Miles Community College

Nursing Student Handbook
2017 - 2018

Nursing Handbook Revised June 2017

Nursing Information

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Miles Community College offers a five (5) semester Associate of Science in Nursing Degree which prepares students for Registered Nursing licensure.

Accreditation

The Miles Community College Registered Nursing Program (ASN/RN) has been granted continued accreditation by *Accreditation Commission for Education in Nursing (ACEN)* and placed the program on continued accreditation with warning for good cause for one year (fall 2018). A follow-up report and site visit will occur in fall 2018 and ACEN Commission will review in March 2019. 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
 Phone: 404.975.5000 Fax. 404.975.5020
Website: www.acenursing.org

Montana State Board of Nursing (SBON) Program Approval
301 South Park
PO Box 200513
Helena, MT 59620-0513
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Website: http://boards.bsd.dli.mt.gov/nur

MCC ASN/RN Program is fully approved, with conditions. Next SBON review is January 2018.

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

1.0 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 Success, 2) Academic Achievement, 3) Workforce Training and Partnerships, 4) Community Outreach and Lifelong Learning

2.0 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.

2.1 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.

2.2 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.

2.3 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.

Table 2.A   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 79.5%> Clinical evaluations 79.5%> Kaplan Integrated Exams Kaplan Diagnostic Exams
Nursing Judgement: Upon completion of the MCC Nursing Program; 100% of 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)	Course exams 79.5%> Clinical evaluations 79.5%> Kaplan Integrated Exams Kaplan Diagnostic Exams

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 79.5%> Clinical evaluations 79.5%> Kaplan Integrated Exams Kaplan Diagnostic Exams
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 79.5%> Clinical evaluations 79.5%> Kaplan Integrated Exams Kaplan Diagnostic Exams

2.4 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)
- 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 p. 38)

Table 2.B

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 80% of graduates will pass NCLEX on first attempt.	3. Measured by annual NCLEX Pass Rates
4. Job Placement 85% of graduates will be employed as an RN within six-twelve (6-12) months post-graduation.	4. Measured by Graduate Satisfaction Questionnaire administered within 6-12 months post-graduation by the Vice President of Student Success and Institutional Research.

3.0 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.

3.1 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)

3.2 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)

3.3 Apprenticeships

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

4.0 Nursing Program 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.

Table 4.A   Program Progression (excluding First Semester pre-requisites)

	Second Semester	Third Semester	Fourth Semester	Fifth 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/scienc e 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	Practice: Applies data bases for practice, administrative, education,	Practice: Discriminates data bases for practice, administrative, education, research	Practice: Supports data bases for practice, administrative, education, research

	purposes; electronic documentation and related software applications	research purposes; electronic documentation and related software applications	purposes; electronic documentation and related software applications	purposes; electronic documentation and related software applications
	Ethical Comportment: Begins to examine personal beliefs, values, and biases with regards to respect for person, human dignity, equality, and justice within organizations and social systems.	Ethical Comportment: Recognizes personal beliefs, values, and biases with regards to respect for person, human dignity, equality, and justice within organizations and social systems.	Ethical Comportment: Differentiates personal beliefs, values, and biases with regards to respect for person, human dignity, equality, and justice within organizations and social systems.	Ethical Comportment: Examines personal beliefs, values, and biases 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	Ethical	Ethical	Ethical

	Comportment: Begins to appreciate cognitive and physical limits of human performance.	Comportment: Recognizes cognitive and physical limits of human performance	Comportment: Analyzes cognitive and physical limits of human performance	Comportment: Evaluates cognitive and physical limits of human performance
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 the role of family, culture and community in a person's development.	Knowledge: Explains the role of family, culture and community in a person's development.	Knowledge: Analyzes the role of family, culture and community in a person's development.	Knowledge: Evaluate effectiveness of 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	Ethical	Ethical	Ethical

	Comportment: Respects different styles of communication used by patients, families and health care providers	Comportment: Recognizes different styles of communication used by patients, families and health care providers	Comportment: Integrates different styles of communication used by patients, families and health care providers	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)

	First Semester	Second Semester	Third Semester	Fourth Semester
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	Ethical	Ethical	Ethical

	Comportment: Begins to value evidence-based approaches to yield best practices for nursing.	Comportment: Values evidence-based approaches to yield best practices for nursing.	Comportment: Questions evidence-based approaches to yield best practices for nursing.	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, families and communities.	Knowledge: Begins to realize the impact of continual knowledge explosion and constant evolution of technology.	Knowledge: Realizes the impact of continual knowledge explosion and constant evolution of technology.	Knowledge: Relates the impact of continual knowledge explosion and constant evolution of technology.	Knowledge: Justifies the impact of continual knowledge explosion and 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	Knowledge: Begins	Knowledge:	Knowledge:	Knowledge:

Care: Caring & therapeutic relationships with patients, families, communities and members of the health care team reflecting diversity, integrity, civility, mutual trust, grace and empowerment.	to recognize factors that contribute to or threaten health.	Explains factors that contribute to or threaten health.	Compare and contrast factors that contribute to or threaten health.	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 in self-healing process.	Ethical Comportment: Demonstrates respect for patient's dignity, uniqueness, integrity, self-determination and his/her own power in self-healing process.	Ethical Comportment: Illustrates respect for patient's dignity, uniqueness, integrity, self-determination and his/her own power in self-healing process.	Ethical Comportment: Values respect for patient's dignity, uniqueness, integrity, self-determination and his/her own power in self-healing 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.
	Second Semester	**Third Semester**	**Fourth Semester**	**Fifth 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	Ethical	Ethical	Ethical

	Comportment: Recognizes that every nurse bears responsibility to advance nursing knowledge and the science of nursing.	Comportment: Discovers that every nurse bears responsibility to advance nursing knowledge and the science of nursing.	Comportment: Engages in practice the concept that every nurse bears responsibility to advance nursing knowledge and the science of nursing.	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: Begin to assume leadership roles in nursing practice.	Ethical Comportment: Demonstrates leadership roles in nursing practice.	Ethical Comportment: Compare and contrast leadership roles in nursing practice	Ethical Comportment: 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	Knowledge: Begins	Knowledge:	Knowledge:	Knowledge:

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.	to recognize team building and team dynamics.	Begins to recognize team building and team dynamics and identify threats to the integrity of professional relationships.	Demonstrate team building and team dynamics and analyze threats to the integrity of professional relationships.	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 and interprofessional teams, encompassing open communication, mutual respect, and shared decision making to achieve quality patient care.	Knowledge: Begins to recognize scope of practice, roles and responsibilities of health care team.	Knowledge: Recognizes the scope of practice, roles and responsibilities of health care team.	Knowledge: Questions scope of practice, roles and responsibilities of health care team.	Knowledge: Defends the scope 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.
	Second Semester	**Third Semester**	**Fourth Semester**	**Fifth 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 several "right" answers rather than limiting to one.	Ethical Comportment: Analyzes ethical challenges presented by uncertain situations and self-evaluating several "right" answers rather than limiting to one.	Ethical Comportment: Evaluates ethical challenges presented by uncertain situations and self-evaluating 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 professional kn owledge.	Knowledge: Begins to describe the importance of QSEN and informatics in evidence-based nursing practice.	Knowledge: Demonstrates the importance of QSEN and informatics in evidence-based nursing practice.	Knowledge: Applies QSEN to recognize and evaluate sentinel events in evidence-based nursing practice.	Knowledge: Supports and defends QSEN in evidence-based 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: Begins to identify risks associated with transitions in care or hand-offs.	Ethical Comportment: Identifies risks associated with transitions in care or hand-offs.	Ethical Comportment: Examines the influence of system solutions in achieving effective team functioning.	Ethical Comportment: Values the influence of system solutions in achieving effective team functioning.

Table 4.B   **Miles Community College A.S.N. Degree Scope & Sequence**

n	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
M 121	College Algebra	4			4
Total Credits Semester 1		**13**	**2**		**15**
Application to Nursing Program					
**Semester 2	16 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 256	Pathophysiology	3			3
NRSG 232	Foundations of Nursing	3			3
NRSG 233	Foundations of Nursing Clinical			3	3
PSYX 100	Introduction to Psychology	3			3
Total Credits Semester 2		**12**	**1**	**3**	**16**
**Semester 3	14 Credits**					
Course Number	**Course Name**	**Didactic Credits**	**Lab Credits**	**Clinical Credits**	**Total Credits**
NRSG 230	Nursing Pharmacology	3			3
NRSG 231	Nursing Pharmacology Lab		2		2
NRSG 234	Adult Nursing I	3			3
NRSG 235	Adult Nursing I Clinical			2	2
NRSG 254	Mental Health Concepts	3			3
NRSG 255	Mental Health Concepts Clinical			1	1
Total Credits Semester 3		**9**	**2**	**3**	**14**
**Semester 4	15 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
BIOM 250/251	Microbiology for Health Sciences with Lab	3	1		4
SOCI 101	Introduction to Sociology	3			3
Total Credits Semester 4		**11**	**1**	**3**	**15**
**Semester 5	13 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 & Family	2			2
NRSG 247	Health and Illness of Child & 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
Total Credits Semester 5		**7**	**0**	**6**	**13**
Total ASN Program Credits A total of 29 credits for General Education Courses A total of 44 credits for Nursing Courses		**52**	**6**	**15**	**73 due to 4 cr. math**

5.0 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 <u>Miles Community College Catalog and Student Planner/Handbook</u>. 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.

5.1 Length of Program

The Associate Degree Registered Nursing Program is designed to be completed in five (5) semesters. 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 in accordance with the national accrediting body and the governing organization, Accreditation Commission for Education in Nursing, Inc. (ACEN). Miles Community College is the governing organization of the Nursing Program. The following statement from the 2017-2018 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 <u>or</u> 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 <u>Miles Community College Student Handbook</u>.)

5.2 Nursing Program Admissions

The Miles Community College Nursing Program has a limited enrollment based on the Montana State Board of Nursing approval process. 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.

5.3 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
- Nursing Faculty to be assigned annually by the Director of Nursing
- 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 Nursing Program. The committee meets annually to select applicant admissions for the following fall semester and as needed during the remainder of the academic year.

5.4 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. .

5.5 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.

5.6 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; https://content.milescc.edu/DownloadFiles/NursingInsuranceWaiver.pdf 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.

5.7 Sophomore Update

Sophomore**s** are required to complete an update form as well as repeat the drug test with *Chemnet* prior to July 25 of the current year. Students will not begin clinical experiences until the form is completed and approved by the Nursing Program Director. A delay in completion of this requirement will jeopardize the student's nursing Program admission status. The update form may be downloaded from the MCC website: https://content.milescc.edu/DownloadFiles/Nursing/NursingSophomoreInformationUpdate Form.pdf

5.8 Physical & Communication Requirements
 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.

5.9 Students with Disabilities
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.

5.10 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.)

5.11 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.

5.12 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 balance their education hours vs. personal life. While the Nursing Program respects the needs of students' personal financial obligations, it is **strongly recommended** that nursing students work part-time or fewer hours if employed. Nursing students have a rigorous coursework & clinical schedule, as such, **faculty are under no obligation to accommodate student's work, travel or personal schedules**

• Students are expected to be respectful of the adult learning environment.: avoid sidebar conversations, respect peer interaction

5.13 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.

5.14 Distance Education

Miles Community College is grateful for the opportunity to provide outreach nursing education to students who would otherwise be unable to participate. Technical difficulties are sometimes unavoidable. Distance students are Miles Community College students and are expected to abide by Miles Community College policies. Rude and/or unprofessional behavior will not be tolerated. Distance students will be required to travel to the Miles City campus from time to time according to each course requirements.

5.15 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.

5.16 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.

5.17 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: These guidelines are in accordance with National Council of State Boards of Nursing (NCSBN)

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

- 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.

- 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.

- 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.

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

- 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.

- 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.

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

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

- 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.

- 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.

- 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.

5.18 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.

5.19 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.

6.0 Academic Standards
All Nursing courses and required general education courses must be completed with a B- or higher grade. General education courses may be repeated once to achieve a B- grade or higher grade prior to the student's admission to the nursing courses.

6.1 Students have the right to appeal
Students wishing to appeal must send a letter to the Nursing Program Director. 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.

6.2 Nursing Course Grades

Percentage grading is used throughout the nursing Program. Grades will be evaluated on the following percentage scale, ***nursing faculty are NOT obligated to "round up".***

A = 91-100%	C+ = 77 – 79.5	D- =60 – 60.99
A- = 89.51-90.99	C = 71.01 – 76.99	F = Below 60%
B+ = 87-89.50	C- = 69.51 – 70.99	
B = 81-86.99	D+ = 67 – 69.5	
B- = 79.51-80.99	D = 61 - 67.99	

Students must achieve 79.5% 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 79.5% 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 "B-" grade or better is achieved. Student will meet with nursing faculty to discuss an action plan.

6.3 Student concerns

It is expected that students will first discuss any and all concerns and complaints regarding academic issues with the course instructor or their FSCC (Faculty-Student Coordinating Committee) representative. Once course instructor has been notified the student may continue to follow the process until resolved as illustrated in *Chart 6.A*. Open communication and the use of appropriate channels to resolve complaints are key to the student's academic and professional success. Miles Community College and the Nursing Program work together to unify policies and procedures that pertain to the student appeal processes.

Chart 6.A

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

Nursing Program Director

Nursing Faculty (upon request)

Course Instructor   Faculty-Student Coordinating
Committee Representative

Student: Individual concerns/complaints   Student: Group concerns/complaints
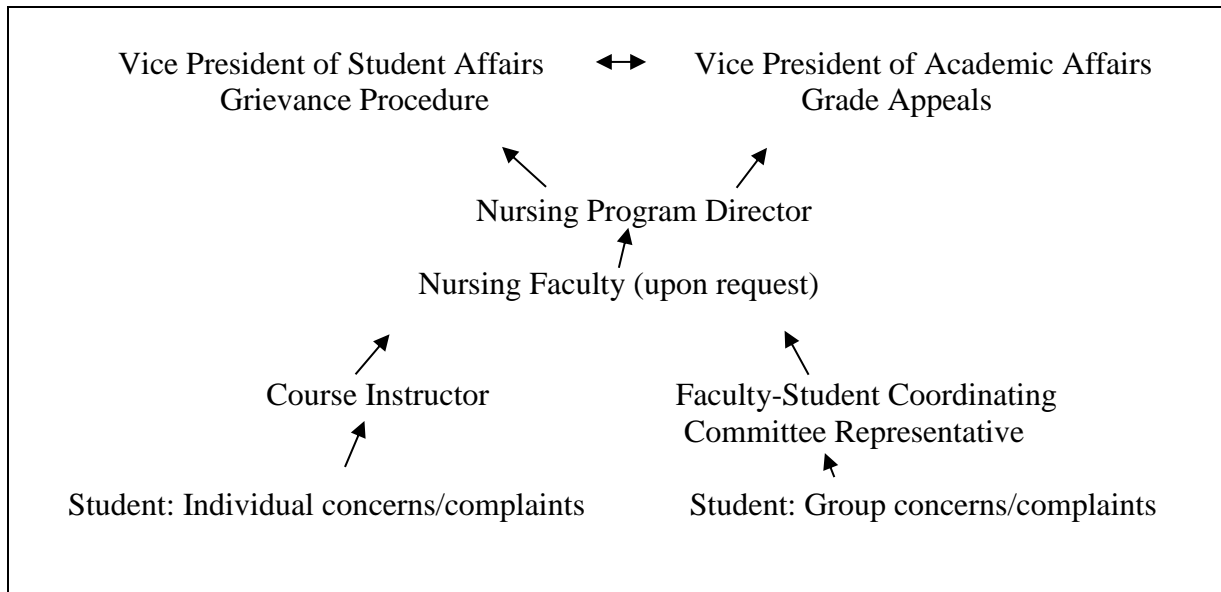
7.0 Nursing Course Exams

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 require students to use computers with web-cameras. Tests are proctored utilizing *Respondus Monitor* (a proctoring software) with cameras for test security.

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.

7.1 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 must complete and submit a *Student Communication Form (Appendix A)*. 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.

7.2 *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 Form (Appendix A)* 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.

8.0 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 <u>Miles Community College Catalog</u>).

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.**

8.1 *Absence Procedures*

If students are unable to attend the **clinical** they are required to **notify the clinical instructor at least one hour in advance.** 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 **theory**, they must notify the theory instructor or the Nursing Administrative Assistant before the class begins.

A Healthcare Provider release to return to theory or clinical is required if a student is absent for three consecutive learning experiences 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 (Appendix A) form*. **This form is to be submitted the day of the absence (or being tardy) or upon returning to class.**

9.0 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 dismissal.

10.0 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.

11.0 General Clinical Policies

11.1 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!

11.2 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.

11.3 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.

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 immediately to the Administrative Assistant in the Nursing office.**

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

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.**

11.4 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 clinical setting.**

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.

Once a student has been denied access to patients, either the student will be put on nursing Program warning, probation or will be immediately dismissed from the nursing Program. The student shall be fully informed of the decision and its consequences and shall be afforded the right to a hearing according to the institutional grievance procedure. Students placed on probation may be required to meet special conditions such as counseling sessions or other professional help within a stated time frame. **Failure to comply with the written conditions of warning or probation or may result in the student being dismissed from the Nursing Program.**

12.0 Warning, Probation and Dismissal

Due to the nature of the nursing discipline in dealing with patient lives and safety, The 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.

Verbal warnings do not have to relate to each other. Three infractions, constitute a written warning. The next infraction shall result in a probationary status and the student is required to appear before nursing faculty**.** 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 from the Nursing Program can occur immediately. ***This policy begins upon entrance into the program and is cumulative throughout the Program.***

CHART 12.A

First Verbal Warning
↓
Second Verbal Warning (may be unrelated)
↓
Written Warning (Appendix B);Notification to Director of Nursing & VP Student Affairs
↓
Meet with Nursing Faculty, VP Student Affairs (at their discretion)
↓
Probation
↓
Dismissal

*Nursing Faculty will document all disciplinary actions.
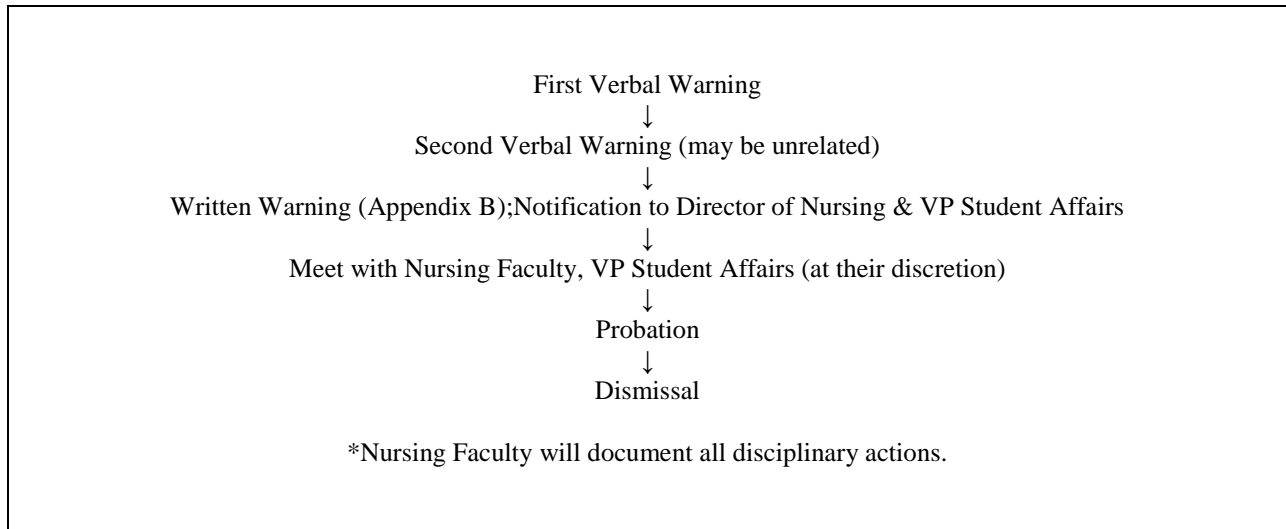
12.1 Grievance Procedure

The grievance procedure may be found in the current *Miles Community College Student Handbook.* Before filing a grievance, students are required to follow the chain of command as outlined under Student Concerns, *Chart 6.A.*

13.0 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 "B-" 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 selective 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.

14.0 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. The forms are available at the Student Services 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.

15.0 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.

Miles Community College Nursing Program Student Communication Form

Students are to complete **MCC Nursing Program Student Communication Form** and submit it to the instructor electronically when requesting special considerations. Students are responsible for communicating a request as soon as possible. In addition, verbal communication is encouraged. Special considerations may include but are not limited to rescheduling, absence or being tardy to a class or clinical experience, ITV viewing site, testing time or site.

Instructor will review the submission and using their discretion respond to the request, considering the Nursing Handbook, policies course syllabus and student performance. Instructor will note decision on the form, communicate with the student and post a copy to the student's file.

Student Name:_____ **Date:** _____

Instructor:_____ **Course:**_____

Check as Applicable:

_____Tardy or Absence from class or clinical experience
_____Reschedule a clinical experience
_____Extension for an assignment
_____Alternative exam time/ site or to reschedule
_____Alternative ITV site__ one time or _____on-going
_____Other considerations

Describe Request, Rationale and Proposed Solution(s):

Instructor Decision & Comments: Date:

Add to student file H:/nursing Student

Appendix B
MILES COMMUNITY COLLEGE
WARNING, PROBATION AND DISMISSAL NOTICE

Name of Student: _____

       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

Course of Program: _____

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.

_____
Signature of Faculty Member   Date

· ·

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 (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 **printed** name: _____

Student Signature:_____ Date:_____
_____