

# **SKC Nursing Student Handbook**



**SALISH KOOTENAI  
COLLEGE**

---

**NURSING**

**2022 – 2023**

**Nursing Department  
Salish Kootenai College**



## Table of Contents

<b>Welcome</b>	<b>3</b>	<b>Academic Policies</b>	<b>28-29</b>
SKC Nursing Department	4	Standards for Academic Quality	29
Accreditation/Nursing Accreditation Agencies	5	Admission Policy	29-30
Faculty and Staff Directory	6	Transfer Policy	31
Who to Call	7	Orientation Policy	31
SKC Nursing Program Student Chain of Command	8	Progression Policy	31-32
Mission	9	Mastery Criteria	32
Philosophy	9	Course Failure Policy	32
SKC College and Nursing Congruency	10-11	Graduation	32
Educational Core Competencies	12	Progressive Student Improvement Policy	33-34
Metaparadigms	12-14	Due Process	34
End-of-Program Outcomes	14-15	Grievance/Grade Appeal	34
Learning Activities	15	Attendance Policies	35-36
Classroom	15	Grading Policies	36
Clinical Practicum	15-16	Exam Review Policy	36
Covid 19 Policy	16	Written Assignment	37
Campus Resources	16-17	Late Assignments	37
		Clinical Evaluation	37-39
<b>General Policies</b>	<b>18</b>	Clinical Practicum Policies	39
Employment	18	Skills Lab	40-41
Study Time	18	Clinical Agency Sites	42
Health Policies/ Immunizations	18-20	Advisement/ Advisors	43
Prevention of Exposure to Pathogens	20	Student Input	43
NeedleStick/Post-exposure Plan	20	SKC Support Services	43
Healthcare Coverage	21		
Pregnancy	21	<b>Appendices</b>	
Illness or Injury	21	Appendix A	44
Reasonable Accommodations	22	Appendix B	45
Substance Use and Abuse	22	Appendix C	46
Faculty/Staff/Peer Reasonable Suspicion	22	Appendix D	47
Substance Abuse Policy	22	Appendix E	48
Drug Screening Policy	23	Appendix F	49
Student Records	23	Appendix G	50
CPR Certification	23	Appendix H	51
Criminal Background Check	24	Appendix I	52-53
Liability Insurance	24		
Housing and Transportation	24		
Uniform and Dress Policy	24-26		
Cell Phones	26		
Social Media	26		
Civility	27		





## Welcome from the Director

Welcome to the Bachelor of Nursing (BSN) and the registered nurse to Bachelor of Nursing (RN-BSN) programs at Salish Kootenai College (SKC). Congratulations on your admission to nursing at SKC. Choosing nursing as a career entails a significant commitment on your part. Your investment of time, energy, effort, and commitment will reward you with a career that fulfills your heart and soul, and will provide you with endless opportunities.

SKC Nursing is a close knit community. We encourage you to take advantage of the support and resources offered here and across campus. Our faculty and staff are willing and well prepared to help you in your education. We love to cheer our students on and help them succeed! Best wishes on your SKC nursing journey. Work hard. Every input of energy will be rewarded. You are the future of nursing; make SKC proud!

Sincerely,

Kristine Hilton, MSN, RN, CNE, Doctoral Candidate  
SKC Nursing Director of Nursing, Faculty



## **SKC Nursing 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 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, Brightspace, or post office mail, as soon as possible. Additionally, students may also be notified via phone of any changes, depending on the nature of the policy change.

## **Salish Kootenai College Nursing Department**

The purpose of the Nursing Handbook is to familiarize you with the SKC Nursing Department. 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 Nursing Program provide the context for the Nursing Program policies. SKC Catalog is also a useful document to review; it contains the Student Code of Conduct and Misconduct Procedures. The Nursing Program Handbook is congruent with SKC's Student Code of Conduct and Misconduct Procedures and Salish Kootenai College Student Success Guide.

The Student Success Guide can be accessed here: [Student Success Guide](#)

SKC's Student Code of Conduct and Misconduct can be accessed here:

[https://policy.skc.edu/wp-content/uploads/2021/11/Student-Success-Guide\\_11\\_2021\\_Updated11.16.2021.pdf](https://policy.skc.edu/wp-content/uploads/2021/11/Student-Success-Guide_11_2021_Updated11.16.2021.pdf)

The Nursing 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 Degree 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). Salish Kootenai College's accreditation was last affirmed in July 2021.

**Nursing Accreditation**

The BSN Program is accredited by the Accreditation Commission for Education in Nursing (ACEN). The next ACEN scheduled site visit will be October 2022. The programs are accredited until 2027.

Accreditation Commission for Education in Nursing 3343 Peachtree Road NE, Suite 850  
Atlanta, Georgia 30326  
404-975-5000  
[www.acenursing.org](http://www.acenursing.org)

Montana Board of Nursing 301 South Park  
P.O. Box 200513 Helena, MT 59620-0513 Phone: 406-841-2300  
[http://bsd.dli.mt.gov/license/bsd\\_boards/nur\\_board/board\\_page.asp](http://bsd.dli.mt.gov/license/bsd_boards/nur_board/board_page.asp)

## **Faculty and Staff Directory**

The responsibilities of the Director of Nursing include leadership for the academic program, curriculum oversight, budgeting, and strategic planning; the 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 program. 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 or evaluative responsibilities.

### **Director**

Kristine Hilton PhDc, RN, CNE  
Faculty, Director of Nursing, Nursing Department  
kristine\_hilton@skc.edu  
(406) 275-4910

### **Support Staff**

Susan Gerhardt BSN, RN  
Nursing Tutor  
susan\_gerhardt@skc.edu  
(406) 275-4923

Tara Hout  
Administrative Assistant  
tara\_hout@skc.edu  
(406) 275-4922

### **Nursing Faculty**

Heather Dawson MSN, RN, CNE  
Faculty  
heather\_dawson@skc.edu  
(406) 275-4787

Billie Larocque BSN, RN  
Faculty- Lab Manager  
[billie\\_larocque@skc.edu](mailto:billie_larocque@skc.edu)  
(406)2754924

Jeremy Page, BSN, RN  
Faculty  
[jeremy\\_page@skc.edu](mailto:jeremy_page@skc.edu)  
(406) 275-4927

Michelle Huntley, MSN, RN  
Faculty  
[michelle\\_huntley@skc.edu](mailto:michelle_huntley@skc.edu)  
(406) 275-4929

Francis DeOreo, MSN, RN, CNE  
Adjunct Faculty  
[francis\\_deoreo@skc.edu](mailto:francis_deoreo@skc.edu)  
(813) 240-7689

## Who to Call

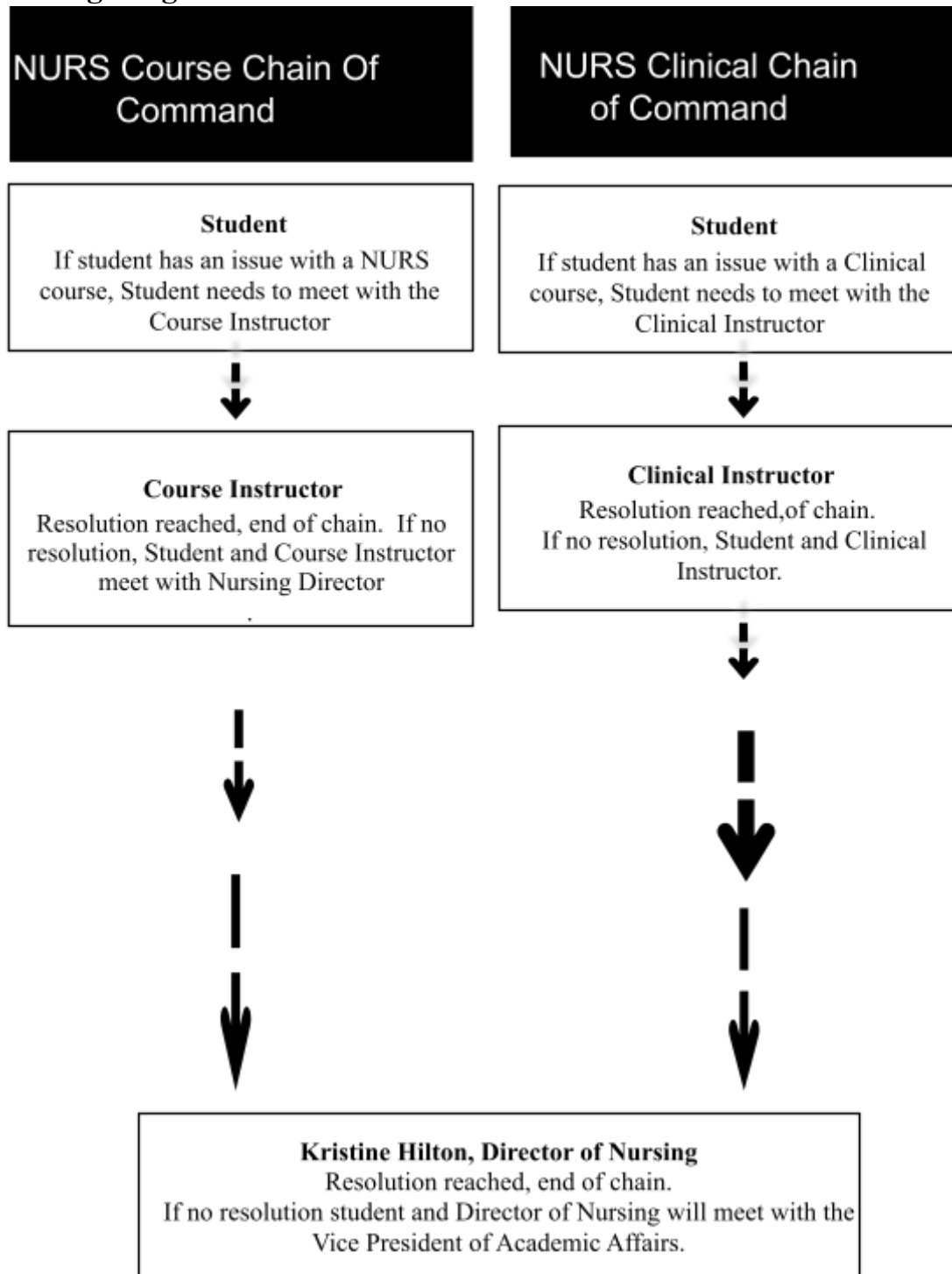
For information about your nursing student records or general information: Nursing Department Office, John Peter Paul Building, Administrative Assistant Tara Hout (406) 275-4922.

- Upon admission, as a freshman you will be advised by the department faculty then you will be assigned an advisor who will follow you for the duration of the program. Call Tara Hout at 275-4922 to make an appointment.
- For advising, mentoring, and retention issues, contact your assigned nursing faculty advisor. If your assigned advisor is unavailable, please reach out to Tara Hout, administrative assistant.
- **For technical questions regarding Brightspace and SKC email:**  
IT Help Desk, (406) 275- 4357 and fill out a helpdesk request form at <https://helpdesk.skc.edu/home/>
- **For Interlibrary Loan or Library information:**  
Librarian Jani Castillo, (406) 275-4874
- **For business information such as tuition and fees:**  
Business Office Dawn Delay (406) 275-4966
- **Bookstore:**  
Director Dawn Benson, (406) 275-4832
- **For information on financial aid and scholarships:**  
Career Center, (406) 275-4824

All students, on campus or distance, have equal access to student services. Additional information about student services is provided during Nursing Institute, New Student Orientation and RN-BSN Orientation.

Information about student services are also available in the Student Success Guide, which is available here: [Student Success Guide](#)

## SKC Nursing Program Student Chain of Command





## **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 congruence, 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, culturally congruent care, 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.

Effective September 2022

The SKC learning community supports cultural congruent care 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.

Jean Lave's Situated Learning Theory and Communities of practice (1991) also inform the curriculum. The situated learning theory posits that optimal learning happens when people are in a situation in which they share a common identity and goal with others. Further, learning is a complex social experience depending on context and involves communities of practice. Communities of practice are formed when individuals of the same discipline gain knowledge by working alongside each other and through interaction. SKC provides three hours of clinical for every one clinical credit. Clinicals are an example of situated learning where communities of practice can be formed to foster learning.

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

<b>SKC Mission, Vision, and Mission Objectives</b>	<b>Department Mission and Philosophy of Nursing and Nursing Education</b>
<p>The mission of Salish Kootenai College is to provide quality post-secondary educational opportunities and support for Native Americans, locally and from throughout the United States, to achieve their academic and career goals. The College will perpetuate the cultures of the Selis, Ksanka, and Qlispe' peoples. The College will impact its community through service and research.</p>	<p>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.</p>
<p>Access and Success</p>	<p>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...</p> <p>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</p>
<p>Quality Education</p>	<p>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.</p>
<p>Cultural Perpetuation</p>	<p>The goal of a nurse from a Native American cultural perspective is to promote balance and connectedness of the family or community. Holistic nursing interventions support health as perceived and valued by the person, family, or community and take place within a culturally congruent context.</p>
<p>Research and Service</p>	<p>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.</p>

## 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, 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.
  - Nursing is a relationship-centered, collaborative process (embraces the college's guiding philosophy of leadership).
  - Fundamental to nursing practice is the respect for diversity of lived experiences, cultural practices, and life ways (embraces the college's guiding philosophy of wisdom).
  - Nurses are accountable for their own practice—they are accountable for providing quality, safe, culturally congruent, evidence-based care; they are accountable to continually advocate for social justice (embraces the college's guiding philosophy of education).

The curriculum is also informed from contemporary nursing practice tenets gleaned from the Nursing Advisory Committee and employers. Other communities of interest, such as the Montana Hospital Association and the Indian Health Service, provide critical feedback and insight into essentials for curriculum inclusion.

## Metaparadigms

The metaparadigms are **Person, 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 2030 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: 4-yr BSN, and RN to BSN. The metaparadigms and threads are introduced in the first quarter of the Nursing Program. They are examined and applied at more complex levels each succeeding quarter. Didactic and clinical components are integrated throughout each quarter.

Effective September 2022

### **Person**

The focus of the nursing curriculum is the patient, who can be defined as an individual person, family, community, or population. The BSN 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 in the senior year of the BSN and 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.

### **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 presented in the introductory nursing courses. 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. As the program progresses, the roles of the environment in managing complex mental and physical health alterations across the lifespan are explored. The curriculum culminates to focus 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 2030 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.

### **Nursing Roles**

Nursing roles increase in complexity at each professional stage.

### **Role of the Bachelor of Science Nurse (BSN):**

Baccalaureate and associate degree prepared nurses share some common roles and responsibilities. The BSN nurse designs and implements holistic plans of care for patients and families with complex health

alterations.

The baccalaureate prepared nurse's education is based on a broad foundation of the life sciences, liberal arts, and social sciences. As the curriculum advances, nursing courses are complemented with Native American Studies, which informs the nurse's culturally congruent practice.

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.

#### **4-year BSN End of Program Outcomes**

1. 80% of graduates will graduate within 5 years of starting the BSN program.
2. 85% of graduates will pass NCLEX on the first attempt.
3. 90% of the cohort will start working as a Registered Nurse within six months of graduating.

#### **RN-BSN End of Program Outcomes**

1. 65% or greater of the students complete the program.
2. Of the students who complete the program, 65% or greater complete the program within the recommended program of study of six quarters.
3. 15% or greater of graduates report a promotion or increase in scope of their work position within two years of graduation.

#### **BSN End-of-program Student Learning Outcomes**

1. Integrate theory and evolving knowledge from the sciences, social sciences, humanities, and nursing to guide nursing practice (Critical Thinking).
2. Apply principles and competencies of quality improvement, leadership, and healthcare outcome disparities to improve health outcomes for individuals, families, communities, and populations (Critical Thinking).
3. Analyze research literature, incorporate information technology, and integrate evidence-based recommendations to inform nursing practice (Critical Thinking).
4. Integrate knowledge of current healthcare policy, healthcare finance, and regulatory agencies' guidelines to positively influence nursing care across all healthcare settings (Critical Thinking)
5. Facilitate inter-and intra-professional collaboration and communication to promote safe, quality patient care (communication)
6. Choose endeavors that facilitate professional growth and advances the nursing profession body of knowledge (Citizenship).

Effective September 2022

7. Participate in ethical decision making and subsequent actions in promoting social justice and reducing social injustice (Citizenship)
8. Integrate self-reflection into one's nursing practice and continually recognize one's responsibility and accountability to self and others (Citizenship)
9. Develop nursing care that integrates patient values and beliefs within the context of cultural congruence.(Culturally congruent care)
10. Develop a nursing practice that demonstrates tolerance, respect, and civility to all. (Culturally congruent care)

## **Learning Activities**

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

### **Classroom**

The introduction and readings/preparation include an overview of the content. During the scheduled class, a variety of learning activities may occur. Lecture is not the primary method of instruction.

Activities include cooperative learning groups and structured presentation of concepts in a variety of learning styles. Simulation case studies facilitate practical application of didactic learning.

### **Clinical Practicum**

- 1) Clinical activities integrate concepts from classroom or lab class sessions beginning with the first quarter, sophomore year. Students apply concepts while caring for patients of all ages and in various clinical settings.
- 2) Clinical activities are structured to meet program outcomes and student learning styles. Students' progress from simple to complex patients, and from individual patients to groups of patients and families. Prior to assignment in the clinical area, students practice and demonstrate competency for nursing skills through "competencies" in the Skills Practice Lab. Students are scheduled to return to the Skills Practice as needed.
- 3) In the Simulation Lab students will be assigned in small groups to participate in simulated clinical experiences, hone critical thinking skills and engage in discussion focusing on a case study related to didactic content.
- 4) Clinical activities include Skills Practice Lab, Simulation, outpatient, and inpatient settings. Simulation activities in the Nursing Practice Laboratory are planned for practice, demonstration of proficiency and decision-making. Additionally, simulated activities can be used for unavailable patient experiences to achieve course objectives. Agencies used as clinical sites include hospitals, long-term care centers, preschool/day care centers, health departments, schools, physicians' offices, and clinics. All sites are approved by their respective accrediting agency. Students must abide by each site's regulation.
- 5) Refer to page 42-43 for a complete list of clinical agency sites. Clinical activities take place on and off the Flathead Reservation. Students must often travel from five to sixty-five miles. Students are responsible for their travel to clinical, including their own transportation, hotel cost, food etc. Clinical hours vary with the activity and objectives.
- 6) The focus of clinical practice changes as the student progresses through the program.

- 7) Clinical activities may include a preceptorship during the senior year. During this time, students are paired with a practicing nurse who provides a one-to-one learning experience. Preceptors and students are oriented to the process with a preceptorship manual and individualized orientation prior to beginning the rotation. During the preceptorship, the students focus on clinical decision-making, care management, and participation as members of a multidisciplinary team. The close relationship between preceptors and students supports mastery of individualized learning objectives as well as the program learning outcomes. Students exhibit increased confidence, skill, and independence over the course of the preceptorship.

#### **\*\*\*\*\*COVID 19 Policies**

Students must follow all SKC policies concerning COVID-19 safety precautions such as wearing a mask and social distancing when on campus if mandated. Students must also follow ALL COVID 19 clinical policies per the clinical facility and those outlined by the nursing department chair. If you have any questions, please see Kristine Hilton.

#### **Campus Resources**

The Nursing Program offices and classes are housed in the John Peter Paul Building on the north end of campus. The space includes nursing offices, classrooms, practice laboratory, simulation lab and media lab. Students are encouraged to participate in activities on other parts of the campus also.

##### Classrooms

Most nursing courses are located in classrooms in the John Peter Paul Building. General education courses are scheduled throughout the campus. For student convenience, SKC WiFi is available throughout the campus.

##### Skills Practice Lab

The Skills Practice Lab is a setting for students to develop competence in skills and procedures that are performed in the clinical setting.

##### Simulation Lab

Students develop skills in clinical decision-making in the Simulation Lab through the use of simulated clinical experiences using adult and pediatric simulators.

##### 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 in the Nursing Front Office. Check-out is done through the Nursing Department Administrative Assistant.

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 214. 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

The library houses references, texts, and journals for nursing and health related fields. A Reserve Shelf at the librarian's desk holds materials that cannot be checked out of the library. A TV/CD/VCR monitor, individual study carrels, computer room, and group study rooms are available for student use. Computer access includes the Internet for databases such as CINAHL, PubMed, INFOTRAC, and PSYCINFO available at SKC can be obtained through Interlibrary Loan.

Nursing students are strongly encouraged to utilize the library resources. Please check the library for current hours of operation.

### Copy Machines

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 can be obtained in the business office at the Big Knife Building.

### Bulletin Boards

Please check the Nursing Program bulletin boards daily for announcements concerning nursing classes, financial aid, job opportunities, Student Nursing Organization (SNO) meetings, conference announcements and news articles of nursing interest.

### Brightspace

Brightspace is the learning management system (LMS) used by SKC nursing. Brightspace is used in all online and hybrid nursing courses at SKC.

### Email and Mailboxes

Students must check their SKC email and mailboxes in the nursing office daily.



## **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 Website.

### **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. If a student is impaired by fatigue or otherwise, the clinical instructor will send the student home.**

**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.**

Students seeking outside employment in health agencies are cautioned to clearly understand that the scope of practice of a nursing student as set forth by the **Montana State Board of Nursing** is different from that of a nursing assistant, medical assistant, EMT, and other allied health personnel. If you are employed as any of the above in a hospital, long term care facility, medical office or clinic, your scope of practice does not include those skills you employ while administering care as a student nurse. **To do so will place you in jeopardy of practicing nursing without a license and therefore vulnerable to a lawsuit and dismissal from the Nursing Program.** The Montana Nurse Practice Act allows students enrolled in a school of nursing to provide nursing care only under the supervision of an approved faculty instructor.

### **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 according to the published due date. 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.

Effective September 2022

## **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 the 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 1<sup>st</sup> 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 31<sup>st</sup> of every school year. No exceptions.

### COVID vaccine

All students are required to receive the COVID vaccination before entering the nursing program. Proof must be provided as part of immunization records. No exemptions will be issued/processed and SKC does not accept exemptions. Students will be required to take boosters per clinical partner's policy/recommendations.

### 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 the required due date. Students who do not turn in the documentation by the due date will be in danger of losing their clinical placement. If a student loses their clinical placement, they will not be able to pass the course associated with the clinical placement, and therefore may fail out of the program.**

### **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 both their clinical instructor and/or precepting staff and the department head. The student will await the clinical instructor's instruction. Prophylaxis and treatment will be dictated by the clinical site's policy and procedures. 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/phssep.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.

The financial obligation incurred for any recommended testing and/or treatment is the responsibility of the student and the student's own health insurance. Accidental exposures that occur in the student role are not eligible for Workman's Compensation.

**At SKC, there is absolutely no invasive practice on another student. Violation of this will result in immediate dismissal from the program.**

### **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 by the published due date. 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 of Nursing 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 and department head** 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
- Active diarrhea
- Persistent uncontrolled productive cough
- Obvious contagious conditions, such as head lice or pink eye or covid.
- 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 reports to clinical practicum with any of the above conditions, they will be sent home.

**If a student has any of the above symptoms, the student must text the clinical instructor at least one hour before the start of the clinical practicum day. Students must also email the administrative assistant that they are going to be absent from clinical on that day. Following an illness and/or injury resulting in an absence of more than 2 days, the student must present a physician's full medical release to their clinical instructor prior to resuming clinical 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, Silas Perez ([silas\\_perez@skc.edu](mailto:silas_perez@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.

Students with accommodations will be required to present their accommodation documentation to their instructors for each class at the beginning of each quarter. The student must also submit a copy of their accommodations to the administrative assistant for their student academic file. If student's accommodations involve testing, the testing will occur in the Student Success Department or in accordance with SKC Accommodation policies.

### **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 behavior that indicates 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 Director of the Nursing Program.

Effective September 2022

## **SKC Nursing Drug Screening Policy**

Nursing students are expected to undergo urine drug screening prior to clinical practicum. The student must follow drug testing protocol outlined by Castlebranch. If a student does not pass the urine drug screening, that student is dismissed from the Nursing Program. However, you will have an opportunity to submit medical documentation of legally prescribed medication to account for the positive result. Drug testing reports are securely posted on your Castlebranch account and are available to the student and Nursing Department Chair only. Students are responsible for the cost of all initial drug testing and any retesting. Students are responsible for completing the drug screen, checking for their results through CastleBranch and completing any follow up testing if required.

If a positive or dilute positive test result is found the following protocol will be implemented:

1. A medical review officer from CastleBranch will contact the student to determine any legitimate explanation for the results.
2. If the medical review officer does not find a legitimate explanation the positive results will be posted by Castle Branch. The student will be dismissed from the nursing program.
3. If there is a positive or dilute positive result, a student may request the original sample be retested at the student's expense.
  - a. If the re-testing yields a negative result, no further action will be taken.
  - b. If the re-testing yields a positive result, the student will be dismissed from the nursing program.
  - c. The last test will be considered the final result. If a student chooses not to have the sample retested, this result will be confirmed and verified as a positive result.

## **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. FERPA requires the college to disclose educational records to the student, with written permission. Other requests, such as meeting with parents, are not required by FERPA law. For further information on FERPA check the college website.

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

A student may review their Nursing Program Student Records in the presence of a Nursing Program staff or faculty member upon approval of the Nursing Department Chair. 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 must provide documented proof of current CPR certification through June of graduation year before the published due date. Students must be certified for BLS healthcare 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. It is the student's responsibility to always have current CPR certification.

Effective September 2022

## **Criminal Background Check**

Criminal Background Checks will be conducted on any student applying to SKC's nursing program. The background check will be conducted through CastleBranch. Students will be charged a fee for the background check through their student accounts. If a background check indicates evidence of felony criminal behavior, the student is subject to nonacceptance to the program. 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, dismissal from the Nursing Program or nonacceptance to the program.

Once in the program the student will have a yearly background check done as long as they are in 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 to mitigate student sleepiness therefore increasing patient safety.

## **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 Lab

1. The student nurse uniform consists of the SKC nursing program uniform and closed toe and closed heel, hose or socks. Both women and men must wear the school uniform pants and top and may wear a plain, white or black t-shirt underneath the top depending on the facility policy. Students will be required to wear SKC scrubs or individually purchased scrubs to the lab. SKC scrubs must be worn for competency checkoffs, clinicals, and the simulation lab. Students must purchase two sets of SKC scrubs from the SKC bookstore. **Jeans or stretch pants are not allowed ever at a clinical site or when representing SKC.**
2. 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.**
3. The uniform must fit properly. Clothing should be clean, neat, pressed and worn with appropriate undergarments. Undergarments should be concealed.
4. To minimize the spread of pathogens to patients, yourself and your family, uniforms are



to be worn only in the clinical setting. Students are required to wash their uniforms after each clinical day.

5. There will be no be no “bosoms, bellies, or butts” visible while wearing the uniform, standing or bending.
6. **The College logo** must be stitched on the front of the uniform, which will be arranged by the SKC Bookstore.
7. **Student name tags** 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.
8. Students must abide by the dress code of the clinical site when on facility property.
9. Dress for out of hospital assignments:
  - a. Dress for specific out of hospital clinical assignments will be included in the guidelines of the individual clinical facility for that clinical assignment.
  - b. Please check with your nursing department level lead/ class instructor prior to the activity if you are unsure of any dress code.

### General Guidelines

1. **Shoes:** Black rubber-heeled oxfords or athletic shoes. Canvas tennis shoes, mesh, Crocs, and open toe or heeled shoes are not acceptable. Shoes must be clean; shoelaces must be washed frequently and kept clean.
2. **Hose/socks:** Ankle or knee socks are to be worn with pants. Compression socks are recommended.
3. **Jewelry:** Jewelry should be moderate and professional. For those involved in direct patient care, there should be no dangling, bulky, or noisy items worn. Rings which pose a risk of scratching patients, catching on linens, or tearing gloves should be avoided. Jewelry for piercings is limited to two earrings in each ear and one nose piercing with small stud style jewelry (2mm or less). No gauges are allowed and must be replaced with flesh-colored plugs. All other facial piercings, including but not limited to, tongue, eyebrow or lip piercings are not permissible.
4. Body art/tattoos: must be covered at all times during clinical. Please consult your clinical instructor if you have concerns.
5. An SKC nursing logo jacket may be worn over the uniform in cold weather. This jacket may be purchased at the bookstore with your uniform. The name tag must be clearly visible at all times.
6. No garments worn on the head unless specifically approved by the clinical instructor.
7. Long hair must be tied back and well secured to prevent contamination.
8. **Please be aware that SKC clinical instructor and Nursing Program Director 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 at the clinical setting is essential.
2. Perfume or scented aftershaves are not to be worn in the clinical setting, in consideration those with respiratory conditions.
3. Hair must be clean and well-groomed and worn off the collar. Long hair must be kept up and back so 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. Facial hair must be able to be contained within a mask.

4. Makeup should be minimal.
5. Fingernails are to be short and well-manicured. No artificial nails. Nails must be kept to 0.25 inch length or less, per CDC guidelines. Longer nails and artificial nails are associated with the transmission of certain hospital acquired pathogens.
6. Smoking odors are unacceptable in the classroom or clinical setting. **No smoking is permitted during any clinical practicum activities, including breaks. Students who attend clinical with obvious smoke odors will be sent home.**

## Cell Phones

Cell phones are allowed in clinical only for texting the clinical instructor and for use of the Nursing Central App. According to HIPAA, students are forbidden to take photos, videos, or any recording inside of the facility.

Students may only access health information on patients under their direct care. Any access to the electronic health record of a patient will be confined to the clinical day that the patient is cared for. Checking records after the clinical day is a violation of HIPAA. 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 the student is found in violation of this mandate.

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, Instagram, Twitter, Tik ToK, 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 the student is 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 (Brandon Peterson) 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: aggressively, challenging others, eye rolling, sarcasm, name calling, mean spirited comments, gossip, prejudicial comments, lying, threats, intimidating remarks and action, and physical assault. Incivility also includes: inattentiveness, side conversations during class, and challenging the instructor. Title IX and accompanying federal regulations are in each course syllabi (Title IX Campus Director, Kelly Callbeck is available at 275-4744).

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 any time, 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**

### **Guidelines for Student Conduct**

Salish Kootenai College is a learning community; actions incongruent with this objective are unacceptable. Behaviors that undermine the learning atmosphere will not be tolerated. Students must conduct themselves in a manner consistent with the values, practices, and integrity of the nursing profession. Nursing students must adhere to Salish Kootenai College's Code of Conduct (<https://skc.smartcatalogiq.com/2021-2022/Catalog/Student-Code-of-Conduct>) and respect the rights of others.

Further, nursing Students are professionals that follow the **code of ethics** established by the American Nurses Association (ANA Website: [www.ana.org](http://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](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.

SKC nursing students are required to be in good academic standing through their progression in the nursing program. Nurses are called to adhere to a high code of ethics. A student who is in good academic standing may at times demonstrate behaviors that call into question their ability to function as a professional nurse.

Nurses are called to care for vulnerable populations such as children, adolescents, older adults, and the mentally ill. The skills and attributes of nurses who care for these populations include adhering to the ANA Nursing Code of Ethics, professionalism, sensitive responsiveness to patient issues and concerns, and appropriate use of supervision. At times, instructors, other students or clinical partners may note student behavior which does not reflect the standard for interpersonal skills or professionalism that is required of a nurse. The purpose of this policy is to provide instructors with a procedure to address such instances.

There are different types of behaviors that can negatively impact a student's progression towards becoming a professional nurse. These behaviors fall into three categories. They include: problem behaviors, unprofessional conduct, and critical behaviors.

#### **1. Problem Behaviors**

Problem behaviors include conduct or an attitude that necessitates remediation. However, the behavior may not be uncommon for those who are in training and not fully familiar with the attitudes and behaviors required of a professional nurse. Examples include: nervousness or anxiety about performing skills, inexperience and demonstrating unease with patients from diverse cultural backgrounds, negative attitude about rules and expectations. Problem behaviors are often resolved with instructor feedback and further teaching. Problem behaviors do not include conduct that results in potential for harm to patients or others, those are of a more serious nature. Problem behaviors may result in a problem solving conference (PSC) (see page 35).

#### **2. Unprofessional Conduct**

Unprofessional conduct can be defined as behavior that is not aligned with developing the knowledge, skills and attitudes of a professional nurse. The following are examples of unprofessional conduct:

- a. Behaviors that do not demonstrate willingness or ability to integrate nursing standards into their practice.
- b. Failure to reach an acceptable level of competence in the acquisition of professional skills.

- c. Lack of ability to control response to life stressors or undue or inordinate emotional expression that interferes with the role of the nurse.
- d. Behavior involving the following characteristics: inability to acknowledge issues when issues are identified, problems that are not able to be corrected, problems that affect the learning of other students, problems that require a disproportionate amount of instructor attention and intervention to address the issue, problems that do not resolve with remediation or problem solving conferences.

The above behaviors may result in a Performance Improvement Plan (PIP) or possible dismissal from the program (see page 35).

### 3. Critical Behaviors

Critical behaviors include conduct that puts the student, or other students, instructors, patients, clinical partners or anyone at risk for emotional or physical harm. Critical behaviors include (but are not limited to): being under the influence of drugs or alcohol, sexual or other harassment, carrying a weapon, suicidal ideation, uncontrolled psychosis or mania, threatening behavior, intimidation, abusive or threatening posts on social media. These behaviors may result in the involvement of law enforcement, medical or mental health intervention. See the SKC Student Code of Conduct and Misconduct in the academic catalog. Access is available at <http://catalog.skc.edu/2020-2021/Catalog/Student-Code-of-Conduct>. Critical behaviors will result in an immediate dismissal from the program (see page 35).

### Standards for Academic Quality and Professional Integrity

- Salish Kootenai College nursing faculty value high standards of academic quality and professional integrity. Nursing students are expected to grow academically and professionally throughout the 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. Cheating, assisting another student to cheat, turning in the work of another, manufacturing information or references, making copies in any manner of tests, quizzes, assignments are considered academic dishonesty. Please refer to <http://catalog.skc.edu/en/2020-2021/Catalog/Student-Code-of-Conduct/Academic-Misconduct>. Nursing students are expected to be familiar with and adhere to these policies.

### Admission Policy for the Direct Entry Baccalaureate Nursing Program

- Students must be able to stand, sit and walk for up to 12 hours and lift up to 100 pounds. Heavy lifting may be required in hospital settings.
- Students must have access to a computer equipped with a webcam and a microphone. Microsoft Office Suite of Word, Excel, and PowerPoint is essential. High speed internet is highly recommended due to the possibility of online exams.
- A federal background check is mandated. Students with a history of criminal convictions (whether felony or misdemeanor) relating to crimes such as, but not limited to, physical assault, use of dangerous weapon, sexual abuse or assault, abuse of children the elderly or infirm and crimes against property, including robbery, burglary and felony theft, may not be eligible for admission, clinical placement, and/or licensure.
- Students seeking to transfer credits to apply to their BSN must have achieved a “B” or better in Anatomy and Physiology.
- Students seeking to transfer math or science credits to apply to their BSN must have been completed within the last five years to receive credit.

- Prerequisite courses cannot be taken more than a total of three (3) times to achieve an acceptable grade
- The prospective nursing student may be required to take a nursing pre-admission nursing exam to determine eligibility for nursing admission.
- 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 Nursing Admissions Committee will review application documents and supporting material.
- Students are assigned a faculty advisor to assist in developing a curriculum plan.
- Students will receive written notification of acceptance or non-acceptance into the Nursing Program. Upon notice of acceptance into the 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
  - A current 2x2 photo or a photocopy of student's state driver's license

### **Admission Policy for the RN-BSN Program**

- A federal background check is mandated. Students with a history of criminal convictions (whether felony or misdemeanor) relating to crimes such as, but not limited to, physical assault, use of dangerous weapon, sexual abuse or assault, abuse of children the elderly or infirm and crimes against property, including robbery, burglary and felony theft, may not be eligible for admission, clinical placement, and/or licensure.
- Students must have a current, valid, unencumbered nursing license.
- Students must have access to a computer equipped with a webcam and a microphone. Microsoft Office Suite of Word, Excel, and PowerPoint is essential. High speed internet is highly recommended.
- Prospective students must have an Associate's Degree in Nursing and provide transcripts.
- Must have an unencumbered registered nursing license.
- 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 Nursing Admissions Committee will review application documents and supporting material.
- Students are assigned a faculty advisor to assist in developing a curriculum plan.
- 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
  - A current 2x2 photo or a photocopy of student's state driver's license

## **Transfer Policy**

Students who wish to transfer prerequisites completed at other colleges or universities must submit unofficial 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.

## **Orientation Policy**

All students must attend a mandatory orientation (Nursing Institute for BSN, RN-BSN orientation) to their respective nursing program, scheduled prior to beginning of classes. Failure to attend the entire scheduled orientation will result in dismissal from the program.

## **BSN Progression Policy**

The student must maintain a minimum grade of "B" or better in all required nursing courses and Anatomy and Physiology 1, 2, and 3 (including the lab classes) to continue progression through the nursing program and qualify for graduation. Other science and general education courses must be passed with a "C" or better to graduate with a BSN. Students must meet program requirements and complete course prerequisites with a "B" or better if required and "C" or better if required (see above) to progress in the nursing program.

Nursing courses must be taken in sequence. Students who drop a nursing course or receive a grade less than "B" in nursing will not progress to the next quarter of the nursing program.

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:

- **Kaplan Exams:** Kaplan exams are given in some courses throughout the program. These exams are given to assess knowledge and give the student an opportunity to remediate missing concepts. Students who do not meet the established exam benchmark must remediate 2 minutes per question (right and wrong) to achieve a satisfactory grade for the assignment. This remediation must be completed before the course ends. Kaplan exams may be graded assignments.
- **Competency:** The competency exam consists of performance measures with a simulated patient. The student will be assessed in critical thinking and clinical skills. A student will have two (2) attempts to demonstrate competency. Failure to pass the Competency Skill Exam in two (2) attempts will result in dismissal from the program.
- **Medication Calculation exam:** Students will be required to calculate medication administration problems in an exam in some nursing courses. The student must pass each medication calculation test with a score of 90%. Students will be given two (2) attempts to attain a score of 90%. Failure to pass the Medication Calculation Exam in two (2) attempts will result in dismissal from the program.
- **Clinical Performance:** Students must maintain satisfactory progress and performance (B or better) during their clinical practicum 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.

- 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. If a student would like to continue to pursue nursing, the student can re-apply to the BSN program. The Nursing Program will request supporting documents for re-admission. 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 remediated. The letter must be submitted to the Director of Nursing, Kristine Hilton. A student who was not successful in the BSN program can be readmitted one (1) time only to the BSN program.

### **RN-BSN Progression Policy**

A student must be in good standing in order to progress 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. The student must maintain a minimum grade of "B" or better in all required nursing courses and a "C" or better in co-requisite general education courses to continue progression through the nursing program and qualify for graduation.

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 "B" will not progress to the next quarter of 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. If a student would like to continue to pursue nursing, the student can re-apply once to the BSN program. The Nursing Program will request supporting documents for re-admission. 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 remediated. The letter must be submitted to the Director of Nursing, Kristine Hilton.

### **Mastery Criteria**

The Student Record must demonstrate continued professional growth and development as the student progresses through the curriculum. The mastery component of nursing courses includes activities/behaviors that must be mastered at a passing level or attaining 90% or greater on Medication Calculation exams. Mastery of all components in nursing courses is considered to be essential to safe nursing practice and professional behavior. The mastery components of nursing courses may include, but are not limited to, satisfactory completion of all clinical objectives, attaining a minimum score of 90% or greater on Quarterly Medication Calculation exams, passing Skills Lab competencies and self-evaluations as requested. Mastery Criteria activities that may vary from quarter to quarter are listed in each course syllabus.

### **Course Failure Policy**

In the event of course failure as defined in the Progression Policy, the student may request an appointment with the Director within seven (7) working days from the date of notification of failure and complete an exit interview.

### **Graduation**

The student is responsible to complete an application for graduation and submit it to the Nursing 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.

Effective September 2022



## **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
- Instructor's recommendations
- Date by which instructions should be implemented
- Date of follow-up conference
- A statement indicating the consequences of failure to meet the present requirements
- 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 director. Detailed documentation must accompany a recommendation for dismissal.

### Removal from the Classroom or Clinical Setting

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 clinical instructor. 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 “B” or better in required course work.
- Failure to improve performance of an 80% or better on clinical evaluations after counseling.
- Excessive absences or tardiness (See clinical policy.)
- 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 (HIPAA), 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 one Performance Improvement Plans (PIP). If a performance issue reoccurs after a PIP in the same or different quarters the student will be dismissed.
- Immediate dismissal from the Nursing Program will occur if the student's behavior 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 at any college related activity

### **Due Process**

Refer to the diagram of the chain of command in this Handbook on page 8.

### **Grievance / Grade Appeal Process**

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

## **Attendance Policies**

Attendance is mandatory in nursing classes, clinical laboratory, campus post-conference and lab class, and in assigned college laboratory practice sessions. Attendance/class participation is calculated into each course grade (see syllabus). A pattern of absence and tardiness will jeopardize passing a course. If an avoidable absence is necessary the student must notify the instructor via email before class period starts. Students are expected to make personal appointments and arrange work schedules outside of scheduled class, lab, and clinical times. Children, family members, or friends, etc. are not allowed in classes, labs, or clinical areas. Children are not allowed to linger in the hallways of the nursing building.

Plans for taking time off for travel or other activities should take place during breaks from classes, such as Winter or Spring break. Students who may need to miss extended periods of time during a quarter must contact the course instructor and the Director of Nursing for discussion and options.

### **Absences for any reason jeopardize the student's ability to achieve the course and program objectives.**

**Clinical:** Upon arrival and departure to the clinical setting, students are required to report to the clinical instructor and staff nurse on the assigned unit. Anytime you leave the clinical unit, notify the clinical instructor and staff nurse. In the clinical area, failure to notify the clinical instructor of an absence or tardy not only demonstrates lack of respect and unprofessional behavior but also failure to provide for patient safety.

If a student has one clinical absence, the student must complete the clinical hours in either of the following ways:

- A make-up simulation experience
- A clinical experience at a nursing home (depending on availability).

Clinical make up hours will be completed on a scheduled clinical make up day only. This make-up day will be arranged by the nursing department at the beginning of the quarter. If you are unable to participate in the make-up day, then the student will be dismissed from the course. Two clinical absences in a quarter will result in dismissal from the program. All clinical absences will be reviewed by the nursing department level lead/course instructor, clinical instructor and the Director of Nursing. Please be aware that additional documentation will likely be required.

If the absence is due to health related issues and the student is absent for two or more consecutive class/clinical sessions, a written health status report stating the reason for the absence, date of return to campus, and activity restrictions, if any, must be signed by the primary healthcare provider and given to the instructor before the student is permitted to return to program activities. If the student's absence is due to an excused health related condition, with a doctor's note, the student will be required to meet with the nursing department level lead and the Director to plan how the student can meet the course objectives. There is no guarantee that even with a physician note that the student will be allowed to continue in the program. For the safety of patients and our legally binding affiliation agreements with our clinical sites, the program retains the right to make the final determination on student program progression.

### **Students who are absent from class, Skills Practice Lab, Simulation Lab, or clinical are unlikely to meet the course objectives and complete the course of study successfully.**

#### Student Responsibility in the Event of Absence/Tardiness

If an avoidable absence is necessary the student must notify the instructor via email before class period starts.

### 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 activities. Bad weather will not be an excuse for missed exams, absences or tardiness. Clinical days that are canceled due to inclement weather will not be made-up.

Sign up for Rave Wireless for Emergency Notifications. To register, please visit <https://www.getrave.com/login/skc> and click on the register button located on the lower left. If you are already registered and want to add or change your contact information, please visit the same web site and sign in using your user information. For more information on SKC's Alert System see <http://skc.edu/?q=node/65>. Contact the SKC Help Desk with any problems you may encounter.

### **Academic Progress/Grading**

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

If students fail to meet the criteria for academic progression, their program of study may be extended. Nursing courses are offered only once a year. Students may have to wait for a class to be offered in order to retake the course and progress in the program. Students must reapply to the program to repeat nursing courses. Nursing courses may be repeated once.

### Letter Grades

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

A = 90-100%      B = 80-89%      C = 70-79%      D = 60-69%      F = 59% or below

### Testing

Students must be on time for all exams. Once the doors are closed to a testing area, no one will be admitted to this area. Only under unusual, extenuating circumstances, such as emergencies, does the faculty consider alternative testing times. Alternative testing times are not guaranteed.

Exams outside of the scheduled testing time are considered on a case-by-case basis. The faculty cannot give test results to any student until all students have taken the exam and results are analyzed. **Students who do not take the exam at the scheduled time, if allowed to take the exam at an alternative time, will have a 5% deduction in the exam grade score.**

Exams may be given online, face-to-face on campus and may occur in different buildings on campus. There may be occasions when changes to the exam schedule and venue occur with less than 24 hour notice.

### **Exam Review Policy**

Each student will be allowed to review their midterm exam after grades are posted. A time limit of 72 hours after grades are posted is the **only time** a student can review their exam. Students who wish to look at their exams need to contact their instructor or Sue Gerhardt.

Aggressive challenges of professors regarding exam questions is considered incivility and will not be tolerated. To maintain the security of the test no note taking is permitted. Any infraction on review policy will result in program dismissal. No reviews of final exams are permitted.

Effective September 2022

## 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 a personal copy of all written assignments submitted to the instructor for grading. **All assignments must be completed to pass the course.**

## Late Assignments

Students are expected to submit assignments to the course instructor on the date and time specified. **Late written assignments will receive a 10% reduction for each 24 hour period.**

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.

## Clinical Evaluation

Campus Lab is defined as activities taking place in the Skills Practice Lab and/or Simulation Lab.

“Clinical” refers to learning activities in clinical facilities, post conferences, Campus Lab classes, small group labs, and clinical evaluation conferences. **Students must receive a B or better grade, based on achievement of objectives in each of the above settings.**

Clinical grades are not awarded until the summative evaluation conference is completed. Students who do not meet with the clinical instructor for the summative evaluation conference at the end of the quarter will not pass the course.

A written midterm and summative evaluation summary, signed by the student and faculty member, is placed in the permanent Student Academic Record in the Nursing Office.

General criteria for satisfactory and unsatisfactory performance is documented in the clinical evaluation tool for each quarter that contains a clinical component.

Each clinical course lists the objectives the student needs to achieve. The objectives are developed to encourage students to apply knowledge learned in theory to clinical settings. The instructor documents student progress on a weekly basis. Students complete written weekly assignments as determined by the clinical instructor. Clinical Instructor-prepared evaluations are shared with students at midterm and the end of quarter and as needed to evaluate student progress in meeting course objectives.

**Satisfactory (B or better)** is defined as:

Independently or intermittently requires assistance to appropriately utilize available resources (including clinical instructor) when providing patient care to practice safely within the scope of a junior level student nurse.

Consistently Exhibits or often exhibits

- A patient and family centered focus
- Accuracy, safety, & skillfulness
- Assertiveness and initiative
- Efficiency and organization
- An eagerness to learn

A safe, accurate, and consistent pattern of performance; needs minimal verbal/nonverbal cues to accomplish behavior; meets objective. Satisfactory performance is attainment of objectives for the course. Students are expected to apply knowledge and skills learned in previous clinical and non-clinical courses when administering nursing care. To demonstrate this, students must consistently:

- a. Utilize learning opportunities available
- b. Demonstrate retention of skills from quarter-to-quarter
- c. Improve performance with practice
- d. Recognize and correct own mistakes
- e. Improve behavior following constructive feedback
- f. Recognize and communicate own learning and supervisory needs
- g. Exhibit the ability to perform patient care with minimal instructor guidance
- h. Demonstrate professionalism and accountability
- i. Demonstrate appropriate critical thinking and clinical judgment
- j. Assume responsibility for nursing care of increasing numbers of patients across the curriculum and/or as assigned by the clinical instructor based on acuity and student learning needs

**Unsatisfactory (a grade lower than a B)** is defined as:

Regularly requires assistance in appropriate utilization of available resources (including clinical instructor) when providing patient care, which indicates a lack of confidence or understanding of the junior level student nurse scope of practice.

Inconsistently exhibits

- A patient and family centered focus
- Accuracy, safety, & skillfulness
- Assertiveness and initiative
- Efficiency and organization
- An eagerness to learn

Unsafe, unsuccessful attempts to demonstrate required behaviors. Instructor/RN must give detailed instructions or repeatedly demonstrate or intervene. Does not meet course objectives. Unsatisfactory performance is a pattern of failure to attain the objectives of the course. This may occur if a student consistently:

- a. Fails to engage in learning activities, which lead to attainment of the objectives.
- b. Demonstrates marked difficulty with previously learned behaviors.
- c. Fails to improve with practice.
- d. Fails to recognize and/or assume accountability for own mistakes.
- e. Fails to improve following constructive feedback.
- f. Fails to communicate needs to the instructor.
- g. Requires a level of supervision unusual for this level of learner.
- h. Fails to demonstrate professional behaviors
- i. Does not recognize their own inadequate reporting or assessment findings
- k. Fails to be able to increase responsibility and care in the number of patients assigned.
- l. Does not recognize the importance of reporting abnormal assessment findings to the appropriate nursing staff personnel or the clinical instructor
- m. Fails to demonstrate clinical judgment and critical thinking

**Details regarding clinical grades and performance are provided in the clinical evaluation tool. This tool will be reviewed with the student during orientation to the clinical facility. In the event a student demonstrates unsatisfactory performance, a PSC or PIP must be initiated.**

### Clinical Rotation Schedules

Each quarter, clinical rotation schedules are posted indicating the weekly clinical assignment areas. A maximum of 10 students are assigned to provide direct patient care in any one area of the acute care setting. Students who are not assigned to an acute care setting may be assigned to a community-based clinical setting, the Skills Practice Lab, or Simulation Lab. Specific clinical assignments are created by the clinical instructor in conjunction with the facility. The assignment will be posted on each agency unit. Occasionally, assignments are changed at the last minute due to a patient's discharge or change in health status. Changes in assignments may be made **only** by the clinical instructor and in agreement with the agency staff.

### Clinical Preparation Activities

When assigned an acute care or long-term care patient the clinical instructor will contact the student with key data related to the assigned patient(s) or area. The student will obtain relevant data by:

1. Reading the history & physical reports, the current health status in the physician and nursing progress notes of the individual's clinical record.
2. Reading the current nursing and medical care plans located in the patient electronic medical record.
3. Researching textbooks/Nurse Central regarding the individual's medical diagnosis and recommended nursing care.
4. Completing assigned clinical paperwork and clinical check-offs.

**The student must turn in all clinical paperwork to the clinical instructor when assigned.**

### **Clinical Practicum Policies**

1. During the assigned clinical activity, students must report to the clinical instructor and designated staff member when arriving and leaving the nursing unit or agency.
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 clinical instructor immediately, (b) contact the clinical instructor and follow the clinical instructor's instructions
4. Visiting patients outside of clinical hours is not appropriate.
5. Due to legal reasons, students may not accompany patients 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 of patients by students is not permitted under any circumstances.
8. Personal phone calls and/or visits with members of the student's family or friends during clinical hours are not allowed.
9. Students must be familiar with and adhere to the policies of the clinical agencies in order to remain in clinical at that facility.

### Preparation for Out-of-Hospital Activities

Clinical activities for some objectives may best take place in community based settings; clinics, physician offices, the Skills Practice Lab, or the Simulation Lab. Guidelines for clinical activities are reviewed with the student prior to the planned clinical experience. Students are expected to prepare adequately for such activities. **Failure to achieve the objectives of the activity will result in a failing grade for that week and may jeopardize the student's ability to be successful in the program of nursing.**

## Skills Lab

1. Prompt attendance and active participation in lab classes is **mandatory**.
2. Attendance will be reflected in the course grade.

### Skills Lab Policy

Performing nursing skills safely and competently is an essential component of nursing practice and the student must be able deliver safe and competent patient care. In selected quarters, students will complete a comprehensive skills competency test. It is the responsibility of the student to be prepared for the comprehensive skills competency test. Students are expected to practice and retain skills learned in previous courses. Skill building practice time includes activities such as independent or supervised practice in the skills lab.

### Assigned Lab Practice Times

Consult the course schedule for assigned Skills Practice Lab and Simulator Lab times. All of the above are mandatory attendance sessions. Students will not be able to test for competency if assigned lab practice hours are not completed.

If a student has one skills lab absence, the student must complete the clinical hours in the following way:

- Make up the missed skills lab hours in open lab. (These hours will not count towards your open lab practice hours).

Skills lab make up hours can only be completed during a scheduled open lab time (Clinical Resource Registered Nurse (CRRNs) will not be able to open lab for additional time periods due to scheduling constraints). If you are unable to complete your make-up hours, then the student will be dismissed from the course. Two lab absences in a quarter will result in dismissal from the program. Lab absences will be reviewed by the CRRNs and the Director of Nursing. Please be aware that additional documentation will likely be required.

If the absence is due to health related issues and the student is absent for two or more consecutive lab sessions, a written health status report stating the reason for the absence, date of return to campus, and activity restrictions, if any, must be signed by the primary healthcare provider and given to the instructor before the student is permitted to return to program activities. If the student's absence is due to an excused health related condition, with a doctor's note, the student will be required to meet with the CCRN and the Director to plan how the student can meet the course objectives. There is no guarantee that even with a physician note that the student will be allowed to continue in the program. For the safety of patients and our legally binding affiliation agreements with our clinical sites, the program retains the right to make the final determination on student program progression.

### Skills demonstration process and pass or fail outcomes

Skills practice lab & demonstration general process: students first review and observe a demonstration by an instructor; second, practice the skill with each other and/or individually; third, "buddy-up" and check each other on performance; and lastly, demonstrate the skill competently to an instructor. The skill demonstration is called a competency because the student has demonstrated the ability to perform the skill competently.

1. Skills demonstration
  - a. Nursing skills are reviewed and demonstrated by instructors.
  - b. Skills review can be achieved through viewing videos and practice with a lab partner. If additional assistance is needed, the student should consult with the Skills Practice Lab Coordinator.
2. Skills practice and assessment of competence
  - a. Required Skills Practice Lab time is scheduled each week.



- b. Activities that promote success in competencies include:
    - i. Independent study with readings, workbooks, videos, and skills practice with a lab partner.
    - ii. Interactive learning with peer observation, faculty/staff observation and coaching, group case studies.
  - c. Students often need more than the minimum required mandatory practice time to achieve competency. Plan to schedule extra time in the nursing labs!
  - d. Evaluation criteria are objective and are provided on the competency evaluation forms on Brightspace.
  - e. Students must demonstrate designated skill competency with faculty prior to performing the skill in the clinical practicum setting. If the student successfully demonstrates competency it is recorded in the Clinical Passport booklet.
  - f. Students can ask for a copy of the competency evaluation form with faculty feedback.
3. Skills Lab Competency Testing
- a. **BSN Sophomore**
    - i. Skills lab testing for level I will be a midterm and final of skills learned in that quarter. Midterm may be up to two assigned skills and final will be up to three skills. Final will be cumulative.
  - b. **BSN Junior**
    - i. Skill Testing for level II will be a competency final. These will be cumulative.
    - ii. Competency testing assesses the student's ability to integrate the knowledge, skills, and attitudes of concepts and skills learned during that and previous quarters in a simulated setting. Typically, the scenario involves patient assessment, communication, at least one nursing skill, prioritization of care, and documentation. The Human Patient Simulator may be utilized during competency exams.
  - c. **Skills Lab Competency Testing**
    - i. All formal skills lab testing will have two attempts. Initial Testing:
    - ii. Pass: The grade is recorded.
    - iii. Fail: Prior to second/final testing, the student is required to remediate the skill in the lab a minimum of 2 hours per each skill that was not successfully performed. During these remediation hours, the student will work closely with a lab instructor to gain competency. The student will schedule this time with the lab Coordinator. The student will attend clinical but will be unable to perform the unsuccessful skill until second/final testing is passed. The student will have up to one week to complete the second/final attempt.
  - d. **Second attempt:**
    - i. Pass: The grade is recorded.
    - ii. Fail: Results in failure to progress.

**If a student is absent during a scheduled competency time, the student will receive a “fail” for that first attempt session..**

4. Passport Policy
- a. Passports are REQUIRED at clinical practicum activities
  - b. If lost, the student must pay for the replacement in the amount of \$5.00 US.
  - c. If lost, the student must also REPEAT all previous competency for all skills done prior to losing the passport BEFORE they may be performed in clinical again.

## Clinical Agency Sites

Clinical sites are utilized across Western Montana for the BSN program. Many of the sites are listed below, and some new sites will be identified during the school year. Use of sites varies from year to year. There are no guarantees for specific student placement.

### Acute Care:

- Kalispell Regional Medical Center
- Community Medical Center
- St. Luke Community Healthcare (hospital and ECF)
- St. Patrick Hospital and Health Science Center
- North Valley Hospital
- Marcus Daly Memorial Hospital
- Clark Fork Valley Hospital
- St. Joseph Medical Center
- Blackfeet Community Hospital, Blackfeet Service Unit, Billings area IHS

### Community-Based Sites:

- Flathead Reservation
- Tribal Health clinics
- Polson/Ronan Public Schools
- Two Eagle River School
- Salish Kootenai College Day Care
- CSKT Early Childhood Services
- Mission Valley Christian Academy
- Physicians' offices
- Western Montana Medical Clinics
- Lake County Health Program
- Flathead Valley
- North Valley Hospital
- Home Options (FCHH)
- Public Schools
- Flathead City-County Health Program
- Dialysis Clinic, Inc.
- Clark Fork Valley Home Health
- Missoula Valley
- Partners in Home Care
- Missoula City-County Health Program
- Missoula Partnership Health Center Long Term Care:
- Kalispell: Brendan House
- Ronan: St. Luke Extended Care Facility
- Missoula: Village Health Care Center, Columbia Falls, and Veterans Home
- Polson: Polson Health and Rehabilitation
- Kalispell: Veterans Administration Clinic
- Missoula: Veterans Administration Clinic

## **Advisement / Advisors**

Each student is assigned a faculty advisor after admission to the Nursing 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. Upon admission to the nursing program, you will be advised by the faculty, then you will be assigned an advisor who will follow you for the duration of the program. Advising appointments can be made through Tara Hout, Nursing Administrative Assistant.

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 services.

Faculty Advisors:

Heather Dawson [heather\\_dawson@skc.edu](mailto:heather_dawson@skc.edu) 275-4787

Kristine Hilton [kristine\\_hilton@skc.edu](mailto:kristine_hilton@skc.edu) 275-4910

Michelle Huntley [michelle\\_huntley@skc.edu](mailto:michelle_huntley@skc.edu) 275-4929

Jeremy Page [jeremy\\_page@skc.edu](mailto:jeremy_page@skc.edu) 275-4927

Billie Niche LaRocque [billie\\_larocque@skc.edu](mailto:billie_larocque@skc.edu) 275-4925

For advising, mentoring, and retention issues, contact your assigned nursing faculty advisor. If your assigned advisor is unavailable, please reach out to Tara Hout, administrative assistant.

## **Student Input**

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. In the workplace, staff nurses often participate in shared governance activities. The SKC Nursing Program wants to prepare nurse graduates for this type of decision-making model. Quarterly, there will be an open forum for students to meet with faculty in the student lounge. Distance students will have an opportunity to participate in a virtual Student Faculty Forum each quarter, as well.

The purpose of the Student Faculty Forum is to heighten faculty awareness of students' input and thoughts, improve the quality of the nursing program, and continually strive for excellent student learning outcomes. Students are encouraged to attend the forum to discuss program improvement, concerns or suggestions. For each issue a student raises, the student is required to make a viable suggestion to address the issue; faculty may then consider the suggestion. Student Faculty Forum is not the setting to address personal concerns about an instructor or another student; these issues should be addressed according to the procedure outlined on page 6 of the student handbook.

## **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

Information about student services are also available in the Student Success Guide, which is available here:

[https://policy.skc.edu/wp-content/uploads/2021/04/Student-Success-Guide-2020-2021\\_Updated-43021.pdf](https://policy.skc.edu/wp-content/uploads/2021/04/Student-Success-Guide-2020-2021_Updated-43021.pdf)



## APPENDIX A

### Salish Kootenai College Department of Nursing 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 to 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

### 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 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**

## 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

## 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 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 E

### 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 lifespan and that these people may be well or ill. By participating in caregiving 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 involves 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 caregiving 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 F

### 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 G

### 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 H**

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 Nursing 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

## Appendix I

<b>Course #</b>	<b>Nursing &amp; Science Course</b>	<b>Course #</b>	<b>General Education Courses</b>
	<i>B or Better Required</i>		C or Better Required
BIOS 138	Anatomy and Physiology I	ENGL 203	Technical Writing
BIOS 139	Anatomy and Physiology I Lab	NASD 101	History of Indians in the US
BIOS 158	Anatomy and Physiology II	MATH 100	College Algebra
BIOS 159	Anatomy and Physiology II Lab	NASD open	Native American Studies (open)
BIOS 178	Anatomy and Physiology III	PHIL 100 or HMNT 101	Introduction to Philosophy (f,s) or Introduction to Humanities (f,w,s)
BIOS 179	Anatomy and Physiology III Lab	NUTR 270 (S)	Nutrition for the Health Professional (s)
NURS 201	Introduction to Nursing	MATH 241	Statistics (f,w,s)
NURS 235	Pathophysiology I	ENGL 306	Writing Research Papers (f,w,s)
NURS 205	Health Assessment	BIOS 130	Introduction to Microbiology
NURS 255	Pathophysiology II	BIOS 131	Introduction to Microbiology Lab
NURS 265	Pharmacology I	CHEM 124	Introduction to General & Organic Chemistry and Biochemistry
NURS 240	Foundations of Nursing	CHEM 125	Introduction to General & Organic Chemistry and Biochemistry Lab
NURS 331	Medical Surgical I		
NURS 305	Nursing Theory		
NURS 351	Medical Surgical II		
NURS 340	Maternal/Child		
NURS 369	Mental Health I		
NURS 355	Ethics and Issues		
NURS 371	Medical Surgical III		
NURS 370	Mental Health II		
NURS 381	Pediatrics		
NURS 391	Culture and Caring		
NURS 438	Advanced Leadership		
NURS 408	Family Care		
NURS 420	QSEN		
NURS 430	Evidence-Based Practice		
NURS 441	Global Health		

NURS 444	Health Promotion		
NURS 450	Genetics and Genomics		
NURS 469	Senior Capstone I		
NURS 472	Population Focused Care		
NURS 499	Senior Capstone II		
NURS 475	Management of Care		
NURS 485	NCLEX Preparation		
NURS 354	Issues in American Indian Health (W)		
NURS 304	Health and Humanities (F)		
NURS 476	Palliative Care (S)		
NURS 471	Health Disparities in Vulnerable Populations (S)		
NURS 449	Pain Management for Nurses (W)		
NURS 400	Diabetes Type II (F of 2021)		