

RN-BSN Nursing Student Handbook



2018 – 2019

**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 RN-BSN Program. While every attempt is made to keep policies intact throughout an academic year, some situations may dictate a necessary policy change during the academic year. The nursing faculty reserves the right to change policies during the academic year. If changes are made, students will be notified in writing via email, Schoology, or post office mail, as soon as possible. Additionally, students may also be notified via phone of any changes, depending on nature of policy change.



Salish Kootenai College Nursing Department

The purpose of the RN-BSN Handbook is to familiarize you with the SKC Nursing Department and the RN-BSN Program specifically. The mission, philosophy, organization of curriculum, and end-of-program student learning outcomes are used to direct course student learning outcomes, inform course content, and guide assignment development. These interrelated components of the RN-BSN Program provide the context for the RN-BSN Program policies. The Salish Kootenai College (SKC) Catalog is also a useful document to review.

The RN-BSN Program curriculum is consistent with contemporary nursing practice and incorporates established professional standards and competencies using the key resources of Association of Colleges of nursing (AACN) Essentials of Baccalaureate Nursing, National League for Nursing (NLN) Outcomes and Competencies for Graduates of Baccalaureate Programs in Nursing, American Nurses Association (ANA) Code of Ethics, and ANA Scope and Standards of Practice.

Accreditation

Salish Kootenai College is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Nursing Accreditation

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 February of 2019.

Accreditation 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 BSN Director include leadership for the academic program, curriculum oversight, budgeting, and strategic planning; the BSN Director also serves as faculty. Faculty develop, implement, and teach courses, both the theoretical underpinnings (didactic) and the attendant clinical components (application of didactic knowledge). Faculty utilize evidence-based teaching/learning strategies throughout the RN-BSN Program. Particular attention is paid to online teaching best practices as the RN-BSN Program is considered a hybrid/blended program in which instruction is delivered both in person in a classroom and via distance education. Less than 50% of the credit hours of the nursing courses are delivered in person; the remainder of credit hours are delivered via distance education in an asynchronous format

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Who to Call

For information about your nursing student records or general information: Nursing Department Office, John Peter Paul Building, Administrative Assistant Melanie Good Fox (406) 275-4922.

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

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

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

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

Bookstore: Director Dawn Benson, (406) 275-4832

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

SKC Nursing Department Organizational Chart



SKC Nursing Program Mission and Philosophy

Mission

The mission of the SKC Nursing Program is to provide Native American nurses 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.

Philosophy

Nursing:

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 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 and take place within a culturally congruent context.

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 that reflect 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, and 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 practice. The nursing process is a decision-making care delivery model/framework incorporated in the Salish Kootenai College nursing curriculum.

Ethical-legal frameworks and standards, changing technology and healthcare 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 generalists. 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 and end-of-program student learning outcomes of critical thinking, communication, cultural competence, and citizenship are facilitated through structured learning activities, facilitated 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 experiences facilitate application of classroom learning. Education is a life-long commitment to personal and professional growth and development involving self-evaluation and reflection.

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 (Knowles, 1984). 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 an ethical framework as effective healthcare professionals.

Congruence of the college and nursing department mission and philosophies are demonstrated in the following table.

Comparisons of Salish Kootenai College and Nursing Department Mission and Philosophy

SKC Mission, Vision, and Core Themes	Nursing Department Mission and Philosophy of Nursing and Nursing Education
The mission of Salish Kootenai College is to provide quality postsecondary educational opportunities for Native Americans, locally and from throughout the United States. The College will promote community and individual development and perpetuate the cultures of the Confederated Tribes of the Flathead Nation.	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.
1. Provide access to higher education for American Indians.	Fundamental to this process is respect for diversity of lived experiences, cultural practices, and life ways. Nursing practice is guided by...respect for the environment and support for self-determination. Wisdom, respect for others, respect for the earth...are Native American values that reflect congruence with the culture of nursing...
2. Maintain quality education for workforce or further 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 generalists.
3. Perpetuate the cultures of Confederated Salish and Kootenai Peoples.	The goal of a nursing from a Native American cultural perspective is to promote balance and connectedness of the family or community. Holistic

SKC Mission, Vision, and Core Themes	Nursing Department Mission and Philosophy of Nursing and Nursing Education
	nursing interventions support health as perceived and valued by the person, family, or community and take place within a culturally congruent context.
4. Increase individual and community capacity for self reliance and sustainability.	Articulated levels of nursing education support career mobility and expanded scopes of practice. Each level of nursing education provides a foundation for further professional education.

Educational Core Competencies

The four 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, ANA Scope and Standards of Practice, NLN BSN Competencies, AACN Essential of Baccalaureate Nursing, ACEN Standards, ANA Code of Ethics, and Institute of Medicine Reports document these trends and requirements of contemporary nursing practice.

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 ASN Nursing Program. They are examined and applied at more complex levels each succeeding quarter. Didactic and clinical components are integrated throughout each quarter.

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. Individuals, families, communities, and populations, including global populations, are explored at the RN to BSN level.

Both programs embrace the belief that a person is a holistic being who grows and develops across the lifespan in response to conditions in the environment. 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 ASN Nursing Program is based on the Curriculum Model and includes courses such as, Medical Surgical Nursing, Obstetrical Nursing, Pediatric Nursing, Psych Mental Health Nursing, etc. The RN-BSN program curriculum focuses on concepts and tools needed to become nurse leaders in facilities, communities, and populations, locally, regionally, and globally.

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 beginning of the first year (Level I) of the ASN Nursing Program. 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 the second year (Level II) the roles of environment in managing complex in mental and physical health alterations across the lifespan are explored. The RN to BSN curriculum 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 intra-and inter-professionally 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.

End-of-program Student Learning Outcomes

At the completion of the RN-BSN Program, the graduate will:

1. Critical thinking—Utilize critical thinking, nursing theory, and research to support decision-making in nursing practice.
2. Communication—Incorporate information literacy, effective communication strategies, and analysis of nursing knowledge to provide effective community-based care.
3. Culturally congruent care—provide culturally congruent care to utilize advocacy in improving the effectiveness of healthcare systems.
4. Citizenship—Demonstrate citizenship, leadership, social consciousness, and commitment to improve the quality of life for Native American and rural communities.

Program Delivery

RN-BSN courses are delivered in a hybrid/ blended format, involving both on-campus and online components. Hybrid nursing courses include scheduled campus days and typically meet once a month for approximately 8 hours. On-campus days are scheduled in advance in order to address the RN-BSN student's scheduling needs as many of the RN-BSN students are working RNs. Face-to-face class hours are supplemented by independent study and reading; small group work; assignment requirements such as papers, projects, voice over PowerPoints; and online discussion forums. RN-BSN students are expected to maintain a minimum 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 outcomes, RN-BSN student learning needs, and available clinical resources. The Senior Practicum courses utilize a preceptor in the student's facility/agency/community to help guide the student through that specific healthcare/ community's processes. The preceptor is not utilized for instruction as the faculty maintains that responsibility, but rather as a facilitator who has working knowledge of the processes that may be involved when designing and implementing a quality improvement project or educational offering at that particular site. Examples of preceptor roles may be: how to coordinate meetings with stakeholders, conference room scheduling, who to contact in the event the student wishes to provide a workshop, where to look for data when doing a needs assessment, etc. Faculty meet with the student-chosen preceptor in the fall prior to the first Senior Practicum course (offered in winter quarter) to discuss expectations, student requirements, share contact information, and have time for questions and answers as to the preceptor and faculty roles.

RN-BSN Curriculum Plan

The RN-BSN 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 (104 quarter credits, if earned at SKC). The SKC Academic Transfer Specialist will audit ASN degrees from other colleges and ascertain any outstanding requirements. Most often times, other college's ASN degrees transfer and the student may only need to take approximately six credits in Native American Studies (NASD) in addition to the required NASD credits for the BSN degree. The full-time track can be completed in three (3) quarters (once all general education co-requisites are met). It is strongly encouraged that students enroll in a part-time status, especially if the student is working. Part-time tracks generally are completed in six (6) quarters or two years. Coursework must be completed in sequence. Students are counseled to consult their academic advisor to ensure that academic plans follow program requirements.

Preparation for Success

- Admission requirements may be found under "Academic Policies" in this handbook.
- Prior to admission to core RN-BSN nursing courses, students must have completed the pre-requisite general education coursework with a grade of "C" or better.
- Workplace issues are integrated into course activities and assignments; if you are not currently working, please use examples from your clinical experiences when you were in your Associate of Science in Nursing degree program.

- Students must have a personal computer (or access to one) and e-mail. Hardware and software recommendations are included in your admission packet of material. Please get in the habit of checking your SKC email daily; this is the primary way RN-BSN faculty communicate with you, share course news and updates, and assist you with any questions. Student failure to check email does not constitute a reasonable excuse for late work, missed assignment, or lack of awareness about course updates.
- Computer literacy must include the following skills—Internet, Word, and PowerPoint—to succeed in coursework. Students unfamiliar with these skills should enroll in a form of computer training prior to entering the RN-BSN Program.
- Students must be able to have a working knowledge (at least a minimum proficiency) of basic American Psychology Association (APA) style of writing format. The RN-BSN Program requires significant amounts of scholarly writing which needs to be: written with APA formatting, grammatically correct, written in non-biased language, spelled correctly, referenced, and free of plagiarism. If your writing is not of this scholarly caliber, please contact the SKC Writing Center at (406) 275-4520 for assistance.
- Students are required to submit all assignments to Turn It In, an originality checking program. Training on this process occurs during Institute.
- Students are expected to check Schoology daily (along with SKC email).
- Students are encouraged to print their program of study found in each course syllabi for readily accessible assignment due dates, alignment of topic/ assignment to student learning course outcomes as well as end-of-program student learning outcomes.
- All discussion forums require both an attached Word document as well as a direct posting into the Schoology course threaded discussion. Training on this process occurs during Institute.

Learning venues and resources:

Clinical

- 1) Clinical activities integrate concepts from classroom and student work experience. Students apply concepts while designing and implementing a quality improvement project.
- 2) Clinical activities are structured to meet end-of-program student learning outcomes and course outcomes. At the end of the RN-BSN Program, students deliver a professional scholarly presentation, which describes the process of a FOCUS-PDCA model of needs assessment, planning/designing interventions, implementation of the project intervention, and evaluating outcomes of the project.
- 3) Clinical activities take place on and off the Flathead Reservation. Students participate in selection of their clinical site in cooperation with the faculty to assure appropriateness of location and best address learning outcomes. Students are responsible for their travel to and from clinical, including their own vehicle, hotel cost, food etc. Clinical hours vary.

Classrooms

RN-BSN courses are offered as hybrid campus /online or online classes. General education courses are available online or on campus. The majority of courses have no on-campus component; however, the two senior practicum courses have meet monthly for approximately eight hours from October through June (Classes during December and January are typically

offered via a Go-to-Meeting format so as to avoid treacherous travel in inclement winter weather.

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. The Chrome books are Internet based computers. Students are able to check their email and search the web for research purposes.

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. Computers and internet services are also available at the library for student use. Please check online at <http://library.skc.edu/> for current hours as the hours vary with academic year, school breaks, and summer.

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. Print cards are available in the business office in the Big Knife Administration Building.

Schoology

Schoology is the learning management system (LMS) used by SKC. Training on Schoology occurs during Institute. Throughout the year, students are encouraged to contact the SKC Schoology specialist at 275-4835 for assistance.

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 and classrooms at this location.

SKC Retention:

The SKC Success Team consists of SKC staff and faculty who provide student-centered support services on a daily basis. The SKC Success Team is here to help you to be successful in reaching your educational goals. You can contact the SKC Success Team yourself, or your instructor may refer you (for example, if you “disappear” from class or they are concerned about your attendance and performance). Selina Kenmille, SKC Retention Director 275-4712, text only: (406) 215-4690 Email: selina_kenmille@skc.edu or Chelsy Higgins, Student Success Coach (406) 275-4711 Text Only: (406) 559-3357.



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 believe that student participation in Nursing Program decision-making enhances the educational program and facilitates the growth and development of students as healthcare professionals. Shared governance meetings are held throughout the academic year. Meeting dates are scheduled in advance and are conducted either via Go-to-Meeting for virtual meetings and/or on campus during on campus class times. Students are encouraged to make every attempt at participating and providing valuable input into the RN-BSN Nursing Program, thus modeling shared governance in the workplace.

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. Working the night shift prior to coming to an on-campus class session is highly discouraged for safety reasons in driving as well as learning outcomes derived from the class session.

Study Time

Generally, for any college course, each credit earned is equivalent to a minimum of three hours of study/ class attendance/ assignment preparation per week. Many nursing students typically spend more than this amount of time, however, this is a good measurement to help students plan their schedules. For example, for those students taking 12 credits in a quarter, they should expect to spend approximately 36 hours a week devoted to school.

Health Policies

The SKC Program of Nursing philosophy views health as a state of balance of the person. Nurses should 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 completed health record prior to or upon 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 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.
 - a. (#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:

- a. 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.
 - b. 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.
 - c. 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.
 - i. 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 these college and clinical agencies health requirements on or before 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, RN-BSN faculty, and/or preceptor. 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/phs pep.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, RN-BSN faculty, and/or preceptor 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 on or 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 will not be officially enrolled in the Nursing Program until the Nursing Office receives proof of healthcare 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.

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 at <https://www.skc.edu/students-with-disabilities/>

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

- 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.

Substance (Drugs and Alcohol) Use and Abuse

Substance abuse is a serious and growing problem among healthcare providers. 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).

Faculty/Staff/Peer Reasonable Suspicion / Event Identification

In the event that a student exhibits behaviors that indicate impaired or unsafe actions, poor judgment that jeopardizes the safety and welfare of patients, colleagues, faculty, facility staff, and others, 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 and others.

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 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 BSN Director. In the event the drug test is positive, the BSN Director, student, and appropriate members of administration will meet to discuss the next steps. In the event that the student is licensed, a report will be made to the appropriate state regulatory board. Depending on the situation with safety being a priority area of concern, the student may be dismissed. On a case-by-case situation, the student may be eligible to re-apply to the Nursing Program.

SKC Nursing Drug Screening Policy

Nursing students may undergo urine drug screening prior to clinical practicum. If a student does not pass the urine drug screening, they are dismissed from the Nursing Program.

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 upon approval of the BSN 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 five (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 on any new student entering SKC. 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 BSN Director within five (5) school days of receiving the background check results. The student will not be able to attend clinical practicum activities until this meeting has occurred. 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 Nursing Program to their date of graduation or exit from the program.

Housing and Transportation

Students are responsible for housing and for transportation to and from class and/or clinical practicum activities. Clinical practicum activities may require overnight lodging.

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 and trust 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. Students must, at all times, adhere to their clinical agency/ facility dress code requirements.

The College logo must be stitched on the front of the uniform, which will be arranged by the nursing office. 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. Business attire is expected to be worn with the student's lab coat (no jeans, unless required by clinical agency).

Social Media

Absolutely no patient information can be used on social media sites such as Facebook, MySpace,

Twitter, etc. Patient information includes but is 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 (either verbal or written), and bullying emotional and/or physical 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 physical assault. Title IX and accompanying federal regulations are in each course syllabi (Title IX Campus Director, Rachel Andrews-Gould is available at 275-4985). Any uncivil behavior will result in an investigation, following due process, resulting in a possible PSC, PIP, and/or progressive discipline. If a student's uncivil behavior is of an egregious nature, a student may be dismissed from the Nursing Program. 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

Students interested in pursuing a Bachelor of Science in Nursing degree through SKC must have a current unencumbered RN license and a cumulative 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 current 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. 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 Nursing 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, including proof of immunizations and/or titers
- Documentation of healthcare insurance coverage
- Documentation of current CPR certification
- Current, unencumbered RN license
- A current 2x2 photo or a photocopy of student's state driver's license
- Two (2) letters of recommendations: One is required to be a professional recommendation such as a letter from a faculty member with whom the student had classes and one can be a personal reference.

RN-BSN Students must also attend a required two-day Nursing Institute orientation prior to the beginning of classes. Failure to attend Institute will result in dismissal from the Nursing Program.

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 SKC Academic Transfer Specialist'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 BSN 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 the transfer request 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 BSN Director (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 BSN Director 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 Nursing 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. Failure to submit the graduation application may result in the student’s inability to graduate. 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. Please refer to <https://www.skc.edu/wp-content/uploads/2016/08/Final-Student-Handbook-2015-r.pdf>

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 Nursing Program will be referred to the BSN Director. 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 BSN Director. Written documentation of

the event will be recorded and retained in the student's permanent file. A PSC, PIP, or dismissal from the Nursing Program will be based on information gathered during the due process.

Examples of Unsatisfactory/Unsafe Student conduct

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

- Failure to meet end-of-program student learning outcomes.
- 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.

Dismissal from the Nursing Program

- Dismissal from the Nursing Program will occur if student performance/behavior does not improve after receiving two Performance Improvement Plans (PIPs) in the same or different quarters for the same performance/behavior. In the event, the behavior is of a significant concern for patient safety or the safety of others, the student may be dismissed after one PIP.
- Student receives two PIPs involving different performance/behaviors in different quarters that demonstrate failure to grow professionally and academically
- Student behavior that is of a serious nature such as threatening to the safety of self or others.

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 Nursing Program:

- 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 statutes 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: also refer to diagram of chain of command in this Handbook.

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 BSN Director.
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 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. Students must use good judgment regarding travel in winter weather. On-campus classroom days may be changed to a virtual meeting via Go-to-Meeting format during inclement weather; faculty will notify the students as soon as possible if this occurs.

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 = 78-82% D = 64-77% 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 submitted in order to complete the course.

Late Assignments

Students are expected to submit assignments to the course instructor on the date and time specified. No assignment will be accepted after 48 hours post due date, although all assignments must be completed in order to successfully complete the course. Late written assignments will receive a 10% reduction for each 24 hour period, up to 48 hours).

In the event of an emergency, students should contact the instructor prior to the due date; the student may be able to submit a late assignment upon instructor approval.

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:

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 two (2) times only.

Clinical Evaluation

See core nursing syllabi for clinical evaluation policies and details.

Preceptor Policies

A Preceptor Invitational will be held on campus in November prior to the start of NSGD 428 (Winter Quarter). Students and their selected preceptors will attend; guidelines, roles, requirements, and expectations of students, preceptors, and faculty will be discussed. Written documents, syllabus, course student learning outcomes, and evaluation rubrics will be distributed during the Preceptor Invitational for students and preceptors. Time will be allotted for questions.

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 Nursing Institute

Attendance at RN-BSN Nursing Institute is mandatory. Students must attend in full both days of Institute (September 6 and 7, 2018). Failure to attend Institute constitutes dismissal from the Nursing Program.

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.

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

Nursing Department Professional Behavior Guidelines

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

Student Signature

Date

Appendix B

Student Conflict Resolution process and forms

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.

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.

This section to be completed by Nursing Director of the RN-BSN 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.

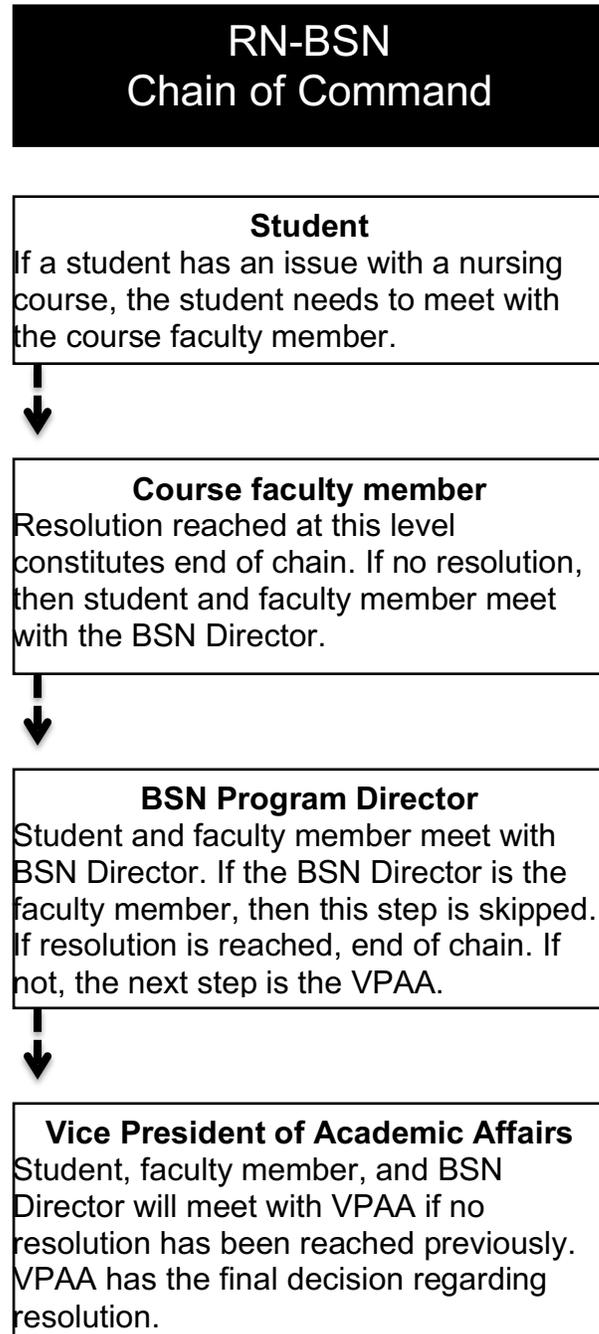
Student Signature _____ Date _____

Instructor Signature _____ Date _____

Director Signature _____ Date _____

Vice President for Academic Affairs Signature _____ Date _____

RN-BSN Program
Student Chain of Command



APPENDIX C

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

1 copy to student
1 copy to be place in student's permanent file
RN-BSN

APPENDIX D

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

APPENDIX E
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 healthcare 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 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 F

Salish Kootenai College Nursing 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 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.
- _____ 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

APPENDIX G
Salish Kootenai College Nursing Department
Release of Information 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.

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

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.

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

APPENDIX I
Salish Kootenai College Nursing Department
Technology Requirements and Orientation

Students in the RN/BSN program must have access to the Internet, have an SKC e-mail address and be competent in basic computer skills. Students must have regular access to a computer with Microsoft Office Suite with Power Point and I-tunes. Students must have a microphone attached to computer to complete voiceover PowerPoint Assignments.

Students must attend orientation for the SKC learning platform, Schoology, and be able to navigate Schoology to meet course objectives and assignments. Orientation is provided during RN/BSN orientation each year. Students with questions can meet with instructors on an individual basis during the academic year.

_____ I agree to meet the technology requirements listed above to facilitate my success in the RN/BSN program.

_____ I received orientation to the online learning platform, Schoology, and the technology requirements, such as voice over PowerPoints.

Signature

Date

APPENDIX J
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 BSN Student Handbook containing general information and policies applicable to all nursing courses while I am enrolled in the Salish Kootenai College Nursing Program.

I agree to abide by these policies while enrolled in the nursing Program.

Student 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