Miles Community College

Nursing Student Handbook
2019 - 2020

Nursing Handbook Revised May 2019

TABLE OF CONTENTS

1.0 Welcome

You are embarking on a journey that will take you from a novice to a proficient level of knowledge and skills. The journey begins with your basic nursing education and continues throughout your nursing career.

Your enrollment in the Miles Community College Associate Science Degree in Nursing Program initiates a two-way partnership with responsibilities shared by the faculty and students, as you the student, acquire the minimum educational requirement for professional nursing. The program provides learning opportunities in a variety of classroom and clinical settings to prepare students to take the National Council Licensure Examination Registered Nurse (NCLEX-RN) to secure licensure as Registered Nurse.

Learning is a dynamic lifelong process, occurring in the cognitive, psychomotor and affective domains. It is the joint responsibility of the educator and the learner with each assuming the responsibility of learning and continued self-development. The role of the educator is to facilitate learning and leadership by providing an environment wherein students have the opportunity to establish goals, examine various means of attaining them and evaluate the course of actions selected. Practitioners of nursing have a responsibility for professionalism and the mentoring of others. The nurse is a role model for clients, families and communities in terms of practicing appropriate health behaviors.

The faculty are committed to serve as facilitators of learning, continuous quality improvement in curriculum and program development. Faculty foster a supportive environment in which concepts are applied to a variety of problem-solving situations, evaluation to the student and direction for further learning. Your student responsibility in this partnership is to utilize all of the available resources to learn, apply the concepts presented and to seek counsel from the nursing faculty regarding academic and clinical practice needs.

We wish you success in your pursuit of the Associate of Science Degree in Nursing!

The Miles Community College Nursing Department Team

Leadership, Faculty and Staff

1.1 Purpose of Handbook

All nursing students enrolled in the Nursing Program are subject to the policies and procedures of Miles Community College (MCC). Students are responsible to review the MCC Catalog and MCC Student Handbook. These documents are available online. The Nursing Student Handbook is an official communication of the policies and procedures for the School of Nursing. The purpose is to provide a learning environment that is supportive, equitable, inclusive and safe for all involved in the learning process. By accepting a position as a nursing student at Miles Community College, you are making a commitment to adhere to the policies as described within the Handbook. It is expected that you will fully review the policies put forth and signify your compliance to them by signing the Nursing Program Code of Ethics Contract in Appendix C, which will be placed in your student file.

1.2 Nursing Information

Pauline Flotkoetter, MSN, RN Director of Nursing
406-874-6188
Email: flotkoetterp@milescc.edu

Gwen Gunther, Nursing Program Administrative Assistant
406-874-6189
 Email: guntherg@milescc.edu

Miles Community College offers a five (5) semester Associate of Science in Nursing Degree that prepares students for NCLEX-RN exam.

1.3 Accreditation

Northwest Commision on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052
Phone: 425.558.4224
Website: www.nwccu.org

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

The Miles Community College Registered Nursing Program (ASN/RN) has been granted continued accreditation with good cause by *Accreditation Commission for Education in Nursing (ACEN.* A follow-up report and a site visit is scheduled for the fall of 2019, before the ACEN Commission reviews status again in March 2020. It is anticipated the next evaluation visit will be scheduled for fall of 2022.

Montana State Board of Nursing (SBON) Program Approval
301 South Park
PO Box 200513
Helena, MT 59620-0513
Phone: 406-841-2342
Website: http://boards.bsd.dli.mt.gov/nur

The Miles Community College Nursing Program (ASN) is approved on conditions through April 2020.

1.4 Department Organization

```
                    ┌─────────────────────────┐
                    │   Director of Nursing    │
                    │       RN, MSN            │──────────┐
                    └─────────────────────────┘          │
                       ↓        ↓        ↓          ╭──────────────╮
                                                    │ Administrative│
                                                    │ Assistant, Pre-│
                                                    │   Nursing     │
                                                    │   Advisor     │
                                                    ╰──────────────╯

┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│Nursing        │   │Nursing        │   │Nursing        │
│Instructors    │   │Instructors    │   │Instructor RN, │
│RN, MSN        │   │(RN, MSN)      │   │MSN            │
└──────────────┘   └──────────────┘   └──────────────┘
```

Clinical Resource Registered Nurses (credentialed)
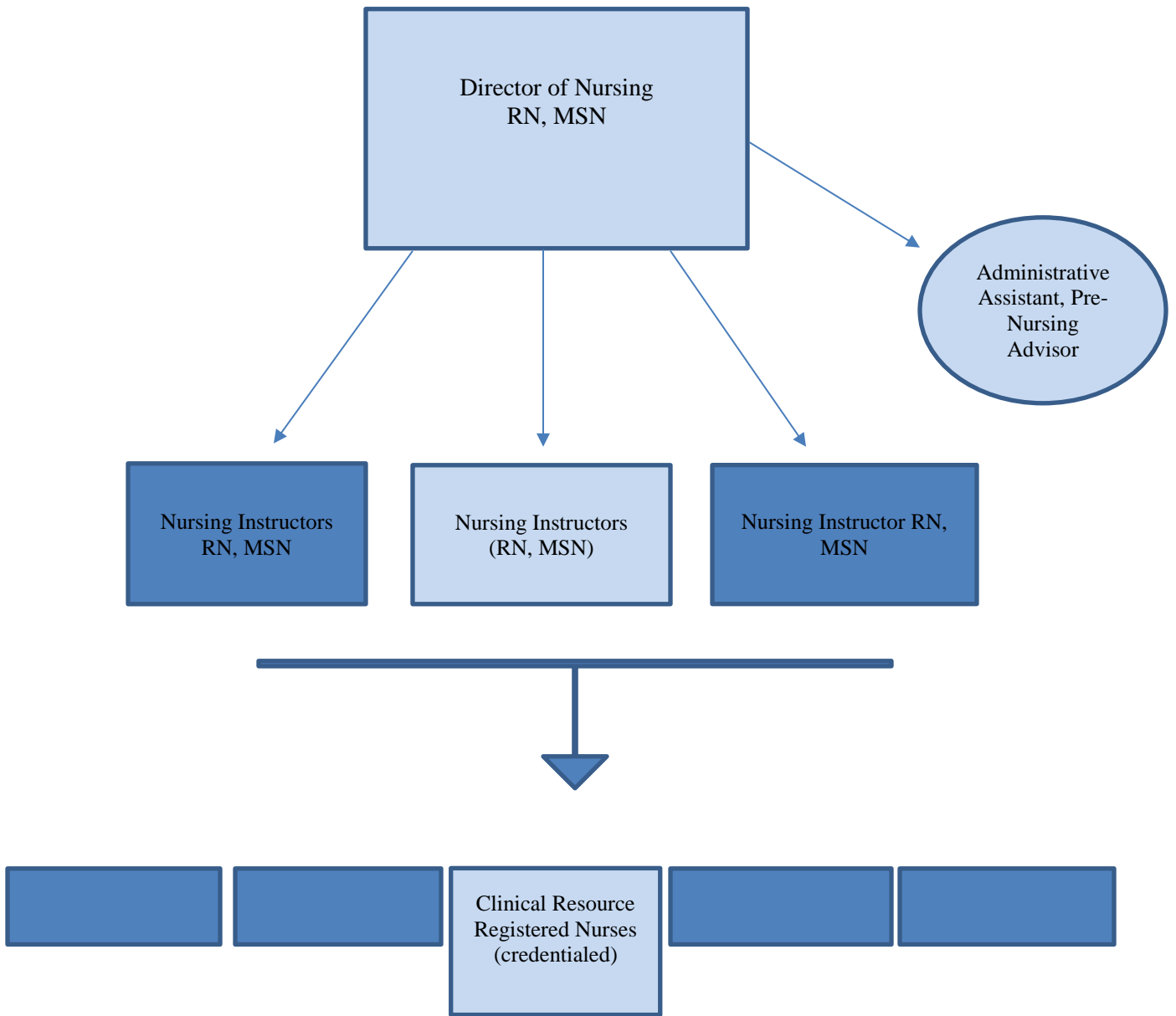
2.0 Mission

The MCC Nursing program provides quality evidence-based nursing education for Associate Degree Nurses. This includes faculty striving to provide a learning environment, which promotes active participation, focusing on the concepts of human flourishing, nursing judgement, professional identity and spirit of inquiry. Integral to achievement is the collaborative process with health care facilities and partners in Eastern Montana. Students will be prepared to successfully pass NCLEX boards and earn Registered Nurse Licensure after graduation.

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

2.1 Program Guiding Principles

People are holistic beings who grow, develop, and adapt throughout the lifespan. The faculty of the Nursing Program believes that people, are members of the global society, endowed with intellects and capacities that 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 that 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.

2.2 Nursing Education

Learning is a dynamic lifelong process, occurring in the cognitive, psychomotor and affective domains. It is the joint responsibility of the educator and the learner with each assuming the responsibility of learning and continued self-development. The role of the educator is to facilitate learning and leadership by providing an environment wherein students have the opportunity to establish goals, examine various means of attaining them and evaluate the course of actions selected. Practitioners of nursing have a responsibility for professionalism and the mentoring of others. The nurse is a role model for clients, families and communities in terms of practicing appropriate health behaviors.

The faculty are committed to serve as facilitators of learning, continuous quality improvement in curriculum and program development. Faculty fosters a supportive environment in which concepts are applied to a variety of problem-solving situations, evaluation to the student and direction for further learning. Student's responsibility in this partnership is to utilize all of the available resources to learn, to apply the concepts presented and to seek counsel from the nursing faculty regarding academic and clinical practice needs.

Faculty members strive to provide classroom and clinical experiences in which students can apply nursing concepts to a variety of patient situations and practice settings. These nursing concepts continue to build upon a base with increasing complexity throughout the curriculum.

2.3 Nursing Curriculum

MCC follows the approved Montana Board of Nursing A.S.N. Degree Model Curriculum with recommended Scope and Sequence. It allows for standardization of nursing education within the

state, simplifies transfer of courses to other programs and eases matriculation to BSN programs within the state of Montana.

3.0 Outcomes for 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, assessments, 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.

3.1 End of Program Student Learning Outcomes (SLO)
SLO 1 Human Flourishing: Will advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span. (NLN 2010)
SLO 2 Nursing Judgment: Will make clinical judgments in practice, utilizing critical thinking, substantiated with evidence based practice that integrate nursing science in the provision of safe, high quality evidence based practice, and promote the health of patient within a family and community context. (NLN 2010)

SLO 3 Professional Identity: Will practice one's role as nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community. (NLN 2010)

SLO 4 Spirit of Inquiry: Will 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)

Table 3.A   End of Program Student Learning Outcomes

Student Learning Outcomes   For Measurements Criteria (in revision process)

SLO 1 Human Flourishing: Upon completion of the MCC Nursing Program; 80% of the nursing students will advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span. (NLN 2010)	Kaplan NursingPredictor A Exam: 80% of students will answer 60 percent of their questions correct on the follow categories. • Patient Centered Care • Health Promotion • Client Needs Category • Nursing Process • Population Health

	Kaplan Diagnostic A Exam: 80% of students will meet the benchmark of 55-60 percent.
	Learning Mastery: (clinical progression, evaluations, clinical paperwork, theory exams) 80% of students will meet the benchmark of level 3 in Human Flourishing
	Capstone/Transition Evaluations: 80% of students will meet the benchmark of level 3 in Human Flourishing
SLO 2 Nursing Judgement: Upon completion of the MCC Nursing Program; 80% of the nursing students shall: make clinical judgments in practice, utilizing critical thinking, substantiated with evidence based practice that integrate nursing science in the provision of safe, high quality evidence based practice, and promote the health of patient within a family and community context. (NLN 2010)	Kaplan Nursing Predictor A Exam: 80% of students will answer 60% of questions correct on the follow categories. • Clinical Concepts • Evidence Based Practice • Clinical Judgment • Safety Kaplan Diagnostic Exam: 80% of students will meet the benchmark of 55-60 percent . Learning Mastery: (i.e. clinical progression, evaluations, clinical paperwork, theory exams) 80% of students will meet the benchmark of level 3 in Nursing Judgement Capstone/Transition Evaluations: 80% of students will meet the benchmark of level 3 in Nursing Judgement
SLO 3 Professional Identity: Upon completion of the MCC Nursing Program; 80% of the nursing students shall: practice one's role as nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community. (NLN 2010)	Kaplan Nursing Predictor A Exam: 80% of students will answer 60 % of their questions correct.on the follow categories. • Legality and Ethics • Communication • Client Need Category: Management of Care Kaplan Diagnostic Exam: 80% of students will meet the benchmark of 55-60% . Learning Mastery: (clinical progression, evaluations, clinical paperwork, theory exams) 80% of students will meet the benchmark of level 3 in professional identity Capstone/Transition Evaluations: 80% of students will meet the benchmark of level 3 in professional identity

SLO 4 Spirit of Inquiry: Upon completion of the MCC Nursing Program; 80% 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)	Kaplan Nursing Predictor A Exam: 80% of students will answer 60 percent of their questions correct on the follow categories. • Evidence Based Practice • Nursing Process • Client Needs Category Kaplan Diagnostic Exam: 80% of students will meet the benchmark of 55-60% . Learning Mastery: (clinical progression, evaluations, clinical paperwork, theory exams) 80% of students will meet the benchmark of level 3 in spirit of inquiry Capstone/Transition Evaluations: 80% of students will meet the benchmark of level 3 in spirit of inquiry

3.2 Program Outcomes:

Expected level of achievement: 80 % of students will pass NCLEX exam on their first attempt

Expected level of achievement for retention: 75% of students will successfully complete the program in four semesters after being admitted.

Expected level of achievement for job placement: 75 % of graduates will be employed as a registered nurse in six to nine months following graduation.

4.0 Nursing Program Progression
As students' progress through the nursing program; nursing concepts build with increasing complexity throughout the curriculum. The following chart identifies the levels of expected performance in a cumulative manner. Program progression is measured through the use of Clinical Progression tool, Mid-term Evaluations, Final Evaluations and Canvas Learning Mastery using the following standard rating scale.

4.1 Expected Level of Achievement per Semester
Table 4.A

Second Semester	Third Semester	Fourth Semester	Fifth Semester
By end of semester student is required to be at the novice-assisted level (1.5 or higher score) on each of the four program learning outcomes (Human Flourishing, Nursing Judgment, Professional Identity, Spirit of Inquiry) and their objectives	By end of semester student is required to be at the assisted level (2 or higher score) on each of the four program learning outcomes (Human Flourishing, Nursing Judgment, Professional Identity, Spirit of	By end of semester student is required to be at the assisted-supervised level (2.5 or higher score) on each of the four program learning outcomes (Human Flourishing, Nursing Judgment, Professional Identity, Spirit of Inquiry) and their	By end of semester student is required to be at the supervised level (3 or higher score) on each of the four program learning outcomes (Human Flourishing, Nursing Judgment, Professional Identity, Spirit of Inquiry) and

Second Semester	Third Semester	Fourth Semester	Fifth Semester
	Inquiry) and their objectives	objectives	their objectives

Rating Scale

Dependent (score 0)	Novice (score 1)	Assisted (score 2)	Supervised (score 3)	Self-Directed (score 4)
Almost Always Requires (>90% of the time) · direction · monitoring · guidance · support Rarely Exhibits (<10% of the time) · a focus on the client or system · accuracy, safety, and skillfulness · assertiveness and initiative · efficiency and organization · an eagerness to learn	Very Often Requires (75% of the time) · direction · monitoring · guidance · support Occasionally Exhibits (25% of the time) · a focus on the client or system · accuracy, safety, and skillfulness · assertiveness and initiative · efficiency and organization · an eagerness to learn	Often Requires (50% of the time) · direction · monitoring · guidance · support Often Exhibits (50% of the time) · a focus on the client or system · accuracy, safety, and skillfulness · assertiveness and initiative · efficiency and organization · an eagerness to learn	Occasionally Requires (25% of the time) · direction · monitoring · guidance · support Very Often Exhibits (75% of the time) · a focus on the client or system · accuracy, safety, and skillfulness · assertiveness and initiative · efficiency and organization · an eagerness to learn	Rarely Requires (<10% of the time) · direction · monitoring · guidance · support Almost Always Exhibits (>90% of the time) · a focus on the client or system · accuracy, safety, and skillfulness · assertiveness and initiative · efficiency and organization · an eagerness to learn

Program Student Learning Outcomes	Second Semester (1.5 or higher score)	Third Semester (2 or higher score)	Fourth Semester (2.5 or higher score)	Fifth Semester (3 or higher score)
Human Flourishing ADN Competency: *Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span. (NLN 2010 p.38)*	Begins to recognize the need to provide comprehensive patient care in compliance with clinical agency policy and procedure Begins to recognize caring behaviors, while beginning to recognize interventions to address actual and anticipatory physical, emotional, and spiritual comfort, pain, and/or suffering Begins to recognize the need for advocacy, while including the patient and family as the center of the caregiving team, seeing through the patient's eyes when	Explore and explain how the nurse provides comprehensive patient care in compliance with clinical agency policy and procedure Explore and explain how the nurse recognizes caring behaviors, while exploring interventions to address actual and anticipatory physical, emotional, and spiritual comfort, pain, and/or suffering Explore and explain how the nurse recognize the need for advocacy, while including the patient and family as the	Develops, applies, and analyzes ways to provide comprehensive patient care in compliance with clinical agency policy and procedure Develops, applies, and analyzes ways to provide caring behaviors, while modifying interventions to address actual and anticipatory physical, emotional, and spiritual comfort, pain, and/or suffering Develops, applies, and analyzes ways to advocate, while including the patient and family as the center of the caregiving team, seeing through the	Synthesize and evaluate comprehensive patient care in compliance with clinical agency policy and procedure Synthesize and evaluate caring behaviors, while modifying interventions to address actual and anticipatory physical, emotional, and spiritual comfort, pain, and/or suffering Synthesize and evaluate the need for advocacy, while including the patient and family as the center of the caregiving team, seeing through the patient's eyes when setting and modifying care goals Synthesize and evaluate

	setting and modifying care goals Begins to recognize diversity of individuals Begins to demonstrate competency of skills, and knowledge of the nursing process	center of the caregiving team, seeing through the patient's eyes when setting and modifying care goals Explore and explain how the nurse recognizes diversity of individuals Explore and explain how the nurse demonstrate competency of skills, and knowledge of the nursing process	patient's eyes when setting and modifying care goals Develops, applies, and analyzes ways to recognize diversity of individuals Develops, applies, and analyzes ways to demonstrate competency of skills, and knowledge of the nursing process	diversity of individuals Synthesize and evaluate competency of skills, and knowledge of the nursing process
Nursing Judgment ADN Competency: W*ill make clinical judgments in practice, utilizing critical thinking, substantiated with evidence-based practice that integrate nursing science in the provision of safe, high quality evidence-based practice, and promote the health of patient within a family and community context.* (NLN 2010 p.38)	Begins to recognize the need to locate evidence-based literature related to clinical practice and guideline activities. Reference clinical related activities with evidence-based literature. Value the concept of evidence-based practice in determining best clinical practice. Begins to recognize the need for effective strategies to reduce risk of harm to self or others through both system effectiveness and individual performance (ie: 2 patient identifiers, independent double checks) Begins to recognize the need to employ effective strategies to improve organization/time management and reduce reliance on memory Begins to recognize the need to perform clinical procedures with the expected level of knowledge and skill of a nursing student	Explore and explain how the nurse Locate evidence-based literature related to clinical practice and guideline activities. Reference clinical related activities with evidence-based literature. Value the concept of evidence-based practice in determining best clinical practice. Explore and explain how the nurse Demonstrate effective strategies to reduce risk of harm to self or others through both system effectiveness and individual performance (ie: 2 patient identifiers, independent double checks) Explore and explain how the nurse Employ effective strategies to improve organization/time management and reduce reliance on memory Explore and explain how the nurse Perform clinical procedures with the expected level of knowledge and skill of a nursing student	Develops, applies, and analyzes ways to Locate evidence-based literature related to clinical practice and guideline activities. Reference clinical related activities with evidence-based literature. Value the concept of evidence-based practice in determining best clinical practice. Develops, applies, and analyzes ways to Demonstrate effective strategies to reduce risk of harm to self or others through both system effectiveness and individual performance (ie: 2 patient identifiers, independent double checks) Develops, applies, and analyzes ways to Employ effective strategies to improve organization/time management and reduce reliance on memory Develops, applies, and analyzes ways to Perform clinical procedures with the expected level of knowledge and skill of a nursing student	Synthesize and evaluate evidence-based literature related to clinical practice and guideline activities. Reference clinical related activities with evidence-based literature. Value the concept of evidence-based practice in determining best clinical practice. Synthesize and evaluate effective strategies to reduce risk of harm to self or others through both system effectiveness and individual performance (ie: 2 patient identifiers, independent double checks) Synthesize and evaluate effective strategies to improve organization/time management and reduce reliance on memory Synthesize and evaluate clinical procedures with the expected level of knowledge and skill of a nursing student Synthesize and evaluate national patient and safety goals and quality measures

	Begins to recognize the need to identify national patient and safety goals and quality measures	Explore and explain how the nurse Identify national patient and safety goals and quality measures	Develops, applies, and analyzes ways to Identify national patient and safety goals and quality measures	Synthesize and evaluate concerns related to hazards and errors without engaging in blaming behaviors
	Begins to recognize the need to communicate concerns related to hazards and errors without engaging in blaming behaviors	Explore and explain how the nurse Communicate concerns related to hazards and errors without engaging in blaming behaviors	Develops, applies, and analyzes ways to Communicate concerns related to hazards and errors without engaging in blaming behaviors	
Professional Identity ADN Competency: Will practice *one's role as a nurse committed to communication, collaboration within the role of the interdisciplinary healthcare team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community.* .(NLN 2010 p.38)	Begins to recognize the need to comply with the ANA Code of Ethics, Standards of Practice, and policies and procedures of MCC, School of Nursing, and clinical agencies. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice)	Explore and explain how the nurse comply with the ANA Code of Ethics, Standards of Practice, and policies and procedures of MCC, School of Nursing, and clinical agencies. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice)	Develops, applies, and analyzes ways to Comply with the ANA Code of Ethics, Standards of Practice, and policies and procedures of MCC, School of Nursing, and clinical agencies. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice)	Synthesize and evaluate the ANA Code of Ethics, Standards of Practice, and policies and procedures of MCC, School of Nursing, and clinical agencies. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice)
	Begins to recognize the need accept constructive feedback and develop a plan of action for improvement. Arrive to clinical experiences at assigned times maintaining appropriate professional appearance	Explore and explain how the nurse Accept constructive feedback and develop a plan of action for improvement. Arrive to clinical experiences at assigned times maintaining appropriate professional appearance	Develops, applies, and analyzes ways to Accept constructive feedback and develop a plan of action for improvement. Arrive to clinical experiences at assigned times maintaining appropriate professional appearance.	Synthesize and evaluate constructive feedback and develop a plan of action for improvement. Arrive to clinical experiences at assigned times maintaining appropriate professional appearance.
	Begins to recognize the need to discuss the principles of effective communication within the interdisciplinary team. Recognize changing patient condition and communicate changes in patient status to the inter-professional team in a timely manner using standardized SBAR	Explore and explain how the nurse Discuss the principles of effective communication within the interdisciplinary team. Recognize changing patient condition and communicate changes in patient status to the inter-professional team in a timely manner using standardized SBAR	Develops, applies, and analyzes ways to Discuss the principles of effective communication within the interdisciplinary team. Recognize changing patient condition and communicate changes in patient status to the inter-professional team in a timely manner using standardized SBAR	Synthesize and evaluate the principles of effective communication within the interdisciplinary team. Recognize changing patient condition and communicate changes in patient status to the inter-professional team in a timely manner using standardized SBAR
	Begins to recognize the need to identify intra- and inter-	Explore and explain how the nurse Identify	Develops, applies, and analyzes ways to Identify intra- and inter-	Synthesize and evaluate intra- and inter-professional team member roles and scopes of practice. Synthesize and evaluate patient and family in a

	professional team member roles and scopes of practice. Begins to recognize the need to engage patient and family in a collaborative relationship by providing relevant information, resources, access, and support Begins to recognize the need to provide support to colleagues to complete work efficiently when appropriate. Complete electronic charting in the electronic health record in a timely manner.	intra- and inter-professional team member roles and scopes of practice. Explore and explain how the nurse Engage patient and family in a collaborative relationship by providing relevant information, resources, access, and support Explore and explain how the nurse Provide support to colleagues to complete work efficiently when appropriate. Complete electronic charting in the electronic health record in a timely manner.	professional team member roles and scopes of practice. Develops, applies, and analyzes ways to Engage patient and family in a collaborative relationship by providing relevant information, resources, access, and support Develops, applies, and analyzes ways to Provide support to colleagues to complete work efficiently when appropriate. Complete electronic charting in the electronic health record in a timely manner.	collaborative relationship by providing relevant information, resources, access, and support Synthesize and evaluate support to colleagues to complete work efficiently when appropriate. Complete electronic charting in the electronic health record in a timely manner.
Spirit of Inquiry ADN Competency: W*ill examine the evidence that underlies clinical nursing practice, challenging the status quo, disseminate data through available technology and information, questioning underlying assumptions and offering new insight improving quality of care for patients, families and communities.* (NLN 2010 p.38)	Begins to recognize the need to value ongoing self-assessment and commitment to excellence in practice. Begins to recognize the need to deliver care in timely and cost effective manner. Begins to recognize the need to seek information about processes/projects to improve care. Recognize and communicate variations in care of nurse sensitive indicators: pressure ulcer prevention; UTI from urinary catheters; central line infection; etc. Begins to recognize the need to protect confidentiality of electronic health records data, information, and knowledge of technology in an ethical manner.	Explore and explain how the nurse Value ongoing self-assessment and commitment to excellence in practice. Explore and explain how the nurse Deliver care in timely and cost effective manner. Explore and explain how the nurse Seek information about processes/projects to improve care. Recognize and communicate variations in care of nurse sensitive indicators: pressure ulcer prevention; UTI from urinary catheters; central line infection; etc. Explore and explain how the nurse Protect confidentiality of electronic health records data, information, and knowledge of technology in an ethical manner.	Develops, applies, and analyzes ways to Value ongoing self-assessment and commitment to excellence in practice. Develops, applies, and analyzes ways to Deliver care in timely and cost effective manner. Develops, applies, and analyzes ways to Seek information about processes/projects to improve care. Recognize and communicate variations in care of nurse sensitive indicators: pressure ulcer prevention; UTI from urinary catheters; central line infection; etc. Develops, applies, and analyzes ways to Protect confidentiality of electronic health records data, information, and knowledge of technology in an ethical	Synthesize and evaluate ongoing self-assessment and commitment to excellence in practice. Synthesize and evaluate Delivery of care in timely and cost effective manner. Synthesize and evaluate information about processes/projects to improve care. Recognize and communicate variations in care of nurse sensitive indicators: pressure ulcer prevention; UTI from urinary catheters; central line infection; etc. Synthesize and evaluate confidentiality of electronic health records data, information, and knowledge of technology in an ethical manner. Synthesize and evaluate Document clear and

		manner. Develops, applies, and analyzes ways to Document clear and concise responses to care in the electronic health record. Develops, applies, and analyzes ways to Utilize technology and information management tools for data collection to support critical thinking for clinical reasoning to support safe processes of care.	concise responses to care in the electronic health record. Synthesize and evaluate technology and information management tools for data collection to support critical thinking for clinical reasoning to support safe processes of care.
	Begins to recognize the need to document clear and concise responses to care in the electronic health record. Begins to recognize the need to utilize technology and information management tools for data collection to support critical thinking for clinical reasoning to support safe processes of care.	Explore and explain how the nurse Document clear and concise responses to care in the electronic health record. Explore and explain how the nurse Utilize technology and information management tools for data collection to support critical thinking for clinical reasoning to support safe processes of care.	

4.2 Scope and Sequence of Courses

MCC follows the approved Montana Board of Nursing A.S.N. Degree Model Curriculum with recommended Scope and Sequence. Course descriptions are listed in the MCC catalog and in the course syllabi.

Table 4.B

MCC Course Scope & Sequence for ASN Nursing

Course Number	Course Name	Didactic Credits	Lab Credits	Clinical Credits	Total Credits
BIOH 201/202	Human Anatomy and Physiology I with Lab	3	1		4
CHMY 121 & 122	Intro to General Chemistry with Lab	3	1		4
WRIT 101	College Writing I	3			3
MATH 140	*College Math for Healthcare	3			3
Total Credits Semester 1		**12**	**2**	**0**	**14**
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 | **13 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
SOCI 101	Introduction to Sociology	3			3
Total Credits Semester 3		**9**	**2**	**2**	**13**
Semester 4 | **16 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
NRSG 254	Mental Health Concepts	3			3
NRSG 255	Mental Health Concepts Clinical			1	1
Total Credits Semester 4		**11**	**1**	**4**	**16**
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		**51**	**6**	**15**	**72**
A total of 29 credits for General Education Courses					
A total of 44 credits for Nursing Courses					

* Class begun Fall 2018, other Math may apply

5.1 .2018   H/Nursing Administration/Scope & Seq Faculty Credit Load

Revised 2.11.19

5.0 General Policies

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

5.1 Length of Program
The Associate of Science in Nursing Degree may be completed in five semesters, full-time plan of study. However, students may choose a part-time option and complete the degree requirements over a longer period. Once admitted to the Nursing Program, students must complete the A.S.N. required nursing courses consecutively each semester or withdraw from the program.   See the scope and sequence for the nursing 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) & Montana Board of Nursing. Miles Community College is the governing organization of the Nursing Program. The following statement from the 2019-2020 Miles Community College Handbook defines the semester unit credit:
  *"College work is measured in terms of semester credits. A "credit" in a lecture class involves one hour of classroom work and two additional hours of outside work or preparation; a credit in a laboratory or clinical class involves two hours of classroom work and one hour of outside work **or** three hours of classroom work; These weekly guidelines are for a fifteen-week semester (i.e. a three-credit lecture class would meet for 45 lecture hours during the semester). Weekly instructional time is adjusted whenever the semester length does not cover a full 15 week period of time." (Please refer to the current Miles Community College Student Handbook.)*

5.2 Nursing Program Admissions
The Miles Community College Nursing Program has an enrollment capacity dictated by the Montana Board of Nursing. The complete list of policies and procedures for admission to the program are in the current Miles Community College Catalog. The most current information is available at:
http://www.milescc.edu/DegreesPrograms/AlliedHealth/Nursing/admissionshome.html

5.3 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:
1. Director of Nursing
2. Vice-President of Academic Affairs
3. Dean of Enrollment Management and Educational Support Services
4. Registrar
5. Nursing Faculty representative(s), collectively one vote
6. Two members of the Academic Division who are involved in non-nursing general education courses, to be assigned annually by the MCC President and Cabinet

The Nursing Admissions Committee must approve all admissions, re-admissions, and transfers related to the Nursing Program.

5.4 Background Check - Drug Screen
Students must submit to and receive satisfactory results from a criminal background check as a condition of admission. Admission may be denied or rescinded based on the results of the background check.

Students and pass a mandatory drug screen to be completely admitted to the program. If results are positive, it will be discussed with the student and the student may be removed from the program.   Facility regulations may require additional screens at various intervals and/or for cause.

Background check reports and Criminal Background Disclosure and Drug testing are kept confidential and may be reviewed by only MCC administrators and faculty affiliated in accordance to FBI regulations and Family Educational Records and Privacy Act. It will be maintained in a secure place by the Nursing Director. Only a letter rescinding or denying admission or a letter dismissing a student will be maintained in the student's **academic** file.

5.5 CPR Requirement
All admitting students must show evidence of completion of Basic Life Support for Healthcare Providers by the American Heart Association, this is required to be kept current during their enrollment in the Nursing program. Students are denied clinical access if CPR is not up to date.

5.6 Insurance
Liability insurance for nursing students is required and arranged by the college, payment is included with tuition and fees. 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 incident occur, students are required to notify their clinical instructor immediately of an occurrence in the affiliated clinical facility. The student and instructor will complete safety and risk surveillance forms for the clinical facility/service.

Proof of medical insurance is required for individual students, 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 and 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 in the affiliated clinical facility. The student and instructor will complete safety and risk surveillance forms for the clinical facility as well as the 'Student First Report of Injury' form required by Miles Community College.

5.7 Sophomore Update Requirements
Sophomore**s** are required to complete a sophomore update form, which includes a repeat mandatory drug test prior to semester four. Students may need to clear additional background checks and/or pass drug testing, TB testing and/or other immunizations if required by an agency or facility prior to participation in a clinical experience. Students may not begin clinical experiences until the submitted form approved the Director of Nursing Program. Students who refuse to submit to additional requirements or delay in completion of this requirement will jeopardize the student's nursing program admission status and that may result in dismissal from MCC's Nursing Program. The update form can be downloaded from the MCC website: https://content.milescc.edu/DownloadFiles/Nursing/NursingSophomoreInformationUpdateForm.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, by phone at 874-6151; or in person at the Learning Center, 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 Learning Environment, Professional Conduct and Behaviors
All students have a right to a learning environment free of distractions.
1. Students are expected to show sensitivity to their peers as well as instructors by avoiding any activity that may cause distraction during class.
2. Students are expected to be respectful of the adult learning environment: avoid disrupting behaviors and conversations, respectful in faculty and peer interaction, manage and minimize disruptions from personal or electronic devices. Incivility will not be tolerated and is an unprofessional behavior.
3. Students are to have personal electronic devices on vibrate and are utilized only for instructional activities during class or clinicals. Calls are to be limited to emergency situations only.
4. Students are encouraged to plan ahead and make arrangements for childcare including days when their children are ill. Children are not allowed in the classroom.
5. Students are responsible for obtaining permission from faculty for guests, including spouses, children or others.
6. 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.**

7. Students are expected to practice with safety in mind for both the student and the patient.
8. Nursing is a profession and thus requires professional behavior. It is expected that students will act in a professional manner displaying commitment to learning in the classroom, lab, all clinical areas, all college areas, and at all times in the public (including social networking sites when representing the college or the profession of nursing).
9. Each course has a professional behavior rubric to assist in development of professional identity.

5.12 Medical Conditions

Students who have specific medical conditions, such as allergies, diabetes, pregnancy, recent injuries or surgeries, should inform their instructors, to assist in making appropriate adjustments and precautions. Healthcare provider documentation and/or release may be required. See the ADA section.

5.13 Military Deployment

Readmission into the nursing Program for MCC Nursing students, after a Military Deployment will be done in accordance with "Military Personnel and Veteran; Higher Education Act Provisions." In addition to the Higher Education Act for Military Personnel, the student must have met ongoing general requirements for Nursing at the time of deployment and must complete the Nursing Readmission Process. Readmission is dependent on space availability and each request will be handled on a case- by-case basis and will be reviewed by the MCC Nursing Admissions Committee.

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. 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.

1. Students may request special considerations for attending broadcast classes off campus. MCC has limited geographical and viewing licenses available.
2. Students are to complete *Student Communication Form (Appendix A)* and submit to the instructor electronically. Verbal communication is encouraged in addition to the form. The decision is determined on a case by case basis.

5.15 Transport to Clinical Agencies

Students are responsible for their own transportation to and from clinical agencies throughout the region. Students should expect to travel up to 165 miles from the MCC Miles City Campus. Overnight stays away from home may be necessary**.**

6.0 Professional Behaviors   - HIPAA

MCC Nursing Department provides training for all students and they are mandated to follow the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and provides training for all students The Miles Community College Nursing Program abides by the privacy practices and regulations networking.

Students are encouraged to strive to develop this refined sense of professional responsibility. People respect others who can keep confidences. 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!

1. Students are provided training and shall abide by the privacy practices and regulations as mandated by the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
2. Students are to adhere to the following guidelines from National Council of State Boards of Nursing (NCSBN) to avoid inadvertently disclosing confidential or private information about patients.
3. Students have an ethical and legal obligation to maintain patient privacy and confidentiality at all times. This includes any information resulting from the care of a patient or contact with patient's significant others and/or family members.
4. Students will not access medical or personal information of patients who are not assigned to the individual student.
5. Students are strictly prohibited from transmitting by way of any electronic media any patient-related image or documentation. In addition, students are restricted from transmitting any information that may reasonably anticipate violation of patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient. Students will refer to patients in objective terms even if the patient is not identified.
6. Students are not to 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. This sharing will be based on a need to know and not done in a public space such as cafeteria or hallways.
7. Students are not to identify patients, facilities or providers by name or post or publish or in assignments 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. In addition, conversations about patients and or their family members is not to be shared
8. Students cannot take photos or videos of patients on personal devices, including cell phones. Students must follow facility policies for taking photographs or video of patients for treatment or other legitimate purposes using facility-provided devices and consent process.
9. Students are to 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.
10. Students are to report any identified or potential breach of confidentiality or privacy to a clinical instructor.
11. Students are to comply with facility policies regarding use of facility-owned computers, cameras and other electronic devices and use of personal devices in the work place.
12. Students' 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.
13. Students are not to make or post make disparaging remarks about MCC, MCC employees, any clinical facility or fellow student, this includes threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.
14. Students are not to speak on behalf on MCC Nursing unless authorized to do so.

Any documented breach of confidentiality may result in immediate dismissal from the Nursing Program

7.0 Technology Policy

Students must have access to a computer with Microsoft Office and internet access to accommodate course requirements. 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. Computer failure does not exempt the student from assignment due dates, coursework requirements or examination deadlines.

7.1 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.

8.0 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 evaluation, textbook evaluation and selection process and other related issues. The committee is composed of nursing leadership, faculty and elected students and meetings are regularly scheduled during the semester. Three students each are selected from the freshman and sophomore class. An alternate representative for each class may be selected.

Faculty Responsibilities include:

1. Increasing student awareness regarding Program direction and faculty concerns.
2. Providing information and guidance regarding student concerns and participating in follow-up activities as indicated.
3. Fostering student/faculty interaction during joint meetings.

Student Cohort Representative Responsibilities include:

1. Communication liaison between student body and nursing faculty
2. Increasing class awareness regarding committee activities.
3. Soliciting student information for committee agendas.
4. Participating in proposing methods to address agenda items.
5. Implementing committee/faculty suggestions and reporting outcomes.
6. May attend Community Nursing Advisory Committee
7. Contributing to Program policy development.

Suggested questions for gathering student feedback from the cohort could include:
1. What is working well in lecture and clinicals?
2. What is not working well in lecture and clinicals?
3. Are there any needs that are not being addressed?
4. If applicable, have changes been implemented, were they helpful, if so how or if not why?
5. Any other comments, situations, or ideas that the student would like to convey?

Individual concerns related to a specific instructor or class are to be handled according to the student concern process in chart 10.A.

9.0 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.

9.1 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 students 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.

The nursing faculty values the students' socialization into the role of the professional nurse which includes dependability and accountability.   Students who have three (3) or more unexcused classes (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 performance improvement plan.

For more information, please see *Nursing Student Handbook*, 9.1 Attendance/Absence, 9.2 Absence Procedures, 9.3 Weather.

9.2 Absence Procedures

Notify the Instructor as early as possible and complete the *Student Communication Form (Appendix A).* If students are unable to attend **theory**, they must notify the theory instructor or the Nursing Administrative Assistant before the class begins.

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.

A Healthcare Provider release to return to theory or clinicalis 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 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 upon returning to class.***

9.3 Weather

Weather is a consideration in Eastern Montana and travel to campus and clinical sites during periods of inclement weather is a personal student choice. If unable to attend a classroom or clinical experience, students should follow the absence procedure. Students should remember that the program is not only preparing them academically to be nurses, it is also preparing individuals to be responsible employees in the workplace.

9.4 Testing Policy

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. Questions from standardized test banks are randomized in accordance with MCC Canvas Learning Management System.

Most nursing exams are web-based and require students to use computers with web-cameras. Tests are proctored utilizing a proctoring software, (i.e *Respondus Monitor*) with cameras for test security. Environmental sweeps, handheld electronic devices, occasional live proctored exams may be required. When the proctoring software alerts to suspicious testing behavior the instructor will review the information. These include but are not limited to environmental and student behaviors. Upon review, the student will be alerted and may lead to disciplinary actions.

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

9.5 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 a diagnostic (mock NCLEX) exam to evaluate preparation for the NCLEX exam and formulate an individualized study plan. Students must meet minimum benchmarks on all Kaplan integrated proctored tests in order to successfully complete the course in which the Kaplan test is embedded.

9.6 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 set timeframe will result in a lower exam grade using the following guidelines.

1. First day (1 min. - 24 hrs.)   = 25% deduction off total points earned
2. Second day (25 hrs. - 48 hrs.) = 50% deduction off total points earned
3. Third day (49 hrs. - 72 hrs.) = 75% deduction off total points earned
4. More than 72 hrs.   = 0 points earned   Student must take exam to complete course.

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 of action for avoiding future absences.

9.7 Late 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:

1.   First day (1 min. - 24 hrs.)   = 25% deduction off total points earned
2.   Second day (25 hrs. - 48 hrs.) = 50% deduction off total points earned

3. Third day (49 hrs. - 72 hrs.) =75% deduction off total points earned
4. 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 missing more than one assignment in any nursing class will be required to meet with the instructor. Students may fail the course if all assignments are not completed.

9.8 Extension Policy
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.

9.9 Nursing Course Grades
Grades are kept confidential according to Family Educational Rights and Privacy Act (FERPA) guidelines. 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".* The faculty strongly endorses the idea that each student is responsible for knowing his/her own academic status based on grades from learning activities.

Grades are recorded in the Canvas Learning Management System gradebook. All gradebook questions must be addressed by the student to the lead instructor. It is the student's responsibility to know what their grades are and contact the instructors for a plan to improve.

A = 91-100%	C+ = 77 – 79.5	D- =60 – 60.99	W
A- = 89.51-90.99	C = 71.01 – 76.99	F = Below 60%	WF
B+ = 87-89.50	C- = 69.51 – 70.99	T	
B = 81-86.99	D+ = 67 – 69.5	I	
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 may request 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.
Active Learning/Remediation:
Active learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as determined on exams. Remediation tools are intended to help the student review importan information to be successful in courses on the NCLEX exam. The student's individual assessment report will contain a listing of the Topics to Review. It's highly recommended to remediate using the Focused Review after completion of any practice.proctored tests, which contains links to Kaplan eBooks, media clips, and active learning templates for each nursing course.

During the fith semester,

A Kaplan Diagnostic Exam will be administer to assess the student's comprehension and master of of basic principles inclunding fundamentals of nursing, pharmacology, adult medical-surgical nursing, maternal newborn care, mental health nursing, nursing care of children, nurtrition, leadership, and community health nursing. The percentage of questions from all major NCLEX client need categories (management of care, safety and infection control, health promotion and maintenance, psycholsocial integrity, basic care and comfort, pharmacological and parenteral therapies, reduction of risk potential, and physiological adaptation) will be similar to the percentage of questions on the NCLEX RN. If the student fails to answer 55-60% of questions correct, they will be required to develop a study plan with remediation, and sign a contract with their instructor.

A Kaplan comprehensive predictor A exam will be administered, prior to graduation. The test will assess the same information as the diagnostic exam, and the student will be required to meet a benchmark of answering 60% of questions correctly. If the student fails to meet the benchmark, they must continue with the study plan with remediation, in conjunction with their instructor.

The student may take anothercomprehensive predictor B exam, attempting to meet the benchmark of 60%, if they fail to do so, a temporary "T: grade in the course in which the assessment is imbedded and must remediate and retest until the benchmark is met on proctored test. The student will be given an eight week period to meet the bench mark, and if the student is not capable of meeting the benchmark, a failing grade will be given for NURS course 266, Management of Care.

9.10 Remediation Practice

10.0 Student Concerns

Students will first discuss any and all academic concerns and complaints regarding academic issues with the course instructor. Once notification of the course instructor takes place, if the issue is unresolved, it may continue as illustrated in *Chart 10.A*. Open communication and the use of appropriate channels to resolve complaints are key to the student's academic and professional success. MCC and the Nursing Program work together to unify policies and procedures that pertain to the student appeal processes. Students first work through the Nursing Program and then through the MCC process as noted in the MCC Student Handbook.

Chart 10.A Student Concern Process

Student Concern/Complaint

↓

Discuss with Course Instructor

↓

Director of Nursing

Grievance Procedure   Grade Appeal

↓   ↓

Dean of Student Engagement & Auxiliary Services   Vice President of Academic Affairs
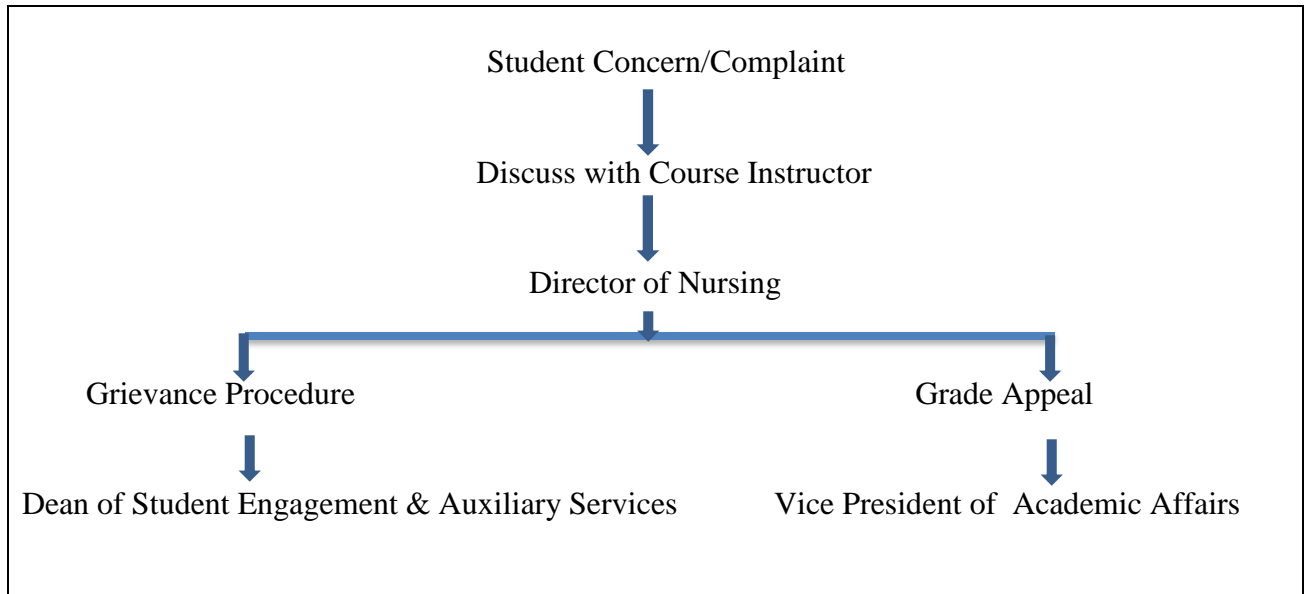
10.1 Students Right to Appeal Grade
Follow procedure as described on pg. 47 of the MCC Student Handbook.
https://content.milescc.edu/DownloadFiles/MCCStudents/StudentHandbook.pdf

11.0 General Clinical Expectations
Each instructor will detail expectations in syllabus. The goal for clinical experiences will be to integrate theory knowledge into clinical practice:
1. 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.
2. Medication administration and performance of any invasive procedure requires successful completion of skill return demonstration and the direct clinical supervision by a designated nursing factulty or clinical resource nurse. Failure to comply may result in dismissal of the student from the Nursing Program.

11.1 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.

11.2 Clinical Dress Code and Appearance
The dress code is required to ensure safety and control of infection for both students and clients. MCC nursing students will adhere to an appropriately modest and professional dress code in all clinical settings.   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 pressed. Plain navy, white or black (without commercial logos) sweaters may be worn over the uniform.

Plain navy, white or black (without commercial logos) long sleeved t-shirts or turtlenecks may be worn under the uniform. When wearing the uniform the hair must be neatly arranged and above the collar. Hair color must be a natural shade and facial hair is to be trimmed and neat.

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 upper chest. **If the name pin is lost, report it immediately to the Administrative Assistant in the Nursing office.**

Clinical faculty will make the final judgment on the appropriateness of student attire and corrective actions. Dress requirements in clinical settings ~~may vary~~are determined by ~~unit type or facility.~~Miles Community College Nursing Program. Students not appropriately dressed or wearing identification will be denied access by facility staff to patient charts and records.

1. **Jewelry**: Only wedding and engagement rings may be worn with the uniform. One pair of plain small post or hoop earrings may be worn. Other body jewelry in the nose, eyebrow or additional earrings, etc. are not appropriate. Students will be asked to remove additional jewelry and may be denied access to patients.
2. **Tattoos:** All visible tattoos must be in accordance to affiliating agencypolicy.
3. **Shoes:** Should be plainly designed to facilitate cleaning, must be closed toe and heel. These shoes should be **clean at all times.**
4. **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.
5. **Fingernails:** Trimmed 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.
6. **Valuables**: To safeguard student valuables, DO NOT take personal items to the clinical areas.
7. **Student Employment:** 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 simultaneously.

11.3 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 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. 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:

1. Breach of HIPAA standards.
2. Actions and/or events that demonstrate emotional instability in the student.
3. Threatened bodily harm to patients, staff, faculty, or peers.
4. Harassment of patients, staff, faculty or peers.
5. Indifference or insensitivity to patient safety, comfort, and right to privacy.
6. Lack of professional judgment.
7. Disregard for professional ethics.
8. Unsatisfactory or incomplete preparatory work.
9. Arrest and conviction of a crime as per Montana State Board of Nursing.
10. Failure to abide by Miles Community College Nursing dress code and appearance policies.
11. Any student health condition that jeopardizes patient or student safety and comfort.
12. Any condition including excessive fatigue, potential influence of medication, drugs or alcohol that may pose a safety risk to patient or student.
13. Any condition or circumstance, that constitutes an unreasonable safety risk to the patient or student.

11.4 Removal from the patient setting:

Student removal from a patient setting is reviewed by Nursing Faculty. Actions may include clinical makeup based on availability, disciplinary action including probation or dismissal from the Nursing Program. The student shall be fully informed of the decision,its consequences and has the right to file a grievance according to the institutional grievance procedure. Students placed on probation may need 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 Affiliating Agencies

In all agencies where students have learning opportunities, the Nursing Program has an affiliation agreement which allows students and faculty to participate in aspects of care to the clients. Students may not participate in learning experiences in facilities in which there is no affiliation agreement. Students must comply with facility-specific safety and education requirements at all times. Facility requirements will be addressed by the instructor and/or in course syllabus.

MCC has three major distant site clinical facilities located in Glendive, Sidney and Wolf Point, to assist the student to do clinical closer to their home. Assignment is based on preference and an internal point system.

13.0 Warning, Probation and Dismissal

The Nursing Program actions present a high risk potential to patient lives and safety thus the Program has a stricter process. The policy begins upon entrance into the Program and disciplinary actions are cumulative throughout the Program.

Verbal or written warnings do not have to relate to each other. The third infraction constitutes a written warning. The student is required to meet with the Nursing Faculty and Nursing Director and will result in Probationary Status. Failure to meet the probationary requirements or a fourth infraction is expected to result in dismissal from the Nursing Program, which maybe immediate. This does not necessarily result in dismissal from MCC. This mayoccur immediately.

CHART 13.A

1st Infraction - First Verbal Warning
 	
2nd Infraction - Second Verbal Warning (may be unrelated)
 	
3rd Infaction - Written Warning (Appendix B);
        Notification to Director of Nursing & Dean of Student Engagement & Auxiliary Services
        Meet with Faculty, Dean of Student Engagement & Auxiliary Services at their discretion)
        Probation
Meets Probation Rquirements
       Yes - Remains in Program
        No - Dismissal from Nursing Program
 	
*Nursing Faculty will document all disciplinary actions.

13.1 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 13.A*.

https://content.milescc.edu/DownloadFiles/StudentHandbook.pdf

14.0 Nursing Program Admission

Because of the critical nature of patient care, accreditation standards established by the ACEN and licensure standards established by the Montana Board of Nursing, students seeking admission to the Associate Degree Nursing Program are subject to requirements and review procedures beyond those associated with general admission to the college.   (Please note: Admission, progression and graduation criteria are subject to annual revision. Contact the Nursing Office or Nursing web site for the most current information)
https://www.milescc.edu/DegreesPrograms/Nursing/ApplicationProcess/)

Applicants who have been convicted of a felony or treated for substance abuse should discuss their eligibility status with the Montana Board of Nursing prior to admission. Acceptance into the program does not assure eligibility to take the RN licensing examination. The Montana Board of Nursing makes all final decisions on issuance of licenses.

14.1 Physical and Communication Admission 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.

14.2 Readmission to the Nursing Program

Students may not be admitted to the nursing Program more than twice (initial admission and one

re-admission*)* except when extenuating circumstances apply. Students who are requesting readmission to MCC Nursing Program are required to submit a letter to the Nursing Admission Committee including;

1. Contact information including current address, phone number and email address
2. Outlining the student's understanding of why they left the Nursing Program
3. What has changed that will allow them to be successful on a second attempt.
4. Current GPA and highest Kaplan Nursing Entrance Exam score.

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.

Students seeking readmission may be 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. Students requesting to enter in a semester other than the beginning of the program are subject to space availability. Nursing courses must have been taken within the past year from a nursing program that is approved by a nationally recognized nursing accrediting body.

14.3 Transfer Students
Students wishing to transfer to the MCC Nursing Program from other Schools of Nursing should contact the Nursing Program Director. Transfer admission is dependent on space availability.

15.0 Final Transcripts
1. MCC Registrar cannot forward transcripts to Montana State Board of Nursing if student has an Incomplete (I) or Temporary (T) grade.
2. 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*.
3. 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.

16.0 Course Transfer Information
All Nursing courses fulfill the requirements for the Miles Community College Associate of Science in Nursing Degree (A.S.N.). 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. Montana Model Curriculum facilitates matriculation to Montana B.S.N. programs.

APPENDICIES

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 ___onging
_____ Other considerations

Describe Request, Rationale and Proposed Solution(s):

Instructor Decision & Comments: Date

Add to student file H:/nursing Student

h:/Nursing/Nursing forms/MCC Student Communication form   revised 8.2018
h/Nursing/nursing policies…/protocols/MCC Student Communication form

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 it is my responsibility to complete all assignments on time and that there are penalties for late assignments (if allowed) at each instructor's discretion.
6. I agree that if I do not understand an assignment it is my responsibility to ask for clarification.
7. I understand my instructor(s) policy about being tardy and the consequences of not following the instructor's course syllabi.
8. I understand the ramifications of missing theory or clinical.
9. I understand that if I miss a class it is my responsibility to get any materials that were handed out during class.
10. I understand it is my responsibility to check my emails daily.
11. I understand that plagiarism of any kind will not be tolerated and will result in receiving a (0) for the assignment and failure of the class from Miles Community College.
12. I understand that any personal electronic devices may be respectfully used according to Nursing Student Handbook while in the learning environment.
13. I understand it is my responsibility to meet ongoing requirements for the nursing program for each semester as listed in the Nursing Student Handbook.

Student name (printed): _____

Student Signature:_____ Date:_____