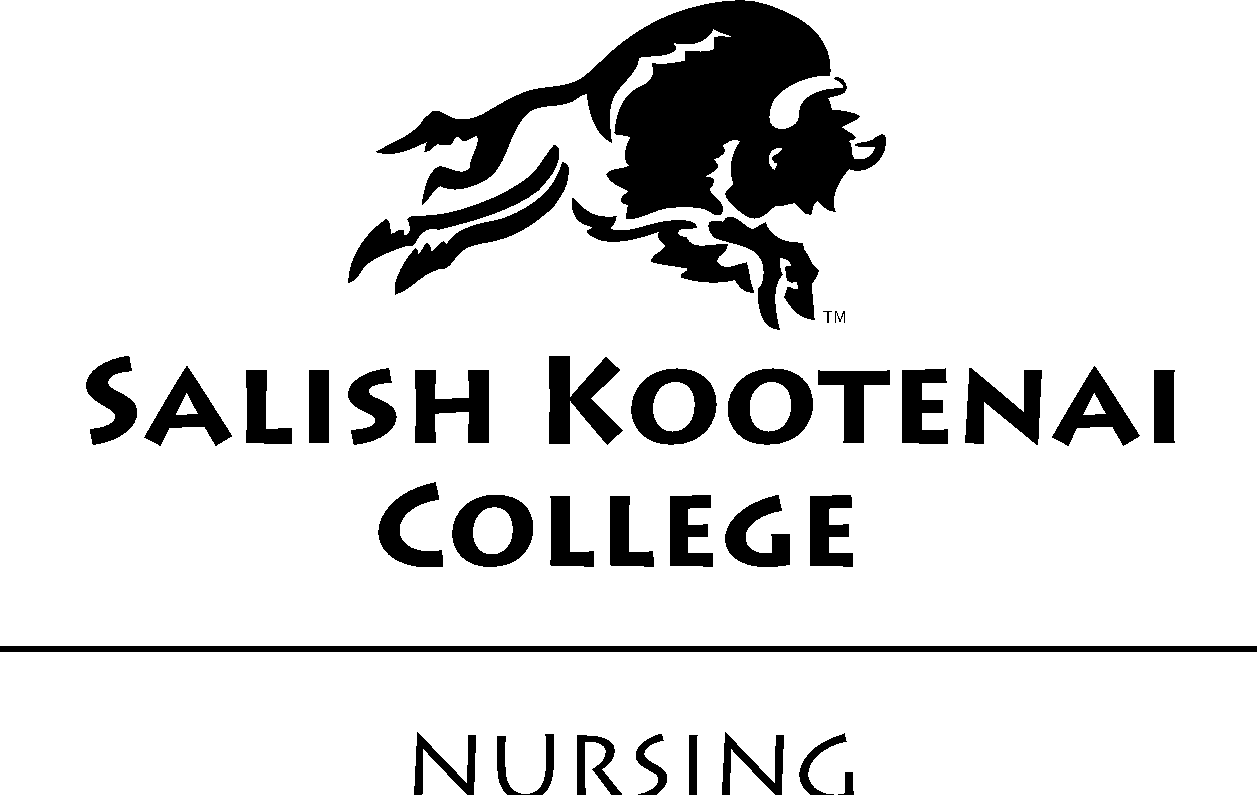
**SKC Nursing Student Handbook**

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**2024 – 2025**

**Nursing Department**

**Salish Kootenai College**

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# 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 the nursing program 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 within the department and throughout the SKC campus. Our faculty and staff are willing and well prepared to help you on your journey. We love to support our students and help them succeed! You are the future of nursing; make SKC proud!

Sincerely,

Margaret Fanning, MSN, RNC-NIC

Nursing Department Chair

#### 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 have 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. The 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](https://policy.skc.edu/wp-content/uploads/2024/01/Student-Success-Guide4_2023_update.1.8.24.pdf)

SKC’s Student Code of Conduct can be accessed here: [SKC Code of Conduct and Misconduct](https://skc.smartcatalogiq.com/en/2023-2024/catalog/student-code-of-conduct/)

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.

#### SKC Non Discrimination Notice

SKC does not discriminate on the basis of race, ethnicity, national origin, sexual identification, gender, age, or disability, except as allowed by the Indian preference provision of the Civil Rights Act of 1964, as amended. Consistent with state and federal law, reasonable accommodation will be provided to persons with disabilities.

The SKC Director of Human Resources is responsible for coordinating the College’s compliance with federal and state discrimination and sexual harassment laws, including Title II, Title VI, Title IX, and Section 504. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Director, Human Resources

58138 US Highway 93, Pablo, MT 59855

(406) 275-4977

#### 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 last ACEN scheduled site visit was in October of 2022. The program is 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 - 4th floor

Helena, MT 59620-0513

406-841-2300

<https://boards.bsd.dli.mt.gov/nursing/>

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#### Faculty and Staff Directory

The responsibilities of the Nursing Chair include leadership for the academic program, curriculum oversight, budgeting, and strategic planning; the Nursing Chair 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 healthcare team members interact with students in the classroom and clinical setting in a variety of roles, but do not hold instructional or evaluative responsibilities.

| **Nursing Chair** | | |
| --- | --- | --- |
| Margaret Fanning MSN, RNC-NIC  Nursing Department Chair/Faculty  [margaret\_fanning@skc.edu](mailto:margaret_fanning@skc.edu)  (406) 275-4933 | | |
| **Nursing Directors & Faculty** | | |
| Francis DeOreo MSN, RN, CNE  Director of Nursing Online Instruction/Faculty  [francis\_deoreo@skc.edu](mailto:francis_deoreo@skc.edu)  (813) 240-7689  Jessica Lippa DNP, FNP-C, RN, CNE  Faculty  [jessica\_lippa@skc.edu](mailto:jessica_lippa@skc.edu)  (607) 382-1161  Lindsy Campbell PT, DPT, Cert. MDT  Anatomy & Physiology Instructor  [lindsy\_campbell@skc.edu](mailto:lindsy_campbell@skc.edu) |  | Taryn Onsager MSN, RN, NEA-BC  Director of Experiential Learning/Faculty  [taryn\_onsager@skc.edu](mailto:taryn_onsager@skc.edu)  (406) 275-4911  Amanda Gilliland BSN, RN  Nursing Lab Manager/Faculty  [amanda\_gilliland@skc.edu](mailto:amanda_gilliland@skc.edu)  (406) 275-4924 |
| **Support Staff** | | |
| Tara Hout  Administrative Assistant  [tara\_hout@skc.edu](mailto:tara_hout@skc.edu)  (406) 275-4922 |  | Susan Gerhardt BSN, RN  Nursing Tutor  [susan\_gerhardt@skc.edu](mailto:susuan_gerhardt@skc.edu)  (406) 275-4923 |

#### Who to Call

For information about your nursing student records or general information contact the nursing department administrative assistant, Tara Hout at (406) 275-4922. The Nursing Department Office is located in the Health Science Building on the SKC campus - room 130.

Upon admission to the nursing program you will be advised by a nursing department faculty advisor. Call Tara Hout at (406) 275-4922 to make an appointment.

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

For technical questions regarding Brightspace and SKC email contact the IT Help Desk. Please fill out a help desk request form at <https://helpdesk.skc.edu/home/>.

For Interlibrary Loan or library information contact the Librarian, Jani Castillo at (406) 275-4874.

For business information such as tuition and fees contact Business Office staff member, Dawn Delay at (406) 275-4966.

For bookstore information such as textbooks please contact the Bookstore at (406) 275-4721.

For information on financial aid and scholarships please contact the Career Center at (406) 275-4824.

For information on tutoring services see the SKC website page: [Tutoring Services](https://www.skc.edu/tutoring/).

For information on student health services see the SKC website page: [SKC Health Clinic](https://www.skc.edu/health-clinic/) & [Center for Prevention and Wellness](https://prevention.skc.edu/).

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](https://policy.skc.edu/wp-content/uploads/2024/01/Student-Success-Guide4_2023_update.1.8.24.pdf).

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#### SKC Nursing Program Student Chain of Command for a Nurse Course

| **NURSE COURSE**  **CHAIN OF COMMAND** |
| --- |
|  |
| **Student**  If the student has a concern/issue with a NURSE course. The student needs to meet with the course instructor.  If resolution is reached, end the chain of command. |
| **Course Instructor**  If no resolution is reached, the student and course instructor will need to meet with the Nursing Chair.  If resolution is reached, end the chain of command. |
|  |
| **Director - Nursing Chair**  If no resolution is reached, the student and the director will need to meet with the Vice President of Academic Affairs. |

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#### SKC Nursing Program Student Chain of Command for a Nurse Experiential Learning

| **NURSE EXPERIENTIAL LEARNING**  **CHAIN OF COMMAND** |
| --- |
|  |
| **Student**  If the student has a concern/issue with a NURSE clinical. The student needs to meet with the clinical instructor.  If resolution is reached, end the chain of command. |
| **Clinical Instructor**  If no resolution is reached, the student and clinical instructor will need to meet with the Director of Experiential Learning.  If resolution is reached, end the chain of command. |
| **Director of Experiential Learning**  If no resolution is reached, the student, clinical instructor, and Director of Experiential Learning will need to meet with the Nursing Chair.  If resolution is reached, end the chain of command. |
|  |
| **Director - Nursing Chair**  If no resolution is reached, the student and the director will need to meet with the Vice President of Academic Affairs. |

#### Mission

The mission of the SKC Nursing Program is to provide students, focusing on Native American students with the competencies required for professional nursing practice and leadership in rural and tribal communities. The Nursing Program promotes collaborative partnerships and relationships with individuals, healthcare facilities, and our 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 into 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 Registered Nurses.

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, culturally congruent care, communication, and citizenship are facilitated through structured experiential learning, classroom didactic, independent student, student reflection, and service learning. Learning takes place in a variety of contexts on campus, in the community, and online. Experiential learning includes ​​campus-based practice, low and high-fidelity labs/simulations, project focused learning, total patient care, and community-based care that encourages application of classroom learning. Education is a life-long commitment to personal and professional growth and development involving self-evaluation and reflection on personal goals.

The SKC learning community supports culturally 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 (1984) Adult Learning Theory principles. Students are adult learners who enter the educational process with life experiences, prior learning, and preferred ways of discovery. Students are expected to practice, acknowledge errors, and learn from such incidents to grow as individuals and professionals. Students are also 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.

**Comparison of Salish Kootenai College and Nursing Department Mission and Philosophy**

| **SKC Mission, Vision, and Mission Objectives** | **Nursing Department Mission and Philosophy** |
| --- | --- |
| 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. | The mission of the Salish Kootenai College 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. |
| Access and Success | 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.  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. |
| Quality 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. |
| Cultural Perpetuation | 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. |
| Research and Service | 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. |

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#### 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 are:

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 experiential components are integrated throughout each quarter.

***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):***

The baccalaureate prepared 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 prepared 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 baccalaureate prepared nurse uses holistic assessment, therapeutic communication, critical thinking, and culturally competent strategies to promote effective client outcomes. The nurse serves as an 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.

#### 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 *(AACN Domain 1: Knowledge for Nursing Practice)*.
2. Apply principles and competencies of leadership to improve health outcomes for individuals, families, communities, and populations *(AACN Domain 10: Personal, professional and leadership development).*
3. Analyze research literature and integrate evidence-based recommendations to inform nursing practice *(AACN Domain 4: Scholarship for the Nursing Discipline)*.
4. Integrate knowledge of current healthcare policy, healthcare finance and regulatory agencies’ guidelines to positively influence nursing care across healthcare settings *(AACN Domain 7: Systems-Based Practice).*
5. Facilitate inter- and intra-professional collaboration and communication to promote safe, quality patient care *(AACN Domain 6: Interprofessional Partnerships).*
6. Cultivate a professional nursing identity that includes accountability, a collaborative attitude, a growth mindset that embraces lifelong learning and a disposition which reflects nursing values *(AACN Domain 9: Professionalism).*
7. Promote social justice and reduce social injustice through population health *(AACN Domain 3: Population Health).*
8. Employ principles of quality and safety to guide nursing practice on both the individual and systems level *(AACN Domain 5: Quality and Safety).*
9. Develop nursing care that integrates patient values and beliefs within the context of cultural congruence and demonstrates tolerance, respect, and civility to all *(AACN Domain 2: Person-Centered Care).*
10. Utilize information and communication technology to provide care and gather data to drive decision making and expand knowledge *(AACN Domain 8: Informatics and Healthcare Technologies).*

**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.

#### 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.

**Experiential Learning**

Clinical activities integrate concepts from a variety of clinical experiential learning opportunities beginning with the first quarter, sophomore year. Students apply concepts while caring for patients of all ages and in various clinical settings.

Clinical activities are structured to meet program outcomes and various student learning styles.

The focus of experiential learning changes as the student progresses through the program. 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.

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 case studies related to didactic content.

Experiential learning activities include Skills Practice Lab, Simulation, and outpatient and inpatient clinical 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 regulations.

Experiential learning activities take place on and off the Flathead Reservation. Students must often travel to their assigned clinical site. Students are responsible for their travel to clinical, including their own transportation, hotel cost, food etc. Clinical hours vary with the activity and objectives and can be scheduled at various times throughout the week and weekend. Night shifts may be required during the senior year.

Experiential learning activities include a preceptorship during the senior year. During this time, students may be paired with a practicing nurse, or multiple nurses on the same unit, who provide 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 this learning, the students focus on clinical decision-making, care management, and participation as members of a multidisciplinary team. This learning supports the students 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.

#### Campus Resources

The Nursing Program offices and classes are housed in the Health Science Building on the east end of campus. The space includes nursing offices, classrooms, practice laboratories, and simulation labs. Students are encouraged to participate in activities on other parts of the campus as well.

Classrooms

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

Skills Practice Laboratories

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

Simulation Laboratories

Students develop skills in clinical decision-making in the Simulation Labs 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 Health Science 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

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.

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

Copy Machines

Papercut Print cards are required for use of all SKC printers and copy machines. Print cards can be obtained in IT and credit can be purchased through the business office. Do not ask faculty or staff to copy documents for you.

Bulletin Boards

Please check the Nursing Program bulletin board for announcements and activities.

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

Students must check their SKC email daily. Please use your SKC email when communicating by email with the nursing directors, faculty, or staff. **Please note students are responsible for all information communicated to them in their email.**

## 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.

#### Cell Phones

Cell phones are allowed in the clinical area only for texting the clinical instructor and for use of the Nursing Central App. Cell phones must be silent and out of sight of patients. Please follow cell phone use policies of the facility along with posted cell phone use signage. 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.

#### Civility

SKC and the Nursing Program respects 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, Venessa Sandoval is available at 275-4977).

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)-239-6267 or 211 from a campus phone).**

#### 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 Verified Credentials. 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 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.

#### 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. Students should not schedule more than 24 hours of work per week. Classes, experiential learning, simulation and checkoffs, etc. will not be coordinated around the students work schedule**. If a student is impaired by fatigue or otherwise, the school representative 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 setting resulting in an absence.**  ***See clinical absence.*** |
| --- |

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 Nursingis 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.

#### 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), bullying, and emotional and/or physical behavior will not be tolerated.

#### 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 refer to the college website.

The College and Nursing Program do 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.

#### 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.

#### 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 SKC bookstore. The student can pay for them at the time of purchase or have the cost charged to the student's individual account.

### Experiential Learning Dress Code: Clinical Facilities, Simulation Lab, and Skills Lab

1. The student nurse uniform consists of the SKC nursing program uniform, hose or socks, and closed toe and heel shoes. Both women and men must wear the school uniform pants and top. Students may wear a plain, white, black, or gray shirt underneath the top depending on the facility policy. Students will be required to wear SKC scrubs to all clinical activities. SKC scrubs must also be worn for competency check offs and the simulation lab. It is recommended that students 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, is required. 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. Pants need to be hemmed so as to not drag on the ground.
4. To minimize the spread of pathogens to patients, yourself and your family, uniforms are

to be worn only in the clinical, skills lab, or simulation setting. Students are required to wash their uniforms after each clinical day.

1. There will be no “bosoms, bellies, or butts” visible while wearing the uniform, standing, or bending.
2. **The College logo** must be stitched on the front of the uniform, which will be arranged by the SKC Bookstore.
3. **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 it will be counted as an absence.** *See clinical absence.*
4. Students must abide by the dress code of the clinical site when on facility property.
5. Dress for out of hospital assignments
   1. Dress for specific out of hospital clinical assignments will be included in the guidelines of the individual clinical facility for that clinical assignment.
   2. 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:** Shoes must be clean; shoelaces must be washed frequently and kept clean. Canvas tennis shoes, mesh, Crocs, and open toe or open back shoes are not acceptable. Shoes should be professional in appearance and color.
2. **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 or vest may be worn over the uniform. The jacket or vest may be purchased at the bookstore with your uniform and have the SKC Nursing embroidered logo. The student nurse name tag must be clearly visible at all times over jacket and vest.
6. No garments may be worn on the head unless specifically approved by a Nursing Director.
7. 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 and classroom activities.

Noncompliance will result in the student being asked to leave the facility and result in a clinical absence.

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, well-groomed, natural in color (i.e. blonde, brown, black, red) and worn off the collar. Long hair must be kept up and tied back so as to not touch the patient at any time. Mustaches 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 natural in color, no more than ¼ inch long, well-manicured, and polish free. No artificial nails are allowed. Longer nails and artificial nails are associated with the transmission of certain hospital acquired pathogens. The student will be sent home if they do not comply with this requirement. This implies all interactions with clinical partners, ex. orientation.
6. Smoking odors are unacceptable in the classroom or experiential learning setting. No smoking is permitted, including breaks. Students with obvious smoke odors will be sent home.

## 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.

#### 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 in **BLS for healthcare providers - 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 in the program. It is the student’s responsibility to always have current CPR certification.

#### 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. Please see Substance Abuse Policy.

#### Healthcare Coverage

The purpose of required health insurance is to ensure students receive immediate quality health care 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 their own health insurance coverage directly to the health insurance provider.

#### Illness and/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 notify the **clinical instructor** immediately. Students are referred to the emergency room, urgent care, or physician, as appropriate. Students must follow the clinical agency’s occupational health guidelines. The clinical instructor will review the provider’s discharge instructions with the student and determine if the student can return to the clinical setting. The SKC Nursing Program is not liable for any illness or injury incurred during experiential learning activities. Students who miss >1 hour of experiential learning for illness may be considered absent from the day. *See absence policies.*

### 

### *Students will not attend experiential learning activities or administer patient care if they are physically ill, injured, or impaired.*

If a student has any of the following symptoms:

* Temperature of 100.4 F (oral) or above
* Active vomiting
* Active diarrhea
* Persistent uncontrolled productive cough
* Obvious contagious conditions, such as pink eye or influenza.
* 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 and it will be considered an absence. Students may return if asymptomatic for 24 hours and without the use of any medications.

**If a student has any of the above symptoms, the student must text/call the clinical instructor at least one hour before the start of the clinical practicum day. Students must also email the Director of Experiential Learning that they are going to be absent from clinical on that day.**

**Clinical Absences**

**It is critical that students attend clinical every week when scheduled.**

* **1st clinical absence-Performance Improvement Plan (PIP) and mandatory makeup on the academic year.**

#### Immunization Requirements

The SKC Nursing Program follows and complies with regional and national immunization requirements. We seek the requirements of clinical partners and comply with their site requirements. The requirements will be provided to the student each summer. Please refer to communication sent from the Nursing Department Chair or Director of Experiential Learning in early summer.

Please be aware that immunization requirements are subject to change due to regional, national, and international assessment of disease transmission risk.

### Students must provide verification of current health status and immunization status which meet the college and clinical agencies health requirements on or before the required due date. The student will receive one reminder before the due date to turn in documentation. However, if the requirements are not met through Verified Credentials by the due date, the student will be dropped from the clinical roster and must reapply for the program the following academic year.

#### 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. Nurses 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.

#### 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 Director of Experiential Learning. 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.

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. This violation will result in immediate dismissal from the program for each involved student.**

#### Pregnancy

Students who become pregnant should notify the Nursing Chair 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 experiential learning activities activities.

#### 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

#### 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 Disability Services at (406)-275-4968 or consult the SKC web page for Students with Disabilities for more information at: [Disability Services](https://www.skc.edu/disability-services/)

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

1. Comply with the Americans with Disabilities Act**,** which assures every Americanthat “reasonable accommodation” will be made for otherwise qualified individuals with disabilities.
2. 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, all testing will primarily occur in the Student Success Department at the same times as the scheduled classroom testing, unless otherwise notified.**

#### 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 Verified Credentials. 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 Verified Credentials account. Students are responsible for the cost of all initial drug testing and any restesting. Students are responsible for completing the drug screen, checking for their results through Verified Credentials 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 Verified Credentials 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 Verified Credentials. 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.
   1. If the re-testing yields a negative result, no further action will be taken.
   2. If the re-testing yields a positive result, the student will be dismissed from the nursing program.
   3. 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.

**Students may also be subjected to random drug screening anytime during the nursing program. The student will be required to immediately go to the nearest drug testing site.** Students will be responsible for any cost incurred with drug testing. A student failing to submit to drug testing is cause for immediate dismissal from the Nursing Program. If a student does not pass the urine drug screening, that student is dismissed from the Nursing Program.

#### Substance (Drugs and Alcohol) Abuse Policy

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).

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. The student will be required to immediately go to the nearest drug testing site.** 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 Nursing.

## ACADEMIC POLICIES

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

1. Students must be able to stand, sit, and walk for up to 12 hours and lift up to 50 pounds. Heavy lifting may be required in hospital settings.
2. Students must have access to a computer equipped with a webcam and a microphone; high-speed Internet service is also required. Students are required to have a Microsoft Office Suite, including Excel, Word, and PowerPoint
3. 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.
4. A urine drug screen is required. Please refer to SKC Nursing Drug Screening Policy.
5. Students seeking to transfer credits to apply to their BSN must have achieved a “B” or better in Anatomy and Physiology.
6. 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.
7. Prerequisite courses cannot be taken more than a total of three (3) times to achieve an acceptable grade
8. The prospective nursing student may be required to take a nursing pre-admission nursing exam to determine eligibility for nursing admission.
9. 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.
10. Students are assigned a faculty advisor to assist in developing a curriculum plan.
11. 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:
    1. Signed Acceptance Consent form
    2. Background check
    3. Drug test
    4. Immunization record
    5. Current CPR certification
    6. Other documentation as required

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

1. 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.
2. Students must have a current, valid, unencumbered nursing license.
3. Students must have access to a computer equipped with a webcam and a microphone; high-speed Internet service is also required. Students are required to have a Microsoft Office Suite, including Excel, Word, and PowerPoint.
4. Prospective students must have an Associate’s Degree in Nursing and provide transcripts.
5. 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.
6. Students are assigned a faculty advisor to assist in developing a curriculum plan.
7. 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:
   1. Signed Acceptance Consent Form
   2. Legal document containing a photo
   3. Background check

#### 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.

#### Annual Orientation Policy

All students must attend a mandatory orientation (Nursing Institute for BSN, RN-BSN Orientation) to their respective nursing program, scheduled prior to the beginning of classes. Non-attendance will most likely jeopardize the student’s success in the nursing program. Students will be responsible for all material covered during Institute/Orientation.

#### Academic Grading/Testing

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 arrive on time for all exams. Once the doors are closed to a testing area, no one will be admitted into the classroom. For example, the door will close at 0900 if that is the time for the start of the exam. Students who are later than 0900 or the scheduled time the exam begins will have to see the office staff for an alternative location to take the exam. Students who arrive late will not receive a time extension. For example, a student arrives at 0915 for an exam scheduled from 0900-1000. The student arriving at 0915 will have from 0915-1000 to take the exam. **Students who do not arrive on time for the scheduled exam in the classroom will have an automatic 10% deduction in the overall exam grade. Exams not taken within 24 hours will result in a 0% for that exam. *The Nursing Chair may excuse students from this in extreme extenuating circumstances. Documented proof may be required.***

**If student’s accommodations involve testing, all testing will occur in the Student Success Department at the same times as the scheduled classroom testing. Students who do not arrive on time for the scheduled exam at the Student Success Department will have an automatic 10% deduction in the overall exam grade.**

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

There will be no exam reviews.

#### Late Assignments & Discussion Posts

Students are expected to submit assignments to the course instructor on the date and time specified. All assignments must be completed in order to successfully complete the course. Without prior approval from the faculty instructor, all late assignments may receive up to a 20% reduction in the grade. Late work will not be accepted more than one week after the due date (seven calendar days).

In the event of an emergency, students must contact the faculty instructor prior to the due date. Upon faculty instructor approval, the student may be able to submit a late assignment without penalty.

#### 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.

#### Attendance Policies

**Didactic Classroom Attendance**

Attendance is mandatory throughout the program (class, lab, simulation, and clinical). Attendance is being present for the entire class and cameras on (with student face in view) during synchronous classes. Faculty instructor permission must be requested to leave the learning environment in times outside of breaks. A pattern of absence and tardiness will jeopardize passing a course. Students are expected to make personal appointments and arrange work schedules outside of scheduled class, lab, simulation, and clinical times.

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 Nursing Department Chair for discussion of withdrawal from the program.

**Clinical Attendance**

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.

**Clinical Tardiness**

**It is critical that students arrive on time to clinical every week when scheduled.**

* **Students are encouraged to arrive 15 minutes prior to the start of their clinical shift**
* **Tardiness is defined as arriving more than 5 minutes late to the clinical shift**
* **If a student arrives more than 5 minutes late to a clinical shift they will be sent home and given an absence for the day (please see 1st clinical absence below)**
* **Students who miss any portion of the clinical day will be considered absent. *See illness and/or injury policy.***

**Clinical Absences**

**It is critical that students attend clinical every week when scheduled.**

* **1st clinical absence-PIP and mandatory makeup on the designated clinical make up day - if a student does not attend the mandatory make-up day, the student is dismissed from the program.**
* **2nd absence- student is dismissed from the program. May reapply once the following academic year.**

**Skills Lab Attendance**

Consult the course schedule for assigned Skills Practice Lab times. All sessions are mandatory. Students are to adhere to the following for lab:

* **Students are encouraged to arrive 15 minutes prior to the start of the skills lab.**
* **If a student arrives later than 5 minutes to lab they will be allowed to remain in skills lab that day, but will receive one absence**
* If a student has **one** skills lab absence, the student must complete the hours in the following way:
  + Make up the missed skills lab hours during the scheduled make up lab day. (These hours will not count towards your required open lab practice hours)
  + The lab instructor **will not** be able to open the skills 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 skills lab absences in a quarter will result in dismissal from the program**

**Skills Lab Absences**

**It is critical that students attend skills labs when scheduled.**

* **1st skills lab absence-PIP and mandatory makeup on the designated skill lab make up day - if a student does not attend the mandatory make-up day, the student is dismissed from the program.**
* **2nd absence- student is dismissed from the program. May reapply once the following academic year.**

**Simulation Lab Attendance**

Consult the course schedule for assigned Simulation Lab times. All sessions are mandatory. Students are to adhere to the following for simulations:

* Students are encouraged to arrive 15 minutes prior to the start of the simulation
* **If a student arrives later than 5 minutes to lab they will be allowed to remain in simulation lab that day, but will receive one absence**
* If a student has **one** simulation lab absence, the student must complete the simulation hours in the following way:
  + Make up the missed simulation lab hours by attending another scheduled simulation/assignment. See instructor for date and/or instructions.
  + The simulation instructor **will not** be able to open the simulation lab for additional time periods due to scheduling constraints
* **If you are unable to complete your make-up hours/assignment, then the student will be dismissed from the course**
* **Two simulation lab absences in a quarter will result in dismissal from the program**

**Simulation Lab Absences**

**It is critical that students attend simulation labs when scheduled.**

* **1st simulation lab absence-PIP and mandatory makeup on the designated simulation lab make up day/assignment - if a student does not attend the mandatory make-up day/assignment, the student is dismissed from the program.**
* **2nd absence- student is dismissed from the program. May reapply once the following academic year.**

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

If an avoidable absence/tardiness is necessary the student must notify the classroom/lab/simulation instructor with as much advance notice as possible via email/office phone (message can be left) prior to the start of class/lab/simulation.

If an avoidable absence/tardiness is necessary for a clinical rotation/shift the student must notify their clinical instructor with as much advance notice as possible via phone (unless directed otherwise by the clinical instructor). Students must also email the Director of Experiential Learning that they are going to be absent from clinical on that day.

**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.

Sign up for Rave Wireless for Emergency Notifications. To register, please visit [RAVE Notifications](https://www.getrave.com/login/skc) and click on the register button located in the right upper corner. 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 [Alerts](https://www.skc.edu/campus-security/rave-alert/). Contact the SKC Help Desk with any problems you may encounter.

**Bad Weather Clinical Policy ONLY**

Clinical time is precious and we guard it and value every minute for your learning and objectives. **Clinicals will proceed in most weather situations so be prepared!** Planning to drive a winter prepared vehicle, giving yourself plenty of time, and staying closer to the hospital with a friend or in a hotel are all ideas we encourage you to use. In the event we are aware, and able to identify extreme weather, we will do our best to communicate a clinical cancellation by 8 pm Wednesday evening.  **If you do not hear from faculty that there has been a cancellation, then you are required to attend clinicals as scheduled. ONLY clinical days canceled by the nursing school and communicated out will not count as an absence. In the event you miss clinical due to any other reason, including weather of your own call, it will count as an absence.**

#### BSN Progression Policy

The student must maintain a minimum grade of "C" or better in all courses (including lab courses) to continue progression through the nursing program and qualify for graduation.

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

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:

1. Kaplan Exams: Kaplan exams are given in most courses throughout the program. These exams are given to assess knowledge and give the student an opportunity to remediate missing concepts. All students must remediate for the specified time according to the score received to achieve a satisfactory grade for the assignment (see table below). This remediation must be completed per instructor deadline. Kaplan exams may be graded assignments.

| Kaplan Score | Remediation Time |
| --- | --- |
| 35-45% | 4 hours |
| 46-55% | 3 hours |
| 56-65% | 2 hours |
| 66% and above | 1 hour |

1. Skills Lab 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 initiation of a Performance Improvement Plan and the skill must be mastered in demonstration by the end of the quarter to pass the class.
2. Clinical Performance: Students must maintain satisfactory progress and performance (C 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.
3. 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 Nursing Department Chair. 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 "C" or better in all required 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 “C” 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 RN-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 Nursing Department Chair.

#### Clinical Agency Sites

Site locations vary from year to year. There are no guarantees for specific student placement. Contracts must be in place, and current with clinical agency sites. Students may be placed on day shift, evening shift, night shift and/or weekend clinical rotations.

#### Course Failure Policy

In the event of course failure as defined in the Progression Policy, the student may re-apply to the nursing program **once** the following academic year. Please see the nursing administrative assistant for the due date of application material.

#### 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.

#### 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 ([SKC Code of Conduct and Misconduct](https://skc.smartcatalogiq.com/en/2023-2024/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 Code of Ethics](https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/)) and the Montana State Board of Nursing statutes and administrative rules that Nurse Practice regulates the practice of nursing in Montana and defines the professional conduct of nurses ([Montana State Board of Nursing Statutes](https://boards.bsd.dli.mt.gov/nursing/regulations/statutes) & [Montana State Board of Nursing Administrative Rules](https://boards.bsd.dli.mt.gov/nursing/regulations/administrative-rules)). Students are expected to uphold these codes as a member of the SKC learning community.

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.

**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.

The following are examples of problem behaviors:

* 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 the potential for harm to patients or others, those are of a more serious nature. Problem behaviors may result in a problem solving conference (PSC). (Refer to table of contents.)

#### 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:

* Behaviors that do not demonstrate willingness or ability to integrate nursing standards into their practice
* Failure to reach an acceptable level of competence in the acquisition of professional skills
* Lack of ability to control response to life stressors or undue or inordinate emotional expression that interferes with the role of the nurse
* 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 (refer to table of contents).

**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 [SKC Code of Conduct and Misconduct](https://skc.smartcatalogiq.com/en/2023-2024/catalog/student-code-of-conduct/). **Critical behaviors will result in an immediate dismissal from the program**.

#### 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. Nursing students are expected to be familiar with and adhere to these policies. Please refer to the [SKC Code of Conduct and Misconduct](https://skc.smartcatalogiq.com/en/2023-2024/catalog/student-code-of-conduct/).

#### 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 of the Problem Solving Conference
* Date the behavior was observed
* Clear, concise documentation of the behavior or performance issue in need of improvement
* Instructor’s recommendations and specific student goals for improvement with deadlines
* Date of follow-up conference
* A statement indicating the consequences of failure to meet the present requirements
* An area reserved for student comments
* Signature of the instructor and student

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 clear, concise documentation of the behavior or performance issue in need of improvement
* Instructor recommendations and specific student goals for improvement with deadlines
* A statement with 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

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

If the performance/behavior is of severe consequence, recommendations for immediate dismissal from the Nursing Program will be referred to the department chair. 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/Serious Student conduct

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

* Failure to meet end-of-program student learning outcomes
* Failure to achieve a grade of “C” or better in required course work
* Failure to improve performance of an 70% 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, fraud, stealing, destruction of property
* A pattern of lack of participation and/or preparation in assigned learning activities, including online discussions, classroom, and clinical settings
* 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
* 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

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. For example, student behavior that threatens: the safety of others, the ability to provide and sustain the educational program, and/or the college's partnerships with external agencies will result in dismissal from the Nursing Program.

#### Due Process

### Refer to the diagram of the chain of command in this Handbook (see table of contents).

#### Grievance/Grade Appeal Process

If a grievance remains after following the Due Process procedure, refer to the SKC [Grievance Procedure](https://skc.smartcatalogiq.com/en/2023-2024/catalog/student-code-of-conduct/student-complaints-and-grievance-procedure/) if the objection cannot be resolved informally.

#### 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 a nursing department faculty advisor.

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:

Margaret Fanning - [margaret\_fanning@skc.edu](mailto:margaret_fanning@skc.edu) 406-275-4933

Francis DeOreo -[francis\_deoreo@skc.edu](mailto:francis_deoreo@skc.edu) 813-240-7689

Jessica Lippa - [jessica\_lippa@skc.edu](mailto:jessica_lippa@skc.edu) 607-382-1161

Taryn Onsager - [taryn\_onsager@skc.edu](mailto:taryn_onsager@skc.edu) 406-275-4911

Amanda Gilliland- [amanda\_gilliland@skc.edu](mailto:amanda_gilliland@skc.edu) 406-529-5218

Sue Gerhardt- [sue\_gerhardt@skc.edu](mailto:sue_gerhardt@skc.edu) 406-275-4923

For advising, mentoring, and retention issues, contact your assigned nursing faculty advisor. If your assigned advisor is unavailable, please reach out to the Nursing 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 a Nursing Student/Faculty Collaborative in-person/virtual for students to meet with faculty.

The purpose of the Nursing Student/Faculty Collaborative 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 positives, opportunities, concerns, or suggestions. Students are encouraged to be part of solutions for improvements through thoughtful collaboration with peers. Nursing Student/Faculty Collaborative is not the setting to address personal concerns about an instructor or another student; these issues should be addressed according to the procedure outlined in the student handbook (see table of contents).

##### APPENDIX A - FOR EXAMPLE ONLY!!

**Salish Kootenai College Department of Nursing**

**Problem Solving Conference**

Student:



Date of Problem Solving Conference:



Date behavior/performance issue observed:



**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(s) for improvement of behavior or performance issue observed with specific student goals for improvement with deadlines:** (Use the reverse side of this form if additional space is needed)

**Follow-up conference is 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 Comments:**

Student Signature Date

Instructor Signature Date

**1 copy to student**

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

### APPENDIX B - FOR EXAMPLE ONLY!!

**Salish Kootenai College Department of Nursing**

**Performance Improvement Plan**

Student:



Date of Performance Improvement Plan:



Date(s)of previous PSCs with the student which addressed the performance/behavior currently at issue:



**Describe the unsatisfactory behavior(s) or performance issue(s) which necessitate(s) a Performance Improvement Plan (PIP)** (Include information from previous PSC, if applicable)(Use the reverse side of this form if additional space is needed)

**Instructor recommendation(s) for improvement of behavior or performance issue observed with specific student goals for improvement with deadlines:** (Use the reverse side of this form if additional space is needed)

**Consequences if plan not met:**

**Follow-up conference scheduled for**:



**Student Comment:**

Student Signature Date

Instructor Signature Date

**1 copy to student**

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

### APPENDIX C - Please sign

**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 positive and/or negative outcomes of my actions
* Commit to using the ***Problem Solving Process*** as outlined under Guidelines for Student Conduct in the Nursing Student Handbook
* Value your time and the contribution you make to this Program
* Value my time and the contribution I make the this Program
* Recognize I am advised to work no more than 24 hours per week outside of school
* 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
* Recognize I must be able to stand, sit, and walk for up to 12 hours and lift up to 50 pounds. Heavy lifting may be required in hospital settings.
* 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:
  + Addressing specific issues and behaviors
  + Validating questionable information by researching the problem before drawing conclusions
  + Encouraging others to validate questionable information by "going to the source"
  + Acknowledging and apologizing when I have made a mistake or caused a misunderstanding
  + Addressing unsafe or unethical behavior directly and according to policies
  + Taking time to reflect on what was said, rather than blaming, defending, or rejecting
  + Asking for clarification of the perceived behaviors
  + Remembering that there is always a little bit of truth to every criticism
  + Staying focused on what I can learn from the situation
* Offer feedback by:
  + Using ' I ' statements (‘ I feel ' rather than ' you make me feel ‘)
  + Describing behaviors and giving specific examples

Student Signature Date

### APPENDIX D - Please sign & RETURN

**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 clinical sites to which students have been assigned.

### APPENDIX E - Please sign

**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, Human Immunodeficiency Virus (HIV), 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 and the 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 24.59.1205 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 - Please sign

**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 - Please sign

**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.

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 - Please sign

**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