

# **CAS Practical Nursing & ASN Registered Nursing Student Handbook**

**AY 2019-2020**



**Nursing Department  
City College at MSU Billings**

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## **INTRODUCTION TO THE CERTIFICATE OF APPLIED SCIENCE PRACTICAL NURSE AND ASSOCIATE OF SCIENCE REGISTERED NURSE PROGRAMS**

The 2019-2020 Practical Nursing and Associated of Science in Registered Nursing Student Handbook has been reviewed and approved by Nursing faculty and staff. This is a student handbook for the Certificate in Applied Science Practical Nursing Program and the Associate of Science in Registered Nursing Program. The present Nursing Program policies in regard to General, Health and Academic concerns are clearly outlined within this document.

### **Welcome to the City College at MSU Billings Nursing program!**

The purpose of the PN and ASN Nursing Student Handbook is to familiarize students with the City College Nursing Program beliefs, organization, and policies which guide the program of study, activities, and student learning outcomes. The MSU Billings/City College Catalog, MSU Billings Student Handbook, and the State Board of Nursing Rules are other useful documents to review.

This academic year is one of continued curriculum refinement and detailed program outcomes assessment. The PN and ASN curriculum has been approved by the Montana State Board of Nursing since October, 2007 and has been approved by the Board of Regents since November, 2007. The Health Science building has been our current location since January 2008.

As we experience this decade's transitions in healthcare and education, we are challenged to think, communicate and practice "outside of the box". We are challenged to maintain our values and traditions of the past, while creatively adapting to change. You, the consumers of both healthcare and the education process, will define the direction of healthcare and education in the future. We honor your participation with us as partners in nursing.

### **Accreditation Status**

- Montana State University Billings, including City College, is accredited by the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education.
- City College Nursing Programs are fully approved by the State Board of Nursing.
- The ASN program has achieved accreditation status with the National League for Nursing Commission on Nursing Education Accreditation.

Please read this handbook carefully. After reading, you will be asked to acknowledge you have read and understand policies of the City College Nursing Program. **You will be accountable to these policies during your nursing program stay. Exceptions to the policies must be submitted in writing and approved** by the Nursing program.

### **Curriculum Changes**

The current CAS in Practical Nursing is a state-wide curriculum that began in spring of 2017. The first group graduated December of 2017. This program is quite different from the previous AAS in Practical Nursing. This program is provided in a distance format with the goal of increasing nursing education to rural areas. This new curriculum was developed with faculty, nursing directors, and facility stake-holders with guidance from the Montana HealthCARE Grant. This program will be taught one semester as a time with students starting in spring semesters.

The ASN in Registered Nursing five semester program started in fall of 2016. Fall of 2017 the last cohort of students from the previous six semester program graduated. The five semester ASN program has one semester of pre-requisite courses with the rest of the general education courses incorporated with the core nursing program courses.

## **Faculty and Staff Directory**

### **Nursing Director**

The Nursing Director's responsibilities according to the Montana State Board of Nursing Statutes state that all baccalaureate and associate degree RN programs must be administered by a full-time program director who is responsible for program administration and preparation, presentation and administration of the budget of the nursing program.

#### **Susan Floyd, MSN, BSN, RN**

Nursing Director

MS, Nursing Education, 2012 University of Wyoming, Laramie, WY

Certification in Medical Surgical Nursing, 2005 Academy of Medical Surgical Nurses

BSN, Nursing, 1986 Montana State University, Bozeman, MT,

LPN, Practical Nursing, 1980 Helena Vo-Tech, Helena, MT

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### **Faculty**

The faculty develops and implements the curriculum teaching theory and clinical components. Team collaboration is the underlying strategy for instruction in nursing courses. Teaching methods are utilized that involve the student as an active participant, as well as promotion of critical thinking.

Guest presenters participate in classes for special topics. Clinical Resource Registered Nurses and other health team members interact with students in the clinical settings in a variety of roles but do not hold faculty responsibilities.

#### **Joan Koch, MSN, BSN, RN**

Fixed Term AY 2018/2019

MSN, 2018, Keiser University, Florida

BSN, 1990, University of Mary

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#### **Kelly Shumway, MSN, BSN, RN**

Tenured Faculty

MSN, 2012, University of Phoenix

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#### **Curtis Leibrand, MSN, BSN, RN**

Tenure Track Faculty

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BSN 2015, MSU Northern

ADN, 1989, MSU Northern

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#### **Sharon Shelton, MSN, RN**

Tenure Track Faculty

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#### **Lisa Guthrie, MSN, FNP, RN**

Part-Time Faculty

MSN, 2008, University of Illinois

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### **Lab Coordinator/Assistant**

Wendy Jo DeSmidt-Kohlhoff, MSN, BSN, RN  
MSN, 1996, University of Northern Colorado  
BSN, 1983 New Rochelle NY  
Skills Lab Coordinator

### **Clinical Resource Registered Nurses**

Danelle Perry, BSN, RN  
BSN, 1995, Montana State University, Bozeman, MT

Erin LeResche, BSN, RN  
BSN, 2001, Regis University, Denver, CO

Charlene Ramirez, BSN, RN  
BSN, 2017, MSU Northern, Havre, MT

Emily Romero, BSN, RN  
BSN, 2015, Carroll College, Helena, MT

### **Program Assistant**

Nursing office personnel are responsible for managing the daily operations of the Nursing Office. They type program documents, maintain student records, order supplies and coordinate yearly activities. When other support staff or faculty is unavailable, the Program Assistant serves as a resource for students.

Janet Drinkwalter  
247-3077, janet.drinkwalter@msubillings.edu

The Nursing Program mission, philosophy, program outcomes, and educational objectives are consistent with those of MSU Billings, the City College Mission Statement, and the State Board of Nursing rules and regulations governing nursing practice in Montana.

### **Mission, Philosophy, and Objectives of MSU Billings**

Montana State University (MSU) Billings has a **core purpose** to assure that all members of the university community reach their individual potential.

**Mission**-MSU Billings provides a university experience characterized by:

- Excellent Teaching
- Support for Individual Learning
- Engagement in Civic Responsibility
- Intellectual, Cultural, Social and Economic Community Enhancement

**Vision**-MSU Billings will be recognized as a regional leader for:

- Teaching and Learning
- Translating Knowledge into Practice
- Researching for the Future
- Accepting Leadership for Intellectual, Cultural, Social, and Economic Development Beyond University Boundaries

**Core Values**-MSU Billings has stated the following core values:

- **Integrity**-MSU Billings actions are ethical and principled to assure dignity and equity for all
- **Educational Excellence**-MSU Billings provides distinctive programs and challenging educational experiences for a diverse university community
- **Student Achievement**-MSU Billings provides academic support and administrative services to foster academic and professional achievement of the university community
- **Community of Learners**-MSU Billings respects and nurtures variety in intellectual contribution and scholarship enriching both the university and its extended community
- **Meaningful Engagement**-MSU Billings supports all members of the university community in their individual growth toward confidence, individual sense of purpose and acceptance of civic responsibilities
- **Responsiveness**-MSU Billings meets the changing needs of our learners with informed action and innovation based on current standards of educational and technical excellence

### **Mission of City College**

**Mission**-The mission of City College as stated is: “To be the college of first choice, dedicated to the development of workforce capacity by providing top quality learning opportunities and services to meet a variety of career choices and customer needs by being responsive, flexible, and market-driven.”

### **City College Nursing Program**

#### **Mission**

Prepare caring, knowledgeable, critically thinking nurses for entry level positions to meet community workforce needs.

#### **Philosophy**

The philosophy upon which the Nursing Program is based considers the client as a holistic individual having physical, emotional, socio-cultural, cognitive and spiritual needs. It is our philosophy that healthcare is delivered in a holistic evidence-based manner. This empowers the clients to continually strive toward a healthy adaptation to their dynamic environment. The nurse utilizes critical thinking as they encompass the core values of caring, inclusiveness, relationship-centeredness, teamwork, safety, communication, and professionalism in their nursing practice. The philosophy of the nursing department encompasses the faculty's beliefs regarding the following and their association with the Institute of Medicine Core Competencies:

- Client Centered Care
- Healthcare
- Nursing Practice
- Nursing Education

**Client** refers to individuals, families, and communities interacting with environments across the lifespan. All clients possess worth and dignity and have unique capabilities for reasoning, adapting to change, and advancing through developmental stages in order to maximize their potential.

**Healthcare** is a dynamic process that promotes physical, mental, spiritual, emotional, and social well-being. Healthcare is defined in accordance with cultural norms and goals that influence the relationships and interactions of the individual, family, and community. The primary focus is: promoting a client's health in relation to their own values, culture, personality, and lifestyle.

**Nursing Practice** is an evidence-based, client centered, and caring process that promotes optimal health across the lifespan. Nursing practice is sensitive to inclusiveness, community needs, a dynamic nursing environment, and accountability to the profession and society. Nursing practice exercises clinical judgment and health care informatics to provide care safely and effectively through the processes of continuous quality improvement. Functioning as a healthcare advocate for the client in our relationship-centered healthcare system is an essential role for the nurse.

**Nursing Education** is a dynamic and life long process of acquiring knowledge, skills, attitudes and values in the art, science, of nursing. Learning is a teacher/student partnership in which the instructors structure and facilitate educational environments to support student achievement. The student is a partner who is ready and willing to learn, and accepts accountability for his/her educational outcomes. Nursing education guides and encourages caring behaviors, preparing students for their ever changing role in nursing practice.

The faculty's beliefs are influenced by Dr. Patricia Benner's adaptation of The Dreyfus Model of Skill Acquisition.

This model of lifelong learning "posits that in the acquisition and development of a skill, a student passes through five levels of proficiency: novice, advanced beginner, competent, proficient, and expert. These different levels reflect changes in three general aspects of skilled performance. One is a movement from reliance on abstract principles to the use of past concrete experience as paradigms. The second is a change in the learner's perception of the demand situation, in which the situation is seen less and less as a compilation of equally relevant bits, and more and more as a complete whole in which only certain parts are relevant. The third is a passage from detached observer to involved performer. The performer no longer stands outside the situation but is now engaged in the situation (Benner, Patricia, 1984)".

Nursing is a high risk/high consequence inter-professional environment that requires education to develop nurses that are safe and accurate in their care, able to critically think, are compassionate caregivers, and lifelong learners. The faculty promotes student progression from novice to advanced beginner by implementing the Montana Model Curriculum, which moves students from basic to more advanced knowledge, skills, values, and attitudes. It is the faculty's expectation that the graduates will have the tools to progress through the remaining levels of proficiency as identified by Benner.

#### References

- Benner, P. (1984). From novice to expert, excellence and power in clinical nursing practice. Menlo Park, CA: Addison-Wesley Publishing Company.
- National League for Nursing. (2010). Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing. New York: National League for Nursing.
- <http://qsen.org>

## **Student Learning Outcomes**

### PN Student Learning Outcomes

1. Provide evidence-based, relationship-centered care for clients within the Licensed Practical Nurse scope of practice.
2. Demonstrate teamwork in an inter-professional environment.
3. Provide inclusive care in a professional manner according to legal and ethical standards.
4. Demonstrate critical thinking skills in providing safe quality care.
5. Utilize communication skills to provide relationship-centered care.
6. Ninety percent of graduates will pass the NCLEX-PN.

### RN Student Learning Outcomes

1. Design and manage evidenced based, relationship-centered care within the RN scope of practice.
2. Manage nursing care in an inter-professional team environment.
3. Demonstrate professionalism according to legal and ethical standards.
4. Provide safe quality care using critical thinking to contribute to effective clinical decision making.
5. Advocate for clients using effective communication skills to provide relationship centered care.
6. Practice relationship-centered care and inclusiveness in care for clients, families, and communities.

#### relationship-centered care

Health care that explicitly recognizes the importance of patients, their supporters, their community, their providers, and their health care administrators as they jointly affect the experience of health, disease prevention, and treatment.

relationship-centered care. (n.d.) *Jonas: Mosby's Dictionary of Complementary and Alternative Medicine*. (2005). Retrieved August 6 2015 from <http://medical-dictionary.thefreedictionary.com/relationship-centered+care>

## Program Outcomes

1. Graduates performance on the NCLEX will be at or above the national average.
2. Eighty-five (85) percent of students who enter the program will successfully complete the program within two years of acceptance into the program.
3. Graduate Satisfaction surveys will reflect a >90% satisfaction.
4. Employer Satisfaction surveys will reflect a >90% satisfaction.
5. Eighty-five (85) percent of graduates who pass the licensure exam and seek employment will report being employed or planning to continue on as students.

National League for Nursing Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing 2010.

### Overview of the PN and ASN Curriculum

Admission to City College does not guarantee acceptance into the PN and ASN Nursing Programs. **Students entering City College with the intent to become a LPN or RN may declare a major in nursing upon admission to the City College but are not accepted into the programs until a formal application and selection process occurs.**

As you enter the Nursing program at City College, we offer the following degree options:

- Associate of Science in Nursing (Five Semester - 72 credits)
- Certificate of Applied Science in Practical Nursing (Three Semester - 42 credits)

#### Certificate of Applied Science Practical Nursing (admits 15 students every spring)

Pre-Requisites – Semester 1		
Course Number	Course Name	Credit
BIOH 104	Basic Human Biology	3
BIOH 105	Basic Human Biology Lab	1
PSYX 100	Introduction to Psychology	3
WRIT 101	College Writing	3
M 120	Mathematics with Healthcare Applications	3
<b>Total</b>		<b>12</b>
Application to PN Program		
Semester 2		
NRSG 130	Fundamentals of Nursing	3
NRSG 131	Fundamentals of Nursing Lab	3
NRSG 135	Pharmacology for Practical Nurses	3
NRSG 136	Pharmacology for Practical Nurses Lab	2
NRSG 152	Gerontology and Community Nursing	2
NRSG 153	Gerontology and Community Nursing Clinical	2
<b>Total</b>		<b>15</b>

<b>Semester 3</b>		
NRSG 140	Adult Health Nursing	4
NRSG 141	Adult Health Nursing Clinical	3
NRSG 142	Nursing Care of Women and Children	3
NRSG 143	Nursing Care of Women and Children Clinical	1
NRSG 148	Leadership Issues for Practical Nurses	2
NRSG 149	Leadership Issues for Practical Nurses Clinical	1
	<b>Total</b>	<b>14</b>
	<b>Total Program Credits</b>	<b>42</b>

**ASN Registered Nurse Program** (admits 20 students fall and spring semester)

<b>Pre-Requisites – Semester 1</b>		
BIOH 201/202	Anatomy and Physiology I with Lab	4
CHMY 121 & 122	General Chemistry with Lab	4
WRIT 101	College Writing I	3
M 140	College Math for Healthcare	3
	<b>Total Credits Semester 1</b>	<b>14</b>
<i>Application to RN Program</i>		
<b>Semester 2</b>		
BIOH 211/212	Anatomy and Physiology II with Lab	4
NRSG 230	Nursing Pharmacology	3
NRSG 231	Nursing Pharmacology Lab	2
NRSG 232	Foundations of Nursing	3
NRSG 233	Foundations of Nursing Lab	3
	<b>Total Credits Semester 2</b>	<b>15</b>
<b>Semester 3</b>		
NRSG 256	Pathophysiology	3
NRSG 234	Adult Nursing I	3
NRSG 235	Adult Nursing I Clinical	2
NRSG 236	Health and Illness of Maternal Nursing	2
NRSG 237	Health and Illness of Maternal Nursing Clinical	1
PSYX 100	Introduction to Psychology	3
	<b>Total Credits Semester 3</b>	<b>14</b>
<b>Semester 4</b>		
NRSG 244	Adult Nursing II	3
NRSG 245	Adult Nursing II Clinical	2
NRSG 254	Mental Health Concepts	3
NRSG 255	Mental Health Concepts Clinical	1
NRSG 246	Health and Illness of Child and Family Nursing	2
NRSG 247	Health and Illness of Child and Family Nursing Clinical	1
SOCI 101	Introduction to Sociology	3
	<b>Total Credits Semester 4</b>	<b>15</b>
<b>Semester 5</b>		
NRSG 259	Adult Nursing III	3
NRSG 260	Adult Nursing III Lab	1
NRSG 261	Adult Nursing III Clinical	2
NRSG 266	Managing Client Care for the RN	2
NRSG 267	Managing Client Care for the RN Clinical	2
BIOM 250/251	Microbiology with Lab	4
	<b>Total Credits Semester 5</b>	<b>14</b>
	<b>Total ASN Program Credits</b>	<b>72</b>

## **Program Delivery**

### **Classroom Activities**

Students participate in a variety of learning activities and situations leading to mastery of the student learning outcomes.

Classroom instruction is directed by each instructor. Students are expected to come to class prepared. This may include activities such as reading assignments and written assignments. Some classes will have a “ticket” to class which means that the students will need to answer questions to be able to be admitted to class over the assigned content.

The Certificate of Applied Science PN program has didactic (theory) courses online. There will be scheduled times when students come to the Billings campus and also to have face time with the instructor on the computer. Clinical will be done in Billings and in the home area of the student if possible.

### **Clinical**

Clinical activities integrate concepts from each didactic (theory) class beginning with the first semester of nursing classes. Students apply nursing concepts or behavioral objectives while caring for patients of all ages and in various clinical settings. For example, principles of asepsis and post-operative nursing care are applied to patients in the medical-surgical, postpartum, and pediatric units. Concepts related to complex alterations in oxygenation are applied to patients in medical-surgical, obstetric, emergency, and intensive care units, as well as in home health and ambulatory clinics.

Clinical activities are structured to meet program student learning outcomes and student learning styles. Students progress from simple to complex patients and from individual patients to groups of patients and families. Prior to assignment in the clinical area, students practice and demonstrate competency for nursing skills through “check-offs.” Students are scheduled to return to the practice lab during most clinical rotations for patient care decision-making simulations which are increasingly complex.

Clinical activities culminate in the PN NRSG 148/149 Leadership course and the fifth semester NRSG 266/267 Managing Client Care for the RN course. These courses are preceptor based experiences structured to facilitate the transition from student to graduate nurse. During this time, students are paired with nurse preceptors who mentor students. Preceptors and students are oriented to the process with a preceptorship manual and individual guidance as needed prior to beginning the rotation. During the preceptorship, students focus on clinical decision making, management skills, and participation as members of a multidisciplinary team. The close relationship between preceptors and students supports mastery of student learning objectives as well as the program outcomes. Students are expected to exhibit increased confidence, skill, and independence over the course of the preceptorship.

Clinical activities include nursing Simulator laboratory, outpatient, and inpatient settings. Simulation activities in the Nursing Practice Laboratory are planned for practice, demonstration of proficiency, and decision making. Agencies used as clinical sites include hospitals, long-term care centers, health departments, physician's offices, community-based sites and clinics. All sites are approved by their respective accrediting agencies.

The majority of acute care experiences will take place at Billings Clinic, Advanced Care Hospital, and St. Vincent Healthcare in Billings, Montana. Other eastern Montana hospitals such as Indian Health Service, Crow Agency, Beartooth Hospital and Healthcare Center in Red Lodge or Stillwater Community Hospital in Columbus may be used on occasion. The focus of nursing care in clinical practicum changes as students progress through the program as site availability allows.

Clinical in the Certificate of Applied Science PN program will have some clinical/lab in Billings and some in locations close to student's home.

## **Program Costs**

Copies of the estimated student budget are available at the City College Jacket Student Central office. Expenses for enrollment in the nursing program are higher than those of the general college student. Lab fees, immunizations,

Kaplan fees, health insurance, textbooks, clinical travel, and graduation events are the responsibility of the nursing student. Many of these expenses can be covered by financial aid. Tuition and fee costs and the process for refund of tuition are published in the City College catalog. All fee schedules are approved by the Montana University System Board of Regents.

Students in the CAS practical nursing program will be required to come to campus in Billings several days a semester. Students will be responsible for cost of travel, housing, etc. while they are in Billings. Days required to be in Billings will be posted at the beginning of each semester to allow students time to plan for the semester.

Nursing lab fees cover the costs of disposable materials. Nursing textbooks are expensive and are updated at least every two years. Most nursing students elect to keep these books for reference after graduation.

The City College New Student Services Office (Jackets Central) provides scholarship, grant, loan, and budgeting information. Assistance in gathering information and completing forms is provided.

### **Facilities**

#### **Campus, Classroom, Laboratory, and Study Areas**

- 1) **Classrooms:** The classrooms for most nursing courses are located in the Health Science building on the City College campus. Academic foundations courses are scheduled throughout the City College campus and the MSU Billings campus.
- 2) **Nursing Skills Practice Laboratory:** The Practice Lab provides a setting for students to develop competence in skills and procedures which are performed in the clinical setting. Additionally, students develop skills in clinical decision making through the use of simulated patient scenarios. Selected clinical competency exams are held in the City College practice laboratory.

Students are responsible for the equipment checked out for practice and for the tidiness of the practice area when finished. Lab equipment is expensive to replace if damaged or missing. Please use the equipment in a professional manner and return it to the nursing department in good working order. No equipment is to be removed from the nursing department without first notifying nursing faculty or administration. In addition, students must complete a sign out form with the program assistant in order to check out nursing department materials. Please fill out a repair slip to report damaged or faulty equipment.

- 3) **Nursing Media Center:** Computer programs, audiotapes, and visual media may be reviewed independently. TV/VCRs, IBM Compatible computers, and printer are available for student use. Students have access to email and Internet. Videotapes and computer software may not be checked out.
- 4) **The MSU Billings Library and the City College Library:** The library houses references, texts, and journals for nursing and health-related fields. A TV/VCR monitor, individual study carrels, computer room, group study room, and computer search capabilities are available for student use. Library Homepage: <http://www.msubillings.edu/library>. Computer capabilities include access to the Internet for CINAHL, Health Reference Center, Medline, and SERHOLD. Documents not available at City College can be obtained through Inter Library Loan. Nursing students are expected to utilize the library resources frequently.
- 5) **Copy machines:** Students can make copies using their U-card outside the library in the Tech building or on the lower south end of the Health Sciences building.
- 6) **Telephone:** A courtesy phone is available by the elevator in the Health Science Building. Intra-campus police are located on campus at 657-2147. Telephones in the Nursing program are for staff business use only. Please do not ask staff to make exceptions to this rule.
- 7) **Bulletin Boards:** Please check the Nursing program bulletin boards frequently, located outside the nursing lab, outside room 235, and by the director's office. Daily and weekly announcements for nursing classes, financial aid, job opportunities, and lab scheduling are posted.

## **General Policies**

**The policies discussed on the following pages guide students and faculty in the daily operations and expectations of the Nursing programs. The policies are congruent with those outlined in the MSU Billings Student Handbook and City College Catalog.**

## **Student Activities and Nursing Governance Committees**

### **Participation in City College Student Activities**

Nursing students are encouraged to participate in campus organizations and activities.

### **Participation in Nursing Program Team Meetings**

The Nursing Faculty believes that student participation on department committees enhances the educational program and facilitates the growth and development of students as healthcare professionals. Representation on committees provides the structure for this participation. Students may be invited to attend the following:

- Nursing Advisory Board Meetings
- Nursing Program Team Meetings (this includes program management, evaluation, curriculum and strategic planning)

### **Nursing Advisory Committee**

This committee is created for the purpose of working with the City College Nursing Program efforts to meet community workforce needs and limits its activities to advising on matters that directly concern the Program. The objectives of the committee are as follows:

1. Articulate the purpose and objectives of the Nursing Program to the public and to healthcare agencies.
2. Interpret community healthcare needs and resources to the Nursing Program.
3. Recommend policies and procedures for recruitment, retention, and placement of nursing students and graduates.
4. Support high educational standards for the nursing program, faculty, and students.
5. Recommend curriculum adaptations based on changing competencies, knowledge, skills and attitudes necessary for successful entry into nursing practice.
6. Assist in the identification of resources for educational materials and equipment, clinical practicum and preceptor sites, and support services for the Nursing Program and students.
7. Assist in long-term program planning based on changes in the healthcare industry, assessment of community needs, and education needs of the nurse clinician.

Membership: Representatives of nursing services, health-related community agencies, community members, and nursing faculty.

## **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. Should employment be a necessity, it is important that working hours not be scheduled the eight hours prior to clinical activities. **Students who work the eight hours prior to clinical experience and/or appear too fatigued to safely give care will be sent home from clinical. The nursing faculty strongly recommend students work less than 20 hours per week.** Program requirements are the same for all students regardless of choice of outside employment. Class lab and clinical requirements include hours outside of class time. Students are expected to come to class and clinical prepared.

Students seeking outside employment in health agencies are cautioned to clearly understand that the scope of practice of a nursing student is different from that of a nursing assistant, medical assistant, EMT, and others. The **State Board of Nursing regulations do not cover nursing students in other employment settings.** For example, you may not administer medications, draw blood, insert catheters, or provide skilled nursing care as an employee of a hospital, long-term care facility, doctor's office, clinic, etc. unless you have delegated intern status. **This would place you in jeopardy of practicing nursing without a license and make you vulnerable to a lawsuit and/or making you ineligible to sit for the national nurse licensing exam.**

## **Health Policies**

The City College Department of Nursing philosophy views health as a state of balance among the four dimensions of the person. As nurses, we must model behaviors which promote, maintain, and restore balance. Our health is

inseparable from the health of our community. Therefore, the following health promotion policies are implemented to guard the health and safety of students, families, and patients.

**Students must meet college and clinical agency health requirements and safety verifications. To this end, documentation of immunizations and health status (including insurance information, CPR certification, background checks and urine drug screening) must be on file before or on the first day of class each required semester or on date given by instructor. Students will not be allowed in clinical if this documentation is not on file which means course objectives cannot be met.**

The following immunizations and evaluations are required by the City College Nursing Program and clinical agencies.

**Required:**

**MEASLES**

- a. if born before January 1, 1957, certification by a physician of having had the disease, proof of at least one dose of MMR vaccine or laboratory proof of a positive titer for measles.
- b. if born after January 1, 1957, proof of at least two doses of vaccine; 1<sup>st</sup> dose after 12 months of age and after 1967, or certification by a physician of having had the disease or laboratory proof of a positive titer for measles.

**RUBELLA**

- a. documentation of two doses of rubella vaccination, or laboratory proof of a positive titer for rubella. If the titer is negative, a third dose of vaccine is required

**DIPHTHERIA/TETANUS**

- b. one booster within the last 10 year

**HEPATITIS B (Series of 3)**

- a. documentation of the HBV series started prior to entering nursing program and completed in six months.

**TUBERCULOSIS SCREENING (PPD, TB SKIN TEST)**

- a. Results of a Two-Step TB test or results of a T-Spot or Quantiferon blood test.
- b. Verification of annual negative skin test. TB skin tests must be repeated yearly. Students with a positive test must prove medical documentation of health status related to TB.

**VARICELLA (Chickenpox)**

- a. Documentation of two vaccines
- b. Or a titer stating positive for antibodies

**CRIMINAL BACKGROUND CHECK**, yearly requirement

**URINE DRUG TESTING**, yearly requirement

**INFLUENZA VACCINE (required yearly every October)**

Proof of Insurance

**Physical Injury or Medical issue that could affect clinical safety**

If a change in medical status such as pregnancy or injury occurs during the semester, the student must provide documentation from a licensed provider stating restrictions or no restrictions to nursing director before being allowed to continue in a clinical setting.

**Prevention of Occupational Exposure to Pathogens**

Healthcare providers serve individuals without discrimination on the basis of age, race, religion, sex, sexual preference, national origin, or handicap (including communicable diseases). While providing care, nurses may come in contact with the body fluids, such as blood, of patients. Consequently, nursing students are at risk for occupational exposure to diseases such as hepatitis B, hepatitis C, AIDS, tuberculosis, and meningitis, among others. There is a recent increase in the incidence of these diseases in the United States. To reduce the risk of exposure, the Centers for Disease Control (CDC) and the Occupational Safety and Health Administration (OSHA) publish preventative guidelines and standards. Accordingly, students who provide direct client/patient care:

- receive training about blood-borne diseases.
- must 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 City College nursing programs in the event of a needle stick or other contamination of blood while in the student role.

These procedures protect students, patients, family members, and other healthcare workers from infections and/or communicable diseases. Nursing students are educated about CDC and OSHA guidelines on an annual basis. The instruction includes epidemiology of blood-borne diseases, Standard (Universal) Precautions, testing procedures, and confidentiality.

### **Needlestick Policy and Post-Exposure Plan**

Students must immediately report any exposure to pathogens to their clinical instructor. The student will be evaluated in the nearest emergency or occupational health facility. The Needle Stick Policy and post exposure prophylaxis regimen will conform to current CDC guidelines. Clinical instructors carry an updated copy of the guidelines. These guidelines can be accessed at [http://www.cdc.gov/ncidod/dhqp/gl\\_occupational.html](http://www.cdc.gov/ncidod/dhqp/gl_occupational.html). A copy of this document is on file in the Nursing Program office.

### **Financial Responsibility**

- Financial responsibility for any recommended testing and treatment rests with the student alone. All students must show proof of health insurance prior to enrollment each year.

### **Accidental Exposure:**

- A student who suspects or has a confirmed accidental exposure to blood and/or body fluids must follow this protocol and immediately report the exposure.
- An exposure is defined as a
  1. Needle stick or cut caused by a needle or sharp instrument that was actually or potentially contaminated with blood or body fluids.
  2. Mucous membrane (splash to the eye or mouth) exposure to blood or body fluids.
  3. Cutaneous exposure involving large amounts of blood or prolonged contact with blood, especially when the exposed skin was chapped, abraded, or afflicted with dermatitis.

Upon exposure the immediate procedure is:

1. For a needlestick or other broken skin exposure
  - Wash needlesticks and cuts with soap and water.
  - Flush splashes to the nose, mouth, or skin with water.
  - Irrigate eyes with clean water, saline, or sterile irrigants.
  - Report the incident to your supervisor
  - Following first aid treatment, notify your clinical instructor. If in a precepted clinical setting or community site, immediately notify your clinical preceptor, and then notify your clinical instructor or the Nursing Program.
  - You must be seen by medical personnel within one hour following exposure. If you are in St. Vincent Hospital, Billings Clinic sites, or community placements in their respective vicinity, report to the emergency room or occupational health center. St. Vincent Occupational Health will evaluate students from any clinical setting. **It is imperative that you are seen within one hour following exposure.** You will follow the protocol at each of these institutions for accidental exposure.
  - The hospital protocols will allow for an assessment of the exposure risk, post-exposure prophylaxis (PEP), and counseling. Follow-up counseling and evaluation will be available for at least 6 months after exposure.
  - The financial responsibility for any recommended testing and treatment rests with the student.
  - On the next required class day, the student must contact the City College Nursing Program Accidental Exposure designated officer (Susan Floyd) to complete required paperwork.
  - Students should tell others about their exposure only on a need-to-know basis. The source of exposure and any patient information you have must be kept confidential.
  -

### **Healthcare Coverage (Nursing Student Health Insurance Policy)**

All students enrolled in the Nursing Program must show proof of health insurance coverage prior to attending clinical activities. The purpose of required health insurance is to ensure that the student receives immediate quality health coverage in the event of an accidental injury incurred during clinical practice.

Proof of insurance can be demonstrated by presenting a valid insurance identification card with the student's name, or by submitting a letter of verification from the provider agency or company. Healthcare coverage could include enrollment in:

- Medicaid
- Medicare
- Private Health Insurance or managed care organization
- The Indian Health Service System
- Independent long-term, short-term, or dependent coverage health insurance policy
- MSU Billings purchased student health insurance

Proof must be submitted to the City College Nursing program prior to attending clinical. **Any student not having proof of insurance will not be allowed into the clinical setting.** Health insurance can be purchased thru MSU Billings.

All students who have 6 or more credits are eligible for on campus health services. Students do not have to have purchased the school health insurance to use the campus health services.

### **Pregnancy**

Students who become pregnant should notify the Nursing Program as soon as possible. The pregnant woman and/or fetus are susceptible to infections such as CMV and RSV viruses. Faculty will not assign patients whose health alterations may place the pregnant students at risk. Reasonable attempts will be made to build a flexible clinical rotation around anticipated date of birth. A pregnant student and appropriate faculty will meet to develop guidelines delineating a plan to complete course requirements pre- and post-delivery in a timely manner, which could include withdrawal from the nursing program.

### **Illness or Injury**

In the event of an illness, injury, or other health concern, the policies of the City College and of the clinical agency will be followed. Should an illness or injury occur in the clinical setting, students must notify the faculty member immediately. Injuries must be documented on agency forms. Students are referred to the emergency room, urgent care, or physician, as appropriate. An assessment by the faculty will determine if the student can return to the clinical setting and give safe nursing care. The City College Nursing program is not liable for any illness or injury incurred during clinical time.

### **Disabilities Act**

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

- assist students to identify core performance requirements necessary for success in the Nursing Program;
- comply with the **Americans with Disabilities Act** which assures every American that "reasonable accommodation" will be made for otherwise qualified individuals with disabilities; and
- ensure client/patient safety in the provision of care

Students should review the following list of core performance expectations that have been identified by the Southern Council on Collegiate Education for Nursing (SCCEN) Task Force on the Americans with Disabilities Act of 1990. In compliance with the 1990 Americans with Disabilities Act, the Nursing Program does not discriminate against qualified individuals with disabilities. Disability is defined in the Act as a (1) physical or mental impairment that substantially limits one or more of the major life activities of such individuals; (2) a record of such impairment; or (3) being regarded as having such an impairment. For the purposes of nursing program compliance, a "qualified individual with a disability" is one who, with or without reasonable accommodation or modification, meets the essential requirements for participation in the program.

Students who are unable to meet the following Core Performance and Essential Functions of Nursing may not be able to successfully meet classroom and clinical objectives. Please note that if a student cannot meet classroom and clinical objectives successfully, this is an automatic failure of the course. The student can contact the DSS office. If the student's documentation indicates that they meet the definition of the ADA and are considered to be a person with a disability, then the student and the DSS staff, along with instructors, will collaborate to find accommodations if appropriate.

### **Core Performance/Essential Functions of Nursing**

(adapted from SCCEN ADA Task Force Recommendations)

<b>ESSENTIAL FUNCTION</b>	<b>DESCRIPTION</b>	<b>EXAMPLES</b>
Observation	Use of the senses of sight, hearing, smell and touch.	<ul style="list-style-type: none"> <li>• assess color change in the skin, hear heart, lung, breath sounds, and skin temperature</li> <li>• respond to signals, alarms, and other displays indicating urgent client need, and take immediate action</li> </ul>
Communication	Perform activities requiring accurate and efficient interpretation and communication of information nonverbally and in English, both written and spoken.	<ul style="list-style-type: none"> <li>• respond to a physician order</li> <li>• read and record information</li> <li>• enter data into a client record</li> <li>• direct assistive staff</li> <li>• interact effectively with clients, families, and healthcare team members</li> <li>• understand nonverbal communication</li> <li>• use computer technology</li> </ul>
Intellectual/Conceptual	Ability to problem solve	<ul style="list-style-type: none"> <li>• measure fluids and size</li> <li>• calculate drug dosages, among other calculations</li> <li>• reason, analyze, prioritize, and synthesize data</li> </ul>
Behavioral/Social	Perform effectively under stress	<ul style="list-style-type: none"> <li>• function effectively and professionally under stress</li> <li>• flexible, adapt to changing situations</li> <li>• demonstrate concern for others</li> </ul>
Motor	Physical ability, coordination, stamina	<ul style="list-style-type: none"> <li>• lift, bathe, position, and transport clients</li> <li>• move efficiently enough to meet the needs of several clients in a timely fashion</li> <li>• carry out lifesaving procedures, such as CPR</li> <li>• draw up and give injections</li> <li>• operate equipment and devices such as thermometers, BP cuffs, and IV pumps</li> <li>• efficiently operate equipment in emergency situations</li> <li>• insert and/or maintain client catheters/tubes</li> <li>• capacity to walk and stand 8-12 hours, with minimal breaks</li> </ul>
Physical	Prevent spread of infectious diseases	<ul style="list-style-type: none"> <li>• maintain immunization status</li> <li>• maintain standard/universal precautions to prevent contact with airborne and blood borne pathogens,</li> </ul>

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

Substance abuse is a serious and growing problem among healthcare providers. More than 10% of nurses in Montana will have problems with substance abuse at some time during their career. Chemical dependency is an illness that can be successfully treated. The City College Nursing program is committed to assisting the impaired student while insuring the safety and well-being of patients, other students, and college personnel. 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). The nursing department reserves the right to remove the substance impaired student from the classroom or clinical setting.

**Alcohol or drug abuse can be identified by two or more behaviors indicative of substance abuse.** A student who is taking prescriptions or other medication which may interfere with safe nursing care should report use to instructor and nursing director. Examples of substance abuse behaviors include, but are not limited to:

- |  |                                       |
|--|---------------------------------------|
| •abnormally dilated or constricted pupil | •slurred speech or poor balance       |
| •erratic behavior                        | •poor judgment                        |
| •inappropriate appearance or actions     | •alcohol on the breath (old or fresh) |

### **Signs of Abuse Problems**

As with any illness, there are signs and symptoms specific to each of the stages:

#### Early Stage:

- Mood swings
- Gradual social withdrawal
- Occasional intoxication
- Poor stress tolerance
- Episodes of forgetfulness
- Defensiveness
- Irritability
- Memory losses when using
- Work performance may not be impacted.

#### Late Stage:

- Job performance is greatly affected, and there are constant complaints from staff about behavior.
- Alienation from friends
- Family deterioration
- Divorce or separation
- Physical deterioration
- Financial crisis
- Suicide attempts
- Bruises begin to appear
- More legal problems

#### Middle Stage:

- Worsening of moods
- Isolation
- Defensiveness
- More episodes of forgetfulness
- Complaints about other people or family members
- Relationship problems with family/friends
- Legal matters such as DUI's
- Financial difficulties
- Blackouts
- Argumentative
- Alcohol on the breath with attempts to cover with mints, mouthwash, or perfume.
- Explosive outbursts of temper
- Public intoxication or abuse
- May show poor judgment at work
- A decline of work performance
- Complaints from co-workers and patients
- Disruption of staff schedule
- Frequent conflicts
- Verbal abuse of office or hospital staff
- Nurse/Student may come to work late or call in sick, and does not meet expected deadlines at work.

*Reference: Montana State Board of Nursing/Nurses Assistance Program brochure*

### **Substance Abuse Policy**

A process has been developed to address incidences of student conduct regarding substance abuse. Refer to the MSU Billings Student Handbook for the Code of Student Conduct.

### **Student Request for Information**

Students may have access to their own student files. If students want copies of documents from their files, a written request must be submitted to the Nursing Program office at least two working days prior to receiving the file information to allow adequate time for office staff to make copies. Students may review their files with office staff or faculty present; this is subject to staff and faculty availability and generally is not able to be accommodated on a “walk in” basis.

### **CPR Certification**

Students must have current American Heart Association certification in healthcare provider CPR of infants, child and adults or BLS Provider. Written documentation must verify certification dates from October through June annually. Students are responsible for seeking appropriate certification classes, and are responsible for paying all fees for same.

### **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 their care. Therefore, students must have liability (malpractice) insurance coverage while enrolled in the City College nursing program. The School Blanket Professional Liability Insurance policy is provided by Affinity Insurance Services Inc.

### **Transportation**

Students are responsible for housing and for transportation to and from clinical activities which take place on campus and at distant healthcare settings. Students are responsible for the purchase of their own vehicle insurance and are not covered by the University's policy when driving to and from clinical rotations. Family members or coworkers should be advised in advance of the student's clinical schedule, clinical sites, planned home visits, and driving routes.

### **Uniform and Dress Policy**

The purpose of the uniform and dress policy is to maintain acceptable standards of grooming and safety for the student and patient and to project a professional image. Appearance is a direct reflection of feelings about oneself and others. Credibility as a healthcare provider is influenced by appearance and behavior. While in the clinical setting, nursing students represent the City College Nursing Program, and are assessed, in part, by dress and grooming. The City College dress code is similar to the codes of healthcare agencies in Montana.

1. A complete student uniform consists of a clean, pressed uniform top (approved school color) with clean white or approved school color slacks. Pants must be a professional style (no jeans, tights, stirrups, or sweats). A clean finger-tip white lab coat is required in some settings and may be worn when getting clinical information. A City College Nursing Department student and agency nametag will always be worn when in uniform or in a clinical area. A turtleneck or t-shirt may be worn under uniform except in OR settings. Shoes can be white or black.
2. Proper undergarments shall be worn by all students when in uniform. This includes bras or undershirts and underwear.
3. No perfume or odorous hair products. Odors may be offensive to patients. Student will be clean and free of body odors.
4. Student will have short, rounded nails and wear only clear or light pink nail polish. No artificial or acrylic nails, gels, or shellac.
5. When in uniform, hair will be off the collar, out of the eyes, and clean and neatly arranged away from the face. When leaning over, hair will remain out of work area. Males will be clean shaven or if the student has a beard or mustache, it will be well groomed. And not interfere with the face mask seal.

6. The only jewelry allowed while in uniform are wristwatches, one ring set on one hand, and flat or post earrings in the ears (no more than two in each ear). No dangling earrings. No tongue or nose jewelry. Necklaces are not recommended. If worn, they must be under the uniform. No other visible body jewelry will be allowed. Tattoos are not recommended; if present they should be tasteful or covered at all times.
7. Students coming to clinical areas in street clothes must be dressed in nice, casual clothes (no sweats, no shorts, no uniforms from other jobs and no jeans). Students must have a City College student nametag, socks, and shoes.
8. A City College nursing arm patch will be placed on the left arm. This is purchased from the bookstore. Patches should be applied 3 finger widths down from shoulder and anterior to mid-sleeve crease.
9. When in clinical sites, students must wear City College Name badge and site specific name badge if required.
10. No gum chewing.

#### **Sexual Harassment**

Sexual harassment is not tolerated within the classroom or clinical environment. It is the responsibility of an individual who feels harassed or threatened to request in a timely manner that the perpetrator of the unwanted behavior stops that behavior. Students who feel they are the victims of sexual harassment should contact their faculty to problem solve the appropriate course of action. Refer to MSU Billings Student Code of Conduct.

#### **Children in Classrooms and Labs**

Children cannot be left unattended on campus during class hours nor are they allowed to have access to the Nursing Computer or Simulator labs. Children are never allowed in clinical areas. Children are only allowed in classrooms with instructor discretion for special circumstances and must be approved before class.

# **Academic Policies**

## **Admission and Progression**

### **Admission Process**

We promote an appropriate fit between the City College Nursing Programs and the educational goals of students through the admission process and the activities leading up to admission.

- Students apply to City College.
- Students meet with an academic advisor in Jackets Central to review student transcripts and develop a plan of study.
- **Math and Reading Evaluation:** Math skills must be current and appropriate for calculating dosages and reading must be at a twelfth grade level. Most of the nursing texts are written at that level or higher. Students who are academically prepared to succeed in the Nursing Program plan of study are then considered for admission.
- Once pre nursing courses are completed with a C or better, application to the nursing program can be made. Courses graded with a “P” count as a C on admission criteria.
- Pre-requisite courses can only be taken twice in an attempt to receive a passing grade.
- Science courses must be completed within 5 years of acceptance into the program, other courses 15 years.
- There is an appeals process for date courses taken and number of times repeated for pre-requisite courses. See appeals process on nursing program websites under additional information. Students can appeal a specific topic one time.

**Completion of the application packet and prerequisite courses does not guarantee admission to nursing classes.** The number of students who are admitted to the nursing program is limited, based on availability of faculty and clinical facilities. The Nursing Faculty Committee reviews and selects candidates.

Fall 2018 – Admission Requirements

ASN RN program – 20 applicants, selective GPA 2.75, Kaplan pre-test, interview

CAS PN program – no applicants

Spring 2019 – Admission Requirements

ASN RN program – 20 applicants, selective GPA 2.75, Kaplan pre-test, interview

CAS PN program – 15 applicants, selective GPA 2.50, interview

See PN and RN websites for more information:

PN: <http://www.msubillings.edu/citycollege/programs/ProgLPN.htm>

RN: <http://www.msubillings.edu/citycollege/programs/ProgRN.htm>

The Nursing Program reserves the right to deny admission to any applicant based on the best interest of the profession. Failure to disclose previous or pending criminal behaviors may lead to denial of admission or revoked admission. As of Fall 2012, background checks and urine drug testing are requirements of clinical sites. Background check results and/or a positive urine drug check may preclude a student from the clinical setting which will make it impossible for the student to meet the course objectives and he/she will fail the course. Falsification will be considered grounds for dismissal from the City College Nursing Program.

### **Transfer Students**

Opportunities for transferring nursing credits from previous nursing programs into the current City College nursing program are limited due to availability of space and curriculum structure. Students completing partial nursing coursework in an approved nursing program other than the current City College program must follow the residency transfer requirements of the College. In order for core nursing course credits to be considered the courses must have been completed **within the last two years**. Students must provide course descriptions and syllabi of completed nursing courses to City College. Student transcripts will be reviewed for an equivalency evaluation once the student has met the competitive enrollment process requirements. Acceptance of prior course credits is at the discretion of the Nursing Director/Nursing Faculty committee. Acceptance of nursing transfer courses is not guaranteed.

Evaluation of transfer credits also includes the following items:

- Acceptance into the Nursing Program through the competitive enrollment process.
- Students must meet the City College requirements to receive the academic degree. 51% of credits have to be taken from MSUB to receive a degree from MSUB.

### **Progression and Graduation in the ASN Program and CAS Program**

To progress from one semester to the next and to graduate from the nursing program:

1. All required prerequisite/pre-nursing courses must be passed with a grade of "C" or better. Students who receive a grade of "D," "F," or "W" in any course will extend the length of the program, and will be subject to the competitive enrollment process to resume coursework.
2. All required nursing courses and co-requisite academic foundation courses must be passed with a grade of "C" or better. Nursing course grades include: classroom theory, clinical, and selected comprehensive standardized exams.
  - a. Nursing courses must be taken in sequence as outlined in plan of study. Student cannot progress to next semester until current semester is satisfactorily completed.
  - b. Students who receive a grade of "D," "F," or "W" in any nursing course will extend the length of the program. Students must follow the Nursing Program readmission policy outlined below.
3. The Student Record must demonstrate progressive growth and development in professional behaviors across the curriculum. (Source of documentation: Student Code of Ethics, Academic probation and suspension; student clinical evaluation; and performance improvement plan record).
  - a. Students who do not demonstrate growth in professional behaviors may be placed on Performance Improvement Plan (PIP). See the policy for Problem-Solving Process.
  - b. In situations of a serious and critical nature, students may be removed immediately from the classroom, clinical agency, or program related activity and may receive a course grade of "F" or "W" and dismissal from the Program. See the policy for Unsatisfactory/Unsafe Student Conduct and Removal from the Classroom or Clinical setting.

### **Additional Requirements for Licensure as a Licensed Practical Nurse (LPN) or Registered Nurse (RN)**

Completion of the CAS PN and ASN RN degree is not the sole criteria for obtaining a license to practice as a nurse. The Montana Nurse Practice Act authorizes the State Board of Nursing to set requirements for LPN-RN Licensure in Montana. Requirements for licensure include:

- Graduation from an approved school of nursing.
- A passing score on the NCLEX-PN or NCLEX-RN, the national licensing exams for nursing.
- The capacity to maintain the professional code of nursing practice.

Licensure may be denied to graduates/nurses who demonstrate:

- Fraudulent information or misrepresentation in the licensing application or exam.
- Active history of substance abuse/chemical dependency.
- Failure to maintain the professional conduct of nurses.
- Conviction of a crime that relates adversely to the practice of nursing.
- Criminal background issues

### **Readmission to the Nursing Program**

Students who withdraw from nursing classes or fail (grade less than C) must request readmission to the nursing program. **Readmission is not guaranteed.** An exit interview with the Nursing Director is required for any student desiring readmission. Issues discussed in the exit interview may include: problems encountered by the student, the process for readmission, if appropriate, and other pertinent concerns.

Readmission is contingent upon:

- ◆ Space available in the particular semester desired.
- ◆ If an exit interview was completed.
- ◆ Successful completion of a Readmission Individual Education Plan (RIEP) formulated by the student and approved by the Director.
- ◆ Approval for readmission by the nursing faculty.

In the following situations, students may **not** be readmitted to the Nursing Program:

- ◆ Withdrawal from nursing courses in two separate semesters.
- ◆ Failure of the same course twice.
- ◆ Failure of two or more nursing courses.
- ◆ Failure and a withdrawal from the same nursing course.
- ◆ Violation of the professional code of conduct.
- ◆ Failure to complete exit interview with Nursing Director at time of departure.
- ◆ Dismissal from the program due to professional behaviors.

**Readmission must take place within one year of failure/withdrawal.**

**The following process is delineated for students seeking readmission to the nursing program.**

1. At the time of failure or withdrawal from the nursing program the student makes an appointment for an exit interview with the Nursing Director. The exit interview must occur within a month of leaving the program. The Director and student will review the reasons for failure/withdrawal. The student is advised of the requirements for readmission, as stated in this policy.
2. The student must make a written request for readmission at least one month before readmission. The student must submit a self evaluation and plan of action with the request for readmission. A Readmission Individualized Educational Plan (RIEP) must be formulated to meet the academic and personal needs of the student. The focus of this plan is to develop the knowledge, skills, and personal resources necessary for success in the nursing program. The RIEP identifies student problems, detailed plan, and outcomes for success.
3. The RIEP plan may include the following:
  - a. Appropriate courses to complete.
  - b. Health problems to address.
  - c. Counseling recommendations/requirements.
  - d. Resolution of specific behavior/performance problems.
  - e. Other related factors, etc. work.
  - f. Semester for readmission designated.
  - g. Demonstration of skills and content proficiency of the last semester successfully completed.
4. The nursing faculty may make recommendations regarding readmission.
5. After review of the exit interview, RIEP, and faculty recommendations, the Director and faculty will communicate the decision to the student in writing.
6. Any conditions, coursework, or activities that are required must be completed successfully for readmission. Coursework assists the student to relearn/reinforce knowledge skills and attitudes not attained, retained, or to improve test taking skills. Activities may include tutoring and referrals as deemed appropriate.

#### **Standards for Academic/Professional Quality and Integrity**

##### **Confidentiality Agreement**

Information obtained by students during nursing practicum activities related to patients, agency personnel, and community/clinical facilities is strictly confidential. This information may only be discussed in nursing class and conference time for the purpose of learning. Discussion of this information outside of class is unacceptable. Any written papers related to clinical activities shall not identify any patient by name. **A confidentiality agreement must be signed by all nursing students prior to beginning a clinical rotation.** (See Consents/Agreements).

##### **Problem-Solving and Performance Improvement Process (PIP) to Improve Unsatisfactory/Unsafe Student Conduct (Academic and/or Professional Behavior)**

The philosophy of the nursing faculty is to collaborate as partners with students to facilitate student learning and program completion. It is the responsibility of students to progress satisfactorily in **academic work** and demonstrate **professional behavior**. Students who have issues with academic work and/or professional behavior will be notified by the appropriate instructor and given the guidelines and opportunity to improve.

- A Problem-Solving Conference and/or a warning letter is initiated when students experience a pattern of academic difficulty (ex: grades less than "C" on assignments or quizzes or "needs improvement" in clinical) or present a pattern of unprofessional behaviors (ex: poor attendance, disrespect of others, unsafe practice or workflow impact).
- The problem-solving conference is documented in the student's academic file and the student is given a copy.

- Referrals are made to tutors, or other resource persons, as needed.
- There is an end date on the problem solving conference form for improvement.
- If academic performance and/or professional behaviors do not improve, the instructor will initiate a Performance Improvement Plan (PIP). Selected examples: Academic: The student who repeatedly receives less than 78% on quizzes and tests and does not meet with Jacket Central or Tutors upon referral by faculty or take significant actions to improve grades may be placed on a PIP. Professional: The student whose regular absence from class or clinical does not improve after meeting with the faculty may be placed on a PIP.
- The purpose of the PIP is to clearly delineate the pattern of the student problem, establish measurable improvement goals, develop an action plan for improvement, state the time frame for improvement, and identify logical consequences for achievement or lack of resolution of the problem. A copy of the PIP is placed in the Student Record and a copy is given to the student.
- Students must complete the PIP successfully by the end date given on the form. Students who do not meet the required criteria established in the PIP will be dismissed from the program and/or receive a failing grade in the course, and may not progress to the next semester.
- If a student advances to another course or the next semester and the issues stated on the initial problem solving form (even if they were resolved in the previous semester/course) reoccur then the issues will advance to the PIP level.
- If a student satisfactorily completes a PIP and/or advances to another course or the next semester and the issues stated on a previous PIP reoccur, even if the behavior had improved, the student will be dismissed from the program.

#### **Removal from the Classroom or Clinical Setting**

Students may be removed from classroom or clinical settings or Nursing Program activities for unsatisfactory/unsafe student conduct. Faculty or Clinical agencies may deny student access to clinical activities for unsatisfactory/unsafe student conduct. Written documentation of the event is recorded in the student file. The nature of the problem determines the action and resolution process, which may include a PIP or dismissal from the nursing program with a grade of "F" or "W." A student may be dismissed from the program even if no PIP was initiated for unsafe student conduct or behavior.

Nursing is a high risk/high consequence profession. If a nurse makes an error or demonstrates ineffective communication/interaction skills with those around them, the repercussions can be devastating. Training to become a nurse includes learning technical skills needed to do the job, and also behavioral skills needed to effectively interact with patients, families, and coworkers. We start teaching and requiring demonstration of all of these skills from the first day of nursing class.

The following list is representative, but not all encompassing, of non-professional behaviors which may lead to removal from the classroom or clinical site, and/or dismissal from the Nursing Program:

1. Verbal or nonverbal communication which threatens the emotional and physical safety of patients, peers, staff, faculty, or others present in college related activities on campus, in clinical settings, or at college sponsored events.
2. Behavior that is disorderly, disruptive, or impedes the education process or activities of the college community (work flow impact). This includes, but is not limited to:
  - a. Missing class or clinical
  - b. Arriving to class or clinical late and/or leaving early
  - c. Carrying on side conversations while the instructor or another student who has the floor is speaking
  - d. Use of cell phones, pagers, or inappropriate (non-class related) use of laptops during class or clinical
  - e. Not being prepared to participate in class discussion.
3. Unprofessional conduct. This includes, but is not limited to:
  - a. Violation of confidentiality
  - b. Disrespect for patients, peers, faculty, or clinical site staff.

4. Dishonesty. This includes, but is not limited to:
  - a. Plagiarism of papers and classroom work
  - b. Cheating on examinations
  - c. Submitting written material which is untruthful, fraudulent, or unprofessional
  - d. Reporting and/or charting untruthful data in the clinical setting or in a medical record
5. Failure to perform in a satisfactory manner in the clinical setting. This includes, but is not limited to:
  - a. “Not passing” clinical outcomes and not improving after counseling and practice
  - b. Not following the clinical instructor’s directions
  - c. Performing procedures or passing medications without the permission and/or physical presence of the clinical instructor, preceptor, or mentoring staff nurse
  - d. Any performance or negligence which may cause physical or emotional jeopardy in the college lab or clinical setting
  - e. Failure to immediately report a patient care error to the clinical instructor and/or responsible staff nurse, and failure to take responsibility for such an error
6. Failure to improve behavior after problem solving counseling counseling. This includes continuing unsatisfactory work/performance or unsafe behavior after receiving a PIP for the problem.
7. Failure to meet educational outcomes at each level of the program.
8. Failure to achieve a grade of “C” or higher in all required coursework.
9. Failure to consistently maintain competencies already demonstrated or learned, or incorporate these competencies into new theory and skills.
10. Violation of Montana statutes or college policy. This includes, but is not limited to:
  - a. Conviction of a felony
  - b. Breach of confidentiality
  - c. Theft or destruction of college or clinical site property
  - d. Being under the influence of chemicals, alcohol, or drugs which impair judgment while on campus, in the clinical setting, or participating in a college related activity
  - e. Use or possession of a deadly weapon while on campus, in the clinical setting, or participating in a college related activity

**Students will be evaluated on nursing course attendance, participation and professionalism at the instructor’s discretion.**

#### **Attendance Policies for Required Nursing Courses**

Upon registering for classes, students contract to attend classes regularly and adhere to course requirements. This includes consistent and prompt attendance, and active participation in course activities. Students must plan ahead for additional time on campus for course requirements (such as practice labs or computer assignments) that can be completed only on campus. This may involve reorganizing personal life activities.

Prompt attendance is mandatory in

- |  |                                 |                |
|--|---------------------------------|----------------|
| • all nursing classes                            | • campus lab classes            | • orientations |
| • assigned clinical laboratory practice sessions | • community service             |                |
| • campus post conferences                        | • clinical practice assignments |                |

#### **Rationale**

Core values and practice standards guide attendance policies.

- Learning is achieved through individual study and group interaction. Classroom and clinical activities guide and focus individual study and provide experiences to apply theory to practice with group interaction.
- The group-learning activities predominant in City College nursing courses require regular participation in class. Learning is achieved by group interaction.
- Effective team (group process/conflict resolution) skills are valued by employers. Group-learning activities provide a safe place to learn and practice these skills.
- Respect for our peers, instructional staff, and for the learning process is reflected by being present and on time.

- Accountability is a value in both education and in nursing practice standards. Accountability involves trustworthy, credible, honorable, responsible behavior.
- Employers rate attendance and timeliness as attributes necessary for continued employment. The classroom and clinical setting are the worksite in the learning environment.

Consistent and prompt attendance demonstrates respectful, accountable behavior. In analyzing City College nursing student's records, a high positive correlation was found between attendance and academic success.

Faculty and lab staff do not "excuse" absences. There are many reasons for absences. Extenuating circumstances (i.e. death in family, pregnancy) will be considered on an individual basis by the teaching team. If absence is due to a health reason, a written health report/note from a primary healthcare provider must be provided. An individual plan to assure completion of the learning objectives for the class or clinical activity will be necessary.

#### **Student Responsibility in the Event of Absences/Tardiness**

- **It is mandatory that missed clinical time be made up.**
- If an absence and/or tardiness is unavoidable, the nursing clinical instructor needs to be notified **by phone** at least one hour prior to the start of the clinical experience so that changes in patient assignments can be made. Leave a voice mail if needed. If the student cannot connect with the instructor phone, then leave a message at 247-3077. Failure to notify the appropriate individual constitutes lack of respect, caring, and accountability. In the clinical setting, it also indicates failure to provide for patient safety.
- Instructors will instruct students on best method of contacting the instructor due to absence prior to the class period or clinical activity.
- When arriving late to class or clinical, notify the instructor or appropriate staff member **immediately** upon arrival.
- Students are responsible for knowing the content of any classes, orientation, skills demonstrations and practice, group work, and assignments missed and gather their own course materials handed out in class from peers.
- See special circumstances/emergency late assignment agreement in Appendix C.

#### **Bad Weather Attendance Policy**

Winter storms are not uncommon in eastern Montana. Typically, however, highways and collector roads are well maintained for safe driving conditions. Students are expected to plan ahead during winter to allow for additional driving time, and to plan alternative transportation if living in areas where roads are not regularly graded.

Announcements for City College closure are broadcast on local radios. If City College is closed, there are no classroom or clinical activities. If City College is open, the clinical instructor may cancel clinical to distant sites. A telephone tree will be initiated by the instructor. Classes/clinical may be dismissed early if weather is hazardous. Students must use judgment regarding travel in winter weather. However, it is expected that students find safe means to travel to class or clinical when the college is open.

#### **Study Time**

According to City College policy for lecture classes, one credit hour equals one hour of class per week. **In the nursing program, three hours of clinical equals one credit hour and two hours of lab time equals one credit.**

Generally for any college course, it is expected that students spend at least two hours in outside study and preparation for each hour spent in class. Clinical practicum courses in nursing require considerable preparation. Classroom lecture and discussion are supplemented with reading, audio-visual, and independent lab practice assignments. **In the nursing program, students enrolled in 12 or more credits will spend at least 30-40 hours per week in class or outside study.**

#### **Academic Progress/Grading**

One letter grade is awarded for each course based on the criteria found in each syllabus. There are both letter grades and Pass/Fail components in many of the courses.

### **Letter Grades**

Grades are based upon examinations and/or other assignments based on the following grading scale. Grades will not be rounded.

A = 94-100 %

B = 86-93 %

C = 78-85 %

D = 70-77 %

F = 69% or below

### **Retention guidelines, to insure the success of students in the Nursing Program, include:**

- An average of 78% on all quizzes and tests must be achieved to pass a required nursing course. Students scoring 78% or lower on one or more exams/quizzes are expected to make an appointment with the instructor to develop, implement, and evaluate a written plan.
- Students whose grades are influenced by personal issues should meet with the instructor.

### **Testing Policy**

The following policy is designed for exams that determine comprehension of knowledge in any previously required courses. Knowledge learned throughout the curriculum will be built upon from course to course therefore testing can be comprehensive. These are exams that are considered unit or final exams. Exams do not include quizzes, pre-class assessments, pre-simulation activities, or classroom learning activities. In all nursing courses, exams will account for 70% of the course grade. Unit exams account for 55% of the course grade while the Final will account for 15% of the course grade. There will be no rounding as stated in the Student Handbook. At instructor's discretion, for every 3 credits of classroom-based education, there will be 3-4 Unit Exams and one Cumulative Final. Each Unit will be a maximum of 50 questions total, at the discretion of the course instructor.

In order to make best use of class time; **exam answers will not be reviewed during class time.** Instructor will share in the class the top 3 weaknesses as identified by test analysis for that test during the next class period. If a student wants to review their personal exam in more detail, they can make an appointment with instructor during the instructor's office hours.

#### **Test Challenge Policy**

If a student wants to challenge a grade, challenging grades can only be done through the grade challenge form (see below). The student will not be allowed to see the exam in its entirety but only the questions the student chooses to challenge and/or got wrong and wishes to review.

#### **Test Item Challenge Form**

Only questions that have been missed by 70% or more students can be challenged.

Students may only challenge test items during instructor office hours individually and using this form. Incivility (as defined by the student handbook) will not be tolerated and will cause the student to forfeit their right to challenge a test item.

For security purposes, this form may only be completed in the presence of the instructor. This form will not leave with the student. All students are held to academic integrity policies. Discussing test questions between students is highly discouraged.

Student Name:

Class:

Exam Title:

Exam Date:

Question #:

Student's Answer on the Exam:

2 sentences to justify the student's chosen answer:

Page numbers in text to support the Student's chosen Answer:

Correct Answer on the Exam:

### **Written Assignments**

Grading criteria for individual assignments are distributed in class. All formal papers must be turned in on time as designated by each instructor. **Students are responsible for keeping a copy of all written assignments.**

### **Clinical Evaluation**

Because clinical performance is a critical component of the learning objectives and safe nursing practice, it is addressed specifically under grading criteria. Refer to course clinical evaluation tool for additional information about the expectations and nature of clinical activities.

“Clinical” refers to learning activities in post conference campus lab classes, the college practice lab, simulator lab, and AV/computer lab, clinical evaluation conferences, and the clinical setting. Students must receive a passing score (3 or greater) based on achievement of objectives in each of these settings. As per grading policy points will not be rounded.

- Students give care to patients in the clinical setting only after demonstrating proficiency in the college laboratory.
- Students and clinical faculty are required to confer at the end of rotations and at the end of the term to complete evaluations of student performance.
- Clinical grades are not awarded until the evaluation conference is completed. Students who do not meet with the clinical instructor for the evaluation conference at the end of the semester do not pass the course.
- Additional conferences are held as deemed necessary when objectives are not met in a satisfactory manner.
- A written evaluation summary, signed by the student and faculty, is placed in the student's permanent file in the Nursing Office.

### **General criteria for performance in the clinical area.**

Each clinical course lists the objectives to be achieved. The objectives are developed so that students apply knowledge learned in theory to clinical settings. Student progress is documented on a weekly basis by the instructor and/or clinical resource registered nurse. Written evaluations are shared with students at the end of rotations and end of semester and as needed to evaluate student progress in meeting course objectives.

### **In the event that a student demonstrates deficient clinical or unsatisfactory performance, the following procedure is followed:**

1. The student and faculty meet to discuss the unacceptable clinical behaviors in a problem-solving conference. Note: in situations of serious breach of professional behavior or when the physical and psychosocial integrity of the patient is compromised, a PIP may be instituted immediately and/or a student will be dismissed from the facility. The student will then need to meet with the faculty and nursing director to discuss a plan or termination from the program.
2. If the clinical performance does not improve, the student and faculty agree upon and sign a Performance Improvement Plan.
3. The student and faculty meet regularly to evaluate student performance. Failure to demonstrate satisfactory progress results in a 'fail' grade in the course.

### **Clinical Policies**

1. During the assigned clinical activity, students must report to the clinical instructor and/or designated staff member when arriving and leaving the nursing unit or agency.
2. Makeup of clinical absences at the same site is not guaranteed. Makeup is mandatory at the discretion of the instructor and may be an alternate assignment. See the attendance policy.
3. Students are responsible for transportation to and from clinical agencies.
4. In the event of an accident or injury the student should: (a) notify the instructor, (b) file a report with the clinical agency, (c) and notify the Nursing Program.
5. Visiting patients outside of clinical hours is discouraged.

6. Legal implications prevent students from accompanying patients to other clinical settings.
7. Accepting gifts from patients is discouraged; accepting monetary or valuable gifts is prohibited.
8. Photographing of patients by students is done only with written permission of the clinical agency and the patient.
9. Caring for and visiting with family and/or friends is not allowed in the clinical setting.
10. Students must adhere to the policies of the clinical agencies.

#### **Preparation for Out-of-Hospital Activities**

Clinical activities for some objectives may best take place in community based settings, clinics, physician offices or the college lab. Guidelines for clinical activities are reviewed on a semester basis. Students are expected to prepare adequately for the activities. Failure to achieve the objectives of the activity will result in an unsatisfactory grade for that week.

#### **Campus Post-Conference and Lab Class**

Attendance/participation in lab classes is an expectation of clinical coursework.

#### **Assigned Lab Practice Times**

Attendance is required. See each course syllabi for the mandatory lab time requirement.. Additional lab practice time is typically needed for most nursing students.

#### **Clinical Practice Lab Policy**

- Providing nursing skills in a safe and competent manner is an essential component of nursing practice. This policy delineates a plan to ensure that students deliver safe and competent client care.
- New nursing skills are introduced in each semester.
- Lab times will be posted outside the lab. It is imperative that students sign up for scheduled times. If a student is going to miss their time slot, then it is mandatory to contact appropriate instructor.
- Professionalism and accountability mandates that lab equipment be treated with respect.
- Lab equipment must be checked out if needed off campus.
- Video/DVDs cannot be checked out.
- The responsibility for skills competence rests with the student. Students are expected to practice and retain skills learned in previous courses.

#### **Skills Demonstration**

- Most nursing skills will be demonstrated by instructors.
- Skills review, such as with nursing assistant skills, can be achieved through viewing videos, CD-ROMs, Computer Assisted Instructional (CAI) programs, and practice.

#### **Skills practice and assessment of competence**

- There may be mandatory lab practice time scheduled each week according to syllabi. This practice session must be completed prior to a faculty observed check-off of skill competence.
- Activities that promote success in check-offs include:
  - ♦ independent study with readings, workbooks, videos, CD-ROMs, Computer Assisted Instructional (CAI) programs, case studies
  - ♦ interactive learning with peer observation, faculty/staff observation and coaching, group case studies.
- Students often need more than the minimum required mandatory practice time to achieve competency.  
Plan to schedule extra time in the nursing labs!
- Objective criteria for evaluation are provided on the check-off evaluation forms in the course materials packets.
- Students must demonstrate skills competency during check-offs with faculty prior to performing the skill in the clinical setting.
- Students will receive a copy of the check-off evaluation form with faculty feedback.
- Many factors can influence the performance of students during a competency check-off. Adequate preparation, until the skill becomes “part of you” is the most important factor.

### **Outcomes and consequences of check-offs with faculty**

- There are two outcomes to a single check-off: pass or fail
- First check-off attempt:
  - ♦ Student passes: The student is ready to perform the skill in the clinical setting.
  - ♦ Student fails: The student and faculty engage in a problem-solving conference. The student is assigned extra lab time for skill-building and practice prior to repeating the check-off.
- Second check-off attempt:
  - ♦ Student passes: The student is ready to perform the skill in the clinical setting.
  - ♦ Student fails: The student receives a failure and does not pass the class.
- Skill building practice time may include elements such as independent or supervised practice, coaching, case studies, videos, CD-ROMS, readings, workbooks, and other activities.
- Absence or tardiness at a scheduled check-off time with faculty is considered a failure of the check-off.
- Students who fail check-offs demonstrating a pattern of poor academic performance.

### **Skills lab policy and procedure book**

The skills lab/simulator lab functions in the same way as a hospital. Policies and procedures govern practice. These are graded experiences. All students and faculty who practice in the lab are expected to know and follow the lab policies.

- All students are asked to read the Invasive Procedure consent (in Appendix C under “Consents”). The consent form with a signature is required. The student has a right to either consent or decline to be a part of this activity.

### **Clinical Agency Sites**

Clinical sites are utilized across eastern Montana for the PN and ASN programs. Many of the sites are listed below, and some new sites may be identified during the school year as needed, according to site availability.

#### **Acute Care Sites**

- Advanced Care Hospital, Billings, Montana
- Billings Clinic, Billings, Montana
- Saint Vincent Healthcare, Billings, Montana
- Roundup Memorial Healthcare, Roundup, Montana

#### **Community-Based Sites**

- Children’s Clinic, Billings, Montana
- Rimrock Foundation, Billings, Montana
- Riverstone Health, Billings, Montana
- South Central Montana Regional Mental Health, Billings, Montana

#### **Long-Term Care Sites**

- Saint John’s Lutheran Home, Billings, Montana
- Valley Healthcare and Rehabilitation Center, Billings, Montana
- Billings Health and Rehab, Billings, Montana

### **Nursing Orientation**

The Nursing Orientation was developed to help offset the initial bewilderment students often feel at the beginning of the academic year. Students are required to attend the orientation sessions. Nursing Orientation is a series of discussions and workshops designed to help students with the transition. Time management and changing roles are some of the issues addressed, and various activities allow students to meet and interact with faculty before the start of classes.

### **Advisement / Advisors**

Each student in the nursing program is assigned a faculty advisor at the start of the first semester. The same advisor is retained for the remainder of the program unless a change is requested by the student or instructor. The student and advisor meet at least once during each semester to plan enrollment in courses for the next semester. The advisor

helps the student through the process of course selection and graduation. Course approval by the advisor is mandatory to ensure the completion of all curriculum requirements for graduation in a timely manner.

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 Jackets Central, other college support service, or community resources at the advisor's discretion.

#### **City College Support Services – Jacket Student Central**

City College Student Services provides the following services for students.

- academic advising
- classes on academic skills, test taking, job-seeking skills, personal growth and problems
- free tutors and counselors
- career services including workshops, career counseling and testing, Job Locator, credential file service, career resource library, campus interviewing, and career/job fairs
- financial aid resources

#### **Achievement Tests**

Standardized achievement tests are administered periodically throughout the Nursing Program. The tests are similar in format to the National Council Licensure Examination (NCLEX) for Registered Nursing and Practical Nursing. Therefore, the standardized tests give students the opportunity to assess performance in comparison to nursing students nationally. The time required to complete the tests is a required commitment by students enrolled in the nursing program and is not necessarily scheduled during class time. Achievement test scores demonstrate student outcomes of learning.

The results of the achievement tests provide faculty with collective student performance data and guide curriculum changes. Students use the performance data for assessment of learning outcomes to identify areas of strengths and needs for focused study in a pertinent content area.

#### **Clinical Resource Nurses and Clinical Instructors**

Students are assigned clinical instructors who supervise activities in the clinical setting. The relationship between students and the clinical instructors is by nature a very special one. Clinical instructors are the link to professional nursing practice, mentors in an environment which can be very stressful, and coaches when it comes time to using the nursing skills honed in the practice lab or clinical setting on campus.

### **Student Responsibilities**

#### **Guidelines for Student Conduct**

Nurses are healthcare professionals who follow a **code of ethics** established by the American Nurses Association (See Appendix B). The Montana Nurse Practice Act, the statute regulating the practice of nursing, defines the rules governing the professional conduct of nurses (See Appendix B for excerpt). The MSU Billings Student Handbook also recognizes the need for meaningful standards. Please refer to the Student Handbook to guide student behavior. Nursing students are expected to uphold these codes as a member of the MSU Billings City College learning community. The ANA Standards of Nursing Practice (See Appendix B) also guide conduct and practice.

#### **Student Clinical Role**

1. Personal belongings (wallets, purses, books, etc.) are discouraged from being brought to the clinical area due to lack of secure areas. Coats are to be hung in the areas provided for nursing staff on each unit.
2. Gum chewing, tobacco use or coffee breaks are not allowed on the unit. Please avoid crowding staff lounges. Eating and drinking at the nurses' stations is prohibited by OSHA standards. Do not eat or drink stock foods on the nursing units.
3. Students are allowed one 30-minute break for each six-hour shift worked and after 8 hours, 2 fifteen minute breaks. Breaks are to be taken off the nursing units but on facility grounds in designated eating areas and must first be approved by your primary nurse/clinical instructor. Students may be required to bring their own lunch if cafeteria not available. Keep in mind the priority of timely patient care which may at times delay scheduled breaks.

4. **Confidentiality and HIPPA compliance is top priority.** *Never* discuss a patient with anyone not directly involved with that patient's care. *Never* discuss patients in the cafeteria, elevator, at home or in *any* public area. Do not write the patient's name on any of your written assignments, assignment sheets or other notes. Use patient's initials only. Breach of this confidentiality will result in immediate dismissal from assigned clinical area. Repeat offenses may result in probation, suspension, or dismissal from the program.
5. Patient charts may not be taken off the nursing units. If the nurses' station is crowded, take the chart to the conference room after leaving a note in the chart holder stating where the chart is and who has it. **No part of a chart may be copied.** Computer copies of lab results, etc. may not be taken off the unit or used in student care plan assignments.
6. Language in all areas (including break areas) will be well-modulated, sensitive, and sensible and will not be of a confidential nature. Objectionable language use in any clinical area will not be tolerated. Offenders may be removed from assigned areas and referred to student services. Never discuss your personal problems with patients, visitors, or hospital staff. Be cautious about expressing your opinion without thinking. Do not become involved with the family business of patients.
7. When answering the phone, identify the unit and give your title. For example: "Neuro Unit, Alex Smith, Student Nurse." **Do not take any orders or messages from physicians.**
8. At the completion of your shift, check to make sure your patient's room is neat and that your patient has fresh water, etc. Remember to pick up after yourself in patient rooms, utility rooms, conference rooms and nurses' stations. Give a detailed written and/or verbal report to your primary nurse of care given, any unusual assessments and care remaining, before leaving each day in SBAR format.
9. On each assigned unit, be familiar with the location of the crash cart and the procedures for a code blue. Be familiar with the phone numbers at both hospitals for reporting code situations.
10. When leaving the nursing unit for any reason, let your primary nurse and instructor know where you are going and why. You may and *should* attend all test and therapies with your patient. Student will not be solely responsible for a patient while accompanying them off the unit and will not substitute for hospital personnel for transport. Students may not accompany patients outside the institution alone.
11. Discharging patients must be done with primary nurse or nursing instructor.
12. It is your responsibility to seek and find learning experiences such as procedures to perform. Word of warning: *Do not let us find you standing around with your hands in your pockets!!* Clues to upcoming procedures include noting NPO signs, special sets and equipment brought to the unit and listening carefully during report. Before performing any tasks or procedures ask yourself "WHY?" You should be prepared to discuss the rationale and underlying principles for all procedures. Never assume anything! Find the needed information!!
13. Document according to agency and unit policy format. Documentation varies from facility to facility and from unit to unit. Have all nurses' notes approved by instructor prior to writing them in the chart until you are comfortable with the format. Start notes on scratch paper *promptly* after initial patient assessment and update appropriately throughout the shift. Record vital signs, appetite, **I and O** and medications promptly.
14. *Medications are to be set up and administered only in the presence of your instructor, preceptor, or staff nurse until designated otherwise by your instructor. Follow exactly the medication administrations protocol learned in classroom, lab and orientation. Notify your instructor 30 minutes before each scheduled medication time (unless previously arranged with the instructor). Know the medications (generic and brand names, usual dosage range, action, side effects, route, dosage and any pertinent nursing implications). If unable to reach your instructor, ask your primary nurse to give the medication. i.e. Patient needs a pain medication and instructor is busy with a procedure with another student.*
15. Demonstrate an interest in nursing, your patients and other students and staff while on duty. Be the first person to smile and say hello to hospital staff members, patients, visitors, etc.
16. When orienting on a nursing unit, be familiar with where the policy and procedures manuals are located. You will be expected to follow them.
17. Each day prior to report, review patient's chart for any changes or new orders. Make appropriate changes on your daily report sheets and use the information to ask pertinent questions during report. If your assigned patient has been discharged, it is your responsibility to contact the instructor to select an alternate patient assignment. Remember as well, if there is identifying information on your report sheet, it may not leave the facility and must be shredded at the end of the clinical, BEFORE you leave the facility.
18. Introduce yourself to your primary nurse. Give and discuss the daily worksheet to your primary nurse.
19. On all assigned patients, you will systematically perform assessments that are complete and within the scope of practice for the nursing student. Please be attuned to provider orders. ***Report questionable or***

*abnormal findings promptly to the clinical instructor or primary nurse.*

20. Be free of any encumbering chemicals, e.g. alcohol, cocaine, narcotic pain medications. Chemical dependence has been identified as a primary concern of the Montana State Board of Nursing, according to the Executive Director.
21. Practice all Joint Commission National Patient Safety Goals:

**Identify patients correctly**

- Use at least two ways to identify patients. For example, use the patient's name and date of birth. This is done to make sure that each patient gets the medicine and treatment meant for them.

**Improve staff communication**

- Quickly get important test results to the right staff person.

**Prevent Infection**

- Use the hand cleaning guidelines from the Centers for Disease Control and Prevention or the World Health Organization
- Use proven guidelines to prevent infections that are difficult to treat.
- Use proven guidelines to prevent infection of the blood from central lines.
- Use safe practices to treat the part of the body where surgery was done.

**Check patient medicines**

- Find out what medicines each patient is taking. Make sure that it is OK for the patient to take any new medicines with their current medicines by checking with the primary nurse based on patient's current health status.
- Some patients may get medicine in small amounts or for a short time. Make sure that it is OK for those patients to take those medicines with their current medicines.

**Identify patient safety risks**

- Find out which patients are most likely to try to harm themselves and act accordingly.
- Identify all risk factors.

**Problem-Solving Process**

The philosophy of the Nursing Program speaks to valuing the dignity and uniqueness of each individual. As we encounter individual differences, we honor diversity and freedom of choice. To maintain balance as individuals and groups, it is our responsibility to understand and respect diverse views of the world. The view that leads the communication problem-solving process is one benchmark of nursing as a professional discipline.

A critical aspect of personal and professional growth and development is to resolve problems in a manner which minimizes interpersonal conflicts. In resolving conflicts with a peer, instructor, staff member, or significant other, it is essential, first, to address the concern with the person directly involved in a respectful manner. Second reserve judgment about the other person's motives. Gather pertinent information and try to understand the other's point of view. At times it is helpful to have an outside person provide objective feedback about the conflict resolution process and to suggest other alternatives.

In problem-solving and negotiation, the following sequence is expected:

1. Use the critical thinking framework to thoughtfully consider the situation. Identify the cause of the problem. State your goal and outcome (what you want accomplished and how you know it is achieved).
2. List alternative approaches and rationale. Prioritize the approaches which are most likely (highest probability of) to achieve your goal.
3. Try a visualization of the resolution scenario projecting a positive outcome.
4. Separate the person from the problem.
5. Address the problem/concern with the person directly involved in a private setting. This demonstrates respect for the person and reflects your maturity and professional integrity.
6. If satisfactory resolution occurs, thank the person for participating in the process.
7. If resolution does not occur, try to identify some points of agreement. Again, thank the person for participating in the process.
8. Remember, he/she may be willing to negotiate while having differing viewpoints and goals.
9. If resolution does not occur, discuss the problem with an appropriate resource person (student representative, faculty advisor, course instructor, mentor, and/or counselor).

10. If additional consultation is necessary, make an appointment with Nursing Director after the above avenues have been attempted.

Complete policies governing academic and judicial policies are outlined in the MSU Billings Student Handbook and MSU Billings City College Catalog. Those policies specific to the Nursing Program are discussed below.

#### **Due Process**

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

- |                 |   |
|-----------------|---|
| 1. Instructor   | 3. Director of the Nursing Program      |
| 2. Your advisor | 4. Department Chair – Lonnie Schrag     |
|                 | 5. Associate Dean – Dr. Florence Garcia |

The student may bring one advocate of their choosing or the ASMSU Billings Student Resolution officer at any time throughout the above process. Refer to MSU Billings Student Handbook for student complaint procedures.

#### **Grievance Procedure and Grade Appeal Procedure**

Refer to the MSU Billings City College Student Handbook for specific steps if the objection (problems) cannot be resolved informally.

## **APPENDICES**

## Appendix A

### **Guidelines for Progressive Student Counseling To Improve Performance/Behavior\***

\*adapted from a Padgett Thompson workshop

**Purpose:**

- Facilitate student achievement/success in a nursing course and program.
- Maintain safety of the student, patient, peers, and others.
- Maintain nursing and college policies.
- Give the student direction and opportunity for improvement.

**Situations necessitating progressive counseling include but are not limited to:**

An unresolved problem solving conference issue.

A number of situations/incidents call for student counseling. An incident may breach one or more of the following (refer to Nursing Student Handbook):

- **Policy and procedure violation:** example: safety risk, absences, substance abuse, cheating, hygiene, etc.
- **Performance:** failure to achieve clinical objectives or improve performance (recall that marginal or needs improvement on clinical evaluations does not denote achievement of objectives), does not follow explicit instructions.
- **Behavior/conduct:** physical/verbal abuse, failure to notify instructor of error, etc.
- **Work flow impact:** “a negative effect on organization’s ability to achieve its goals”; affects quality of process and production of outcomes; student behavior which negatively influences others; example: slam door, break confidentiality, does not participate in group problem-solving or blocks problem-solving, prevents cohesiveness, nonverbal: making faces, repeated loud sighing, shaking in anger, etc.
- **Insubordination:** failure to follow policies or directions.

**Directions to complete the PIP form**

1. Overview of the incident
  - a. Describe the incident(s) which may include:
    - 1) policy and procedure violation
    - 2) performance
    - 3) behavior/conduct
    - 4) work flow impact
  - b. Give date of the occurrence and counseling which took place.
  - c. Summarize previous occurrences and counseling process.
2. Establish measurable improvement goals
  - a. Related to the policy violation, performance, behavior, work flow impact; example: present and on time each day, safe medication administration, appropriate communication with peers, staff, and instructor, assignments complete and on time, etc.
3. Indicate needed training and direction

Examples:

  - Absences: give clear direction with absentee policy, referral to mentor/counselor for problem-solving.
  - Return to practice in college lab with preceptor for skills or communications practice.
  - Increase productivity to organize care for two patients: for two days instructor will assist student in prioritizing care, next two days student must demonstrate independence in prioritizing and implementing care plan in timely manner.
  - Return to the practice lab to look over the care plan format and familiarize student with the paperwork expectations.
4. Indicate reasonable time frame for improvement

- Time frame is dependent on situation: immediately, one week, three weeks, etc.
  - Indicate feedback period: may be daily, weekly, etc. dependent on situation.
  - Indicate “review points” time frame and documentation: interim evaluation period.
  - If improves for the review point time period: establish extension period for continued performance, ex: end of semester, (can’t be forever!)
5. Establish positive and negative consequences
- Delineate consequences if student achieves outcomes: ie: passes course, continues in the program.
  - Delineate consequences if student does not achieve outcomes: i.e. Fails the course, removal from the program, etc.
  - Student has choice of “conscious decision-making” in resolving the problems.
6. Student input/acknowledgment
- Student signs and dates indicating agreement or disagreement.
  - Student writes comments of disagreement as to incident, observations, corrective action, time frame, consequences.
  - If student refuses to sign or make comments, document student refusal; and if possible, have a witness sign noting the refusal. The witness must be an employee (instructor/mentor) who maintains confidentiality.
7. Documentation of the PIP
- A copy of the Performance Improvement Plan is given to the student. The original is placed in the student file. A written notice of completion of the PIP is written by the Faculty and placed in student file. A copy is given to the student.
8. If students do not complete the described behavior or academic changes by the deadline on the PIP then student may be dismissed from nursing program.

## **PROBLEM SOLVING CONFERENCE**

On the following date \_\_\_\_\_, I \_\_\_\_\_ met with the student \_\_\_\_\_ to discuss an issue of concern.

1. Description of issues or incident needing improvement.

2. Impact on which program learning outcome(s).

3. Plan for improvement.

4. Improvement needs to be observed by (date) \_\_\_\_\_.

5. It is understood by the student and faculty member that in addition to this plan, the student must meet the course/clinical objectives of NRSG \_\_\_\_\_.

---

Student

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Faculty

1 copy – student  
1 copy –student file

## **Performance Improvement Plan (PIP) Notice**

### **Student:**

Directions: Complete the form using additional paper if necessary. Give a copy of the Performance Improvement Plan to the student. Place the original in the student's file.

1. Overview of the Incident(s) and Date (include Problem Solving Conference date):

2. Evaluation of how behavior impacts nursing program policies.

3. Performance improvement goals:

4. Needed training and direction

5. Time frame for improvement

6. Consequences

7. Student input/acknowledgment

I have read and understand this Performance Improvement Plan Notice.

I agree to the terms of this plan.       I disagree with this notice/plan.

Student Comments:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty/Staff Signature: \_\_\_\_\_ Date \_\_\_\_\_

## **Appendix B**

### **American Nurses Association** **Code for Nurses**

The American Nurses Association Code of Ethics for Nurses can be located online at the following web site-  
<http://nursingworld.org/>

### **Montana State Board of Nursing Statutes and Rules**

The Montana State Board of Nursing information can be located at the following web site. A hard copy of the Nursing Statutes, Rules, and Declaratory Rulings is also located in the Nursing Director's office for reference.

[www.nurse.mt.gov](http://www.nurse.mt.gov)

## **Appendix C**

### **Special Circumstance/Emergency Late Assignment Agreement**

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

I (student) \_\_\_\_\_ have permission from my instructor  
\_\_\_\_\_ to turn in the following assignment  
\_\_\_\_\_ late due to unavoidable circumstances. This  
assignment will be turned in on \_\_\_\_\_. If I am unable to complete this  
assignment by the agreed upon extended due date, this agreement will be reviewed by myself  
and my instructor. Late assignments may be subject to point(s) penalties.

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

**Instructor:** \_\_\_\_\_

**Date assignment turned in to instructor:** \_\_\_\_\_

## **Consents/Agreements**

**City College  
Nursing Program**

**CONFIDENTIALITY AGREEMENT**

Students in the City College Nursing Program will be working with patients and patient medical records in various types of healthcare facilities and in the classroom.

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

1. All information about a patient, written or verbal is strictly confidential. 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 patient information is a part of professional responsibility and integrity.

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

Further information is contained in the City College 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 City College Nursing student.

Date\_\_\_\_\_ Student\_\_\_\_\_

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

### **STUDENT RESPONSIBILITY STATEMENT**

I, \_\_\_\_\_ have read the City College PN-ASN Nursing Student Handbook containing general information and policies applicable to all nursing courses while I am enrolled in the City College Nursing Program.

These policies were reviewed with me. I agree to abide by these policies while enrolled in the nursing program.

---

Student Signature

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Date

I, \_\_\_\_\_ understand that the expenses for enrollment in the Nursing Program are higher than those for the general college student. While City College assists students in obtaining financial aid, I am fully responsible for payment of tuition, fees, related education obligations and living expenses. I am responsible for all medical bills including costs for injury that may occur while a student in a nursing program.

---

Student Signature

---

Date

This form will become part of the student's Nursing program permanent record.

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

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

- I understand that City College Health Programs (Nursing) involve the study and care of people throughout the life span and that these people may be well or ill. By participating in caregiving activities, I may be exposed to infectious diseases, such as Hepatitis B, Acquired Immunodeficiency Syndrome (AIDS), and other infectious and/or communicable diseases.
- I agree to participate in HBV/HIV education experiences as required by City College Health Programs and CDC and OSHA guidelines. I understand that testing, diagnosis, and treatment of any infectious and/or communicable disease, including those contracted while acting as a caregiver in my clinical experiences with City College, will be my financial responsibility. I understand that health insurance is required.
- I will receive Hepatitis B vaccine and /or demonstrate proof of immunity prior to beginning my clinical experience with direct client/patient care. Should I refuse to be immunized, I will sign a refusal to consent form.
- In the event I am exposed to blood while giving client care, I agree to follow the City College Accidental Exposure Policy protocol established by the institution (see the agency's Exposure Control Plan). I understand that this generally involves one year of blood testing and professional counseling for myself and/or significant others. I understand and acknowledge that there is no known cure for AIDS at this time. I will receive referral to community health resources for free blood testing to detect HIV upon request.
- 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 Nursing Program and used to provide counseling, health information, and referral.
- If I am uncomfortable with the idea of caring for patients with infectious and/or communicable diseases. I will discuss my concerns with nursing faculty at the City College. I understand that Rules 24.159.1005 (j) and 24.159.1205 (n) of the Statutes and Rules of the Montana State Board of Nursing states that “. . . as a member of the nursing profession, the registered nurse and practical 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.

I fully understand the learning opportunities, potential risks and safeguard options which are involved in my role as a health student at City College. I consent to follow policies and procedures as explained herein.

---

Student Signature

---

Date

This form will become part of the student's Nursing program permanent record.

## **INVASIVE PROCEDURE CONSENT**

The purpose of participating in the following procedures is to allow students the opportunity to practice the procedures on each other in an instructor-supervised simulated laboratory activity.

In order to participate, it is required that each student has received specific instructions and knowledge from City College nursing faculty. Participation in these procedures will afford the student the opportunity to gain confidence and some measure of proficiency before client contact.

The invasive procedures to be practiced are: finger stick, intramuscular, intradermal, subcutaneous injections and venipuncture.

Check one of the following:

I consent to carry out (give and receive) the above-stated procedures in the college laboratory. I understand the risks involved.

I do not wish to participate in this laboratory activity. I understand that failure to participate in these procedures will not affect my grade.

Signed\_\_\_\_\_

Date\_\_\_\_\_

This form will become part of the student's Nursing program permanent record.

## **CONSENT FORM FOR RELEASE OF INFORMATION**

In signing this document, I give my consent to the City College Nursing Program to use the results of my tests, journals, and any student work to be included in group data for educational research, grant and accreditation, and other publications. My name and any identifying information will not be used.

Signed: \_\_\_\_\_

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

In signing this document, I give my consent to the City College Nursing Program to send my name and photograph to clinical sites requesting this information.

Signed: \_\_\_\_\_

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

## **PHOTOGRAPHIC RELEASE FORM**

I hereby give permission to City College to use my photograph or video representation in any and all media for the purpose of information dissemination or publicity related to City College.

Signed: \_\_\_\_\_

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

This form will become part of the student's Nursing program permanent record.