RN/BSN Nursing Student Handbook

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**2017 – 2018**

### Nursing Department

#### Salish Kootenai College



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**RN/BSN Program**

**Introduction**

Please read the handbook carefully. You will be asked to sign a form at the end of the handbook indicating you read and understand the policies of the Nursing Department. Policies may change annually or more frequently, based on need. The nursing faculty reserves the right to change polices during the academic year. If changes are made, students will be notified in writing.



**Salish Kootenai College Nursing Department**

The purpose of the RN/BSN Handbook is to familiarize you with the SKC Nursing Department: beliefs, organization, and policies that guide the program of learning, activities, and student outcomes. The SKC Catalog, SKC Student Handbook, and the Montana Nursing Practice Act are other useful documents to review.

The RN/BSN Nursing Program curriculum reflects a critical examination and revision of many components including sequence and content of science courses and support courses to reflect national professional nursing standards. The Nursing Program curriculum is in-depth, concept- and problem-based, in both didactic (classroom) and clinical applications.

An key concept in the RN/BSN Nursing Program is focused on provision of culturally congruent care. Faculty receive continuing educational training yearly to enrich cultural competence. Varied cultural experiences are woven throughout the curriculum.

Accreditation

The Northwest Commission on Colleges and Universities (NWCCU) first accredited Salish Kootenai College in 1984 as a two-year institution of higher education. This accreditation was reaffirmed in 1989 and 1993. In 1998, the Commission accredited the College at the bachelor degree level. The next site visit for the College is scheduled for Fall 2013.

**Nursing Accreditation Agencies**

The RN/BSN program is accredited by the Accreditation Commission for Education in Nursing (ACEN). The next site visit for the RN/BSN program is scheduled for Jnauary of 2019.

Accredidation Commission for Education in Nursing

3343 Peachtree Road NE, Suite 850

Atlanta, Georgia 30326

404-975-5000

www.acenursing.org

Faculty and Staff Directory

The responsibilities of the SKC Nursing Director include leadership for the academic programs, recruitment/ retention of students, and special projects. The faculty implement curriculum, teaching theory and clinical components. Team-teaching is the underlying strategy for instruction in nursing courses. Each faculty member may have individual responsibility for teaching a course or may be a member of a teaching team.

Guest presenters participate in classes for special topics. Nurses, hospital staff, community agency partners, and other health team members interact with students in the classroom and clinical setting in a variety of roles, but do not hold instructional responsibilities.

**Director of Nursing Program**

Patricia A. Kelly, MSNCH, MPH, FNP-BC, NP-C

Director, Department of Nursing

406-275-492

**Nursing Faculty**

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ASN/BSN Faculty

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(406) 275-4925

### Who to Call

For information about your nursing student records or general information: Nursing Program Office, John Peter Paul Building, (406) 275-4922

For advising, mentoring, and retention issues, contact your assigned Nursing faculty advisor.

For technical questions regarding Nursing computers/equipment: IT Help Desk (406) 275- 4357

For technical question regarding Schoology, SKC email: IT Help Desk, (406) 275-4357

For Interlibrary Loan or Library information, call: Jani Castillo, (406) 275-4874

For business information such as tuition and fees: (406) Dawn DeLay, 275-4967

Bookstore: Dawn Benson, (406) 275-4832

For information on financial aid and scholarships: Career Center, (406) 275-4824

**SKC Nursing Program**

**Student Chain of Command**

NSGD Clinical

Chain of Command

NSGD Course

Chain Of Command

**Student**

If student has an issue with a Clinical course, Student needs to meet with the Clinical Instructor

**Student**

If student has an issue with a NSGD course, Student needs to meet with the Course Instructor

**Clinical Instructor**

Resolution reached, end of chain.

If no resolution, Student and Clinical Instructor meet with Clinical Coordinator.

**Course Instructor**

Resolution reached, end of chain.

If no resolution, Student and Course Instructor meet with Director of Nursing.

**Director of Nursing**

Resolution reached, end of chain.

If no resolution, student, Clinical Coordinator will meet with Director of Nursing.

**Director of Nursing**

Resolution reached, end of chain.

If no resolution, the Director of Nursing will meet with SKC Administration for resolution.

**Director of Nursing**

Resolution reached, end of chain.

If no resolution student and Director of Nursing

will meet with the Vice President of Student Affairs.

**SKC Nursing Program-Mission**

The mission of the SKC Nursing Program is to provide Native American students with the competencies required for professional nursing practice and leadership in rural and tribal communities. The Program promotes collaborative partnerships and relationships with individuals and communities to enhance their health, well-being, and cultural identity.

**SKC Nursing Program-Philosophy**

Nursing is a caring profession that supports the human response to health and illness. The goal of nursing from a Native American cultural perspective is to promote balance and connectedness of the family or community. Similarly, a western cultural perspective is to promote wellness, prevent disease, and manage chronic illness. Holistic nursing interventions support health as perceived and valued by the person, family, or community.

Nursing practice is a relationship-centered process guided by concern for the person and the desire to uphold human dignity. Fundamental to this process is respect for diversity of lived experiences, cultural practices, and life ways. Nursing practice is guided by belief in the connectedness among the four dimensions of person, knowledge of lifespan changes, respect for the environment, and advocacy for self-determination. Wisdom, respect for others, respect for the earth, generosity, timeliness, bravery, and fortitude are examples of Native American values reflecting congruence with the culture of nursing.

Nursing practice is an art and a science, drawing from its own body of scholarly and scientific knowledge. Other disciplines, such as humanities, Native American studies, biological and social sciences play significant roles in informing nursing practice. The “art” of nursing includes establishing and maintaining interdisciplinary and collaborative relationships focused on the health goals of the person and community. The “science” of nursing involves critical inquiry and evidence-based knowledge. The nursing process is a framework incorporated in the Salish Kootenai College Nursing curriculum.

Ethical-legal frameworks and standards, changing technology and health care systems, and complex rural and global issues influence nursing practice. Anticipated outcomes of nursing care include patient empowerment, patient safety, and reduction in health disparities. Nurses demonstrate confidentiality, cultural congruency, and fiscal accountability. Nurses are personally and professionally accountable to effectively communicate, teach, lead, and manage quality health care and to serve as self-directed role models, life-long learners, and advocates for social justice.

Nursing Education

Nursing education at Salish Kootenai College provides a learning environment for students to acquire the knowledge, skills, and values necessary to become competent nurse generalist clinicians. Progressive levels of nursing education support career mobility and expanded scopes of practice in alignment with the Future of Nursing initiative. Each level of nursing education provides a foundation for further professional education.

Nursing education responds to advances in science, technology and changes in nursing practice. Graduate competencies of critical thinking, culturally congruent care, communication, and citizenship are facilitated through structured learning activities, active learning, independent study, and student reflection. Learning takes place in a variety of contexts on campus, in the community, and through an online format. Clinical education includes campus-based practice, low and high fidelity labs/simulations, project focused learning, total patient care, and community-based care that encourages application of classroom learning. Education is a life-long commitment to personal and professional growth and development involving self-evaluation and reflection on personal goals.

The SKC learning community supports cultural competence and mutual respect between and among faculty, students, and community partners. Faculty members are role models, mentors, facilitators, and resource persons responsive to the learning needs of students. The Nursing Program embraces Knowles Theory of Adult Learning principles. Students are adult learners who enter the educational process with life experiences, prior learning, and preferred ways of discovery. Students are expected to practice, acknowledge errors, and learn from such incidents to grow as individuals and professionals. Students are responsible for identifying their learning needs and preferences by utilization of appropriate learning resources to develop knowledge, skills, reasoning, and ethics as effective health care professionals.

Organizational framework

The unifying organizing framework for the ASN and RN-BSN programs is derived from the mission and philosophy of the nursing program and represented by the Medicine Wheel. The mission and philosophy statements guide the determination of educational outcomes, course objectives, and sequences of course concepts and content.

The major concepts and threads provide the unifying themes for content and objectives throughout nursing coursework. The sub-concepts reflect the differentiation of practice between the Associate Nurse and Baccalaureate Nurse.

The ANA professional standards (2010), the NLN Professional Standards, and the AACN essentials of Baccaleureate Education are used to guide the concepts in the RN/BSN curriculum plan.

Figure 1 depicts the organizing concepts and threads. The Medicine Wheel is chosen as a symbol to integrate selected Native American and Nursing culture concepts. A brief description of the meaning of the Medicine Wheel to many indigenous people follows in Figure 1.

**The Medicine Wheel**

The Medicine Wheel was chosen to represent the organizing framework of the Nursing Program because its many meanings reflect the very essence of nursing. We use this symbol respectfully and in honor of the wisdom of our elders who understood the connectedness of all things.

The Medicine Wheel is a symbol used by many Native Americans since the beginning of time. Some tribes do not use this symbol. Tribal groups and individuals differ in the meanings and uses of the Medicine Wheel. It has been used to depict the four cardinal directions, the four winds, the four dimensions of a person, the four stages of the life cycle, and ways to search for truth in the seen (physical) and unseen (spiritual) worlds.

According to Bopp et al., (1984), there are quotations useful in beginning to understand some meanings interpreted from the Medicine Wheel.

“...the medicine wheel can be used to help us see or understand things we can’t quite see or understand because they are ideas and not physical objects” (p. 9).

“The medicine wheel teaches us that the four symbolic races are all part of the same human family. All are brothers and sisters living on the same Mother Earth” (p.10).

“The medicine wheel teaches us that we have four aspects to our nature: the physical, the mental, the emotional, and the spiritual. Each of these aspects must be equally developed in a healthy, well-balanced individual through the development and use of volition (i.e. will)” (p. 12).

“All human beings have the capacity to grow and change. The four aspects of our nature (the physical, the mental, the emotional, and the spiritual) can be developed when we have a vision of what is possible and when we use our volition to change our actions and our attitudes so that they will be closer to our vision of a happy, healthy human being” (p. 16).

“Values are the way human beings pattern and use their energy. If there is not a balance between our values concerning ourselves and our values concerning others, we cannot continue to develop our true potential as human beings. Indeed, if there is an imbalance , individuals, and whole communities suffer and even die” (p. 18).

Adapted from: Bopp, J., et al. (1984). *The Sacred Tree*. Lethbridge, Alberta: Four Worlds Development Press.

Figure 1.1 Medicine Wheel

**Communication**

**Holistic**

**Client:**

* Individual
* Family
* Group
* Population
* Community

**Environment:**

* Multiple determinants of health
* Complex health systems

**BSN Role:**

* Provider of care
* Coordinator of Care
* Member of the profession

**Health:**

* Health promotion
* Prevention
* Risk reduction
* Illness management

**Critical Thinking**

**Culturally Congruent**

**Care**

**Citizenship**

**Clinical Leadership**

**Educational Core Competencies**

The five educational outcomes, or core competencies (***Critical thinking, Culturally Congruent Care*, *Communication, and Citizenship***)fundamental to nursing practice, are threaded throughout courses in the curriculum. The competencies are enmeshed in the educational outcomes of the Nursing Program. Definitions of critical thinking, communication, cultural competence, and citizenship include:

* Critical Thinking is a creative, disciplined, reflective, and self-directed activity leading to a justifiable and rational decision. Critical thinking is a holistic process that incorporates tradition, multiple perspectives, and solutions, and diverse ways of knowing, to produce effective client outcomes.
* Culturally Congruent Care begins with the awareness of one’s own system of values, beliefs, traditions and history and knowledge and respect for the systems of others. Development of culturally congruent care is the continuous process of integrating knowledge, skills, and attitudes that enhance cross-cultural communication and effective client interactions. Environment, community, and tradition provide the context for respectful adaptation of care that is congruent with client beliefs and values.
* Communication is the respectful dynamic process of human interaction that honors individual patterns, multiple ways of interaction, and relationship-based care. Communication through listening, oral, non-verbal, written, and informatic modalities lead to respectful human connections, and effective client outcomes.
* Citizenship is informed and committed participation in the life of the community through creative and collaborative action at local, national and global levels. Nursing uses ethical and professional frameworks to recognize, and address community issues, role model behaviors that respect the rights of others, provide community service, and advocate toward social justice.

The metaparadigms are **Patient, Environment, Health,** and **Nursing Roles**. The threads are salient to current trends in nursing practice and special needs and values of Native American people, rural populations, and national/societal trends and needs. National standards, such as those from Healthy People 2020 Objectives, NLN BSN Competencies, AACN Baccalaureate Competencies, NLNAC Criteria, and Institute of Medicine Reports document these trends.

The SKC Nursing Program offers two distinct nursing degrees: ASN and RN to BSN. The metaparadigms and threads are introduced in the first quarter of the program. They are examined and applied at more complex levels each succeeding quarter. Didactic and clinical components are integrated throughout each quarter. The following section introduces the metaparadigms and their application in each quarter of the curriculum.

The Patient

The focus of the nursing curriculum is the patient, who can be defined as an individual person, family, community, or population. The ASN level examines the patient as a person, family, or group with similar patterns of health alterations. A person is a holistic being who grows and develops across the lifespan in response to conditions in the environment. Though each patient functions in patterns similar to other humans, each has unique individual characteristics, beliefs, and values. A patient’s interactions with the environment result in a dynamic state of health. Each patient, group, and community perceives health differently. Nursing is a practice discipline that supports the patient in achieving balance or health at an optimum level.

The SKC Nursing Program is based on the Curriculum Model and includes courses such as, Medical Surgical nursing, Pediatric Nursing, Psych Mental Health Nursing, etc. Individuals, families, and groups of patients are the focus of the ASN Program. Individuals, families, communities, and populations are explored at the RN to BSN level.

Environment

The environment is the totality of the internal and external factors interacting dynamically with the patient and influencing the level of health. Intrapersonal, interpersonal, and extra-personal events influence the patient patterns of response. The internal environment is unique to each patient, based on genetic and physiological conditions and life experiences. The external environment consists of components such as the family, tribe, global community, sociocultural, economic, technological trends, and the physical world.

An overview of these concepts is introduced in the fall quarter of Level I. The influence of family relationships and culture on health and health practices is explored in subsequent quarters in relation to structure and function of physiological systems and subsequent management of disease and injury processes. In Level II, the roles of environment in managing complex in mental and physical health alterations across the lifespan are explored. In the RN to BSN focuses on the role of groups, communities, populations, multiple determinants of health, rural community complex health systems, and global systems as sub-concepts of environment.

Health

Health is a dynamic state of balance, defined by the world-view of the patient. Illness is defined by each patient’s experience of imbalance (health alterations). Healing is the process by which health is restored to an optimum level of wellness of the individual patient. The patient can simultaneously experience varying levels of health or illness in the four dimensions. Health promotion activities can prevent the occurrence of acute and chronic health alterations. Some health alterations occur commonly in a person, family, or population throughout the lifespan. Complex health alterations experienced by individuals, families, communities, and populations are the focus of national Healthy People 2020 Objectives.

Other sub-concepts of health include acute and chronic alterations in health, both common and complex. Alterations in balance are introduced as a progression from simple to complex across the curriculum. An acute alteration is one that needs immediate intervention to restore balance. A chronic alteration is one that may continue across a period of time or lifespan with anticipated long-term trajectories.

Role of the Bachelor of Science Nurse (BSN):

The baccalaureate nurse provides holistic care for individuals, families, communities, and populations with complex acute and chronic health patterns and alterations. The nurse uses knowledge of healthcare systems to target risk reduction, health promotion, and disease management. Broad perspectives of environmental, sociopolitical, and global issues coupled with multiple determinants of health determine the design, coordination, and evaluation of healthcare.

The nurse uses holistic assessment, therapeutic communication, critical thinking, and culturally competent strategies to promote effective client outcomes. The nurse serves as information manager, assisting individuals and populations in interpretation and application of healthcare related information. The nurse critiques, applies, and participates in nursing research to promote evidence-based practice. The nurse collaborates within a multidisciplinary team to promote individual, family, and population-based health. The nurse designs and evaluates nursing care to provide quality and cost-effective healthcare. The nurse uses leadership and management skills to promote change within the nursing profession, health systems, and communities. In the citizenship role, the nurse is accountable for the advancement of nursing standards, ethical/legal practice, professional nursing, and community service.

### Educational Outcomes

At the completion of the BSN program, the graduate will:

1. Utilize critical thinking, nursing theory, and research to support decision making in nursing practice
2. Demonstrate culturally congruent care to reduce health disparities and improve effectiveness of health care systems.
3. Utilize effective written and verbal communication and information technology to collaborate effectively with health care members and disseminate nursing knowledge.
4. Maintain a commitment to citizenship, integrity, and lifelong learning in professional practice.

### Program Delivery

RN/BSN courses are delivered in a hybrid format, involving both on-campus and online components. Hybrid nursing courses include scheduled campus days and typically meet one to three times per quarter on a Friday sequence. Face-to-face class hours are supplemented by independent study, small group work, and online course room and or e-mail discussion. RN-BSN students are expected to maintain a minimun of weekly contact with faculty by e-mail, phone, or online dialogue.

Clinical activities are designed as a clinical preceptorship. The RN-BSN student and faculty identify clinical sites based on: course objectives, RN-BSN student learning needs, and available clinical resources. Selection of preceptors is based on clinical expertise and academic credentials. Preceptors must be prepared at a baccalaureate or masters level. Faculty and clinical preceptors partner with the RN-BSN student to design, assess, and evaluate practicum outcomes for each student. Faculty members orient all preceptors and travel periodically to all clinical sites.

**RN/BSN Curriculum Plan**

The baccalaureate program is designed specifically for RNs to enhance the level and complexity of their scope of practice while acknowledging prior learning and experience. The degree requirements for the Baccalaureate of Science degree include a total of 180 quarter credits. The curriculum builds upon Associate degree nursing coursework (98 credits). The full-time track can be completed in three (3) quarters (once all general education co-requisites are met). Part-time tracks may be completed in two to three years. Students must complete the degree within five (5) years of admission to the baccalaureate program. Coursework must be completed in sequence. Students are counseled to consult their academic advisor to ensure that academic plans follow program requirements.

### Preparation for Admission

* Admission requirements may be found under “Academic Policies” in this handbook.
* Workplace issues are integrated into course activities and assignments.
* Students must have a personal computer and e-mail. Hardware and software recommendations are available in the Nursing Department.
* Computer literacy must include Internet and word processing skills to succeed in coursework. Students unfamiliar with these skills should enroll in some form of computer training prior to entering the RN/BSN program.
* Prior to admission to core RN/BSN nursing courses Students must have completed the following coursework or equivalent with the grade of “C” or better:

**Learning Activities**

Classroom

Students participate in a variety of learning activities and situations leading to mastery of the course objectives.

The introduction, assigned readings, and preparation activities provide an overview of the content. Student inquiry questions direct study for the weekly online discussions. During the scheduled class a variety of learning activities may occur. Activities include cooperative learning groups and structured presentation of concepts in the preferred learning styles of the students. In-class activities are followed with case study related seminars directing students to critical thinking activities, clinical skills, and further study. The assignment section refers the student to concept related activities for completion prior to the class. This format enables students to see the “big picture” of a concept, not just separate parts.

Clinical Practicum

1) Clinical activities integrate concepts from classroom and student work experience. Students apply concepts while designing and implementing interventions for a specific community or population.

1. Clinical activities are structured to meet program outcomes and student learning styles. At the end of the RN/BSN program students deliver a professional presentation, which describes the process of assessment, diagnosis, planning/designing interventions, implementation of that plan, and evaluating outcomes for the community/population client.
2. Clinical activities take place on and off the Flathead Reservation. Students participate in selection of their clinical site in cooperation with their nursing instructor to assure appropriateness of location and best address learning objectives. Students are responsible for their travel to and from clinical, including their own vehicle, hotel cost, food etc. Clinical hours vary with the activity and objectives.

**Campus Resources**

The Nursing Department offices and classes are housed on the second floor of the John Peter Paul Building on the north end of the SKC campus. The RN/BSN Student can find nursing offices, classrooms, and media lab at this location.

Classrooms

RN/BSN courses are offered as hybrid campus /online or online classes. General education courses are available online or on campus. Hybrid courses require weekly online activities and **mandatory** participation in all day campus sessions scheduled one to three times a quarter. Participation in online activities will require approximately 6 to 20 hours of the student’s week.

Mobile Computer Lab and Computers

Thirty Chrome books are used as a mobile lab. Faculty are able to check out the computers for classroom use. Students are able to check the computers out for use in the John Peter Paul building only. The Chrome books are Internet based computers. Students are able to check their email and search the web for research purposes. Non-internet based programs cannot be downloaded on the Chrome books.

Computers are located in Room 208. The computers have Microsoft Office to assist students with writing papers and other course assignments.

Mobile Computer Lab and computers are available to students during regular working hours.

D'Arcy McNickle Library

Internet access to D’Arcy McNickle Library provides online availability to all nursing databases including CINAHL, PubMed, INFOTRAC, PSYCINFO, and the Cochrane Database. The library catalogue is also available online and enables the user to access holdings from the MSU consortium of libraries across the entire state of Montana. Documents and other holdings are available to the distance student through Inter-Library Loan. Inter-library loan requests may be submitted online at the D’Arcy McNickle website. Librarians are available for assistance by phone during regularly scheduled library hours of operation or by e-mail. Library personnel provide training to navigate online library services during RN/BSN program orientation.

Copy and Printer Machine

Copy machines for student use are available in the Nursing Office. Papercut Print cards are required for use of all SKC printers and copy machines. See Executive Assistant.

Schoology

Schoology is the learning management system (LMS) used by SKC. It is an open source LMS that is used globally by more than 30,000 educational organizations to deliver online courses and to supplement traditional face-to-face courses.

**Program Costs**

An itemized list is available at the Nursing Department’s front desk.





**GENERAL POLICIES**

**The policies discussed on the following pages guide students and faculty in the daily operations and expectations of the Nursing Department. The policies are congruent with those outlined in the Salish Kootenai College Catalog and Salish Kootenai College Student Handbook. Copies of these documents are available in the Student Services Offices and on the SKC Nursing Website.**

**RN/BSN Student Activities/Committees**

The Nursing Faculty believes that student participation in Nursing Program decision-making enhances the educational program and facilitates the growth and development of students as health care professionals. The Nursing Program committee meets monthly. Ad hoc sub-committees may be formed as deemed necessary. All students are encouraged to attend this meeting. Students will be excused when individual student issues are on the agenda.

## Employment

Students are encouraged to carefully consider the time commitment for classes, study, family life, travel, leisure activity, and other life responsibilities prior to scheduling outside employment while attending the nursing program. **It is mandatory that the student does not work the eight (8) hours prior to the clinical practicum activities.**

To provide safe, quality care, the caregiver must be rested and alert. Students who appear too fatigued to safely give care will be sent home from the clinical practicum and the Progressive Student Improvement Counseling (PSC) Policy will be initiated.

## Study Time

Generally, for any college course, it is expected that students spend approximately two hours in outside study and preparation for each hour spent in class. Clinical practicum courses in nursing also require additional outside study hours to adequately prepare for assuming the care of patients in the clinical area. **In the nursing program, students enrolled in 12 or more credits will spend more than 40 hours per week in class and in preparation for class.**

**Credit Hours**

According to SKC policy for lecture classes, one credit hour equals one hour of class per week. In the RN-BSN Nursing Program, one credit hour is equal to two hours of clinical practicum activity.

## Health Policies

The SKC Program of Nursing philosophy views health as a state of balance of the person. As nurses, we must model behaviors that promote, maintain, and restore balance. Our personal health is inseparable from the health of our community. Therefore, the following personal health promotion policies are implemented to guard the health and safety of students, families, and patients.

Students accepted into the Nursing Program must submit a health record completed prior to entrance into Nursing Institute. The health record includes a health history, health examination by a primary care provider, and evidence of current immunizations and/or titers. The health form is reviewed by the Director and kept in a secure locked file, per HIPAA and FERPA guidelines.

The following immunizations are required or recommended by the Salish Kootenai College Nursing Program, clinical agencies and/or Montana state law for healthcare providers. Healthcare workers are at risk for contracting and/or spreading these communicable diseases. Consequently, our students need to demonstrate immunity through adequate immunization coverage and serologic (titer) documentation.

**Immunization Requirements:**

1. Each student is required to receive the full series of the Hepatitis B vaccine.
	1. (#1) immediately, (#2) at least 30 days after first dose, (#3) six months after first dose.
2. If the student HAS NOT had a Hepatitis B titer drawn in the past, or the result unknown/unavailable, a titer is to be drawn to verify Hepatitis B antibody presence:
	1. If the titer is *non-reactive*, a booster is to be administered and a repeat titer is to be drawn 4-8 weeks after the booster.
	2. If the student *remains* non-reactive, a repeat of the full 3-dose series is required (the previous booster being the 1st of the three-dose series) and a follow-up titer is to be drawn 4-8 weeks after the final vaccination of the series.
	3. If the student is *still* non-reactive, they are to be considered for workup of a chronic Hepatitis B infection (at the discretion of the healthcare provider) and are labeled as non-reactive to the vaccine.
		1. If the student is labeled as non-reactive, this does not limit their ability in the nursing program, however they are to be educated on the possible risk of contracting Hepatitis B if exposed.
3. If the student HAS had a Hepatitis B titer drawn at any point in time and it was *reactive*, the student is considered immune and no further workup is necessary.

*Measles, Mumps, Rubella (MMR) Vaccine*:

1. If a student has written documentation of vaccination with 2 doses of live MMR vaccine administered at least 28 days apart, no further work up is necessary and the student is considered immune.
2. If the student has only received *1 of the 2* required doses, a titer is required. If the titer is determined *negative*, the student is required to receive a booster dose of the MMR vaccine.
3. If no documentation is available, a titer is required. If the titer is determined *negative*, the student is required to receive both doses of MMR vaccine, 28 days apart. No other action is necessary.
4. Any student born before 1957 is considered immune and no other work up is needed.

*Tetanus, Diphtheria, and Pertussis (Tdap) Vaccine*:

1. Regardless of time frame, if the student has never received a dose of Tdap (i.e. has only received DTap or TD vaccine), the student is required to receive the Tdap vaccine.
2. If the student HAS received the Tdap vaccine, however it has been greater than 10 years, the student is required to receive a booster dose of the TD vaccine.

*Varicella (Chicken Pox) Vaccine*:

1. Regardless of time frame, immunization status, and/or previous active infection, all students are required to have a varicella titer drawn.
2. If the titer demonstrates no evidence of immunity, the student is to receive 2 doses of the varicella vaccine, administered 4-8 weeks apart. No further action is necessary.

*Influenza*:

**ALL** SKC nursing students are required to receive the annual influenza vaccine by October 31st

of every school year. No exceptions.

*Tuberculin (TB) PPD Skin Test*

* + - 1. All students must complete a 2-step PPD skin test or a QuantiFERON Gold (QFT-G) blood test annually. If a student chooses to complete the 2-step TB skin test, the two tests must be 7-21 days apart.
			2. Any student previously infected with TB requires a chest x-ray annually.
			3. Any student that has been given the TB vaccine requires a QuantiFERON Gold (QFT-G) blood test OR a T-SPOT TB (T-Spot) test. If positive, the student must have a chest x-ray.

Recommended

1. Polio series (Childhood immunizations, with booster)
2. Meningococcal meningitis vaccination

Students must provide verification of current health status and immunization status, which meet the college and clinical agencies health requirements before they will be allowed to attend Nursing Institute.

**Prevention of Exposure to Pathogens**

Healthcare providers serve individuals without discrimination on the basis of age, race, religion, sex, sexual preference, national origin, communicable disease, or handicap. While providing care, nurses may come in contact with body fluids of patients. Consequently, nursing students are at risk for exposure to diseases such as hepatitis B, hepatitis C, AIDS, tuberculosis, and meningitis among others.

To reduce the risk of exposure, the Centers for Disease Control (CDC) and the Occupational Safety and Health Administration (OSHA) publishes preventative guidelines and standards. Accordingly, students who provide direct patient /patient care must:

• Receive training about blood-borne diseases.

• Be immunized with hepatitis B vaccine.

• Follow Standard (Universal) Precautions when caring for individuals.

• Follow an established testing protocol of the healthcare institution, agency, and SKC Nursing Program in the event of a needle stick or other contamination of blood while in the student role.

**Needlestick Policy and Post-Exposure Plan (PEP)**

Students must immediately report any exposure to pathogens to their clinical instructor. The student will be evaluated in the nearest emergency or occupational health facility. The Needlestick Policy and post exposure prophylaxis regimen conforms to current CDC guidelines. These guidelines can be accessed at <http://www.cdc.gov/ncidod/hip/guide/phspep.htm>.

Accidental Exposure

A student who suspects or has a confirmed accidental exposure to blood and/or body fluids must follow agency protocol and immediately report the exposure. An exposure is defined as:

1. Needle stick or cut caused by a needle or sharp that was actually or potentially contaminated with blood or body fluids.

2. Mucous membrane (splash to the eye or mouth) exposure to blood or body fluids.

3. Cutaneous exposure involving large amounts of blood or prolonged contact with blood, especially when the exposed skin was chapped, abraded, or afflicted with dermatitis.

Upon exposure, contact the clinical instructor immediately.

The financial obligation incurred for any recommended testing and/or treatment is the

responsibility of the student.

**Healthcare Coverage**

The purpose of required health insurance is to ensure students receive immediate quality health coverage in the event of an accidental injury incurred during clinical practice. All students enrolled in the Nursing Program must show annual proof of health insurance coverage before attending Nursing Institute. Proof of insurance may be demonstrated by a health insurance card issued in the student’s name, or by submitting a letter of verification from the health insurance provider agency, company, or tribal organization.

**Students may not officially enroll in the program of nursing until the Nursing Office receives proof of health care coverage. The student pays the cost of own health insurance coverage directly to the health insurance provider.**

**Pregnancy**

Students who become pregnant should notify the Nursing Program Director as soon as possible. The pregnant student and appropriate faculty will meet to develop a plan to complete the course requirements pre- and post-delivery. **Pregnancy does not excuse the student from fulfilling all requirements and obligations of nursing courses including clinical practicum activities.**

**Illness or Injury**

In the event of an illness, injury, or other health concerns, the policies of the college and clinical agency will be followed. Should an illness or injury occur in the clinical setting, students must first notify the **clinical instructor** immediately. Students are referred to the emergency room, urgent care, or physician, as appropriate. Students must follow the clinical agency’s occupational health guidelines. The clinical instructor will review the provider’s discharge instructions with the student and determine if the student can return to the clinical setting. The SKC Nursing Program is not liable for any illness or injury incurred during clinical practicum activities.

Students will not attend clinical practicum activities or administer patient care if they are physically ill, injured, or impaired.

If a student has any of the following symptoms:

* Temperature of 101 F (oral) or above
* Active vomiting (1 episode per 30 minutes)
* Active diarrhea (1 episode per 30 minutes)
* Persistent uncontrolled productive cough
* Obvious contagious conditions, such as head lice or pink eye
* Any injury that impacts the ability to give safe care (any restriction of mobility requires a provider’s note and prior discussion with the clinical instructor/coordinator)
* Any impairment that impacts the ability to give safe care (fatigue, alcohol, drugs, or prescribed medications)

If a student has any of the above symptoms, the student must call the clinical instructor one to two hours before the start of the clinical practicum day and email the clinical coordinator. If a student reports to clinical practicum with any of the above conditions, they will be sent home. Following an illness and/or injury resulting in an absence of more than 2 days, the student must present a physicians full medical release to their clinical instructor prior to resuming clinical activities. The student must follow the guidelines for reporting absences to the clinical instructor.

For any clinical practicum absences refer to the clinical guidelines section of this handbook.

**Reasonable Accommodations**

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College’s Disability Officer, Linda Pete (linda\_pete@skc.edu) (406.275.4968) or consult the SKC web page for Students with Disabilities for more information.

Nursing, as a practice discipline, requires specific cognitive, sensory, affective, and psychomotor abilities. It is the intent of the SKC Nursing Program to:

 • Assist students to identify core performance requirements necessary for success in the nursing program

 • Comply with the **Americans with Disabilities Act,** which assures every American**,** that “reasonable accommodation” will be made for otherwise qualified individuals with disabilities

• Ensure patient/patient safety in the provision of care

Students should review the following list of core performance expectations that have been identified by the Southern Council on Collegiate Education for Nursing (SCCEN) Task Force on the Americans with Disabilities Act of 1990. After reviewing the list of functions essential to nursing, the student with a disability is encouraged to notify the Director of the nursing program so that an attempt to accommodate the student can be made. Students should be aware that compliance with this request is voluntary but failure to notify the program regarding special needs may jeopardize successful completion of program requirements. Students who are unable to meet the following Core Performance and Essential Functions of Nursing may be unable to successfully meet classroom and clinical objectives.

Core Performance/Essential Functions of Nursing

(Adapted from SCCEN ADA Task Force Recommendations)

| **Essential Function**  | **Description** | **Examples** |
| --- | --- | --- |
| Observation | Use of the senses | -Assess color change in the skin, hear heart, lung, and breath sounds.-Respond to signals, alarms, and other displays indicating urgent patient need, and take immediate action. |
| Communication | Perform activities requiring accurate and efficient interpretation and communication of information non-verbally and in English, both written and spoken. | -Respond to a physician order-Read and record information-Enter data into a patient record-Direct assistive staff-Interact effectively with patients, families, and health care team members-Understand non-verbal communication-Use computer technology |
| Intellectual/Conceptual | Ability to problem solve | -Measure fluids and size-Calculate drug dosages, among others-Reason, analyze, prioritize, and synthesize data |
| Behavioral/Social | Perform effectively under stress | -Function effectively under stress-Flexible, adapt to changing situations-Demonstrate concern for others |
| Motor | Physical ability, coordination, stamina | -Lift, bathe, position, and transport patients-Move efficiently enough to meet the needs of several patients in a timely fashion-Carry out lifesaving procedures, such as CPR-Draw up and give injections-Operate equipment and devices such as thermometers, BP cuffs, and IV pumps-Efficiently operate equipment in emergency situations-Insert and/or maintain patient catheters/tubes-Capacity to walk and stand 8-12 hours, with minimal break |
| Physical | Prevent spread of infectious diseases | -Maintain immunization status-Maintain standard/universal precautions to prevent contact with airborne and blood borne pathogens |

**Substance (Drugs and Alcohol) Use and Abuse**

Substance abuse is a serious and growing problem among healthcare providers. More than 10% of nurses in Montana will have problems with substance abuse at some time during their career. Chemical dependency is an illness that can be successfully treated. Alcohol and chemical abuse/dependency is not considered a protected disability if it interferes with a person’s ability to work or poses a threat to the property or safety of others (Alcohol and Disability Act, 1990).

**Alcohol or drug abuse can be identified by behaviors indicative of substance abuse.** Examples of substance use/abuse behaviors include, but are not limited to:

•Abnormally dilated or constricted pupil •Slurred speech or poor balance

•Erratic behavior •Poor judgment

•Inappropriate appearance or actions •Alcohol on the breath (old or fresh)

Faculty/Staff/Peer Reasonable Suspicion / Event Identification

In the event that a student exhibits behaviors that indicate impaired or unsafe actions, the supervising faculty, staff, or peers have the responsibility to identify and report the problem. The faculty member or designated clinical staff intervenes with the student immediately. The priority of the faculty and staff is patient safety, followed closely by the immediate safety and well being of the student.

**Substance Abuse Policy**

**Substance use/abuse is not acceptable for a nursing student while on campus, in the clinical setting, or when participating in college-related activities. Nursing instructors and staff have the obligation to safeguard patients. The student must immediately leave the classroom, clinical practicum activity, or college activity to meet with the instructor in a private place for assessment. Instructors will require drug testing if the student is exhibiting signs and symptoms of impairment. Please note that a third party will be present when you are asked to submit to drug testing. A student who is taking prescriptive or any medication or supplement that may result in signs of mental or physical impairment must consult with an instructor before attending clinical and/or class. Students are reminded that random drug testing is implemented in the program of nursing. Students will be responsible for any cost incurred with drug testing. A student failing to submit to drug testing is cause for immediate dismissal. Results of the drug test will be disclosed to the Director of the Nursing Program.**

A confidential process to address incidences of student impairment includes prevention, identification, intervention, evaluation, treatment, and readmission. Only the student, Director, appropriate faculty and clinical/counseling staff are involved. In the event that the student is licensed, a report will be made to the appropriate state regulatory board.

Self-identification

Students who self-identify as experiencing difficulty with substance abuse will be given full support in following a treatment plan. The student will be referred to a chemical dependency counselor.

SKC Nursing Drug Screening Policy

All incoming nursing students must complete a negative urine drug screening prior to clinical practicum. Drug screenings will be scheduled during nursing institute. If a student does not pass the initial urine drug screening, or is not present for their scheduled screening appointment, they will be allowed to retest **once** at their own expense. If they do not pass the second urine drug screening, they will be dismissed from the program. Evidence of all controlled substance prescription medications must be provided to the Nursing Program Director prior to the initial drug screening. The Nursing Program Director reserves the right to question any controlled substance prescriptions and related diagnoses. All controlled substance prescriptions will be submitted to the clinical agencies for approval prior to continuation in the program. Allowance into the clinical environment is at the discretion of the SKC clinical agencies. Not being allowed into clinical automatically results in dismissal from the program.

Evaluation and Treatment

A PSC to Improve Performance/Behavior will be instituted and the student must meet with the instructor and Nursing Program Director or designated representative within 24 hours. If it is determined that medical evaluation, counseling or other measures are warranted, a Performance Improvement Plan (PIP) will be initiated at that time. If the urine test results are positive, the student must undergo chemical dependency evaluation or be dismissed from the program. The evaluation must be conducted by an approved certified chemical dependency counselor in an agency with a standard monitoring program in place. Evaluation by a primary healthcare provider and/or mental health counselor may also be indicated. The student must enter into an Intervention Track Contract based on the treatment plan prescribed by the counselor.All evaluation, treatment, and ongoing drug testing is at student expense.

Continued Enrollment and/or Readmission as a Nursing Student

Continuation in the nursing program will be based on:

* Documentation of continued progress in the treatment plan.
* Documentation of negative random urine screens while enrolled as a nursing student at SKC.
* Documentation from the counselor and primary health care provider that the student can provide safe and effective care for patients in the clinical setting.
* Cessation of signs and symptoms of impaired behavior.

The student will be dismissed from the program of nursing if they decline to be evaluated or refuse to follow, or cannot follow a treatment plan.

**Student Records**

Salish Kootenai College Nursing Program is committed to maintaining the confidentiality of Student Records in accord with public law 98-380, The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. A file system has been established for all Nursing Program Student Records. Once enrolled, all students (past and present) have access to their school records, except those excluded by law, such as parents’ financial records and confidential letters of reference.

The College and Nursing Program does not release educational records without written consent from the student. SKC and the Nursing program may utilize redacted student records for grant and funding purposes.

A student may review their Nursing Program Student Records in the presence of a Nursing Program staff or faculty member. The file must be reviewed in the presence of the Nursing Director. Documents contained within the file may not be removed from the file. If a student desires a copy of their student file**,** a written request must be completed by the student and submitted to the Nursing Office at least 5 business days in advance of requested date of release.

## CPR Certification

**Students are not permitted to register for courses unless documented proof of current CPR certification through June of graduation year is provided.** Students must be certified for BLS health care provider CPR of infants, children and adults through the American Heart Association. If CPR Certification lapses, the student is not allowed in clinical until it is current and will jeopardize their continuation through the program.

## Criminal Background Check

## Criminal Background Checks will be conducted.  Students will be charged a fee for the background check at the time of registration for classes. If a background check indicates evidence of criminal behavior, the student must meet with the Director of the Nursing Program within 5 school days of receiving the background check results. The student will not be able to attend clinical practicum activities or assume patient care during that time period. Outcome of a background check is contingent upon infraction found and may include, but not be limited to, change of clinical site rotation, change of clinical assignment, or dismissal from the nursing program.

**Liability Insurance**

Nursing students are legally and ethically accountable for the care provided to assigned patients. Financial liability may result if a patient is physically or emotionally injured due to a nursing error or omission while under your care. Therefore, students must purchase liability (malpractice) insurance annually for coverage while enrolled in the nursing program. The insurance policy is purchased at registration and is billed annually as an additional nursing fee. Healthcare Providers Service Organization provides the School Blanket Professional Liability Insurance policy. All students enrolled in the nursing program are covered from their entry date into the program of nursing to their date of graduation or exit from the program.

**Housing and Transportation**

Students are responsible for housing and for transportation to and from clinical practicum activities, which take place on-campus and at distant healthcare settings. Clinical practicum activities may require overnight lodging.

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**Uniform and Dress Policy**

The purpose of the uniform and dress policy is to maintain professional standards of grooming and safety for the student and patient. Credibility as a healthcare provider is influenced by appearance and behavior. While in the clinical setting, nursing students represent SKC, the Nursing Program, and the profession of nursing, and are assessed, in part, by dress and grooming. The SKC dress code is similar to codes of other healthcare agencies in Montana. Student uniforms are ordered through the Nursing Office and charged to the student's individual account.

Clinical Dress: Acute care, long-term care, Simulation Lab, and Clinical Competency Lab

1. The student nurse uniform consists of the SKC nursing program uniform and closed toe and closed heel, black hose or socks. Both women and men must wear the school uniform pants and top and may wear a plain, white t-shirt underneath the top. Jeans or stretch pants are not allowed. A watch, with a second hand, bandage scissors, Kelly forceps,black ballpoint pen, stethoscope and penlight are considered part of the student nursing uniform. The student must also carry their Clinical Passport at all times as part of their nursing uniform.
2. The uniform must fit properly and be clean and wrinkle free at all times.
3. To minimize the spread of pathogens to patients, yourself and your family, uniforms are to be worn only in the clinical setting. Students are strongly encouraged to wash their uniforms after each clinical day.
4. There will be no be no “bosoms, bellies, or butts” visible while wearing the uniform, standing or bending.
5. **The College logo** must be stitched on the front of the uniform, which will be arranged by the nursing office.
6. **Student name tags** are worn centered on the left side of the uniform top or lab coat and must be visible at all times. The student name tag is considered an integral part of the student uniform. The tag must be worn at all times during any clinical practicum activity. If the student fails to wear the name tag, they will be given a warning the first time. If the student fails to wear a nametag the second time, the student will be sent home from clinical and receive a PSC. The third infraction will result in failure of clinical for that quarter.

# Dress for pre- or post-clinical visit to the clinical area

1. Jeans, shorts, exposed midriff, visible undergarments, canvas tennis shoes, clogs, or exposed feet are not acceptable in clinical settings.
2. Students must abide by dress code of clinical site when on facility property.

Dress for out-of-hospital assignments

1. Dress for specific out-of-hospital clinical assignments are included in the guidelines of the individual clinical facility for that clinical assignment.
2. Please check with your clinical instructor prior to the activity if you are unsure of dress code.

General guidelines

1. **Shoes:** Black rubber-heeled oxfords or leather athletic shoes. Canvas tennis shoes and open toe or heeled shoes are not acceptable. Shoes must be clean; shoelaces must be washed frequently and kept clean.
2. **Hose/socks:** Plain black ankle or knee socks are to be worn with pants.
3. **Jewelry:** Modest jewelry, such as a watch, small earrings, small chain necklace, and wedding rings are acceptable. Dangling earrings are not allowed. Necklaces are not allowed. Students with pierced ears may wear no more than two small (3mm or less) earrings in each ear. Tongue piercing or visible body piercing, with the exception of ear piercing, must be removed prior to arrival at the clinical setting. SKC does not assume liability for student injury as a result of their body art/jewelry.
4. Body art/tattoos: must be covered at all times during clinical.
5. A white lab coat or jacket may be worn over the uniform in cold weather. The nametag must be clearly visible at all times.
6. Chewing gum is not allowed during clinical practicum, clinical skills lab or simulation lab.
7. **Please be aware that SKC and clinical instructors will have the final approval of acceptability of student dress in the clinical setting. Students will be sent home if dress is inappropriate so as not to jeopardize clinical placement for all students in that facility.**

# Personal Hygiene:

# Students must adhere to the following conditions for clinical practicum and classroom activities. Noncompliance will result in the student being asked to leave the facility.

1. Bathing, oral care, and use of unscented deodorant before arriving to the clinical setting **is essential.**
2. Perfume or scented aftershaves are not to be worn in the clinical setting.
3. Hair must be clean and well groomed and worn off the collar. Long hair must be kept up and back as to not touch the patient at any time. Moustaches and beards must be clean, well groomed, trimmed, and maintained, not to exceed 1 inch in length.
4. Makeup should be minimal.
5. Fingernails are to be short and well manicured. Nail polish or artificial nails (including gel manicures) are not allowed in the clinical area.
6. Smoking odors are unacceptable in the classroom or clinical setting. **No smoking is permitted during any clinical practicum activities, including breaks, unless a smoking jacket is worn. Students who attend clinical with obvious smoke odors will be sent home.**

**Cell Phones**

Absolutely no cell phones or other multimedia devices (any device including a camera) will be allowed in the clinical unit. Cell phone use or other multimedia device on the clinical unit will result in dismissal from the nursing program.

Any student causing disruption to the learning environment using a media device will be asked to leave the class. No student has the right to disrupt or impede other students’ learning.

Cell phones, laptops, ipads or any other recording device in the classroom used for recording must have prior consent from the instructor of the course. For purposes of recording, cell phones may be left at the front of the room. If not recording, cell phones must be put away during the class period. If cell phones are abused, students will receive a verbal warning. If the behavior is not corrected, it will lead to a PSC and progress to a PIP, and subsequent dismissal.

**Social Media**

Absolutely no patient information can be used on social media sites such as Facebook, MySpace, Twitter, etc. Patient information may include but not limited to demographical data, pictures, disease progress notes, room numbers, facility names, or any other identifying information. The Nursing Program will take swift action to protect patient confidentiality with resultant dismissal of the student from the program if student found in violation of this mandate.

Students are not allowed to form a closed Facebook group using the SKC name without the SKC Social Media Administrator’s permission (406) 275-4835.

Professionalism and civility are expected of SKC nursing students at all times, including with the use of social media. Disparaging comments, inflammatory speech, and bullying verbal behavior will not be tolerated.

**Civility**

SKC and the Nursing Program respect all individuals. There is zero tolerance for bullying and uncivil behavior exhibited between and among students, faculty, staff, and program guests. Uncivil behavior includes: eye rolling, sarcasm, name calling, mean spirited comments, gossip, prejudicial comments, lying, threats, intimidating remarks and action, and similar offences. Title IX and accompanying federal are in each course syllabi mandates (Title IX Campus Coordinator, Rachel Andrews-Gould is available at 275-4985). Any uncivil behavior will result in an investigation, following due process resulting in a possible PSC and progressive discipline. If at anytime students feel they are victims of uncivil behavior, they should contact faculty and/or staff of the Nursing Program, and/or Campus Security (406-239-6297) (or 211 from a campus phone).





**ACADEMIC POLICIES**

**Admission Policy**

RN-BSN Students interested in pursuing a baccalaureate of science in nursing degree through SKC must have a current unencumbered RN license and a cummulative GPA of 2.5.

All courses for the RN/BSN program must be completed with a grade of “C” or better. Applicants must submit required application documents as listed in the cuurent SKC Catalog, and submit official copies of all college transcripts. See the Salish Kootenai College Catalog for application deadlines. The RN/BSN Admissions committee will review application documents and supporting material.

RN-BSN Students may apply for either full-time or part-time status. All course work must be completed within five years of starting the RN/BSN program for degree conferral. RN-BSN Students are assigned a faculty advisor to assist in developing a curriculum plan.

RN-BSN Students will receive written notification of acceptance or non-acceptance into the program. Upon notice of acceptance into the RN/BSN program students will be required to submit the following additional documentation:

• A signed Admission Acceptance Disclaimer

 • A completed Health Form

 • Documentation of health care coverage

 • Documentation of current CPR certification

* Current unencumbered RN license

 • A current 2x2 photo or a photocopy of the student’s state driver’s license

RN-BSN Students must also attend a required orientation prior to the beginning of classes.

**Transfer Policy**

Students who wish to transfer prerequisites completed at other colleges or universities must submit official copies of transcripts from those institutions to the Nursing Department with their application packets. Courses for transfer consideration will be reviewed by the registrar’s office for final approval. Transfer students who wish to transfer nursing coursework must follow the transfer requirements of SKC and submit a letter of recommendation from the Director and/or member of the nursing faculty of the previously attended school to the SKC Nursing Department along with application materials. Students must provide course descriptions and syllabi of completed nursing courses.

**Progression and Graduation in the RN/BSN Program**

To continue progression through the RN/BSN program and qualify for graduation, the student must maintain a minimum grade of "C" or better in all required nursing courses and co-requisite general education courses. Students who receive a grade of "D, F, or W" in any course cannot progress in the RN/BSN program until they have repeated the course and received a grade of "C" or better. A course may only be repeated one time.

Core nursing courses must be taken in sequence or prior to the co-requisite nursing courses. Students who drop a course or receive a grade less than “C” will not progress to the next quarter of the nursing program.

### Course Failure Policy

In the event of course failure as defined in the Progression Policy, the student must request an appointment with the Director of Nursing within ten (10) working days from the date of notification of failure and complete an Exit Interview.

If the student would like to repeat the course and continue in the nursing program, the student must submit a letter to the Director of Nursing within 90 days from the date of notification of failure. The letter must include:

* The student’s personal reflection detailing why the student did not complete the course of study successfully
* An in depth plan outlining personal and study related changes the student has made to assure success if readmission is granted
* The projected date of re-entry into the program if readmission is granted

**Graduation**

The student is responsible to complete an application for graduation and submit it to the Registrar’s Office in the month of March prior to graduation. Students should work closely with their advisor to ensure all requirements are met.

**Standards for Academic Quality and Professional Integrity**

Salish Kootenai College nursing faculty value high standards of academic quality and professional integrity. RN-BSN Students are expected to grow academically and professionally throughout the RN/BSN curriculum. The SKC Code of Academic Honor and the Campus Conduct Code, contained in the SKC Student Handbook, outline policies related to intellectual standards including plagiarism and dishonesty. RN-BSN Students are expected to be familiar with and adhere to these policies.

### Progressive Student Improvement Counseling Policy

It is the responsibility of the individual student to demonstrate professional behavior and to progress satisfactorily in academic work and clinical practice. Faculty members meet with students on a regular basis to provide feedback on individual progress. If an area of needed improvement is identified, or if a student is not progressing satisfactorily in the classroom or clinical area, the instructor will initiate a Problem Solving Conference (PSC). If the guidelines of the PSC are not met by the indicated date, the instructor will initiate a Performance Improvement Plan (PIP). If an infraction occurs that is of severe consequence, a PIP may be instituted even though it may be the first occurrence.

### Problem Solving Conference (PSC)

Documentation will be initiated by the student’s instructor on an approved PSC form and must include:

* Date the behavior was observed
* Date of the Problem Solving Conference
* Clear, concise documentation of the behavior or performance issue in need of improvement
* Goals for student improvement
* Date by which the goals are to be met
* Date of follow-up conference
* A statement indicating the consequences of failure to meet the present goals
* Signature of the instructor and student
* An area reserved for student comments.

Two copies of the PSC documentation must be completed; one copy is to be given to the student at the completion of the conference, the second copy is to be retained in the student’s permanent file.

### Performance Improvement Plan (PIP)

If the behavior /performance addressed in a PSC does not improve, a Performance Improvement Plan will be instituted. Documentation will be initiated by the student’s instructor on the appropriate Performance Improvement Plan (PIP) form and must include:

* Date of the Performance Improvement Plan
* Dates of previous PSCs with the student which addressed the performance/behavior currently at issue
* Clear, concise documentation of the behavior previously receiving a PSC, or if the infraction occurs that is of severe consequence a PIP may be instituted even though it may be the first occurrence.
* Clear, concise documentation of the behavior or performance issue in need of improvement.
* Specific goals for student improvement
* Clear and emphatic consequences of failure to attain goals for student improvement
* Date of follow-up conference
* Signature of instructor and student
* An area reserved for student comment.

If the performance/behavior is of severe consequence, recommendations for immediate dismissal from the program of nursing will be referred to the Director of the Nursing program. Detailed documentation must accompany a recommendation for dismissal.

### Removal from the Classroom or Clinical Setting

RN-BSN Students may be removed from the classroom, clinical setting, or Nursing Department activities for unsatisfactory/unsafe conduct. Clinical agencies may deny student access to clinical sites for unsatisfactory/unsafe student conduct. Should either of these types of incidents occur, the faculty/staff member will immediately notify the Director of the Nursing Program. Written documentation of the event will be recorded and retained in the student’s permanent file. A PSC, PIP, or dismissal from the program will be based on information gathered and recommendation of the Director of the Nursing Program.

### Examples of Unsatisfactory/Unsafe Student conduct

The following list is representative, but not all encompassing, of behaviors that can lead to dismissal from the program of nursing.

* Failure to meet educational outcomes at each level of the program.
* Failure to achieve a grade of “C” or better in required course work.
* Failure to improve performance of “unsatisfactory’ on clinical evaluations after counseling.
* Excessive absences or tardiness.
* Student performance/or negligence which may cause physical or emotional jeopardy to a client or peer.
* Failure to report a client-care error immediately to the clinical instructor and appropriate clinical nursing staff.
* Fraudulent or untruthful documentation in a medical record.
* Unprofessional conduct: ex: violation of confidentiality, disrespectful behavior towards clients, peers, staff, or faculty.
* Dishonesty, plagiarism, cheating or submission of documentation or verbal data, which is untruthful or fraudulent.
* A pattern of lack of participation and/or preparation in assigned learning activities, including online discussions, classroom, and clinical settings.

### Dismiss from the Nursing Program

Dismissal from the nursing program will occur if:

* Student performance/behavior does not improve after receiving two Performance Improvement Plans (PIP) in the same or different quarters for the same performance/behavior
* Student receives two PIPs involving different performance/behaviors in different quarters that evidence failure to grow professionally and academically
* Student behavior that is of a serious nature

### Examples of Performance/Behavior Considered to be of a Serious Nature

The following list is representative, but not all encompassing, of behaviors that can lead to immediate dismissal from the program of nursing:

* Omission and /or commission, either verbal or non-verbal, which threatens the emotional or physical safety of clients, peers, staff, faculty or others
* Behavior that is disorderly, disruptive, impedes the educational process or activities of the college community
* Failure to improve behavior after counseling for the identified behavior
* Dishonesty, plagiarism, cheating, fraud, stealing, destruction of property
* Violation of Federal statues or college policy
* Misuse of chemicals, alcohol, or drugs
* Possession of a deadly weapon on campus, in a clinical agency or any college related activity

### Due Process

Student objections related to rules, policies, or faculty/staff conduct should be resolved using campus resources in the following order:

1. Consult with the instructor involved
2. If resolution is not achieved, consult with the academic advisor
3. If resolution is not achieved, consult with the Director of Nursing
4. If resolution is not achieved, consult with the Academic Vice President

Students may bring an advocate of their choosing at any time throughout the Due Process procedure.

### Grievance / Grade Appeal Process

If a grievance remains after following the Due Process procedure, refer to the SKC Student Handbook for specific grievance procedure if the objection cannot be resolved informally.

### Attendance Policies

 Each quarter may have required for on-campus attendance to fulfill credit requirements for the hybrid courses. See course calendars for specific required days.

Weekly online expectations are explained in course syllabi and other course documents.

### Bad Weather Policy

Students are expected to plan ahead during winter to allow for additional driving time or plan alternative transportation. Announcements for College closure are broadcast on local radio stations. If the College is closed, there are no classroom or clinical activities. In the event the College remains open during inclement weather, the clinical instructor may opt to cancel clinical to distant sites by initiating a ‘telephone tree’. Students must use good judgment regarding travel in winter weather.

## Academic Progress/Grading

A letter grade is awarded for each course based on the criteria found in each syllabus.

If a grade less than “C” or “W” is issued in a course of study, the course may be repeated one time only. Since nursing courses are offered only once a year, this will extend the length of time required to complete the course of study in nursing.

# Letter Grades

Grades are based upon examinations and/or other assignments based on the following grading scale. Partial points will be rounded appropriately.

A = 92-100%

B = 83-91%

C = 75-82%

D = 64-74%

F = 63% or below

### Written Assignments

Grading criteria for individual class assignments are contained in the course syllabus and/or rubrics distributed in class. It is recommended students keep personal copies of all written assignments turned in to the instructor for grading. All assignments must be completed to complete the course.

# Late Assignments

Students are expected to hand in assignments to the course instructor on the date and time specified. If students are unable to complete the assigned work by the date and time specified, it is strongly recommend they contact the instructor prior to the due date to discuss the reason the work will not be submitted on time.

Without prior approval from the instructor, all late written assignments will receive a 5% reduction for each day (24 hour period) the assignment is late for a total of 5 days. If the assignment is more than 5 days late, a grad of “0” will be issued but the assignment must still be turned in for a successful completion of the course. Late weekly discussion work will receive a 10% reduction for each day (24 hour period) the discussion is late.

**Progression Policy:**

A student must be in good standing in order to progress (continue) in the Nursing Program. Students must complete the following assessments successfully in each Nursing course in order to remain in good standing in the Nursing Program:

Clinical Performance: Students must maintain satisfactory progress and performance during their clinical rotations. The student’s clinical evaluation is conducted using a nursing clinical evaluation tool. Students will be provided with an assessment of their clinical performance at midterm and at the end of the quarter. Nursing Instructors clearly define the criteria and expectations a student must be able to demonstrate to receive a passing score in their clinical performance. The student will receive a “D” for the course grade and will not progress.

Progression: A student who is not able to progress will no longer be considered to be in the Nursing Program and must reapply for readmission to the Nursing Program The Nursing Department will request supporting documents for readmission. The student must demonstrate the ability to be successful, explain the reason or circumstance that prevented them from progressing and present a plan that clearly shows the steps they have taken to assure that their individual situation has been remedied. An application for Readmission is due by June 15 for readmission to the following academic year. A student may be readmitted one (1) time only.

### Clinical Evaluation

See core nursing syllabi for clinical evaluation policies and details.

### Clinical Practicum Policies

1. During the assigned clinical activity, students must inform the clinical preceptor and the supervising nursing faculty of clinical plans, hours, and activities.

2. Students are responsible for transportation to and from clinical agencies.

3. In the event of an accident or injury, the student should: (a) notify the preceptor immediately, (b) file a report with the clinical agency, (c) and the Nursing faculty.

4. Visiting clients outside of clinical hours is not appropriate.

5. Due to legal reasons, students may not accompany clients outside of the clinical area.

6. Accepting monetary or valuable gifts from a patient is unprofessional and prohibited; accepting other gifts, regardless of value, is strongly discouraged.

7. Photographing clients by is done only with written permission of the clinical agency and the client.

8. Personal phone calls and/or visits with members of the student's family or friends during clinica hours is not allowed. Cells phones must be off during clinical hours and according to facilility policies.

9. Students must be familiar with and adhere to the policies of the clinical agencies in order to complete clinical hours at that facility.

**Guidelines for Student Conduct**

RN-BSN Students are professionals that follow the **code of ethics** established by the American Nurses Association (ANA Website: www.ana.org). The Montana Nurse Practice Act, the statute regulating the practice of nursing in Montana, defines the rules governing the professional conduct of nurses (Montana SBON Website: http://bsd.dli.mt.gov/license/bsd\_boards/nur\_board/board\_page.asp). Students are expected to uphold these codes as a member of the SKC learning community. Refer to the SKC Student Handbook for college student conduct guidelines.

**RN/BSN Student Orientation**

The RN/BSN program orientation was developed to help offset the initial bewilderment students often feel at the beginning of the academic year. Students are required to attend the orientation sessions. Student Engagement Activities are a series of discussions and workshops designed to help students with the transition. Various activities allow students to meet and interact with faculty, clarify program expectations, and begin to network with peers before the start of classes.

**Advisement / Advisors**

Each student is assigned a faculty advisor at the beginning of the first quarter of the RN/BSN program. The student and advisor meet at least once during each quarter to plan enrollment in courses for the next quarter. The advisor helps students through the process of course selection. Course approval by the advisor is mandatory to ensure the completion of all curriculum requirements for graduation in a timely manner.

**Students may pre-register/register for Fall, Winter and Spring quarters only after consultation with their advisor. Only the assigned faculty advisor may sign registration forms, drop/add slips, etc.**

Students are encouraged to make appointments with the faculty advisor at the earliest indication of an academic problem. If a personal problem or circumstance influences academic progress, the advisor may refer students to other college or community support service.

The RN/BSN Faculty Advisors are Kristine Hilton kristine\_hilton@skc.edu 275-4910 and

Lisa Harmon lisa\_harmon@skc.edu 275-4925.

**Preceptors**

Students are assigned preceptors in the clinical setting. Preceptors work for the clinical agency and supervise student work. The relationship between student and preceptor is by nature a very special one. Preceptors are the link to professional nursing practice, mentors in an environment, which can be very stressful, and coaches when it comes time to implementing concepts learned.

**SKC Support Services**

Salish Kootenai College Student Services provides the following services for students.

* Classes on academic skills, test taking, job-seeking skills, personal growth and problems
* Free tutors and counselors
* Placement services for jobs while attending school and following graduation
* Financial aid resources





**APPENDICES**



**APPENDIX A**

Guidelines for Professional Behavior

The purpose of Guidelines for Professional Behavior is to promote a professional learning environment within the Salish Kootenai College Nursing Program. Students and faculty bring with them a wide variety of cultures, experiences, and strengths. By focusing our energy toward creating a supportive and cooperative environment that provides a safe place to learn the practice of professionalism, we increase our opportunities for learning and working in caring surroundings.

As a member of the Salish Kootenai College Nursing Program, I agree to work to make the following a part of my daily routine to promote empowered partnerships.

**I will:**

* Realize I am accountable for the outcomes (consequences) of my actions.
* Commit to using the ***Problem Solving Process*** as outlined under Guidelines for Student Conduct in the Nursing Student Handbook
* Value your time and the contribution you make to this program
* Value my time and the contribution I make the this program
* Take responsibility for my own emotional well being
* Accept the diversity in our cultures, learning/ teaching styles, and personal communication styles
* Recognize that you know yourself best and will choose your own approach
* Promise to be honest and treat you with respect, courtesy, and professionalism
* Listen openly to new ideas, perspectives, and solutions
* Stay focused on joint goals and responsibilities for achieving them
* Participate as a team member in decision making
* Maintain confidentiality when I am used as a 'sounding board'
* Use only one (1) person as a 'sounding board' before I decide to either give feedback or drop the issue
* Foster open communication and a positive learning and work environment by:
1. Addressing specific issues and behaviors
2. Validating questionable information by researching the problem before drawing conclusions
3. Encouraging others to validate questionable information by "going to the source"
4. Acknowledging and apologizing when I have made a mistake or caused a misunderstanding
5. Addressing unsafe or unethical behavior directly and according to policies
6. Taking time to reflect on what was said, rather than blaming, defending, or rejecting
7. Asking for clarification of the perceived behaviors
8. Remembering that there is always a little bit of truth to every criticism
9. Staying focused on what I can learn from the situation
* Offer feedback by:
1. Using ' I ' statements (‘ I feel ' rather than ' you make me feel ‘)
2. Describing behaviors and giving specific examples
3. Limiting discussion
4. 36 hours

"Good people are good because they've come to wisdom through failure. We get very little from success you know." **William Saroyan**

Student Signature Date

**APPENDIX B**

# Salish Kootenai College Department of Nursing

# **Problem Solving Conference**

Student:

Date of Problem Solving Conference:

Date student notified:

**Describe the unsatisfactory behavior(s) or performance issue(s), which necessitate(s) a Problem Solving Conference (PSC)** (Use the reverse side of this form if additional space is needed)

**Instructor recommendation for improvement of behavior or performance issue observed:**

**Follow-up conference scheduled for**:

A **Performance Improvement Plan (PIP)** will be instituted if the student fails to demonstrate evidence of progressive improvement in the above stated behavior and/or performance issue(s), or if the student repeats those actions addressed during the this Problem Solving Conference.

**Student Comment:**

Student Signature Date

Instructor Signature Date

Witness Date

**1 copy to student**

**1 copy to be place in student's permanent file**

# **APPENDIX C**

# Salish Kootenai College Department of Nursing

# **Performance Improvement Plan**

Student:

Date of Problem Solving Conference:

Date student notified:

**Describe the unsatisfactory behavior(s) or performance issue(s) which necessitate(s) a Problem Solving Conference (PSC)** (Use the reverse side of this form if additional space is needed)

**Instructor recommendation for improvement of behavior or performance issue observed:**

**Consequences if plan not met:**

**Follow-up conference scheduled for**:

**Student Comment:**

Student Signature Date

Instructor Signature Date

Witness Dat

**APPENDIX D**

 Salish Kootenai College Nursing Department

**CONFIDENTIALITY AGREEMENT**

Students in the Salish Kootenai College Nursing Program will be working with clients and client medical records in various types of health care facilities and in the classroom.

Student use of medical records and confidential client information in the educational process requires:

1. All information about a client, written or verbal, belongs to the client. Any violation of confidential information about a patient is punishable in a court of law. Refer to the Health Insurance Portability and Accountability Act of 1996.
2. The professional Code of Ethics of the American Nurses Association stipulates that confidentiality of client information is a part of professional responsibility and integrity.

Because of these legal and ethical considerations, any student enrolled in the SKC nursing Program who reveals contents of a medical record or information related to a client’s private personal status is subject to reprimand and possible immediate dismissal from the SKC Nursing Program.

Further information is contained in the SKC Nursing Student Handbook.

Having understood the above, I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ do hereby agree to maintain confidentiality of all patient information to which I am exposed as a SKC Nursing student.

Student Signature Date

Program Director/Faculty-Witness Date

This agreement will remain on file in the student file and may be distributed to supervisors at all practicum sites to which students have been assigned.

**APPENDIX E**

Salish Kootenai CollegeNursing Department

 **STATEMENT OF INFORMED CONSENT FOR PREVENTION OF COMMUNICABLE DISEASES**

Please place an “X” by each statement you agree to:

\_\_\_\_\_ I understand that SKC Health Programs (Nursing/Dental Assisting) involve the study and care of people throughout the life span and that these people may be well or ill. By participating in care giving activities, I may be exposed to infectious diseases, such as Hepatitis B, Acquired Immunodeficiency Syndrome (AIDS), and other infectious and/or communicable diseases.

\_\_\_\_\_ I agree to participate in HBV/HIV education experiences as required by SKC Health Programs and CDC and OSHA guidelines. I understand that testing, diagnosis, and treatment of any infectious and/or communicable disease, including those contracted while acting as a caregiver in my clinical experiences with SKC, will be my financial responsibility. I understand that health insurance is required.

\_\_\_\_\_ Hepatitis B vaccine and /or demonstrated proof of immunity is required prior to beginning my clinical experience with direct client/patient care. I will sign a refusal to consent form and release SKC from liability should I refuse to be immunized.

\_\_\_\_\_ In the event I am exposed to blood while giving client care, I agree to follow the SKC Accidental Exposure Policy. Protocol established by the institution (see the agency’s Exposure Control Plan). I understand that this generally involved one year of blood testing and professional counseling for myself and/or significant others. I understand and acknowledge that there is no known cure for AIDS at this time.

\_\_\_\_\_ I am aware that the Privacy Act provides for confidentiality on any issue related to my health status. All information will be kept in strict confidence by the School of Nursing and used to provide counseling, health information, and referral.

\_\_\_\_\_ I understand that Section 8.32.1404 (14) of the Statutes and Rules of the Montana State Board of Nursing states that…”as a member of the nursing profession, the registered nurse shall…conduct practice without discrimination on the basis of age, race, religion, sex, sexual preference, national origin or handicap…” (The Americans with Disabilities Act, 1992, establishes communicable disease including AIDS as a handicap/disability).

\_\_\_\_\_ It is recommended that I inform faculty of changes in my health status, such as pregnancy or contraction of a communicable and/or infectious disease. I have been informed and understand that an altered state of my health, such as being infected with HIV, may increase my health risk in relation to care giving activities for patients with bacterial and viral diseases. I have been informed that some vaccinations are contraindicated or have decreased effectiveness in immunosuppressed conditions. I understand that I should seek sound medical advice for changes in my health status, as discussed in this paragraph.

This document has been read and explained to me. I fully understand the learning opportunities, potential risks and safeguard options, which are involved, in my role as a health student at Salish Kootenai College. I consent to follow policies and procedures as explained herein.

Student Signature Date

Witness Signature Date

**APPENDIX F**

Salish Kootenai College Nursing Department

**Consent Form**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the undersigned, hereby authorize the Salish Kootenai College, Nursing Department to release:

Initial on the line:

\_\_\_\_\_ Contact information on a resource list distributed to all nursing classmates.

\_\_\_\_\_ Photographs and media for the purpose of information dissemination or publicity related to Salish Kootenai College.

\_\_\_\_\_ Student academic data, in-group form, for educational research, grant and accreditation, and/or other publications (excluding identifying information).

I acknowledge that I understand the purpose of the request and that authorization is hereby granted voluntarily.

**By my signature below, I consent to the release of the above listed information**

Student Signature Date

Witness Signature Date

APPENDIX G

Salish Kootenai College Nursing Department

Authorization to Share Information

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, hereby give consent to Salish Kootenai College, Nursing Department, to release and provide the following information to any/all clinical contract sites (only as needed) to participate in clinical activities:

1. Criminal Background Check
2. Immunizations
3. CPR Verification
4. Contact Information
5. All forms completed per individual facility requirements, to include but not limited to: Pyxis, computer, and EHS.

I acknowledge that I understand the purpose of this request and that authorization is hereby granted voluntarily.

Student Signature Date

Witness Signature Date

APPENDIX H

Salish Kootenai College Nursing Department

**Acceptable Use of Technology Consent Form**

Examples of what is acceptable:

1. Use computers, printers, file servers, etc. to do class assignments.
2. Browse the Internet, send email, or transfer data files to complete class assignments.
3. Use a “fair share” of the technology resources at SKC to accomplish your class work or job.

Examples of what is unacceptable:

1. Use SKC resources for personal gain or private/public participation in activities counter to SKC Mission, Philosophy or Policies.
2. Copy or use software, graphics, video, or audio materials in violation of copyright or licensing laws.
3. Send harassing, threatening or obscene email, documents or pictures.
4. Access, view or print obscene or pornographic images or documents.
5. Use SKC technology resources to illegally access communication, computer, network or information services at SKC or elsewhere.
6. Use Internet “chat” services, especially audio chat services, for personal communication.

What will happen if you violate acceptable use:

1. If you are a student your actions are governed by the Student Handbook. You’ll be referred to the Student Services Director.
2. If you are a staff or faculty member your actions are governed by the SKC Policy and Procedures manual. You’ll be referred to your supervisor.

lish Kootenai College

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read the Salish Kootenai College Acceptable Use of Technology Policy containing information and guidelines applicable to all students enrolled at Salish Kootenai College.

This policy was reviewed with me during the nursing student orientation. I understand the Acceptable Use of Technology policy, and I agree to abide by this policy while enrolled in the nursing program.

Student Signature Date

Witness Signature Date

APPENDIX I

Salish Kootenai College Nursing Department

STUDENT RESPONSIBILITY STATEMENT

This form will become part of the student’s permanent record.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have been given a copy of and have read the Salish Kootenai College RN to Bachelors of Science Student Handbook containing general information and policies applicable to all nursing courses while I am enrolled in the Salish Kootenai College Nursing Program.

These policies were reviewed with me during the first week of the quarter. I agree to abide by these policies while enrolled in the nursing program.

Student Signature Date

Witness Signature Date

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, understand that the expenses for enrollment in the Nursing Program are higher than those for the general college student. While Salish Kootenai College assists students in obtaining financial aid, I am fully responsible for payment of tuition, fees, related education obligations and living expenses.

Student Signature Date

Witness Signature Date

**Appendix J**

STUDENT CONFLICT RESOLUTION FORM

**NOT TO BE USED FOR**

**GRADE CHANGES**

Salish Kootenai College Nursing Program is committed to deliver exemplary nursing education and has set forth the expectation that students, faculty, and staff contribute to an environment conducive to optimal learning. The Chain of Command as outlined in this document provides a means for students and faculty/ staff to resolve differences that could impede or thwart high-quality teaching and learning.

1. Student downloads form from the SKC Nursing website: nursing.skc.edu
2. Student must complete form and meet with instructor with whom the conflict involves. Both student and instructor sign and date the form, indicating the date of meeting and whether resolution was achieved. A copy of the form will go into student’s file.
3. If no resolution occurs, student, instructor, and Director of the Nursing Program will meet. If issue is resolved, no further action is taken.
4. If issue remains unresolved, the matter is then forwarded to Administration; the Director of the Nursing Program and the Vice President for Academic Affairs will meet to determine resolution. All parties will then be notified of decision.

\*\*\*For issues with clinical instructor, steps and due process are similar with the exception that the student must meet with the Clinical Coordinator if no resolution occurs between the student and the clinical instructor. After meeting with the Clinical Coordinator (with clinical instructor input), if no resolution has occurred, the Clinical Coordinator will meet with the Director of the Nursing Program.

Student Name:

Date:

Student’s SKC email:

Course Name:

Student’s concern (be as specific as possible with dates, location etc.)

Student’s potential solution to conflict: (what ideas do you have to resolve this conflict?)

Date of meeting:

Student signature indicating you have met with instructor:

Instructor signature indicating you have met with student:

Resolution achieved:

YES

 NO

* If resolution achieved, please make copies for both student and instructor and one for student’s file.
* If no resolution achieved, please make copies for both student and instructor and one to submit to the Director of the Nursing Program for future action. If conflict involves clinical, then non-resolution between clinical instructor and student next goes up the Chain of Command to the Clinical Coordinator prior to the Director of the Nursing Program. **If applicable, this section to be completed by Clinical Coordinator (if applicable and the issue involves clinical)**

After the meeting with student (with clinical instructor input), the issue was resolved. How was the issue resolved?

After the meeting with student (with clinical instructor input), resolution was not achieved. If no resolution was achieved, issue goes up Chain of Command to Director of Nursing Program

This section to be completed by Director of Nursing Program

After the meeting with instructor and student, the issue was resolved. How was the issue resolved?

After the meeting, the issue was not resolved. Director explains why issue remains unresolved and forwards form to Administration (VPAA).

VPAA and Director resolution.

Instructor Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_

If applicable, clinical coordinator Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_

Director Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_

Vice President for Academic Affairs Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix K**

## Employment

Students are encouraged to carefully consider the time commitment for classes, study, family life, travel, leisure activity, and other life responsibilities prior to scheduling outside employment while attending the nursing program. **It is strongly recommended students not work more than 20 hours per week.** **It is mandatory that the student does not work the eight (8) hours prior to the clinical practicum activities.**

**Date:­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Present Job: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Number of Hours working each week: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Schedule of times working each week:** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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