential risk factors and actual errors	Practice: Communicates effectively utilizing hand-off among providers and across transitions in care to minimize potential risk factors and actual errors	Practice: Evaluates effectiveness of communication with healthcare team, patients, families to minimize potential risk factors and actual errors
	Ethical Comportment: Begins to appreciate cognitive and physical limits of human performance.	Ethical Comportment: Recognizes cognitive and physical limits of human performance	Ethical Comportment: Analyzes cognitive and physical limits of human performance	Ethical Comportment: Evaluates cognitive and physical limits of human performance
Relationship-Centered Care: Caring and therapeutic relationships	Knowledge: Begins to recognize the role of family, culture	Knowledge: Explains the role of family, culture	Knowledge: Analyzes the role of family, culture	Knowledge: Evaluate effectiveness of

with patients, families, communities and members of the health care team reflecting diversity, integrity, civility, mutual trust, grace and empowerment.	and community in a person's development.	and community in a person's development.	and community in a person's development.	the role of family, culture and community in a person's development.
	Practice: Communicates information effectively; listen openly and cooperatively.	Practice: Engages in effective communication utilizing integrity and civility.	Practice: Analyze factors that enhance or hinder effective communication.	Practice: Modify factors that enhance or hinder effective communication.
	Ethical Comportment: Begins to appreciate the patient as a whole person, with his/her own life story and ideas about the meaning of health or illness.	Ethical Comportment: Recognizes the patient as a whole person, with his/her own life story and ideas about the meaning of health or illness	Ethical Comportment: Examines the patient as a whole person, with his/her own life story and ideas about the meaning of health or illness	Ethical Comportment: Supports the patient as a whole person, with his/her own life story and ideas about the meaning of health or illness
Teamwork: Collaborate effectively within nursing and interprofessional teams, encompassing open communication, mutual respect, and shared decision making to achieve quality patient care.	Knowledge: Begins to recognize contributions of other individuals and groups in helping patients/families/communities achieve health goals.	Knowledge: Explain contributions of other individuals and groups in helping patients/families/ communities achieve health goals.	Knowledge: Utilizes contributions of other individuals and groups in helping patients/families/communities achieve health goals.	Knowledge: Supports contributions of other individuals and groups in helping patients/families/communities achieve health goals.
	Practice: Begins to clarify roles and integrate the contributions of others who play a role in helping the patients/families/communities achieve health goals.	Practice: Identify roles and integrate the contributions of others who play a role in helping the patients/families/communities achieve health goals.	Practice: Communicate with the team and situation to share information and solicit input.	Practice: Communicate with the team and situation to share information and solicit input; initiate requests for help when appropriate.
	Ethical Comportment: Respects different styles of communication used by patients, families and health care providers	Ethical Comportment: Recognizes different styles of communication used by patients, families and health care providers	Ethical Comportment: Integrates different styles of communication used by patients, families and health care providers	Ethical Comportment: Evaluates different styles of communication used by patients, families and health care providers

	First Semester	Second Semester	Third Semester	Fourth Semester
Nursing Judgment: Make judgments in practice, substantiated with evidence, that integrate nursing science in				

the provision of safe, quality care and promote the health of patients within a family and community context. (NLN, 2010)				
Context and Environment: An organization's human resources, policies, procedures and other attributes that influence interpersonal interactions.	Knowledge: Begins to understand the importance of supporting evidence in decision making models.	Knowledge: Discusses the importance of supporting evidence in decision making models.	Knowledge: Examines the importance of supporting evidence in decision making models.	Knowledge: Synthesizes the importance of supporting evidence in decision making models.
	Practice: Begins to apply evidence to support decision making.	Practice: Applies evidence to support decision making.	Practice: Differentiates evidence to support decision making.	Practice: Justifies evidence to support decision making.
	Ethical Comportment: Begins to examine respect for other's values and beliefs system and appreciates diversity.	Ethical Comportment: Demonstrates respect for other's values and beliefs system and appreciates diversity.	Ethical Comportment: Explores ideas of caring, compassion and respect for other's values and beliefs system and appreciates diversity.	Ethical Comportment: Values ideas of caring, compassion and respect for other's values and beliefs system and appreciates diversity.
Knowledge and Science: Nursing draws on knowledge from many disciplines; biological sciences, social sciences, humanities and arts to deepen and generate new knowledge and theories providing a foundation to further the practice of nursing.	Knowledge: Begins to integrate knowledge from nursing and other disciplines	Knowledge: Recognize the importance of integrating knowledge from nursing and other disciplines	Knowledge: Integrates knowledge from nursing and other disciplines	Knowledge: Formulates knowledge from nursing and other disciplines
	Practice: Begins to collect research findings and sources of information and apply to nursing practice.	Practice: Consistently collects and paraphrases research findings and sources of information and apply to nursing practice.	Practice: Compares and contrasts research findings and sources of information and apply to nursing practice.	Practice: Critique research findings and sources of information and apply to nursing practice.
	Ethical Comportment: Begins to value evidence-based approaches to yield best practices for nursing.	Ethical Comportment: Values evidence-based approaches to yield best practices for nursing.	Ethical Comportment: Questions evidence-based approaches to yield best practices for nursing.	Ethical Comportment: Evaluates evidence-based approaches to yield best practices for nursing.
Personal/Professional Development: Integrating values to develop ethical behaviors and courage to continually improve holistic care of patients,	Knowledge: Begins to realize the impact of continual knowledge explosion and constant evolution	Knowledge: Realizes the impact of continual knowledge explosion and	Knowledge: Relates the impact of continual knowledge explosion and constant evolution	Knowledge: Justifies the impact of continual knowledge explosion and

families and communities.	of technology.	constant evolution of technology.	of technology.	constant evolution of technology.
	Practice: Begins to identify the need of advocacy skills and ethical decision-making models.	Practice: Applies advocacy skills and ethical decision-making models.	Practice: Consistently demonstrates advocacy skills and ethical decision-making models.	Practice: Independently supports advocacy skills and ethical decision-making models.
	Ethical Comportment: Begins to accept multiple right answers in patient care and other professional situations.	Ethical Comportment: Comprehends multiple right answers in patient care and other professional situations.	Ethical Comportment: Examines multiple right answers in patient care and other professional situations.	Ethical Comportment: Values multiple right answers in patient care and other professional situations.
Quality and Safety: Provide safe, quality, evidence-based care consistent with current professional knowledge.	Knowledge: Begins to recognize current best practice.	Knowledge: Demonstrates current best practice.	Knowledge: Supports current best practice.	Knowledge: Defends current best practice.
	Practice: Begins to use technologies and practices that contribute to safety.	Practice: Utilizes technologies and practices that contribute to safety.	Practice: Models technologies and practices that contribute to safety.	Practice: Evaluates technologies and practices that contribute to safety.
	Ethical Comportment: Recognizes the importance to promote a culture of safety.	Ethical Comportment: Commits to promote a culture of safety.	Ethical Comportment: Applies current professional knowledge to promote a culture of safety.	Ethical Comportment: Defends current professional knowledge to promote a culture of safety.
Relationship-Centered Care: Caring and therapeutic relationships with patients, families, communities and members of the health care team reflecting diversity, integrity, civility, mutual trust, grace and empowerment.	Knowledge: Begins to recognize factors that contribute to or threaten health.	Knowledge: Explains factors that contribute to or threaten health.	Knowledge: Compare and contrast factors that contribute to or threaten health.	Knowledge: Predicts factors that contribute to or threaten health.
	Practice: Begins to promote and accept the patient's emotions.	Practice: Identifies and supports the patient's emotions.	Practice: Integrates caring and therapeutic relationships in response to patients/families distress.	Practice: Facilitates hope, trust and faith in holistic care of with patients, families, and communities.
	Ethical Comportment: Begins to recognize and respects patient's dignity, uniqueness, integrity, self-determination and his/her own power	Ethical Comportment: Demonstrates respect for patient's dignity, uniqueness, integrity, self-determination and his/her own power	Ethical Comportment: Illustrates respect for patient's dignity, uniqueness, integrity, self-determination and his/her own power	Ethical Comportment: Values respect for patient's dignity, uniqueness, integrity, self-determination and his/her own power in self-healing

	in self-healing process.	in self-healing process.	in self-healing process.	process.
Teamwork: Collaborate effectively within nursing and interprofessional teams, encompassing open communication, mutual respect, and shared decision making to achieve quality patient care.	Knowledge: Begins to develop effective strategies for communication with members of the health care team, including patients/families.	Knowledge: Recognizes effective strategies for communication with members of the health care team, including patients/families.	Knowledge: Analyzes effective strategies for communication with members of the health care team, including patients/families.	Knowledge: Models effective strategies for communication with members of the health care team, including patients/families.
	Practice: Acts with integrity, consistency and respect for different views.	Practice: Acts with integrity, consistency and respect for different views.	Practice: Acts with integrity, consistency and respect for different views.	Practice: Acts with integrity, consistency and respect for different views.
	Ethical Comportment: Begins to value and respect for the perspectives, attributes and expertise of all health team members, including patients/families.	Ethical Comportment: Demonstrates values and respect for the perspectives, attributes and expertise of all health team members, including patients/families.	Ethical Comportment: Distinguishes values and respect for the perspectives, attributes and expertise of all health team members, including patients/families.	Ethical Comportment: Values and respects the perspectives, attributes and expertise of all health team members, including patients/families.

	First Semester	Second Semester	Third Semester	Fourth Semester
**Professional Identity:** 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. (NLN, 2010)				
Context and Environment: An organization's human resources, policies, procedures and other attributes that influence interpersonal interactions.	Knowledge: Begins to understand the Code of Ethics, regulatory and professional standards, ethical decision-making modes, scope of practice and confidentiality.	Knowledge: Utilizes the Code of Ethics, regulatory and professional standards, ethical decision-making modes, scope of practice and confidentiality.	Knowledge: Interprets the Code of Ethics, regulatory and professional standards, ethical decision-making modes, scope of practice and confidentiality.	Knowledge: Supports the Code of Ethics, regulatory and professional standards, ethical decision-making modes, scope of practice and confidentiality.
	Practice: Begins to apply professional standards to show accountability for nursing judgment and actions, develop advocacy skills and apply ethical decision-making models	Practice: Applies professional standards to show accountability for nursing judgment and actions, develop advocacy skills and apply ethical decision-making models	Practice: Models professional standards to show accountability for nursing judgment and actions, develop advocacy skills and apply ethical decision-making models	Practice: Develops professional standards to show accountability for nursing judgment and actions, develop advocacy skills and apply ethical decision-making models

	Ethical Comportment: Begins to value the importance of innovative leadership to optimal health care team functioning.	Ethical Comportment: Explains the importance of innovative leadership to optimal health care team functioning.	Ethical Comportment: Identifies examples of innovative leadership to optimal health care team functioning.	Ethical Comportment: Supports the importance of innovative leadership to optimal health care team functioning.
Knowledge and Science: Nursing draws on knowledge from many disciplines; biological sciences, social sciences, humanities and arts to deepen and generate new knowledge and theories providing a foundation to further the practice of nursing.	Knowledge: Begins to identify electronic data bases, literature collection, evaluate data for validity and reliability to support best nursing practice.	Knowledge: Begins to utilize electronic data bases, literature collection, evaluate data for validity and reliability to support best nursing practice.	Knowledge: Utilizes electronic data bases, literature collection, evaluate data for validity and reliability to support best nursing practice.	Knowledge: Compare and contrast electronic data bases, literature collection, evaluate data for validity and reliability to support best nursing practice.
	Practice: Begins to translate research into practice in order to promote quality and improve nursing practice.	Practice: Translates research into practice in order to promote quality and improve nursing practice.	Practice: Differentiates research into practice in order to promote quality and improve nursing practice.	Practice: Synthesizes research into practice in order to promote quality and improve nursing practice.
	Ethical Comportment: Recognizes that every nurse bears responsibility to advance nursing knowledge and the science of nursing.	Ethical Comportment: Discovers that every nurse bears responsibility to advance nursing knowledge and the science of nursing.	Ethical Comportment: Engages in practice the concept that every nurse bears responsibility to advance nursing knowledge and the science of nursing.	Ethical Comportment: Justifies that every nurse bears responsibility to advance nursing knowledge and the science of nursing.
Personal/Professional Development: Integrating values to develop ethical behaviors and courage to continually improve holistic care of patients, families and communities.	Knowledge: Identifies leadership styles and strategies, and the difference between leadership and management.	Knowledge: Comprehends leadership styles and strategies, and the difference between leadership and management.	Knowledge: Demonstrates leadership styles and strategies, and the difference between leadership and management.	Knowledge: Critiques leadership styles and strategies, and the difference between leadership and management.
	Practice: Recognizes tools to employ for conflict management and apply leadership skills.	Practice: Begins to apply tools for conflict management and apply leadership skills.	Practice: Employs tools for conflict management and models leadership skills.	Practice: Predicts tools utilized for conflict management and models leadership skills.
	Ethical Comportment:	Ethical Comportment:	Ethical Comportment:	Ethical Comportment:

	Begin to assume leadership roles in nursing practice.	Demonstrates leadership roles in nursing practice.	Compare and contrast leadership roles in nursing practice.	Supports leadership roles in nursing practice.
Quality and Safety: Provide safe, quality, evidence-based care consistent with current professional knowledge.	Knowledge: Begins to recognize the importance of policies, procedures and protocols.	Knowledge: Recognizes the importance of policies, procedures and protocols.	Knowledge: Explains the importance of policies, procedures and protocols.	Knowledge: Defends the importance of policies, procedures and protocols.
	Practice: Begins to recognize the need to carefully maintain and use electronic and /or written health care records.	Practice: Begins to carefully maintain and use electronic and /or written health care records.	Practice: Illustrates the need to carefully maintain and use electronic and /or written health care records.	Practice: Complies with practice to carefully maintain and use electronic and /or written health care records.
	Ethical Comportment: Begins to value the nurses' involvement in using technologies to support patient care.	Ethical Comportment: Describes the nurses' involvement in using technologies to support patient care.	Ethical Comportment: Engages values and encourages the nurses' involvement in using technologies to support patient care.	Ethical Comportment: Values and encourages the nurses' involvement in using technologies to support patient care.
Relationship-Centered Care: Caring and therapeutic relationships with patients, families, communities and members of the health care team reflecting diversity, integrity, civility, mutual trust, grace and empowerment.	Knowledge: Begins to recognize team building and team dynamics.	Knowledge: Begins to recognize team building and team dynamics and identify threats to the integrity of professional relationships.	Knowledge: Demonstrate team building and team dynamics and analyze threats to the integrity of professional relationships.	Knowledge: Evaluate team building and team dynamics and reconcile threats to the integrity of professional relationships.
	Practice: Begins to accept nursing responsibilities and accountability through self-reflection.	Practice: Demonstrates nursing responsibilities and accountability through self-reflection.	Practice: Models nursing responsibilities and accountability through self-reflection.	Practice: Predicts nursing responsibilities and accountability through self-reflection.
	Ethical Comportment: Begins to express mutual trust, humility, openness, empathy, and a capacity for grace.	Ethical Comportment: Distinguishes mutual trust, humility, openness, empathy, and a capacity for grace.	Ethical Comportment: Relates the importance of mutual trust, humility, openness, empathy, and a capacity for grace.	Ethical Comportment: Values mutual trust, humility, openness, empathy, and a capacity for grace.
Teamwork: Collaborate effectively within nursing	Knowledge: Begins to recognize	Knowledge: Recognizes the	Knowledge: Questions scope	Knowledge: Defends the scope

and interprofessional teams, encompassing open communication, mutual respect, and shared decision making to achieve quality patient care.	scope of practice, roles and responsibilities of health care team.	scope of practice, roles and responsibilities of health care team.	of practice, roles and responsibilities of health care team.	of practice, roles and responsibilities of health care team.
	Practice: Begins to function within ones scope of practice as a member of the health care team and manage delegation.	Practice: Functions within ones scope of practice as a member of the health care team and manage delegation.	Practice: Collaborates within ones scope of practice as a member of the health care team and manage delegation.	Practice: Models within ones scope of practice as a member of the health care team and manage delegation.
	Ethical Comportment: Begins to recognize the importance of one's own potential contribution to effective team function.	Ethical Comportment: Begin to practice the importance of one's own potential contribution to effective team function.	Ethical Comportment: Practices the concepts of one's own potential contribution to effective team function.	Ethical Comportment: Validates the concepts of one's own potential contribution to effective team function.

	First Semester	Second Semester	Third Semester	Fourth Semester
Spirit of Inquiry: 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. (NLN, 2010)				
Context and Environment: An organization's human resources, policies, procedures and other attributes that influence interpersonal interactions.	Knowledge: Begins to recognize the components of creativity and creative processes; non-linear problem-solving and innovation theory in nursing practice.	Knowledge: Recognizes the components of creativity and creative processes; non-linear problem-solving and innovation theory in nursing practice.	Knowledge: Applies the components of creativity and creative processes; non-linear problem-solving and innovation theory in nursing practice.	Knowledge: Applies and evaluates the components of creativity and creative processes; non-linear problem-solving and innovation theory in nursing practice.
	Practice: Begins to apply principles of a healthy work environment.	Practice: Demonstrates principles of a healthy work environment.	Practice: Models principles of a healthy work environment.	Practice: Collaborate with health care team to develop principles of a healthy work environment.
	Ethical Comportment: Begins to appreciate the influence of systems on health care outcomes.	Ethical Comportment: Expresses ethical challenges presented by uncertain situations and self-evaluating	Ethical Comportment: Analyzes ethical challenges presented by uncertain situations and self-evaluating	Ethical Comportment: Evaluates ethical challenges presented by uncertain situations and self-evaluating

		several "right" answers rather than limiting to one.	several "right" answers rather than limiting to one.	several "right" answers rather than limiting to one.
Knowledge and Science: Nursing draws on knowledge from many disciplines; biological sciences, social sciences, humanities and arts to deepen and generate new knowledge and theories providing a foundation to further the practice of nursing.	Knowledge: Begins to understand the elements of the research process and methods of scientific inquiry.	Knowledge: Recognize the elements of the research process and methods of scientific inquiry.	Knowledge: Integrate elements of the research process and methods of scientific inquiry.	Knowledge: Support elements of the research process and methods of scientific inquiry.
	Practice: Begins to systematically reflect upon practice, as a basis for the generation of new knowledge and innovation.	Practice: Systematically reflects upon practice, as a basis for the generation of new knowledge and innovation.	Practice: Systematically reflects and applies to practice, as a basis for the generation of new knowledge and innovation.	Practice: Systematically reflects and questions practice, as a basis for the generation of new knowledge and innovation.
	Ethical Comportment: Begins to maintain a questioning mind and spirit of inquiry.	Ethical Comportment: Maintains a questioning mind and spirit of inquiry.	Ethical Comportment: Maintains a questioning mind and spirit of inquiry and courage to learn from weaknesses.	Ethical Comportment: Maintains a questioning mind and spirit of inquiry and courage to learn and generate professional growth.
Personal/Professional Development: Integrating values to develop ethical behaviors and courage to continually improve holistic care of patients, families and communities.	Knowledge: Begins to familiarize oneself with role boundaries to improve holistic care of patients, families and communities.	Knowledge: Identifies and begins to practice within role boundaries to improve holistic care of patients, families and communities.	Knowledge: Practices within role boundaries to improve holistic care of patients, families and communities.	Knowledge: Discern role boundaries to improve holistic care of patients, families and communities.
	Practice: Begins to identify non-linear problem solving techniques.	Practice: Select techniques to engage in non-linear problem solving.	Practice: Begins to examine and employ tools for non-linear problem solving and conflict management.	Practice: Develop and apply non-linear problem solving and conflict management techniques.
	Ethical Comportment: Begins to identify personal beliefs, values and biases.	Ethical Comportment: Begins to modify response to personal beliefs, values and biases.	Ethical Comportment: Modifies personal beliefs, values and biases to those of patients, families and communities.	Ethical Comportment: Relates personal beliefs, values and biases to those of patients, families and communities.
Quality and Safety: Provide safe, quality, evidence-based care consistent with current	Knowledge: Begins to describe the importance of QSEN and	Knowledge: Demonstrates the importance of QSEN and	Knowledge: Applies QSEN to recognize and evaluate sentinel	Knowledge: Supports and defends QSEN in evidence-based

professional knowledge.	informatics in evidence-based nursing practice.	informatics in evidence-based nursing practice.	events in evidence-based nursing practice.	nursing practice.
	Practice: Begins to demonstrate use of informatics systems.	Practice: Demonstrates use of informatics systems.	Practice: Model use of informatics systems.	Practice: Compares and contrasts informatics systems.
	Ethical Comportment: Begins to recognize the importance of lifelong learning to keep professional informatics knowledge current.	Ethical Comportment: Recognizes the important of lifelong learning to keep professional informatics knowledge current.	Ethical Comportment: Engages in lifelong learning to keep professional informatics knowledge current.	Ethical Comportment: Values lifelong learning to keep professional informatics knowledge current.
Relationship-Centered Care: Caring and therapeutic relationships with patients, families, communities and members of the health care team reflecting diversity, integrity, civility, mutual trust, grace and empowerment.	Knowledge: Identifies health care approaches of other disciplines and cultures for holistic care.	Knowledge: Employs health care approaches of other disciplines and cultures for holistic care.	Knowledge: Examines health care approaches of other disciplines and cultures to empower holistic care.	Knowledge: Discerns health care approaches of other disciplines and cultures to empower holistic care and reduce disparities.
	Practice: Begins continuous learning and derive meaning from others work.	Practice: Demonstrates continuous learning and derive meaning from others work.	Practice: Employs continuous learning through collaboration and cooperation.	Practice: Facilitates the learning of others.
	Ethical Comportment: Begins to recognize and value diversity.	Ethical Comportment: Recognizes and values diversity.	Ethical Comportment: Affirms and values diversity.	Ethical Comportment: Defends and values diversity.
Teamwork: Collaborate effectively within nursing and interprofessional teams, encompassing open communication, mutual respect, and shared decision making to achieve quality patient care.	Knowledge: Begins to recognize the impact of team functioning on safety and quality of care.	Knowledge: Recognizes the impact of team functioning on safety and quality of care.	Knowledge: Applies concepts of team roles on safety and quality of care utilizing the authority gradient. (chain of command)	Knowledge: Supports team functioning on safety and quality of care while developing strategies for improving systems.
	Practice: Identifies communication techniques that supports effective teamwork	Practice: Demonstrates communication techniques that supports effective teamwork	Practice: Analyzes communication techniques that supports effective teamwork	Practice: Emulates communication techniques that supports effective teamwork
	Ethical Comportment:	Ethical Comportment:	Ethical Comportment:	Ethical Comportment:

	Begins to identify risks associated with transitions in care or hand-offs.	Identifies risks associated with transitions in care or hand-offs.	Examines the influence of system solutions in achieving effective team functioning.	Values the influence of system solutions in achieving effective team functioning.

Semester 1-FALL 2015 | 21 Credits					
Course Number	**Course Name**	**Didactic Credits**	**Lab Credits**	**Clinical Credits**	**Total Credits**
BIOH 201/202	Human Anatomy and Physiology I with Lab	3	1		4
CHMY 121 & 122	Intro to General Chemistry with Lab	3	1		4
WRIT 101	College Writing I	3			3
PSYX 100	Introduction to Psychology	3			3
NRSG 101	Fundamentals of Nursing I for ASN	4			4
NRSG 102	Fundamentals of Nursing for ASN I Clinical			3	3
Total Credits Semester 1		**16**	**2**	**3**	**21**
Semester 2-SPRING 2016 | 17 Credits					
Course Number	**Course Name**	**Didactic Credits**	**Lab Credits**	**Clinical Credits**	**Total Credits**
BIOH 211/212	Human Anatomy and Physiology II with Lab	3	1		4
NRSG 103	Fundamental of Nursing II for ASN	4			4
NRSG 104	Fundamental of Nursing II for ASN Clinical			3	3
NRSG 105	Nursing Pharmacology for ASN	2			2
NRSG 205	Psychiatric Mental Health Nursing for ASN	3			3
NRSG 206	Psychiatric Mental Health Nursing for ASN Clinical			1	1
Total Credits Semester 2		**12**	**1**	**4**	**17**
Semester 3-SUMMER 2016 4 Credits					
Course Number	**Course Name**	**Didactic Credits**	**Lab Credits**	**Clinical Credits**	**Total Credits**
BIOM 250/251	Microbiology for Health Sciences with Lab	3	1		4
Total Credits Semester 3		**3**	**1**		**4**
Semester 4-FALL 2016 | 14 Credits					
Course Number	**Course Name**	**Didactic Credits**	**Lab Credits**	**Clinical Credits**	**Total Credits**
NRSG 244	Adult Nursing II	3			3
NRSG 245	Adult Nursing II Clinical			2	2
NRSG 236	Health and Illness of Maternal Nursing	2			2
NRSG 237	Health and Illness of Maternal Nursing Clinical			1	1
NRSG 208	Pharmacology II for ASN	2			2
M 121/STAT 216	College Algebra/Intro to Statistics	4			4
Total Credits Semester 4		**11**	**0**	**3**	**14**
Semester 5-SPRING 2017 | 19 Credits					
Course Number	**Course Name**	**Didactic Credits**	**Lab Credits**	**Clinical Credits**	**Total Credits**
NRSG 259	Adult Nursing III	3			3
NRSG 261	Adult Nursing III Clinical			3	3
NRSG 246	Health and Illness of Child and Family Nursing	2			2
NRSG 247	Health and Illness of Child and Family Nursing Clinical			1	1
NRSG 266	Managing Client Care for the RN	2			2
NRSG 267	Managing Client Care for the RN Clinical			2	2
PHL 221 PHL 110	Intro to Philosophy and Biomedical Ethics *or* Intro to Ethics	3 3			3
COMX 111	Intro to Public Speaking	3			3
Total Credits Semester 5		**13**	**0**	**6**	**19**
Total ASN Program Credits		**55**	**4**	**16**	**75**

General Policies
The General Policies for the Miles Community College Nursing Program are in compliance with the Miles Community College Educational Policies found in the current Miles Community College Catalog and Student Planner/Handbook. Due to the nature of the nursing discipline, additional policies have been developed by the Nursing Faculty and are in agreement with the Miles Community College Academic Standards and Curriculum Committee.

Length of Program
The Associate Degree Registered Nursing Program is designed to be completed in two academic years (four semesters). Freshmen nursing students are admitted to the nursing Program in the fall semester of each year. Students may elect to extend completion of the Program requirements over a longer period. This is accomplished by completing all or some of the general education requirements prior to applying for admission to the nursing courses. However, once admitted to the nursing courses, the student must take the required nursing courses consecutively each semester or withdraw from the Program.

The total number of credits for the Nursing Program is done in accordance with the national accrediting body and the governing organization. The guidelines set forth by Accreditation Commission for Education in Nursing, Inc. (ACEN) Nursing Programs should not exceed 76 credits, differences need justification.
Miles Community College is the governing organization of the Nursing Program. The following statement from the 2016-2017 Miles Community College Handbook defines the semester unit credit:

 *"College work is measured in terms of semester credits. A "credit" in a lecture class involves one hour of classroom work and two additional hours of outside work or preparation; a credit in a laboratory or clinical class involves two hours of classroom work and one hour of outside work **or** three hours of classroom work; These weekly guidelines are for a fifteen-week semester (i.e. a three-credit lecture class would meet for 45 lecture hours during the semester). Weekly instructional time is adjusted whenever the semester length does not cover a full 15 week period of time." (Please refer to the current Miles Community College Student Handbook.)*

Nursing Program Admissions
The Miles Community College Nursing Program has a limited enrollment based on the Montana State Board of Nursing approval process. Admission to the Program is competitive and is based largely upon the students' score on the Kaplan Admission exam: a minimum grade point average of 2.75.

Currently the Program is approved to admit thirty freshmen students each fall in Miles City, eight students in Glendive in even number years and eight students in Sidney in odd number years. The complete list of policies and procedures for admission to the Program can be found in the current Miles Community College Catalog. However, changes to policies since the last printing of the catalog may have occurred and students are encouraged to refer to the nursing web page at:
http://www.milescc.edu/DegreesPrograms/AlliedHealth/Nursing/admissionshome.htm for the most current information. Information for admission of LPNs with advanced standing is

included in the policies. Transfer students, students applying for readmission and LPNs can be admitted any semester but on a space available basis only.

The Nursing Admissions Committee
Decisions regarding student admission to the nursing Program are made by the Miles Community College Nursing Admissions Committee. The Committee is comprised of:
- The Director of Nursing, Chairperson
- The Miles Community College Registrar
- One member of the Nursing Faculty to be assigned annually by the Nursing Program Director
- Two members of the Academic Division who are involved in non-nursing general education courses, to be assigned annually by the Director of Nursing and Vice President of Academic Affairs

The Nursing Admissions Committee must approve all admissions, re-admissions, transfers, and challenges related to the Registered Nursing Program. The committee meets each April to select applicant admissions for the following fall and as needed during the remainder of the academic year.

Background Check Requirement
Purpose: The purpose of the Miles Community College Nursing Program background check policy is to provide evidence to affiliating clinical agencies regarding the Nursing students' eligibility to participate in clinical activities. Eligibility of students pertains to clinical agency's requirements for all employees, volunteers and students delivering patient care (Joint Commission on the Accreditation of Healthcare Organizations Standard HR.1.20).

Scope: This policy applies to all students seeking admission or readmission to, or currently enrolled in, the Miles Community College Nursing Program. Miles Community College has a permissible purpose in requiring a background check for nursing students who provide direct nursing care to vulnerable populations.

Policy: Background checks will be conducted, via a contractual arrangement with an outside vendor, as a condition of admission in the nursing Program. Enrollment in a nursing course with a clinical component and direct patient care is contingent upon the student's completion of the background check and subsequent approval of student's background check report by the Nursing Program Admissions Committee and the affiliated clinical agency/agencies. Students will incur the price of the background checks.

The investigation will include, but may not be limited to, a combination of the following screenings for every state and county of residence:

County Criminal Record Search:
•7 year search in unlimited jurisdictions
 Felony / Misdemeanor Convictions

•Social Security Report:
 Social Security Number Search
 Alias Name Search

Residential History Search
•Montana Child Abuse Search:
  Includes Montana Child Abuse Information
•National Sex Offender Public Registry:
  Includes Sex Offender Registries from all 50 states
•FACIS® Level 1:
  Office of Inspector General Excluded Individuals/Entities
  General Service Administration List of Excluded Parties
  Includes OFAC Specially Designated Nationals List

Confidentiality: The handling of all records will be strictly confidential and revealed only to those required to have access. Any breach of confidentiality will be considered serious, and appropriate disciplinary action will be taken.

Procedures: Informing students of the Background Check policy:
In April of each year, detailed information regarding the background check policy will be provided to students initially accepted into the nursing Program via the mailed nursing Program acceptance letter. General notification informing students of the background check requirement will be included in the Miles Community College catalog nursing information section, available in hard copy or on the college website.

 Self-reporting prior to background check: Prior to completion of the background check, students will be given the opportunity to self-report adverse information, including an explanation. Questions regarding the student's background are included on the Nursing Program application form. The student's written explanation of any incidents will be given consideration during the Nursing Admissions Committee decision making process.

Completion dates: Complete background checks must be less than 12 months prior to admission to the Nursing Program. Freshman, LPNs and transfer students are required to complete the background check by July 15 of the current year. If a student is enrolled in the nursing Program a third year (due to extenuating circumstances), the student must again update by July 15 prior to continuing into the third year.

Permission to Conduct the Investigation: A link to the background check vendor is provided on the Miles Community College website. Students pay for the background check online with a credit card or can arrange with the vendor for an alternate payment method. The student gives permission to conduct the required background investigation and subsequent release of information to the college (Disclosure and Authority to Release Information) via the website and the student's electronic mouse signature. A copy of the student's rights under the Fair Credit Report Act is available through a link on the vendor's website. The results of the background check are emailed to the student in about three (3) to four (4) working days. All of the students' results are available to the Nursing Program Director via an access code on the vendor's website.

Background Checks: If the background investigation results indicate adverse information, the Nursing Program Director (or representative) will notify the student within seven (7) business days via an "Adverse Letter of Notification." The student will have seven (7) business days of

the date of this written notice to respond to the Adverse Letter of Notification. The student may:
 • Contact the Nursing Program Director
 • Provide a written explanation of the adverse information for the Admissions Committee.
 • Contest the results of the investigation

Once the student's response has been received, or the seven (7) business days have passed, the Miles Community College Nursing Admissions Committee meets to review any adverse student reports and determines the student's eligibility for clinical course participation and Nursing Program admission or continuation. Students and/or student representatives are not allowed to be present at the Nursing Admissions Committee meeting.

The Nursing Admissions Committee gives consideration to:
• Number of offenses and repeat offenses
• Age of the student at the time of the offense
• Nature and seriousness of occurrence
• Time elapsed since the offense(s)
• Rehabilitation
• Relevance of the crime committed relative to nursing profession standards
• State or federal requirements relative to the nursing profession
• All known information regarding the student, including the written explanation.
• Any other evidence demonstrating an ability to perform clinical and academic expectations
   competently and free from posing a threat to the health and safety of others.
• The student's written explanation of the adverse information

The Committee reserves the right to confer with legal counsel and the affiliated clinical agencies in determining the student's eligibility. When conferring with outside entities, the student's name is not used, only the adverse information itself. For example, the Committee may ask a clinical facility if someone (without revealing the student's name) who was convicted of a DUI eight years ago would be eligible to access patients in their facility.

The possible actions taken by the Nursing Admissions Committee include:
• Clearing the student for final admission (for students initially applying to the Program,
   readmission and transfer students) or clearing the student for continuation in the Program (for
   second and third year students)
• Denying the student final nursing Program admission (for students who are initially applying,
  being readmitted, or transferring to the Program), or dismissal of the student from the Program
  (for second and third year students)

Following deliberation of Nursing Admissions Committee, the Nursing Program Director will notify the student of the outcome in writing within three (3) business days. Students who are denied admission to, or terminated from the Nursing Program may submit a written request for reconsideration to the Nursing Admissions Committee within three (3) business days of receipt of the notice of denial/termination.

Background check requirement continued:
The student's letter of request shall include a statement of reasons why the student believes the

decision should be reconsidered and may include any new supporting documentation. Students who feel the background check report is in error should request that the Committee's final decision be postponed pending the outcome of the re-investigation (please refer to next section). The Nursing Admissions Committee shall within five(5) days of receiving the student's letter of request, consider the request and provide written notification of their decision to the student. The Nursing Admissions Committee's decision is final.

If the student feels the background check is in error: If the student contests the accuracy of the background check:
• The student must directly notify the vendor. Detailed vendor contact information will be provided in the letter of notification.
• The vendor is required to re-investigate the disputed information within thirty (30) business days from the date of the student's dispute of the report. The re-investigation report will be sent to the Nursing Program Director.

Please note: The vendor conducting the background investigation is <u>not</u> responsible for eligibility decisions.

Students who refuse to complete the background check and/or sign the <u>Disclosure and Authority to Release Information form</u> will be denied admission and/or terminated from the nursing Program.

Students who are denied admission and/or terminated from the nursing Program and question the Committee's final decisions are:
• Referred to the Miles Community College academic policies and grievance procedure
• Eligible to reapply for future admission, at which time a current background check must be submitted. The results of the most current background check will be used in the readmission decision.

Failure to complete any part of this process in the described time frame will automatically result in dismissal from all clinical courses and the Miles Community College Nursing Program. Until a final decision is made, the individual will not be allowed to participate in clinical practicum courses.

Any identified misrepresentation, falsification, or material omission of information from the application that is discovered during the acceptance process and deliberation of clinical course eligibility may result in exclusion of the student from continued clinical participation or immediate dismissal.

Administration and Interpretations: Questions about this policy and procedure may be directed to the Miles Community College Nursing Program Director and/or the Nursing Admissions Committee

Drug Screen.
If a health care facility requires drug screening, students will complete the screening process. If the results are positive, the student will be removed from the program.

Amendments or Termination of this Policy: Miles Community College Nursing reserves the right to modify, amend, or terminate this policy at any time.

CPR Requirement must be submitted to the MCC Nursing Office
Prior to the first class meeting date of all nursing courses with a clinical component, students must show evidence of completion of Basic Life Support for Healthcare Providers by the American Heart Association. Students are encouraged to keep a copy of their current CPR card in the event proof is required.
Students must maintain current CPR certification **throughout** the nursing Program. Failure to do so will result in the student being barred from clinical activity and therefore dropped from the nursing Program.

Health History, Immunizations, Basic Health Screening <u>must be submitted by July 15.</u>
Completion of the components of the Basic Health Screening for freshmen students and the Health Screening update for the sophomores and re-admitted students is to ensure the safety of both the student and the patients in the affiliating health care agencies. Yearly PPD screenings are required. If a student has a documented allergy or positive PPD, a follow up chest x-ray is required at the student's expense. Hepatitis B and other Hepatitis immunizations are highly recommended for the student's safety but are not required. Students choosing not to take Hepatitis B immunizations will be required to sign a waiver.
Freshmen are required to complete the appropriate forms prior to July 15 of the current year of admission. Students may not begin clinical experiences in either an affiliated agency/service or the Miles Community College Nursing Arts Lab until the health screening forms are completed and approved by the Director of Nursing. Health Screening Forms may be downloaded from the MCC website*: http://milescc.edu/DegreesPrograms/AlliedHealth/Nursing/admissionshome.htm* or picked up in the Nursing office, Room 111.

Sophomores are required to complete an <u>update form</u> prior to July 15 of the current year. Students may not begin clinical experiences until the form is completed and approved by the Director of Nursing. A delay in completion of this requirement may jeopardize the student's nursing Program admission status. Health Screening Forms may be downloaded from the MCC website*: http://milescc.edu/DegreesPrograms/AlliedHealth/Nursing/admissionshome.htm* or picked up in the Nursing office, Room 111

Insurance
Liability insurance for both freshman and sophomore students are required and are paid for with tuition and fees by the student at the beginning of fall semester each year. Copies of the insurance are available at the student's request. The students are covered **ONLY while assigned to practice as a Miles Community College student nurse in an affiliated clinical facility/service.**
Should a potentially adverse incidence occur students are required to notify their clinical instructor immediately of an occurrence in the affiliated clinical facility/service. The student and instructor will complete safety and risk surveillance forms for the clinical facility/service.

Medical insurance is provided by each individual student and proof is required. Medicaid is considered adequate coverage. If a student cannot obtain insurance, a waiver must be signed releasing Miles Community College from any responsibility of costs incurred by illness and/or injury. **Waiver forms** may be downloaded from the MCC website:
http://milescc.edu/DegreesPrograms/AlliedHealth/Nursing/admissionshome.htm or picked up in the Nursing office, Room 111. Waiver forms must be returned to the Nursing office. Students are not covered by Worker's Compensation while in the clinical settings and are responsible for all costs associated with personal injury.

Should a personal injury take place during a scheduled clinical experience or activity students are required to notify their clinical instructor immediately of an injury in the affiliated clinical facility/service. The student and instructor will complete safety and risk surveillance forms for the clinical facility/service as well as the 'Student First Report of Injury' form required by Miles Community College.

Accessibility and Special Needs: In accordance with the Americans with Disabilities Act (ADA), Miles Community College ensures academic accessibility as well as building accessibility for all persons with disabilities. No individual with a disability, by reason of such disability, shall be excluded from participation in, or denied the benefits of, the services, programs, or activities of Miles Community College, nor shall the individual be subject to discrimination by any such entity. Miles Community College shall make reasonable accommodations for any individual with documented disabilities. Accordingly, if you have a documented special need, such as a learning or physical disability, that may interfere with your progress in this course, it is your responsibility to report the disability. Any person with documented disabilities concerned about accessibility and/or accommodation issues is directed to contact the Disabilities Coordinator, Sarah Pett, by phone at 874-6228; or in person at her office at the Center for Academic Success, Room 208; or your instructor(s); or Student Services at 406-874-6100 or 1-800-541-9281.

Faculty Academic Advisors
Faculty academic advisors are assigned to each student to help guide them through their academic experience at Miles Community College. Every nursing student will have an academic advisor assigned from the nursing faculty for the duration of the Nursing Program. Students are expected to meet with their advisor a minimum of twice a semester to discuss grades, academic plans or problems, course changes, etc. The student or the advisor has the right to request a change in the faculty advising assignment to facilitate optimal communication. Students are encouraged to confer with advisors as academic problems, conflicts, or concerns arise. (Please refer to the Advising section in the current (Miles Community College Catalog.)

Faculty-Student Coordinating Committee (FSCC)
The Faculty-Student Coordinating Committee provides a forum for the faculty and students to dialog regarding concerns, suggestions and questions regarding the nursing Program, the curriculum and related issues.
The committee is composed of nursing faculty and elected students. Three students will be selected from the freshman class and three students from the sophomore class. One alternate representative will be selected for the freshmen and the sophomores. Meetings will be held monthly in conjunction with the Nursing faculty meeting.

The responsibilities of the faculty include:
Increasing student awareness regarding Program direction and faculty concerns.
- Providing information and guidance regarding student concerns and participating in follow-up activities as indicated.
- Fostering student/faculty interaction during joint meetings.

The responsibilities of student representatives include:
- Communication Liaison between student body and Nursing faculty
- Increasing class awareness regarding committee activities.
- Soliciting student information for committee agendas.
- Participating in proposing methods to address agenda items.
- Implementing committee/faculty suggestions and reporting outcomes.
- Contributing to Program policy development.

In addition to the above responsibilities, activities of this committee include participating in the curricular evaluation and modification process as well as the textbook evaluation and selection process.

Learning Environment
All students have a right to a learning environment free of distractions.
- Students are responsible for obtaining permission from faculty for guests, including children, spouses, or others.
- Students are encouraged to plan ahead and make arrangements for childcare including days when their children are ill.
- Students are expected to be respectful of the adult learning environment.
    - Avoid sidebar conversations
    - Respect peer interaction

Cell phones and electronic devices
Personal electronic devices may be utilized for instructional activities. Personal electronic devices may not be utilized for personal communication during instructional activities and must be on the 'silent or vibrate' mode. Calls are to be limited to emergency situations only. Students must leave the area in order to answer a call.

Social Networking policy
The Miles Community College Nursing Program abides by the privacy practices and regulations as mandated by the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and provides training for all students. Any documented breach of confidentiality may result in immediate dismissal from the Nursing Program. Any information resulting from the care of a patient or contact with significant others and/or family members is confidential. This information applies to social media and all other forms of electronic networking. It is unprofessional to discuss a patient(s) in any public place or forum.

How to Avoid Problems with Social Media

It is important to recognize that instances of inappropriate use of social media can and do occur, but with awareness and caution, students can avoid inadvertently disclosing confidential or private information about patients.

The following guidelines are intended to minimize the risks of using social media:

1. First and foremost, students must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.

2. Students are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, students are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.

3. Do not share post or otherwise disseminate any information, including images, about a patient or information gained in the student nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so.

4. Do not identify patients, facilities or providers by name or post or publish information that may lead to the identification of a patient, patient, facilities or provider. Limiting access to postings through privacy settings is not sufficient to ensure privacy.

5. Do not refer to patients in a disparaging manner, even if the patient is not identified.

6. Do not take photos or videos of patients on personal devices, including cell phones. Follow facility policies for taking photographs or video of patients for treatment or other legitimate purposes using facility-provided devices.

7. Maintain professional boundaries in the use of electronic media. Like in-person relationships, the student has the obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.

8. Consult your clinical instructor or an appropriate leader within the organization for guidance regarding work related postings.

9. Promptly report to your clinical instructor any identified breach of confidentiality or privacy.

10. Be aware of and comply with facility policies regarding use of facility-owned computers, cameras and other electronic devices and use of personal devices in the work place.

11. Do not make disparaging remarks about MCC, MCC employees, any clinical facility or fellow student. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.

12. Do not post content or otherwise speak on behalf of the facility unless authorized to do so and follow all applicable policies of the facility.

***Guidelines are in accordance with National Council of State Boards of Nursing (NCSBN)

Technology Policy

Students must have access to a computer with Microsoft Office and internet access. Instructors will utilize electronic communication with students. Because of the blended nature of coursework delivery, it is essential that the student have a properly functioning computer. The student is responsible for allocating computer resources on campus and/or for maintaining proper function of their personal computer. Computer failure does not exempt the student from assignment due dates, coursework requirements or examination deadlines.

Pregnancy

Students who are pregnant or suspect that they may be pregnant should not delay in informing their instructor so that appropriate adjustments and precautions can be made.

Formatting of written work

All written work will conform to the American Psychological Association (APA) Publication Manual format since APA is the format most widely accepted within nursing academia. Please refer to each syllabus for specific grading requirements.

Academic Standards

CHMY 121 & 122 Introduction to Chemistry is a prerequisite for BIOH 201 & 202 Anatomy & Physiology I. Anatomy & Physiology I & II BIOH 201 & 202 must have been taken within the last five years immediately prior to admission to the Nursing Program in order to fulfill Program requirements. However, for Anatomy & Physiology (A & P) credits over five years old, an "escrow" mechanism may be utilized.

All required Nursing Program courses must be completed with a "C" or higher grade. This includes all general education requirements. General education courses may be repeated to achieve a "C" grade or above prior to the student's admission to the nursing courses. Once admitted, students must achieve a "C" or higher in all coursework, including nursing and general education courses, in order to continue in the nursing Program. A "C-" is not a "C" and therefore is not acceptable for the Program.

- **General education courses may only be repeated once. Students have the right to appeal.** Students wishing to appeal must send a letter to the Director of the Nursing Program. The letter must include:
  - Request for appeal (include specifics such as number of times a course was repeated)
  - Reason for retaking the course more than once.
  - Measures that the student has taken to improve the student's chance of success if granted the appeal.
  - Contact information including current address, phone number, and email address

Students must achieve 78% or higher in all nursing courses. The theory course grade demonstrates the student's acquisition of fundamental knowledge. The clinical course grade demonstrates the student's ability to apply, analyze, and synthesize knowledge. Failure to achieve a minimum of 78% in all nursing courses will result in dismissal from the program. Student can apply for readmission to the Nursing Program. Students interested in reapplying see 'Readmission policy'.

All written work, clinical assignments, and course requirements must be completed in order for the student to receive a final course grade. Due to the rigors of the Nursing Program students not completing all assignments and course requirements will receive an "I" incomplete grade and will not be able to progress to the next sequence of nursing courses until a "C" grade or better is achieved. Student will meet with nursing faculty to discuss an action plan.

See "Nursing Course Grades" in this handbook for additional information. Also refer to each class syllabus for specific course requirements and grading criteria.

Academic and Student Conduct
The following matters of academic and student conduct are handled in accord with the policies stated in the current Miles Community College Catalog and Student Planner/Handbook.
- Orientation
- Placement Testing
- Advising
- Standard of Student Conduct, Academic Conduct
- Student Access to Records
- Student Disciplinary Procedures
- Temporary Suspension Pending Hearing
- Hearing Procedure
- Student Grievance Procedures
- Drug and Alcohol Abuse

Professional Conduct
Registered nursing in the State is regulated by the Montana State Board of Nursing in accord with the Montana Code Annotated (MCA) and the Rules derived thereof. It is reasonable that student nurses develop behaviors based on those deemed appropriate to the nursing profession and be disciplined based upon the grounds for unprofessional conduct as indicated in the current Montana Nurse practice Act (MCA section 37-1-316). A copy of the current Statutes and Rules Relating to Nursing can be found on the Montana State Nursing website*:*
http://data.opi.mt.gov/bills/mca_toc/index.htm

Nursing Program Code of Ethics

1. I received, read, understand, and agree to the department's Nursing Student Handbook.
2. I understand that each nursing instructor may add additional rules, in writing, specific to their course syllabi. In each of the nursing courses, specific nursing course syllabi will be distributed. It is my responsibility to read and understand the contents of the specific course syllabi, including the attendance policy.
3. I verify that my nursing instructor(s) has requested that I meet with her/him first about course concerns. If the meeting does not resolve the concerns, then my instructor(s) will recommend I meet with the department lead faculty member or the Director of the Nursing Program.
4. I understand that my nursing instructor(s) expects respect from everyone in the classroom at all times. This includes rules about sleeping, inappropriate talking, rudeness, doing homework, answering cell phones, and any disruptive behavior as defined in the Nursing Student Handbook or specific nursing course syllabi.
5. I understand it is my responsibility to complete all assignments on time and that there are penalties for late assignments (if allowed) at each instructor's discretion.
6. I agree that if I do not understand an assignment it is my responsibility to ask for clarification.
7. I understand the instructor's policy about being tardy and the consequences of not following the instructor's course syllabi.
8. I understand the ramifications of missing theory or clinical.
9. I understand that if I miss a class it is my responsibility to get any materials that were handed out during class.
10. I understand it is my responsibility to check my emails daily.
11. I understand that plagiarism of any kind will not be tolerated and will result in receiving a zero (0) for the assignment and failure of the class from Miles Community College.
12. I understand that any personal electronic devices may be respectfully used according to Nursing Student Handbook while in the learning environment.
13. I understand it is my responsibility to meet ongoing requirements for the nursing program for each semester as listed in the Nursing Student Handbook.

Suspension as described in the Miles Community College general student policies (student suspended for five days) is not an option for nursing students. If the student fails to meet probation requirements, including undesirable behavior, exhibits unprofessional behavior, or endangers self, patients, instructors, administration, staff, or fellow students; dismissal can occur immediately.

Academic Dishonesty
In a case of alleged and admitted academic dishonesty, including cheating and plagiarism, the instructor involved may deal with the matter appropriately, including the issuance of a failing grade for the course. The student may appeal the instructor's decision to the Director of Nursing.

While the Nursing Faculty encourages collaboration, "to work jointly with others especially in an intellectual endeavor" (Webster's New Collegiate Dictionary), it is considered plagiarism when the product of collaboration is represented as one individual's work, or the individual work of a number of students. Therefore, students are cautioned regarding practices which would violate appropriate academic conduct such as dividing an assignment among a group of students and then compiling each component to be used as the final work product of each individual student. This type of sharing decreases the learning opportunity for each student. The result is the development of a fragmented knowledge base upon which to build. These behaviors, in addition to the behaviors described in the current Miles Community College Catalog and Student Planner/Handbook will be addressed as plagiarism.

When a student is informed of suspected academic dishonesty, a student either denies the charge or elects to remain silent. The faculty member involved shall immediately notify the Director of Nursing who will then contact the Academic Council. (See the current Miles Community College Catalog and Student Planner/Handbook.)

Students are given the opportunity to review exams but are not allowed to keep or possess nursing exams. Students are **strictly prohibited** from printing, copying, emailing, taking photos, or by any means replicating exam questions and/or rationales. Students replicating exams and/or rationales will be issued a failing course grade and will be dropped from the nursing Program without consideration for readmission.   Students are also prohibited from ordering or obtaining test banks, answer keys, and other faculty resources.

Nursing Course Syllabi
Nursing course syllabi and course related materials are available on-line through Canvas. Nursing students may print syllabi in the NAL (Room 112).   Each student is responsible for the material contained within the syllabus. Unless required by the instructor, the cost of any materials used by the student in relation to in-class presentations is solely the responsibility of the student.

Nursing Course Grades
Percentage grading is used throughout the nursing Program. Grades will be evaluated on the following percentage scale:
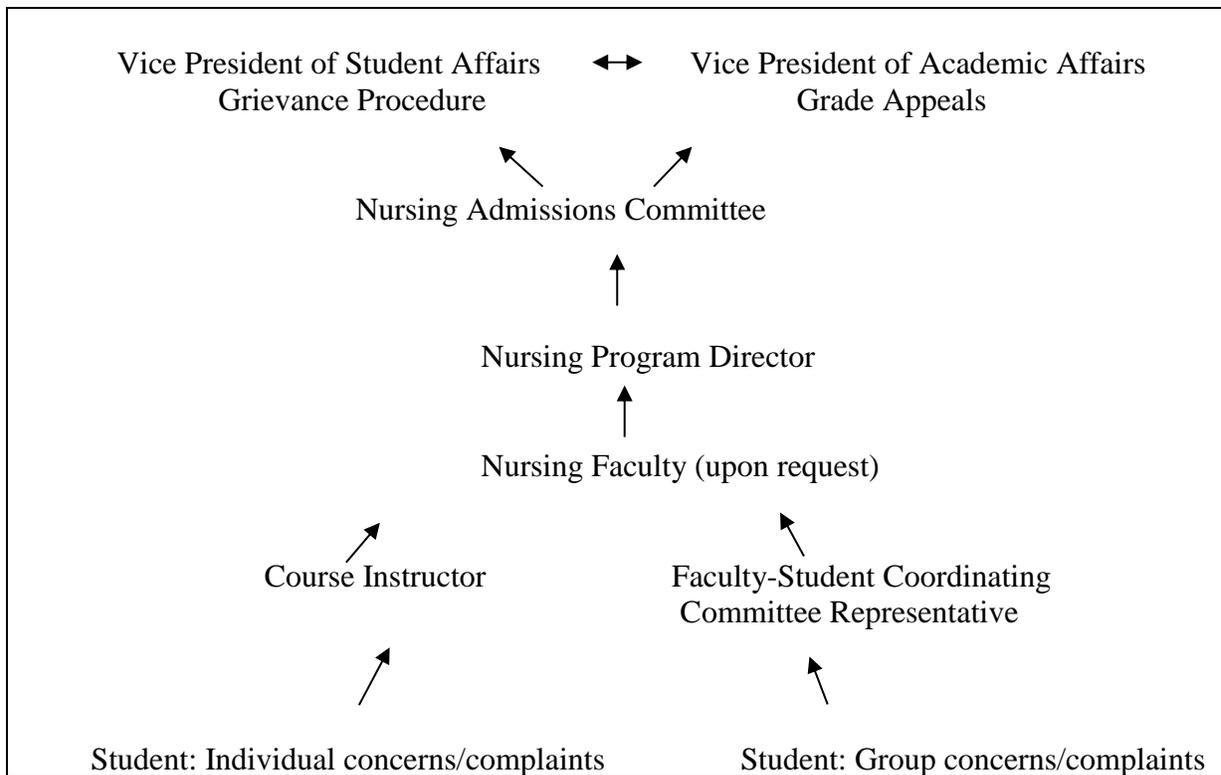
100% - 93%	A
92% - 84%	B
83% - 78%	C
77% – 71%	D
70% and below F	

A final grade of 78% or higher MUST be attained individually in BOTH the theory and clinical components of any nursing (NRSG) course in order for the student to pass the nursing course. Nursing faculty are NOT obligated to "round up". If a student achieves less than 78% in either the theory or the clinical component, the student will receive a failing grade for the final course grade.

All written work, clinical assignments, and course requirements must be completed in order for the student to receive a final course grade. Due to the rigors of the Nursing Program students not completing all assignments and course requirements will receive an "I" incomplete grade and will not be able to progress to the next nursing courses until a "C" grade or better is achieved. Student will meet with nursing faculty to discuss an action plan.

Student complaints
It is expected that students will first discuss any and all concerns and complaints regarding academic issues with the course instructor. Open communication and the use of appropriate channels to resolve complaints are key to the student's academic and professional success. Follow the process as outlined in the chart below.

Vice President of Student Affairs ↔ Vice President of Academic Affairs
Grievance Procedure   Grade Appeals

Nursing Admissions Committee

Nursing Program Director

Nursing Faculty (upon request)

Course Instructor   Faculty-Student Coordinating
                         Committee Representative

Student: Individual concerns/complaints   Student: Group concerns/complaints

Nursing Course Exams

Exams may be general and/or specific in content. The format may include various question structures such as, but not limited to, multiple choice, select all that apply, true and false, matching, situational, short answer and/or essay. Grades are kept confidential according to Family Educational Rights and Privacy Act (FERPA) guidelines.

Most nursing exams are web-based and will only be given at the approved testing sites. The use of exam proctors requires that students provide photo ID for identification purposes and provide a formal signature at the scheduled test time. Due to availability of approved testing sites students may be required to take tests at the Miles Community College campus.

Final exams for all Nursing courses will be taken on the MCC campus at the time designated by the MCC Final Exam schedule.

Exam anxiety is experienced by all students to some degree. Students experiencing exam anxiety must refer to the Miles Community College ADA policy.

Make-up Exams

Deviation from the scheduled exam time must be preapproved by the course instructor. It is the student's responsibility to communicate with the instructor as soon as possible in the event of an emergency. The student complete and submit a Student Communication /Appendix A form (page 49). Failure to complete exam within the instructor's timeframe will result in a lower exam grade.

Students missing more than one scheduled exam in any nursing class will be required to appear before the nursing faculty to explain circumstances and submit a written plan for avoiding future absences.

Assignments

Due dates are specified in nursing course syllabi for all assignments. Assignments are due by 11:59 pm on the designated date. Late penalties are as follows:

- 1st day (1 min. - 24 hrs.) = 25% deduction off total points earned
- 2nd day (25 hrs. - 48 hrs.) = 50% deduction off total points earned
- 3rd day (49 hrs. - 72 hrs.) =75% deduction off total points earned
- More than 72 hrs. = 0 points earned

Weekends and holidays are included as late days. The student is required to turn in all assignments to complete the course.

Students having difficulty meeting a due date must submit a 'Student Communication /Appendix A form (page 49) to the course instructor BEFORE the assignment is due. Extensions are granted at the discretion of the individual course instructor. Only one extension per assignment will be granted and will be limited to one week from the original assignment due date.

Kaplan Focused/Integrated Testing
Students will be given standardized web-based assessment testing multiple times throughout the curriculum to evaluate knowledge acquisition and provide an opportunity for the students to remediate areas of weakness and strengthen knowledge bases in preparation for meeting individual course outcomes. Students will be assessed for critical thinking skills and application of knowledge and be able to evaluate progress in relation to the national average of other nursing students.   The standardized tests also provide feedback to the nursing faculty as to the overall course strengths and areas that need to be covered more thoroughly.

Each course syllabi outline the course expectations and grading criteria.
In the final semester students will complete diagnostic (mock NCLEX) exams to evaluate preparation for the NCLEX exam and formulate an individualized study plan.

Professional Development Expectations
- **Integrating theory knowledge to clinical practice**
  - The student must consistently demonstrate intellectual ability, responsibility, and emotional and physical stability throughout the Program. Furthermore, the student must demonstrate a basic understanding of the moral, ethical, and legal responsibilities involved in patient care. Failure to meet these criteria may result in endangerment of the patient. Therefore, the student may be dismissed from the Nursing Program.
  - **Medication administration and performance of any invasive procedure requires successful completion of return demonstration and the direct supervision of the nursing instructor or a designated registered nurse. Failure to comply may result in dismissal of the student from the Nursing Program. Additionally, failure to follow any of the Miles Community College Nursing policies may result in a warning, probation, or suspension.**

Abbreviations in the clinical setting
Medical abbreviations for charting will be according to each affiliated agency's policies and procedures.

Grading of Student Skills and Performance
The intent of educational Programs in nursing is to produce practitioners who have acquired a knowledge base, therapeutic and interpersonal skills, and values and attitudes that characterize the nursing profession, are safe for public practice and reflect the guiding principles of the school. Standards are set by the profession and transmitted through the professional education process.

The grading of the skills and performance portion of clinical (including progress notes, return demonstrations and the clinical evaluation tool) is based on the student's level of competency and skill development. Quality of performance is based on degrees of skill development which encompasses the use of time, space, equipment and the expenditure of energy. The competencies are divided into five levels: Independent, Supervised, Assisted, Marginal, and Dependent.

At the **Independent** Level proficiency means unusual efficiency and implies exceptional deftness, use of subtle perceptual cues to modify the behavior to achieve the desired effect and exceptional coordination and integration. The sequence of movements and communication are fluid, even and intertwined. There is an economical use of movements, equipment, and conversation. The behavior is demonstrated within an expedient or minimal time period. The student appears confident and relaxed and only occasionally or subtly expends excess energy in performance. This level of performance is seen when the student focuses on the patient rather than on the skill that is being performed.

At the **Supervised** Level the student is efficient and coordinated but expends more of his/her energy or that of the patient in accomplishing the behavior. The student appears confident and focuses on the patient but can be distracted to the skill as it becomes more complex. The behavior is performed within a reasonable time period with occasional directive cues.

At the **Assisted** Level the student is skillful in parts of the behavior while the rest of the performance is characterized by inefficiency and lack of coordination, thereby expending excess energy in movements, as in selecting inappropriate supplies in type or number. At times he/she appears anxious, worried or flustered, but makes an effort to appear confident. Accomplishment of the behavior takes longer and the end result is sometimes late. The student focuses more attention on the behavior or on self than on the patient. The student requires frequent verbal and occasional physical directions, in addition to supportive cues.

At the **Marginal** Level the student is skilled, inefficient and expends considerable excess energy in performance; little thought appears to have been given to the sequence of activities that is to be performed. Anxiety may be apparent or masked. Completion of the behavior is considerably delayed to the extent that other activities are disrupted or omitted. The student needs continuous verbal cues and frequent physical ones.

At the **Dependent** Level the student may attempt the procedure but is unsuccessful; unreasonable energy may be expended in attempting the procedure so the student appears unable to move. Verbal and physical cues are so directive and continuous that, essentially, it is the instructor who performs the behavior.

The criteria for clinical evaluation are based on a percentage scale as follows:

SCALE LABEL	STANDARD PROCEDURE	QUALITY OF PERFORMANCE	ASSISTANCE
Independent **A 100% - 93%**	Safe & accurate. Effect & affect appropriate each time	Proficient, coordinated, confident. Occasional expenditure of excess energy. Completed within expedient time period.	Without directive cues.

SCALE LABEL	STANDARD PROCEDURE	QUALITY OF PERFORMANCE	ASSISTANCE
Supervised **A 92%-84%**	Safe & accurate. Effect & affect appropriate each time.	Efficient, coordinated, confident. Some expenditure of excess energy. Completed within a reasonable time period.	Occasional directive cues.
Assisted **C 83% - 78%**	Safe & accurate each time. Effect & affect appropriate most of the time.	Skillful in parts of behavior. Inefficiency & uncoordinated efforts. Expends excess energy. Completes within a delayed time period.	Frequent verbal & physical cues.
Marginal **D 77 - 71%**	Safe but not alone. Performs at risk. Not always accurate. Effect & affect occasionally appropriate.	Unskilled, inefficient. Considerable expenditure of excess energy. Prolonged time period needed for completion.	Continuous verbal & physical cues.
Dependent **F 70% and under**	Unsafe. Unable to demonstrate behavior.	Unable to demonstrate procedure behavior. Lacks confidence, coordination, and efficiency.	Continuous verbal & physical cues.

Adapted from Cottrell, B.H., Cox, B.H., Kelsey, S.K., Ritchie, P.H.J., Rumph, E.A. & Shannahan, M.K. (1996). A clinical evaluation tool for students based on the Nursing Process. JUNE, 25(7), pp. 270-274.

Summative clinical component evaluation is a dual process whereby the students evaluate themselves and then the instructor(s) evaluate the student using the same evaluation tool. The evaluation tool is found in each clinical syllabus. The student participation in the process facilitates development of self-evaluation skills.

Clinical Progression – Evaluation Forms
These include two sections consisting of a self-evaluation and a narrative providing formative evaluation feedback for every clinical experience throughout the clinical rotation.

The student evaluates his/her performance and then the instructor evaluates the student's performance. The student is responsible to read information and contact the instructor if clarification is needed. Student's signature, whether electronic or hard copy, does not indicate

agreement but that the student has read and is aware of the information provided by the instructor. The Clinical Progression is a formative evaluation which allows students to identify short term as well as long term clinical progression goals.

Clinical Evaluation forms are summative, or final, reflecting clinical achievement and progression throughout the semester. The student shall score a minimum of a "C" on each clinical evaluation statement unless otherwise indicated to pass the clinical course.

Return Demonstrations (NRSG 102 and NRSG 104)
In NRSG 102/104 (Fundamentals of Nursing I & II) there are "return" demonstrations of selected skills which are evaluated utilizing the dependent to independent rating scale previously described. It is necessary that students achieve an overall "C" on "return demonstrations" in order to pass the clinical portion of the course. Furthermore, because the nursing faculty values patient safety, critical components indicated by an (*) must be demonstrated at the "B" level in order to pass the demonstration satisfactorily.
Students may repeat the return demonstration twice (the original attempt and two additional attempts) if necessary. *The highest achievable average grade for the entire return demonstration on the second and third tries will be 78%.* Practice **is required** between the attempts in order to increase the level of performance. Students are responsible for making an appointment with the instructor for repeat attempts. Failure of the student to keep a mutually agreed upon appointment for a repeat attempt will be counted as one attempt. Skills requiring return demonstrations may not be practiced with patients until students have satisfactorily returned their demonstrations to the nursing faculty member.

Return demonstrations must be completed during the designated week by appointment with a nursing instructor. If a student is unable to satisfactorily complete the return demonstrations after three attempts he/she has failed the clinical component of the nursing course and will receive a failing course grade. The student may re-apply according to the readmission policy.

Transition Experience
The transition experience is a capstone assignment designed to facilitate the transition of the student to entry level practice within a clinical setting. The focus of this clinical experience is on the movement of the student from performing in the sheltered environment of the educational setting into functioning within the professional work place.

Objectives
- Advocates for patients and families that promote their self-determination, integrity, and ongoing growth as human beings.
- Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patient and family in a community context.
- Implement one's own 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.
- 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 of patients, families and communities.

Attendance /Absences
Due to the structure of the curriculum in the Associate Degree Nursing Program, every class, clinical assignment, and activity is an important learning experience which cannot be repeated in the same manner. Additionally, it is the Program's objective to ensure that student's acquire professional, responsible, and accountable behavior. Therefore, it is important to be punctual and attend all learning experiences. When absence occurs, the type of make-up assignment(s) will be determined by the instructor in order to meet the course objectives. "Persistent absenteeism from classes or from the college can also lead to disciplinary action by faculty members, the Financial Aid Director, the Registrar, and/or the Academic Affairs council." (See current Miles Community College Catalog).

The nursing faculty values the students' socialization into the role of the professional nurse which includes dependability and accountability. **Students missing or tardy for three <u>classes</u>** (including in any course combination of theory and clinical combined) **are required to appear before the nursing faculty to explain circumstances and submit a written plan for avoiding future absences. This will also result in a written warning. Please refer to Warning, Probation, and Dismissal policy in this handbook.**

Absence Procedures
If students are unable to attend the **<u>clinical</u>** they are required to **<u>notify the clinical instructor at least one hour in advance.</u>** Make-up clinical must be scheduled with the instructor within two days of the student's return from absence. The student is responsible to initiate this process. **Absences or tardiness affect the student's academic or clinical performances and may result in a lower grade or in the student being dismissed from the nursing course/Program.**

If students are unable to attend **<u>theory</u>**, they must notify the theory instructor or the Nursing Administrative Assistant **<u>before</u>** the class begins.

A **<u>Healthcare Provider release to return to theory or clinical</u>** is required if a student is **<u>absent for three consecutive learning experiences</u>** due to illness. A Healthcare Provider's release may be required at the instructor's discretion based on the type of illness and Provider's recommendations impacting the student, peers, patients and/or other student contacts.

Students who are absent or tardy for clinical or theory need to complete and submit to their instructor the following form: Student Communication Form / Appendix A (page 49). ***This form is to be submitted the day of the absence (for being tardy) or when returning to class.***

General Clinical Policies
Confidentiality
The Miles Community College Nursing Program abides by the privacy practices and regulations as mandated by the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and provides training for all students. Any documented breach of confidentiality may result in immediate dismissal from the Nursing Program. Any information resulting from the care of a

patient or contact with significant others and/or family members is confidential. This information applies to social media and all other forms of electronic networking. It is unprofessional to discuss patient care in the college cafeteria, halls, dorms, or any other public place or forum. It is not acceptable to access medical or personal information of patients who are not assigned to the individual student. Written information is also a source for breach of confidentiality. Notes, care plans, and written assignments should never be exposed to public view, even in the home environment. Patients and health care providers *will not* be identified in written work. Patient information should not be saved on a hard drive at home or at the college. Computer storage devices with assignments should be protected diligently.

People respect others who can keep confidences. Students are encouraged to strive to develop this refined sense of professional responsibility. It is necessary to distinguish between appropriate professional communication and breaking confidentiality. Professional communication transpires between professionals who have a need to know information in order to deliver safe professional care. If a student is in doubt, ASK THE INSTRUCTOR!

Use of Medical Records
This section refers to the medical records of all affiliating agencies. With various clinical assignments students will need to utilize the electronic and/or paper medical records. It is a breach of confidentiality to photocopy, print or download a patient's medical record, or any portion thereof. If there are any further questions about the use of medical records contact the clinical nursing instructor.

Dress Code and Appearance
Nursing students are required to wear their nursing uniform and name pin, presenting a professional, well-groomed appearance when assigned to affiliated agencies, when picking up assignments, or when representing the school. The uniform must be clean and <u>pressed</u>. Navy, white or black sweaters, and navy, white or black long sleeved t-shirts or turtlenecks may be worn under the uniform.

Students not appropriately dressed or wearing identification will be denied access by facility staff to patient charts and records.

The student's **identification/name pin** will include the student's full first and last name. The identification/name pin must be worn at all times when dealing with patients. The pin is to be affixed to the uniform on the left upper chest. **If the name pin is lost a report must be made to the Administrative Assistant in the Nursing office in order to assure that confidentiality of medical records may be maintained by notification of affiliated agencies and services.**

With the uniform, the **hair** must be neatly arranged and above the collar. Hair color must be a natural shade and a modest style. Wigs may be worn if neat, clean and of the proper length. Hair clasps, decorative barrettes, ribbons, etc., are not considered professionally appropriate with the uniform. One pair of functional barrettes may be worn.

Jewelry: Other than wedding and engagement rings may not be worn with the uniform. One pair of plain small post or hoop earrings may be worn. Dangle earrings are not appropriate with

the uniform. Other body jewelry in the nose, eyebrow or additional earrings, etc. is not appropriate. Students will be asked to remove additional jewelry and may be denied access to patients.

Tattoos: All visible tattoos must be covered unless it is an infection control issue; please consult instructor.

Shoes should be plainly designed to facilitate cleaning, must be closed toe and heel. These shoes should be **reserved for clinical use ONLY** and **must be clean at all times.**

Hygiene: Overall good hygiene is expected. Light **make-up** is permitted. **Perfume** or essential oils are not permitted as it may be offensive to ill patients (or cause allergic reaction.) Refrain from **gum chewing and eating** while in the patient areas. Students must abide by the smoking regulations of each affiliated agency or service. Students must be aware that smoking odors are offensive, especially to ill patients, and should take precautions and/or necessary steps to avoid smelling of smoke.

Fingernails must be kept short to avoid patient injury. Nail polish (including clear) or acrylic nails are not permitted since chips or rough edges are prone to harbor micro-organisms. No fingernail adornment.

To safeguard student valuables, DO NOT take personal items to the clinical areas.

If a student is employed by the same facility where they are assigned for a clinical experience, the student cannot be "clocked in" as an employee and a student simultaneously. Any deviations from the above policies may result in a lower clinical grade.

Removal of Nursing Students from Clinical Settings
As professional practitioners, faculty members have an obligation to ensure that nursing students who care for patients are competent to do so without compromising patient care standards. This legal responsibility also extends to the health agency administrator, to all licensed personnel providing care within that agency and, in fact, to the nursing students themselves, all in the interest of safeguarding patient safety.

The student, upon admission to the Miles Community College Nursing Program, assumes the obligation of performing and behaving according to the standards set by the Nursing Program and the nursing profession. **Mere satisfactory academic performance within a clinical course does not constitute the basis for progression through the nursing program.**

Where there is failure on the part of the student to meet reasonable standards of performance or behavior, or when in the judgment of the faculty member, the amount of supervision necessary to ensure patient safety is unreasonable, **the faculty member has the authority to deny the student access to patients and to remove the student from the learning environment.**

The criteria which will be considered in denying the student access to patients are:

- Breach of HIPAA standards
- Actions and/or events that demonstrate emotional instability in the student
- Threatened bodily harm to patients, staff, faculty, or peers
- Harassment of patients, staff, faculty, or peers
- Suspected to be under the influence of alcohol or drugs
- Indifference or insensitivity to patient safety, comfort, and right to privacy
- Lack of professional judgment
- Disregard for professional ethics
- Unsatisfactory or incomplete preparatory work
- Arrest and conviction of a crime as per Montana State Board of Nursing
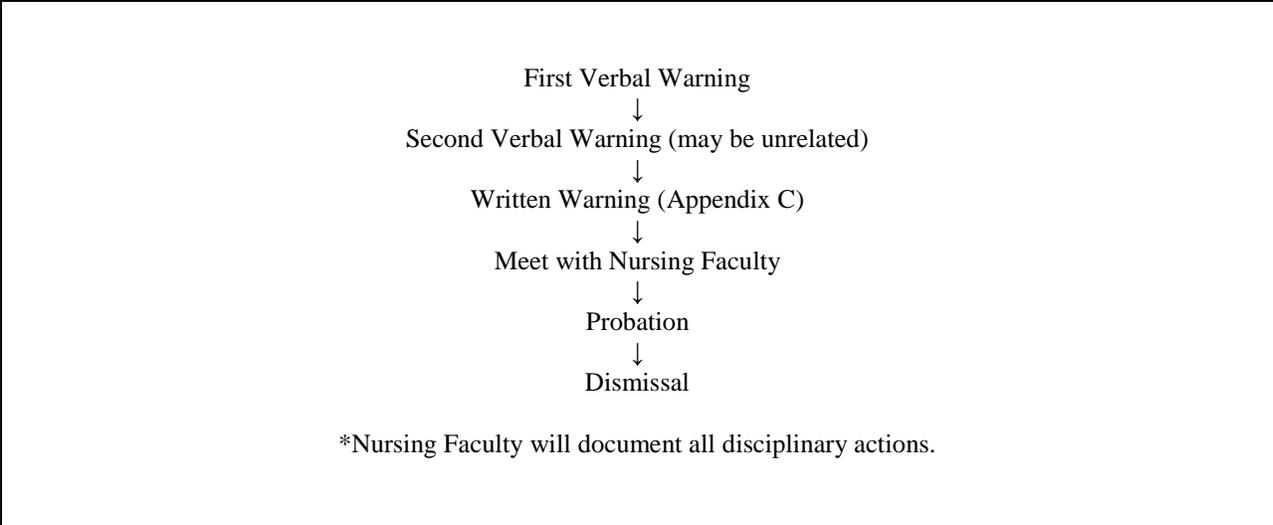- Failure to abide by Miles Community College Nursing dress code and appearance policies

* Any health condition which makes it impossible for students to carry out their work without jeopardizing patient or student safety and comfort, or any other condition or circumstance which constitutes an unreasonable risk to the safety and well-being of the patient and/or the student.

*To progress successfully through the program, pass return skills demonstrations, and function as a nurse after graduation, applicants should have 1) adequate visual acuity with or without corrective lenses to read calibrations on insulin syringes and fine print on drug inserts, 2) adequate hearing ability with or without auditory aids to be able to auscultate breath sounds and understand the normal speaking voice without viewing the speaker's face, 3) adequate physical ability of upper and lower extremities to perform skills such as cardiopulmonary resuscitation and sterile technique correctly, and 4) sufficient speaking ability of the English language to effectively communicate with patients and relay information verbally to others.

Warning, Probation and Dismissal
Concerns resulting in a verbal warning will follow the flow chart below and may result in a dismissal from the Nursing Program. Due to the nature of the nursing discipline in dealing with patient lives and safety, nursing program procedures for Warning, Probation and Dismissal have been developed by the Nursing faculty and are in agreement with the Miles Community College Academic Standards and Curriculum Committee.

When a student receives two (2) verbal warnings; the second verbal warning does not have to relate to the first verbal warning. A third infraction constitutes a written warning. The next infraction shall result in a probationary status and the student is required to appear before nursing faculty. *This policy begins with the first semester and is cumulative throughout the Program, warning and/or probation are cumulative; beginning with the verbal warning.*

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                    First Verbal Warning
                            ↓
          Second Verbal Warning (may be unrelated)
                            ↓
               Written Warning (Appendix C)
                            ↓
                Meet with Nursing Faculty
                            ↓
                        Probation
                            ↓
                        Dismissal

        *Nursing Faculty will document all disciplinary actions.
```

Suspension as described in the Miles Community College general student policies (student suspended for five days) is not an option for nursing students. If the student fails to meet probation requirements, including undesirable behavior, exhibits unprofessional behavior, or endangers self, patients, instructors, administration, staff, or fellow students; dismissal can occur immediately.

Grievance Procedure
The grievance procedure may be found in the current <u>Miles Community College Student Handbook/Academic Planner.</u> Before filing a grievance, students are required to follow the chain of command as outlined under Student Complaints (page. 36).

Readmission to the Nursing Program
Students may not be admitted to the nursing Program more than twice (initial admission and one re-admission*). A student could be considered for third admission only if there are unusual circumstances, a recommendation by a member of the nursing faculty, and the unanimous approval of the Nursing Admissions Committee.* Situations that require application for readmission to the Miles Community College Nursing Program include:
- Failure to achieve a "C" or better in any required Associate of Science in Nursing courses.
- Drop/Withdrawal from any Associate of Science in Nursing course.
- Failure to follow the scope and sequence of the Nursing Program.

Other situations that require application for readmission are:
- Failure to abide by Miles Community College general student conduct policies.
- Failure to abide by Miles Community College Nursing Program Policies and Code of Ethics as set forth in this handbook.

Re-admission to the Program will be considered by the Nursing Admissions Committee. Students wishing to apply for readmission must send a letter to the Director of the Nursing Program.
- Request for readmission (include specifics such as original semester and site)
- Reason for leaving the Program.

- Measures that the student has taken to improve the student's chance of success if granted a second opportunity to complete the Nursing Program.
- Plan for Nursing Program completion
- Contact information including current address, phone number, and email address

The information provided by the student in addition to the following information will be the basis for the Nursing Admissions Committee's final decision:
- The Miles Community College and Nursing Program stated policies
- The student's prior academic record and clinical evaluations.
- The student's current cumulative GPA of 2.75 or higher.
- Space available at time of enrollment
- The content of the student's request letter

Students seeking readmission are required to meet with the Nursing Admissions Committee for a question and answer meeting. The Nursing Admissions Committee reserves the right to deny readmission of students for reasons other than grades such as un-professional behavior/s and/or attitude. The Nursing Admissions Committee reserves the right to make additional recommendations for readmission, which could include testing requirements.

To avoid repeating courses, the most recent nursing course must be less than one year old. Courses taken more than one year before readmission must be repeated.

It is recommended that students who do not satisfactorily complete a nursing course make an appointment to talk with the Director of Nursing to identify causative factors and to explore educational options prior to meeting with the Nursing Admissions Committee.

Distance Education
Miles Community College is grateful for the opportunity to provide outreach nursing education to students who would otherwise be unable to participate. Nursing students at Interactive Television (ITV) sites are required to sign an ITV Agreement Form. Technical difficulties are sometimes unavoidable. Be respectful of other student's rights; students may be asked to leave the classroom for rude and/or unprofessional behavior. Distance students are Miles Community College students and are expected to abide by Miles Community College policies. Policies for the ITV system are available on line or through the Miles Community College Center for Technology and Distance Education. Distance students will be required to travel to the Miles City campus from time to time according to each course requirements.

Final Transcripts
- MCC Registrar cannot forward transcripts to Montana State Board of Nursing if student has an Incomplete (I) grade.
- A "Transcript Request Form" must be completed in order for a transcript to be sent out. Those forms are available at the Student Services Office or on Miles Community College's website under "Alumni & Friends" or at *http://milescc.edu/DownloadFiles/TranscriptRequestForm.pdf*.
- Final transcripts with the degree posted will not be available until approximately two weeks after the end of the term. Transcript Request Forms will be held until the degree is recorded.

Course Transfer Information
All Nursing courses fulfill the requirements for the Miles Community College Associate of Science in Nursing Degree (A.S.N.). However, these courses may not transfer to another A.S.N. Program. Students are encouraged to keep all syllabi, written work, progress notes, skills checklists, etc. from each of their nursing courses since transfer of nursing course work is often on a case-by-case basis.

Appendix A
Student Communication Form
Miles Community College Nursing

Requests for changes in scheduled course events will be granted on a case-by-case basis at the discretion of the course instructors. Student will be responsible for communicating request for change with the course instructors prior to or as soon as possible when the change occurs.

To be completed by the student:

Student Name:
Name of course instructor:

Today's date: **Time:**
Request to reschedule a clinical experience: (please circle)   **Yes**   **No**
Rationale for request:
Date originally scheduled:
Clinical experience description:
Proposed solution:

Request for a written work due date extension: (please circle)   **Yes**   **No**
Rationale for request:
Original due date of written work:
Written work description:
Proposed solution:

Date/s of tardiness or absence:

Rationale for tardiness or absence:

Notified instructor prior to tardiness or absence: **Yes**   **No**

To be completed by the Instructor: **Accepted**   **Not Accepted**

Appendix B
MILES COMMUNITY COLLEGE
<u>WARNING, PROBATION AND DISMISSAL NOTICE</u>

Name of Student:
Nursing Course:

You are hereby notified that because of failure to meet, and/or comply with established requirements and regulations, you are:

	Given written warning of deficiencies which must be corrected
	Placed on probation pending satisfactory correction of deficiencies
	Given notice of intent to dismiss

Identification of specific unsatisfactory, marginal, or unsafe student performance factors that have resulted in the above action:

Date by which deficiency (ies) noted above must be satisfactorily corrected or be subject to further disciplinary action:

Students who fail to meet the requirements for removal of their warning or probationary status by the specified date shall be subject to suspension or expulsion from the course and/or Program involved. Students whose performance, conduct, or behavior while on warning or probationary status is judged to repeat or aggravate the conditions which led to probation, or to disrupt the educational pursuits or endanger the well-being of others, shall be subject to immediate suspension or expulsion from the course(s) and/or Program involved.

_____
Date   Signature of Faculty Member

▪▪▪

I certify that I have read and understand the above notification.

_____
 Signature of Student
Copies:
      Student   Program Director (if applicable)   Instructor
      Student File   Vice President of Academic Affairs

Appendix C
Nursing Program Code of Ethics Contract

1. I received, read, understand, and agree to the department's Nursing Student Handbook.
2. I understand that each nursing instructor may add additional rules, in writing, specific to their course syllabi. In each of the nursing courses, specific nursing course syllabi will be distributed. It is my responsibility to read and understand the contents of the specific course syllabi, including the attendance policy.
3. I verify that my nursing instructor(s) has requested that I meet with her/him first about course concerns. If the meeting does not resolve the concerns, then my instructor(s) will recommend I meet with the department lead faculty member or the Director of the Nursing Program.
4. I understand that my nursing instructor(s) expects respect from everyone in the learning environment at all times. This includes rules about sleeping, inappropriate talking, rudeness, doing homework, answering cell phones, and any disruptive behavior as defined in the Nursing Student Handbook or specific nursing course syllabi.
5. I understand that my nursing instructor(s) expects respect from everyone in the learning environment at all times. This includes rules about sleeping, inappropriate talking, rudeness, doing homework, answering cell phones, and any disruptive behavior as defined in the Nursing Student Handbook or specific nursing course syllabi.
6. I understand it is my responsibility to complete all assignments on time and that there are penalties for late assignments (if allowed) at each instructor's discretion.
7. I agree that if I do not understand an assignment it is my responsibility to ask for clarification.
8. I understand my instructor(s) policy about being tardy and the consequences of not following the instructor's course syllabi.
9. I understand the ramifications of missing theory or clinical.
10. I understand that if I miss a class it is my responsibility to get any materials that were handed out during class.
11. I understand it is my responsibility to check my emails daily.
12. I understand that plagiarism of any kind will not be tolerated and will result in receiving a zero (0) for the assignment and failure of the class from Miles Community College.
13. I understand that any personal electronic devices may be respectfully used according to Nursing Student Handbook while in the learning environment.
14. I understand it is my responsibility to meet ongoing requirements for the nursing program for each semester as listed in the Nursing Student Handbook.

Student <u>printed</u> name: _____

Student Signature: _____   Date: _____