Blackfeet Community College

School of Nursing

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2024/2025 BSN STUDENT HANDBOOK

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**Blackfeet Community College (BFCC) reserves the right to amend, alter, change, or modify the provisions of this handbook at any time and in any manner that the BFCC School of Nursing or administration deems is in the best interest of the College and its students.**

The Blackfeet Community College Nursing Program complies with the American with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, as well as state and local requirements regarding students with disabilities. Under these laws, no otherwise qualified and competitive individual with a disability shall be denied access to or participation in service, programs and activities of BFCC and the nursing program solely on the basis of the disability. Students with concerns regarding a disability must register with the Office of Disability Services and must provide all required evidence of documentation of disability.

Blackfeet Community College will not discriminate against any person in employment or exclude any person from participating in or receiving the benefits of any of its activities or programs on any basis prohibited by law, including race, color, age, national origin, religion, sex, disability, veterans’ status, or on the basis of sexual orientation, gender identity or expression.

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**INTRODUCTION**

Welcome to Blackfeet Community College School of Nursing. The school of nursing offers a Bachelor of Nursing (BSN) in science degree. The BSN graduate is prepared to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) and to meet the minimum competencies for beginning practice as a Registered Nurse. The graduate is prepared to pursue clinical excellence and to continue formal education for a graduate degree.

This handbook has been designed and published to serve as a reference for students enrolled in the Bachelor of Science in Nursing (BSN) Degree Program at Blackfeet Community College (BFCC). The purpose of the handbook is to provide answers to questions that may arise during your application and course of study. Please keep it available for frequent reference. Every effort is made to keep the information in this handbook updated and current. **Information may be subject to change without notice.**

*ALL* students are required to read this handbook and sign verification of having read the handbook. You will also find additional forms that require your signature in the attachments section. Forms include:

* Appendix A: Verification statement
* Appendix B: Student Success Plan
* Appendix C: HIPAA form
* Appendix D: Student latex risk assessment and allergy statement
* Appendix E: Blood borne pathogen policy
* Appendix F: Waiver and release of liability form
* Appendix G: Assumption of risk & consent to procedures form
* Appendix H: Photo release form
* Appendix I: Acknowledgement of exam and ATI guidelines

All required forms are to be signed and turned in to Melissa Gordon by due date.

In addition, please find these forms that may be required:

* Appendix J: BFCC incident report form
* Appendix K: Student exposure incident form
* Appendix L: ATI Content and RN Predictor Assessment Guidelines

In this handbook, you will find information about the nursing program, performance and progression requirements, expectations, and more. If at any time you need clarification or more information regarding anything in this handbook, please feel free to consult the faculty and/or staff in the nursing program.

Other references nursing students may find helpful include:

BFCC Student Handbook online at website:   
[https://bfcc.edu/wp-content/uploads/2018/09/BFCC-Student-Handbook-2018-20-final-copy.pdf](https://bfcc.edu/wp-content/uploads/2018/09/BCC-Student-Handbook-2018-20-final-copy.pdf)

BFCC Undergraduate Catalog online at: <https://bfcc.edu/>

Montana State Board of Nursing: <https://boards.bsd.dli.mt.gov/nursing/>

The Blackfeet Community College is located in Browning, MT on the Blackfeet Reservation. The area is a wonderful source of cultural and natural beauty. Browning is minutes from Glacier National Park and an abundance of areas to hike, swim, ski, snowshoe and many other activities designed to make the most of the beautiful scenery.

A picture containing tree, outdoor, bear, grass

Description automatically generatedA bald eagle perched on a tree branch

Description automatically generatedA grassy field with mountains in the background

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***BFCC School of Nursing***  
The nursing program, located in the Yellow Bird Woman building on the BFCC campus, was established in 2013 as a Practical Nurse (PN) program to prepare Native American students of the Blackfeet Reservation as well as students in the surrounding communities. The college graduated the first PN class in May of 2014. The PN program was discontinued in 2017.

A picture containing person, indoor, bed, blue

Description automatically generatedThe RN program was approved in May 2014 and graduated the first RN class May 2015. In 2021 the MT BON approved the BFCC Bachelor of Nursing program and graduated its first class in May 2023. 

**BLACKFEET COMMUNITY COLLEGE VISION, MISSION AND CORE THEMES**

*“Remember our Past…Build our Future.”*

***Vision***  
It is the vision of Blackfeet Community College to strengthen and enrich our community through quality education integrating the Nii-tsi-ta-pi world of knowledge.

In recognition of the fact that we all have values that are shaped and developed through our interactions with others, and that these values shape our thoughts and actions, Blackfeet Community College students, staff, and Board of Trustees adopt the following core values:

* **Tsi-ksi-ka-ta-pi-wa-tsin** –***Blackfeet Way of Knowing***: Blackfeet culture/spirituality in philosophy, thought, and action
* **Nin-na-wa-tsin** – ***Being a Leader***: Professionalism, integrity, and responsibility in human interaction
* **Ini-yimm** – ***Respect***: Respect for one’s self, all other people, all ideas and each thing in the natural world.
* **Ni-ta-pi-pa-ta-pi-tsin** – ***Living in a Good Way***: Honest in all thoughts and actions.
* Ii-yi-kah-kii-ma-tsin – ***Trying Hard***: Commitment, Dedication, Sincerity in the pursuit of all our goals.
* **Aoh-kan-otah-tomo** – ***Accepting Everyone***: Embracing the unique talents and contributions of each individual.
* **Ii-ta-mii-pa-ta-pi-yoip** – ***Happy Living***: Humor, laughter and enjoyment of life.

WE ARE COMMITTED to ensuring that all these values are incorporated into all that we do, fulfilling the Vision and Mission of Blackfeet Community College.

***Mission***The purpose of Blackfeet Community College is to provide the Blackfeet Nation and our “universal community” access to quality educational programs that prepare students for achievement in higher education, meaningful employment, basic skills instruction, and community education, while integrating the Blackfeet culture and language.

***Core Themes***

* **Access** – providing access to all members of the community’s service district who desire education and training enabling them to pursue life-long educational opportunities.
* **Achievement in higher education** – providing opportunity for students to earn academic degrees and supporting their transfer to upper division higher education institutions.
* **Meaningful employment** – providing opportunity for students to earn degrees and certificates that would qualify them to gain meaningful employment.
* **Basic skills** – providing students with programs and courses that will increase their likelihood of academic success.
* **Continuing education** – providing the community with courses and programs that enrich community life and support line-long education.
* **Integrating Blackfeet culture and language** – providing programs and courses that sustain the past and promote the vitality of the Blackfeet Nation’s future.

**BFCC SCHOOL OF NURSING**  
**Mission Statement, Philosophy, Defining Principles & Outcomes**

***Mission Statement***The mission of the Blackfeet Community College Nursing program is to provide Native American students and our “universal community” access to high quality nursing education. The primary aim of the program is to prepare entry-level registered nurses as providers of care across the health/illness continuum and as members of the profession. The nursing program will give individuals the necessary competencies, cultural and clinical practices required for safe, effective, and holistic nursing. The faculty promotes the growth and development of students into safe, caring, and professional nurses with accountability for actions based on theory, critical reasoning, evidence-based practice, and effective communication to meet the challenges of the continuing changes in the health care environment. Not only will the graduates of BFCC serve the Blackfeet Nation and communities across Montana, they will also be prepared to work in any healthcare setting across the country.

***Philosophy***   
The curriculum is based on the principles of Jean Watson’s theory, The Caring Science. Inherent in this curriculum model is a commitment to and a compassion for care of the whole person. Caring involves learning about and understanding human needs as well as the human responses in varying states of health. It also involves understanding and valuing human individuality and diversity. By extending a human presence, nurses promote human dignity, reinforce self-esteem, enhance spirituality, nurture strengths, and facilitate healing. The Watson theory also recognizes that both the person being cared for and the caregiver are affected by every interaction; therefore, it is imperative that nurses take care of themselves in order to effectively care for others. Caring concepts are included in the program’s conceptual framework, basic standards for safe nursing practice, educational outcomes, and teaching strategies.

The faculty believes that the generation and transmission of nursing knowledge is best accomplished through the teaching-learning process. This process is the responsibility of both faculty and student. The faculty and students create learning experiences that encompass self-care, colleague care, client/family care, and community care. Faculty function as nursing experts, facilitators of learning, and as nurturers to students. We promote the development of lifelong, self-directed learning that fosters leadership in education, practice, and service. Our efforts are directed toward achieving higher levels of education for all nurses and transforming healthcare for our Native population and community at large. At BFCC, the nursing curriculum supports the tenets of the National League of Nursing (NLN) competency statements (2010), the Montana administrative code for nursing, initiatives of the Quality and Safety to Educate Nursing (QSEN) institute, and the Institute of Medicine (IOM).

***Defining Principles***   
The BFCC nursing faculty identifies defining principles, integrates concepts that are foundational to nursing practice and nursing education. These principles form the organizing framework that guides the educational outcomes and organizing framework of the curriculum. The defining principles include the four major dimensions of nursing theory plus nursing education.

* Patient
* Environment
* Health
* Nursing
* Nursing Education

***Patient (Human Being)***   
Human being is a holistic being with bio-psycho-social, spiritual, and cultural dimensions with the capacity for growth, fulfillment, and change. Human being is defined as an individual, family, community, population, or society. The uniqueness of each person results from the interrelationships within these dimensions. People share common characteristics, processes, and basic needs. All people change and adapt as they move through the life cycle in continuous interaction with internal and external environments. Each human being is viewed as greater than and different from the sum of his/her parts. Human beings are to be cared for, nurtured, respected, understood, and assisted.

***Environment***   
A caring environment accepts a person as he or she is, and looks to what he or she may become. Environment is defined as all aspects of internal (physical, genetic, cultural, psychosocial, developmental, and spiritual) and external (economic, social, geographic, global, and health care access) surroundings, as well as the interactions of those influences. These multiple determinants of health and changing tensions in the environmental system stimulate adaptive and integrative responses of the client that influence health outcomes (Healthy People Objectives 2020, 2012). According to Watson, a caring attitude is transmitted by the culture of the profession as a unique way of coping with its environment. Graduates are prepared to meet the challenge of safe, caring, reflective, and professional nursing in diverse environments.

***Health***   
Health is a dynamic state of physical, emotional, physiological, mental, psychosocial, cultural, developmental, and spiritual well-being. Health status continually changes and is influenced by multiple interactions with the environment. Health is defined by the client values and beliefs. The clients’ sense of optimal health and measurable health indicators signifies a state of balance and achievement of positive health outcomes.

***Nursing***   
The practice of nursing is an art and science that involves a caring, authentic presence, and holistic support among diverse clients in a variety of healthcare settings. Watson defines nursing as “a human science of persons and human health-illness experiences that are mediated by professional, personal, scientific, aesthetic and ethical human transactions.” It is concerned with promoting health, preventing illness, caring for the sick and restoring health. Holistic health care is central to the practice of caring in nursing. Nurses working with clients that include Native Americans consider that “cultural skill involves the ability to collect relevant cultural data and perform culturally sensitive assessments and care.” (http://culturallycompetentnurse.info/culturalcompetency.html, Watson, 2012).

***Nursing Education***   
Integrating caring into the curriculum is especially important in today’s healthcare environment, where high patient acuity and technological advances threaten the sacredness of the nurse-patient relationship (Watson, 2009). The personal relationship applied to the client and nurse is also applied to the student-teacher interactions (Sawatzky, et. al., 2009). The study also suggests that the nurse educator with a strong caring ethic should serve as a role model for the student. In a clinical setting, students observe caring interactions and learn from experiencing faculty interactions with patients (Cook & Cullen, 2003). The teacher serves at the facilitator of learning rather than adopting an authoritarian position (Billings & Halstead, 2009). The relationship between the teacher and student is a partnership. Learning occurs primarily within the student and the teacher’s goal is to assist the student on the journey where learning can occur. The student serves as the agent of change, and the teacher supports the student in maximizing their potential. The relationship between student and teacher is more egalitarian and collaborative in nature.

The following integrating concepts also help to guide the educational outcomes of the BFCC Nursing program:

***Caring***   
Caring is the essence of nursing practice. A caring presence reflects the basic concern for human dignity and the recognition of the unique worth of each person. Caring takes place with every nursing interaction. Caring consists of caritive factors. Watson's 10 caritive factors are: forming humanistic-altruistic value systems, instilling faith-hope, cultivating a sensitivity to self and others, developing a helping-trust relationship, promoting an expression of feelings, using problem-solving for decision-making, promoting teaching-learning, promoting a supportive environment, assisting with gratification of human needs, and allowing for existential- phenomenological forces. “Caring was the most common theme identified by Native American nurses as the essence or core of their nursing practice...” (http://nursing.ucla.edu/workfiles/CAIIRE/Articles/essence%20of%20NA%20nursing.pdf).

***Professional Identity***   
Professional identity “involves the internalization of core values and perspectives recognized as integral to the art and science of nursing” (NLN, 2010) and represents the framework which shapes ethical standards of practice. It encompasses caring, respect for diversity, autonomy, truth, justice, and dignity. Upholding caring values in our daily practice supports nurse’s professional identity and helps transcend the nurse from a state where nursing is perceived as “just a job,” to that of a gratifying profession. Promoting and applying these caring values in our practice is not only essential to our own health, as nurses, but its significance is also fundamentally tributary to finding meaning in our work. Nurses also embrace other fundamental values such as accountability, reflective practice and commitment to life-long learning and promote the ideals of the nursing profession (Benner, et al., 2010).

***Nursing Judgment***   
Nursing judgment encompasses three processes: critical thinking, clinical judgment, and integration of evidence-based practice. Nurses employ these processes in decision making about clinical care, developing and applying research findings to the patient/community, and management of resource allocation (NLN, 2010). Critical Thinking involves questioning, “analysis, synthesis, interpretation, interference, inductive and deductive reasoning, intuition, application and creativity” to reach independent and interdependent decisions for planning and implementing nursing care (AACN, 1998, p. 37). The nurse and patient(s) enter a partnership to assess needs, identify health goals, plan care, implement interventions, and evaluate progression toward mutually identified health outcomes

***Quality and Safety***   
Nursing Practice is dedicated to minimizing the risk of harm to patients through quality and safe individual nursing performance, efficient use of resources to promote optimal health outcomes, and provision of leadership and accountability. The culture of safety is maintained by use of continual quality improvement methods (NLN, 2010 and QSEN, 2012).

***Communication***   
Communication is an interactive process that exchanges information among the nurse, patient (s), and the health care team. The communication process uses verbal, non-verbal, electronic, and other media strategies for the purpose of social and emotional support, assessment, problem-solving, negotiation and conflict resolution, patient and interprofessional education, and data-gathering and analysis to achieve health outcomes. Effective nursing communication is relationship-centered, respects the perspectives and culture of others, maintains confidentiality, employs a collaborative team approach, and reflects accountability for the outcomes of the communication process (NLN, 2010).

***Diversity and Cultural Competence***   
Valuing diversity involves recognition of the differences and similarities individuals, groups, and communities to promote the delivery of culturally safe and congruent care and support a healthy and effective workplace environment. By recognizing and valuing diversity, the nurse supports different values, beliefs, ways of thinking, being, interacting, learning, and lifestyle, self-care, and health care choices. (NLN, 2010).

***BSN Program Outcomes***At the completion of the BSN program, a graduate of the Blackfeet Community College will be able to:

1. Facilitate safe, holistic and effective patient/family centered care outcomes through use of evidence-based research and other science-based frameworks to promote and maintain health, prevent disease, and manage illness.
2. Demonstrate professional accountability and responsibility for nursing judgments and actions within an ethical and legal framework, utilizing the most current knowledge.
3. Demonstrate leadership in the provision and coordination of safe, cost effective and high-quality nursing care.
4. Advocate for patients, families, communities, and the nursing profession, applying values and utilizing an ethical framework, clinical reasoning, and cultural competence.
5. Utilize information and technology to communicate, manage knowledge, educate, mitigate error and support decision making.
6. Provide entry-level professional nursing care to clients across the lifespan in a variety of health care settings.
7. Promote a culture of caring to provide holistic, compassionate, culturally competent care.
8. Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.

***Student Learning Outcomes***

1. Within the context of the nursing process, synthesize and incorporate the knowledge, skills, behaviors, and attitudes learned from the liberal arts and sciences, and the nursing program to provide comprehensive assessment, planning and delivery of ethical, spiritually and culturally sensitive holistic care to clients and populations of all ages and in a variety of settings. (Essential I, VII, IX).
2. Collaborate and communicate effectively with clients and other healthcare professionals fostering open communication, mutual respect, and shared decision making and provide safe, high quality care to advocate for clients, families and communities across a variety of healthcare settings for optimal health outcomes. (Essential II, V, VI).
3. Apply leadership skills and knowledge of organizational systems to promote quality care and client safety for diverse populations in differing environments. (Essential II).
4. Locate, analyze, and incorporate evidence from credible sources in care planning, which promotes and restores health, and assists to relieve suffering at the end life. (Essential III)
5. Use information technologies and systems to enhance and facilitate delivery of safe, effective, quality client care. (Essential IV)
6. Demonstrate responsibility for consistent application of nursing standards and core values within ethical, legal, and regulatory parameters. (Essential VIII)
7. Assume responsibility for personal and professional behaviors including engaging in activities to ensure competency through life-long learning (Essential I, VII, VIII)

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**FACULTY AND BUILDING**

***Nursing Faculty***  
The nursing faculty, along with the Director are responsible for the quality of the nursing program and the graduates. Faculty make every effort to fulfill the mission, defining principles, and goals of the program to provide students with the knowledge and skills that are expected as professionals. Faculty work with the students to accommodate special situations provided the standards and outcome objectives of the program are not jeopardized.

The curriculum and related learning experiences are designed to provide students with a sound professional nursing base for general nursing practice. The more the students engage in the learning activities, the more the students will gain.

Faculty members are available to meet with students to discuss their goals and concerns. Office hours are posted, and appointments may be made at other mutually convenient times. Each course has a designated faculty of record; however, other faculty may assist in teaching those courses.

A picture containing wall, indoor, floor, building

Description automatically generated***Nursing Building***  
The nursing classes and simulated learning experiences are conducted in the Yellow Bird Woman Lodge. This building was built in 2019 to house the nursing and education departments.

The classrooms are located in 125 and 126 with the ability to combine the space.

The simulation lab in room 127 is equipped with state-of-the-art, high fidelity simulators and task trainers designed to simulate ‘real life’ clinical settings with actual patients.

There is also a conference room that can be utilized for study sessions and a small kitchen area with areas to make coffee, and store and heat food.

**STUDENT SERVICES AND ORGANIZATIONS**

***The Student Success Center***The Student success Center provides many services including:

* Compass Testing
* Accurate Course Placement
* Academic Advising
* Early Intervention System
* Tutoring Services

***Financial Aid***The financial aid department, located in the Beaver Painted Lodge can assist with applying for financial assistance.

Please see the Blackfeet Community College website for more information on student services and organizations. <https://bfcc.edu/>

In addition to the college student organizations there will soon be a student nurse organization.

***Faculty/Student Governance*** The FSGis comprised of students, nursing faculty/staff, and administrative personnel.  
FSG gatherings provide ways for the faculty and students to informally dialog regarding concerns, suggestions, questions in relation to the nursing programs, the curriculum, and other relevant issues. Meetings are scheduled at least twice a semester during the school year. The minutes of these meetings will be used to provide valuable data for program assessment, evaluation and development. Many times, a BFCC faculty member begins the meeting with an appropriate Native American theme or story and a blessing for the meal.

***Student Class Representative***At the beginning of each semester, a student from each class will be selected by their peers to serve as student representative for participation in policy and program input. Student issues will be placed on the agenda for monthly faculty meetings, and the student representative is expected to attend that meeting. This process serves as a standing agenda item for two-way communications with responsibilities for both faculty and students to follow. Individual student concerns should not be taken to the class representative but addressed in a separate setting by following the appropriate chain of command.

***GENERAL POLICIES***

***Criminal Background Check***Students are required to complete a criminal background check.

Students are required to notify the School of Nursing Director of any type of arrest, conviction or change in mental health status during their time in the nursing program. The seriousness of the infraction or condition will determine the actions the director will need to implement with respect to our clinical affiliation agreements. This is a requirement by our clinical partners. Failure to notify will be considered an Honor Code violation and may lead to dismissal from the program.

***Student Health Insurance***  
Blackfeet Community College requires all students to have health insurance. Documentation must be given to the clinical coordinator before the start of each fall semester.

***Immunizations***Students must stay current on immunizations and titers and must provide proof to the clinical coordinator. Failure to meet immunization requirements will exclude students from clinical experiences. Students are also required to meet certain health related requirements, including drug screening.

***Drug Screening***  
All incoming students to the BFCC School of Nursing are required to have a clean drug screen, consistent with the requirements of our education partners. For cause drug screening may be requested throughout the program. Drug screen results must be provided to the clinical coordinator.

***Basic Life Support for Health Care Professionals***  
It is required that nursing students attain Basic Life Support certification for healthcare providers. It is suggested that this training is completed during the months of July or August immediately preceding the first semester of nursing school. CPR card must be provided to the clinical coordinator prior to starting clinical.

***Technology Requirements***  
Students are required to have a laptop that meets posted specifications for course and administrative activities and test taking.

**REQUIREMENTS FOR ADMISSION**

Upon successful completion of the pre-requisite courses, students may submit an application to enter the Nursing Program. Classes may be “in progress”. Pre-requisite courses must have been successfully completed no longer than 10 years for general education and 5 years for math and science courses prior to entering the Nursing program. Students transferring in from another program may have up to 60 credits considered for admission. A grade of “B” or higher is required within two attempts for math and science prerequisite courses. If the “B” requirement is not met within two attempts, the student must meet with the Nursing Program Director prior to applying.

Admission requirements also include a TEAS general knowledge exam and reach a benchmark of 65. Students may retake the exam one time to meet benchmark. Applicants scoring below 65, will not be considered for admission into the BFCC Nursing Program.

Students who are currently utilizing a health-related degree may have their courses considered on a case-by-case basis for the application process.

**ACADEMIC PROGRESSION**

The nursing program is full-time and must be completed in three years from time of first admission into the nursing program. Students enrolled in the nursing program are required to maintain a grade of at least a “B” (3.00 GPA) in all courses in the nursing curriculum.

Nursing courses are offered in a lock-step sequence and students must be enrolled in all scheduled nursing courses each semester. Each course will be offered only once each academic year; therefore, progress in the program will be delayed if the student fails one course. A student may repeat one nursing course one time. Following a second nursing course failure or a second withdrawing from nursing courses, a student will be dismissed from the nursing program, but not Blackfeet Community College.

A student who is out-of-sequence (whether due to illness, course failure, or other reasons) cannot be assured of a space in subsequent courses, although every effort will be made to accommodate the student. Following a first course failure, a student must submit a student success plan to the Admission, Progression, and Graduation (APG) Committee if he/she wishes to continue in the nursing program. The student success plan will provide details as to changes the student plans to make for successful continuation in the program and specifically address behaviors that led to the course failure. The APG Committee may ask for further clarification from the student, and the response must be submitted according to the period indicated by the Committee.

***Graduation***  
To graduate with a Bachelor of Science in Nursing Degree, a student must successfully complete all nursing courses with a “B” or better in addition to completing all prerequisite courses. Graduating students must have attained a 3.0 or higher in the Nursing major.

***Remediation***  
The nursing program provides a variety of remediation opportunities for students. Students having academic difficulty will contact the faculty member and/or the student mentor as well as the Director to plan and arrange for remediation. The earlier the need for remediation is identified, the more effective the remediation may be. Remediation cannot guarantee success for the student, but the faculty and staff will take all reasonable measures to help the student manage their challenges and progress in the nursing program.

***Grading Policy***  
The nursing faculty has determined a grading scale for all nursing courses in keeping with the minimum passing criteria of the credentialing organization. The evaluation scale is as follows:

90 – 100 - A

80 – 89 - B

75 – 79 - C

70 – 74 - D

69 and below - F

Nursing students must maintain an 80% exam average to be successful in the class.

Courses that include labs or clinical are considered “paired” courses with the didactic portion and both must be successfully completed to proceed.

***Rounding Policy***   
Final grade averages less than 0.5 points below the minimum for a letter grade will be rounded up to the next letter grade. For example, a 79.5 would round up to 80.0, but a 79.49 would not be rounded.

***Exams and Competency Validation***Each course will have required activities or assignments and examinations to validate learning and competency. An overall earned course average of 80% is required of all students in order to pass all nursing courses. In order to pass nursing courses with a clinical practicum component, the student must achieve an 80% average on exams defined by the course faculty and listed on the course syllabus. The exams may include quizzes, unit exams, standardized exams, and a comprehensive final. Papers and projects will not be used to calculate the exam score average but do count for the final grade in the course.

In addition to the course exams, students will be required to take a series of nationally standardized comprehensive assessment exams to guide the faculty and student on the student’s readiness to pass the National Council Licensure Examination for Registered Nurses, (NCLEX- RN®). These exams are assigned to a course each semester. The results of the exams will identify areas of strength and weakness for each student and allow for additional preparation on content, as needed. Faculty may provide additional learning experiences for students based on need. These exam grades are factored into the course grade.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PROGRAM OF STUDY AND NURSING COURSES**  Bachelor of Science in Nursing | | | | | |
| **Year 1** | | | | | |
| **Fall Semester** | | | **Spring Semester** | | |
| **Course #** | **Course Name** | **Credits** | **Course #** | **Course Name** | **Credits** |
| AHMS 144 | Medical Terminology | 3 | PSYX 230 | Developmental Psychology | 3 |
| CSCI 105 | Introduction to Computer Science | 3 | COMX 111 | Public Speaking | 3 |
| TCC 101 | First Year Seminar | 1 | M 121 | College Algebra | 3 |
| WRIT 101 | College Writing | 3 | SOCI 101 | Introduction to Sociology | 3 |
| PSYX 100 | Introduction to Psychology | 3 | NASX 141 | History & Foundations of Piikani Language | 3 |
|  |  |  | PSYX 230 | Developmental Psychology | 3 |
|  | TOTAL | 13 |  | TOTAL | 17 |
| **YEAR 2** | | | | | |
| **Fall Semester** | | | **Spring Semester** | | |
| **Course #** | **Course Name** | **Credits** | **Course #** | **Course Name** | **Credits** |
| BIOH 201/202 | Human Anatomy and Physiology I w/Lab | 4 | BIOH 211/212 | Human Anatomy and Physiology II w/Lab | 4 |
| CHMY 141/142 | College Chemistry w/Lab | 4 | BIOM 250/251 | Microbiology for Health Science w/Lab | 4 |
| WRIT 201 | Advanced College Writing | 3 | STAT 216 | Introduction to Statistics | 4 |
| PKNI 129 | History of the Piikani | 3 | BIOH 256 | Principles of Pathophysiology | 3 |
| NASX 110 | Indigenous Humanities | 3 | BIOH 211/212 | Human Anatomy and Physiology II w/Lab | 4 |
| **TOTAL** | | **15** | **TOTAL** | | **15** |
| **APPLY TO NURSING PROGRAM** | | | | | |
| **YEAR 3** | | | | | |
| **Fall Semester** | | | **Spring Semester** | | |
| **Course #** | **Course Name** | **Credits** | **Course #** | **Course Name** | **Credits** |
| NRSG 319 | Foundations of Nursing (Nursing theory & Writing) | 2 | NRSG 310/311 | Medical Surgical Nursing I – Nursing Care Across the Lifespan & Lab/Clinical | 4/2 |
| NRSG 332/333 | Holistic Health Assessment & Lab | 2/2 | NRSG 349/350 | Maternal Newborn & Clinical | 2/2 |
| NRSG 334/335 | Pharmacology & Lab | 3/1 | NRSG 317 | Health Systems and Vulnerable Population | 1 |
| NRSG 306/307 | Essentials of Nursing Care & Lab | 2/1 | NRSG 329/330 | Mental Health Nursing & Clinical | 3/2 |
| **TOTAL** | | **13** | **TOTAL** | | **16** |
| **YEAR 4** | | | | | |
| **Fall Semester** | | | **Spring Semester** | | |
| **Course #** | **Course Name** | **Credits** | **Course #** | **Course Name** | **Credits** |
| NRSG 431/432 | Medical Surgical II – Complex Care & Clinical | 4/2 | NRSG 441/442 | Medical Surgical Nursing III – Acute care of the Adult with clinical | 3/2 |
| NRSG 405/406 | Pediatric Nursing & Clinical | 2/2 | NRSG 451/452 | Leadership & Management with clinical | 2/2 |
| NRSG 416 | Research and Ethics in Nursing | 3 | NRSG 453 | Professional Growth and Empowerment | 3 |
| NRSG 417 | Population Health Nursing | 3 | NRSG 449 | Policy, Ethics and Advocacy in Professional Nursing Practice | 3 |
|  | **TOTAL** | **16** |  | **TOTAL** | **15** |
|  | **Updated 6/23/2023 RG** |  |  |  |  |

In addition to the college tuition and fees, there is an additional nursing fee lab fee of $350.00 per semester along with additional fees related to hybrid courses.

NRSG 319  
**Foundations of Nursing (Nursing Theory & Writing)**This course explores the history of nursing in the context of the evolving healthcare system. Laws, regulations, and ethical guidelines impacting nursing licensure and professional practice will be examined. The delivery of patient and family-centered, evidence-based, and safe quality care will be explored.  
2 credits

NRSG 332/333  
**Holistic Health Assessment & Lab**  
Conducting health histories and physical assessments of well individuals and developing nursing care plans that include patient age-specific health promotion, illness prevention, and risk factors will be emphasized. Assessments will encompass cultural domains, diversity, belief systems, and the implications for traditional as well as complementary and alternative healthcare. The lab portion of the course uses clinical experiences to apply the nursing process in providing safe, effective, and quality care to patients and families across the life span. Clinical reasoning and judgement will be used to provide ethical, holistic and patient-centered nursing care, promote health, prevent disease, and manage illness.  
3/1 credits

NRSG 334/335  
**Pharmacology & Lab**  
Introduction and overview of pathology, clinical pharmacology and pharmacotherapeutics, including how major drugs are used therapeutically for age-specific clients. Other topics to be covered include drug laws and regulations, patient and nurse safety. The lab portion of the course uses clinical experiences to apply the nursing process in providing safe, effective, and quality care to patients and families across the life span. Clinical reasoning and judgement will be used to provide ethical, holistic and patient-centered nursing care, promote health, prevent disease, and manage illness.  
 3/1 credits

NRSG 306/307  
**Essentials of Nursing Care**  
This foundation course focuses on basic concepts related to essential nursing care of patients across the life span. Integration of knowledge of family systems, evidence-based practice, clinical reasoning, and the nursing process to provide safe, effective, patient-centered care will occur. An introduction to the concepts of pain, neurosensory deficits, mobility, oxygenation, communication, fluid & electrolytes, growth and development principles, prioritization of care. The significance of community nursing will be introduced. This course requires the use of nursing process and clinical reasoning principles to provide safe, effective, patient-centered care. Evidence-based practices will be used when performing essential nursing skills and procedures to care for patients experiencing acute and chronic alterations in health status.  
2/1 credits  
NRSG 310/311  
**Medical Surgical Nursing I -Care Across the Lifespan & Clinical**  
This course focuses on the use of clinical reasoning and judgement to provide collaborative care to patients across the life span experiencing chronic and scute alterations in health status. Content is presented based on evidence-based practice and the prevalent health needs of patients.  
The clinical portion of the course uses clinical experiences to apply the nursing process in providing safe, effective, and quality care to patients and families across the life span. Clinical reasoning and judgement will be used to provide ethical, holistic, and patient-centered nursing care, promote health, prevent disease, and manage illness.  
4/2 credits

NRSG 349/350  
**Maternal Newborn & Clinical**This course applies the nursing process and evidence-based practice to the care of maternal and newborn patients in a variety of healthcare settings. The course emphasizes the use of the nursing process to provide care to individuals and families that is developmentally and culturally focused, including a community needs assessment.  
The clinical portion of the course is the companion to Maternal Newborn didactic. Concepts, knowledge and skills taught in the didactic portion will be applied to both simulation/lab and clinical settings. Evidence-based, developmentally and culturally appropriate nursing care in a variety of patient-care setting will be emphasized.  
4/2 credits

NRSG 317  
**Health Systems & Vulnerable Populations**  
This course will be an introduction to vulnerable populations and issues surrounding healthcare. 1 credit

NRSG 329/330  
**Mental Health Nursing & Clinical**  
This course applies theories, concepts, knowledge, and skills for the comprehensive nursing care of those coping with mental health issues. Building on a liberal education, this course integrates theories of mental illness, psychopathology, and current research findings as they relate to the presentation of symptoms and holistic management of care. The clinical portion utilizes clinical experiences to promote application of the nursing process in providing quality care to those experiencing mental health issues across the life span. Competency in using evidence-based practices to promote health, prevent disease, and manage illness will be developed.  
3/2 credits

NRSG 431/432  
**Medical Surgical Nursing II – Complex Care & Clinical**  
This course explores traditional and contemporary nursing concepts related to complex health alterations, compensations, and environments across the life span. Therapeutic communication, education, and collaborative interventions with diverse individuals and groups are emphasized including the use of complementary and alternative modalities to meet the needs of patients. Students will continue to build on their community assessment. The clinical portion focuses on providing care to patients with complex health alterations and life situations. Nursing care to patients in a variety of settings will be provided using the concepts of therapeutic communication and collaborative interventions with a focus on the complexity of the patient’s or family’s needs. Students will conduct a community needs assessment during course.  
4/2 credits

NRSG 405/406  
**Pediatric Nursing & Clinical**  
This course applies the nursing process and evidence-based practice to the care of pediatric patients in acute, outpatient and non-acute care settings. The course emphasizes the use of the nursing process to provide care to individuals and families that is developmentally and culturally appropriate.  
The clinical portion of the course is the companion to Pediatric nursing didactic portion. Concepts, knowledge and skills taught in the didactic portion will be applied to both simulation/lab and clinical settings. Evidence-based, developmentally and culturally appropriate nursing care will be applied in the simulation/lab and clinical settings. Community needs will also be assessed for the pediatric client.  
2/2 credits

NRSG 416  
**Research and Ethics in Nursing**   
Introduction to critical appraisal of qualitative and quantitative research, and application of research and evidence-based processes used to improve decision-making and patient care outcomes across health settings. Integration of theory, information systems, clinical judgment, interprofessional perspectives and analysis of ethical conduct provide a foundation for learning the research process.   
3 credits

NRSG 417  
**Population Health Nursing**  
Access and barriers to healthcare, past and current healthcare policy, and the professional nurse's role in policy and delivery of healthcare, will be emphasized. Qualitative and quantitative research in relation to healthcare systems, evidence-based nursing practice, and ethical topics will be discussed.  
 3 credits

NRSG 441/442  
**Medical Surgical Nursing III-Acute Care of the Adult with lab and clinical**   
This course focuses on the use of evidence-based practice and clinical reasoning and judgment to provide collaborative care to adult patients experiencing acute, rapidly changing, life-threatening alterations in health status. Students will also build on their community needs assessment from the previous semester and develop interventions. The clinical portion requires students to use evidence-based and collaborative practice principles in providing safe, effective, and quality care to adult patients experiencing acute, rapidly changing, life-threatening alterations in health status. Clinical reasoning and judgment will be used to provide ethical, holistic, patient-centered nursing care, manage illness, and promote health.  
3/2 credits

NRSG 451/452  
**Leadership and Management & Clinical**  
Students discuss leadership and management theories related to organizational nursing roles, including competencies required for complex change, performance improvement, and transformational leadership. Organizational contexts, structure, processes, and culture,  
in leading and directing patient centered care are examined, along with relationships between governance structures, practice environments, and positive patient outcomes. Leadership and management skills in a variety of nursing care situations will be applied. Nursing unit leadership and staff assignments based on assessment of client needs, resources, priorities, and competencies of staff will be covered. Assessment and evaluation of the provision of evidence-based nursing care will be performed.  
2/2 credits

NRSG 453  
**Professional Growth and Empowerment**This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to lifelong learning will be discussed. NCLEX prep will be during this course.  
3 credits  
   
NRSG 449  
**Policy, Ethics, and Advocacy in Professional Nursing Practice**  
This course explores the baccalaureate prepared nurse’s role informing the public policy process. Nursing jurisprudence, principles of nursing ethics, patient safety advocacy, standards and scope of nursing practice, professional boundaries, nursing peer review, and whistleblower protections are emphasized to prepare students to influence the U.S. HealthCare System and society.   
3 credits

**CLASSROOM CONDUCT**

***Attendance***  
It is the expectation of the BFCC School of Nursing that students will attend allclasses, clinicals and labs at all times. There is no makeup for missed clinical or simulation lab. Attendance is required for participation points.

***Dress Code***  
BFCCs School of Nursing is a professional school and we often have members of the public visiting our facility; therefore, we request students dress in a professional manner at all times.

Students are representing BFCC’s School of Nursing and the nursing profession. As such, they are expected to maintain an appropriate level of professionalism at all times.

There is a very specific BFCC School of Nursing uniform policy for clinical and lab settings.

***Classroom Behavior***  
Students are expected to behave in a manner commensurate with their status as mature, intelligent and professional students. Students are expected to participate and not perform extraneous activities during class, clinical or lab time. For example, use of cell phone/text messaging and the Internet for non-class activities including social media are considered inappropriate classroom behaviors.

***Enforcement of Rules***  
Students are expected to comply with the stated rules of conduct and professional behavior of the BFCC’s School of Nursing. Due to the unique responsibilities for patient care in nursing services, each faculty member evaluates the professional behavior of students in classrooms, simulation labs and clinical settings.

If a student violates the code of professional conduct, disciplinary action will be applied. The severity of this action will be based on the infraction and could include dismissal from class, clinical setting, simulation labs and/or from the nursing program.

***Testing Rules and Policies***

Make-up exams are at the discretion of the faculty.

***ATI Comprehensive Program Student Guidelines***The School of Nursing has partnered with Assessment Technology Institute (ATI) learning systems to assist the student in preparing for the NCLEX-RN® exam. ATI’s learning systems are designed to teach the way individuals learn. ATI offers the student various learning tools as well as proctored and non-proctored tests that the student will be required to take during the nursing program. Information regarding specific proctored tests will be available in the syllabi for the courses these tests are offered.

* ATI information and orientation resources are accessible from the students’ home page. Faculty strongly recommend that students navigate through the orientation materials at the beginning of each semester.
* Students are responsible for ensuring that they have a working laptop that is compatible with the required ATI software and meets the School of Nursing requirements.
* It is the responsibility of each student to attain/maintain the required ATI security passwords and to attain/maintain access to the ATI website by the second week of each semester.
* ATI log-in access codes and security questions are not to be shared with other students/faculty. Sharing of codes and questions is an Honor Code violation.
* If a student changes their name while enrolled in the nursing program, it is the student’s responsibility to change their name with ATI.
* During the final semester in the program, after completion of all ATI Proctored Assessments, students are required to electronically print (PDF) a copy of their completed ATI Transcript. This electronic transcript will be added to the student’s School of Nursing File. The ATI faculty coordinator will be responsible for collecting the student’s ATI transcripts.

***Students with approved testing accommodations***  
The ATI Assessments are national normed assessments; students are provided one minute per question to respond to each question. Students with approved accommodations for academic assessments, may seek accommodations for ATI proctored assessments. However, the student must notify the course faculty at the beginning of the semester in which the accommodations are requested. This notification must include the written approval from the Office of Disability.

ATI Content Mastery, Comprehensive RN Predictor Assessment Guidelines can be found in Attachment L.

ATI NCLEX Review Course

1. All students graduating from the School of Nursing are required to attend the 3-day ATI NCLEX review course This course is included as part of the ATI fee.
2. The ATI review course is given after finals and before graduation. The date will be announced during the fall semester of the senior year.
3. The institutional benchmark for the comprehensive predictor is 74.7% which gives a 95% predicted probability of passing the NCELX-RN®.
4. Students have 2 attempts to pass the NCLEX predictor test.
5. Both practice and proctored ATI tests are required in the final semester. Students must attend the 3-day ATI NCLEX® session provided at the end of the semester. If a student misses any portion of the 3-day review, they will receive a grade of “Incomplete” in NRSG 453 until the student meets with the Director of the School of Nursing and submits an acceptable focused review plan.

**CLINICAL SETTINGS AND SIMULATION LABORATORY**

***Admission Requirement Forms***

1. Health physical form is completed and signed by a healthcare provider
2. Immunizations and PPD testing is completed by a healthcare provider
3. Current Basic Life Support (BLS) for Healthcare Providers
4. Valid social security number or student visa
5. Documentation of health insurance for each semester attending nursing school
6. Cleared criminal background check
7. Cleared drug screen
8. Required forms are completed and provided to the clinical coordinator

***Clinical Setting***  
Clinical experiences will be in various facilities including, but not limited to, the BFCC’s School of Nursing building (simulation labs), hospitals, nursing homes, outpatient clinics, day care centers, schools, community settings and residential facilities.

Some clinical rotations maybe out of area and require an overnight stay. Students may be responsible for transportation and lodging costs.

***General Policies for Clinical Rotations***  
The following is a list of general policies regarding clinical rotations. The faculty will provide specific assignments and responsibilities.

1. Clinical placements are made at the discretion of the faculty. Assignments are made based on the learning value of a site, the student's previous assignments and experiences.
2. Clinical hours are not limited to Monday through Friday, 8am to 5pm; thus, students must make appropriate arrangements to allow for completion of their clinical assignments which may fall on evening, night or weekend hours.
3. Students are not to leave the clinical setting without permission from their clinical instructor.
4. The clinical assignments are made in various regional hospitals and healthcare facilities. The rotations may involve travel. Transportation and lodging may be the responsibility of the student.
5. Students are to abide by the rules and regulations of each clinical facility. Use of cell phones or tablets are for official clinical purposes only. Personal calls while at the clinical site should only be made when necessary and away from the clinical area.
6. It is not appropriate for student nurses to discuss other nurses, students or faculty with staff members at the facility. Concerns are to be shared with the faculty member and Director of the nursing program.
7. Students are required to complete the BFCC’s School of Nursing evaluation forms for each course, simulation lab, and clinical experience.
8. Pregnant students must provide documentation to their clinical instructor and the School of Nursing Admissions Office from their healthcare provider indicating any physical limitations that would prevent them from complying with the readiness for work guidelines from our clinical partners.
9. Students with an injury or illness must provide documentation to their clinical instructor and from their healthcare provider indicating any physical limitations that would prevent them from complying with the readiness for work guidelines from our clinical partners. Physical limitations may delay or prevent completion of the nursing program requirements.

***Personal Appearance***  
Students represent not only Blackfeet Community College and the School of Nursing, but also the nursing profession. In the clinical setting, nursing students are required to be well groomed and dressed to reflect a professional image. Student identification must be visible at all times. Student appearance must also be in compliance with clinical site dress code. The clinical faculty reserves the right to dismiss a student from a clinical site based on unprofessional or inappropriate dress or behavior. The following are minimal expectations of the personal appearance of a BFCC’s School of Nursing student.

1. Hair: must be clean and pulled back from the face so as not to fall forward while giving patient care. Plain black headbands may be worn. No other decorative hair accessories are allowed. Beards or moustaches for men will be neatly trimmed.
2. Make-up: should be minimal and appropriate so as to reflect a professional image.
3. Nails: need to be smooth, fingertip or shorter length and clean. Artificial nails are not allowed in patient care areas or simulation labs, as they are an infection control risk. Nail polish or gel must be neat and not chipped.
4. Jewelry: should be minimal – no more than one ring band per hand, one set of post earrings to the lobes of ears, no hoops or dangling earrings. Other piercings should be short, close to the skin to prevent traumatic removal (i.e. no large hoops through nose). Gauged ears are strongly discouraged due to the potential for trauma to ears.
5. Personal cleanliness: the student will maintain a level of personal hygiene that keeps the student free of offensive odors such as body or mouth odor and smell of tobacco smoke. Perfumes and colognes are not allowed as patients/residents can be allergic to such smells.
6. Keep in mind facilities may have differing views and dress codes and we will adhere to that facilities dress codes if requested. (i.e. covering of tattoos or removal of piercings).

***Simulation Lab and Clinical Attire***

1. BFCC Nursing ID badge (provided by the nursing program)
2. Uniforms must consist of BFCC scrub top with BFCC logo above left pocket and matching scrub bottoms. Uniforms can be found at the BFCC bookstore. Two tops are provided by the nursing program.
3. Shoes must be closed toed and nothing with holes (i.e. crocs). Tennis shoes with mesh tops are not recommended and may be banned at some facilities.
4. Appropriate undergarments should be worn under clinical uniform or clinical attire (i.e. full coverage and not visible).
5. Approved outerwear may be worn to and from clinical sites and the simulation lab. Students cannot wear outerwear in direct patient care areas, real and simulated. (no hoodies). Appropriate color scrub jacket may be worn during patient care provided the school logo is visible.
6. Any exceptions may occur on a course-by-course basis and will be addressed in the course syllabus.

***Professional Attire for Settings not Requiring Scrubs***

1. BFCC Nursing ID badge.
2. Professional attire (no denim apparel, jogging suits, sweatpants, sweatshirts, shorts, miniskirts, tank tops, low cut tops or low-slung pants). Leggings/tights/skinny pants must be worn with a long tunic shirt or dress.
3. Appropriate undergarments (i.e., full coverage and not visible).
4. Shoes should be closed toed with a low, closed heel.
5. Any exceptions may occur on a course-by-course basis and will be addressed in the course syllabus.

***Clinical Evaluation***  
Formative evaluation is an ongoing process, which provides data that is used to develop a more complete evaluation of the student’s performance in the course. Formative evaluation (ongoing) is done at intervals specified by the faculty. Student success plans will be utilized to supplement evaluation when necessary to guide the student to meet the course requirements.

Formative evaluation will be completed during mid-term by the clinical instructor. Students will also complete a self-evaluation at midterm and upon the completion of the course. This will include a rating of individual objectives and a narrative summary report.

Summative evaluation (final): The summative evaluation is the composite of the clinical behaviors for the course scheduled at the completion of the clinical experience. Successful completion of the course is dependent upon the summative evaluation.

***Critical Incidents***  
While working at any clinical site, students must immediately report any critical incident (injury, fall, medication error, etc.) in which they are involved. The incident must be reported to the clinical faculty. See attachments for appropriate documentation. Students must follow the facility’s policies regarding Occupational Safety and Health Administration (OSHA).

If a student experiences a sharps injury, or exposure to blood or body products, the Centers for Disease Control (CDC) protocols of the clinical facility will be followed, and an incident report must be completed by the faculty and submitted to the director. Note: It is recommended that the student be seen within two (2) hours of the injury. See necessary attachments. Students are responsible for any expenses incurred.

Upon receipt of any official document notifying them of inclusion in a lawsuit, the student must furnish a copy to the Director of the Nursing Program who will in turn furnish a copy to the President's office immediately.

The President’s office will notify the university attorney and the insurance carrier and furnish copies of all documents to the insurance carrier as soon as possible.

Copies of all correspondence will be maintained in the President's office.

NOTE: Any copies of accounts related to the incident, such as written statements that are prepared by the student, faculty, and agency staff will be furnished to the student liability carrier. All of these documents are subject to "discovery" by the injured party's attorney. "Discovery" means that they are entitled to copies of all these documents; therefore, it is important not to include anything other than facts.

**CONFIDENTIALITY AND PRIVACY**

***Privacy***  
Anyone who has access to private and personally identifiable information concerning Montana State employees, faculty, students, clients, affiliates or others who have access to any information made confidential by Montana State policies or law (including but not limited to the Family Education Rights and Privacy Act of 1974 (FERPA), the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Gramm-Leach-Bliley Act of 1999 will take reasonable and necessary steps to maintain the privacy of such information. Private and personally identifiable information includes but is not limited to social security numbers, driver’s license numbers, unpublished home addresses or telephone numbers, personal account numbers, computer passwords and accounts, financial information, collection of credit card information for services, and protected health information (patient records and information).

***Confidentiality***  
Confidentiality measures relate to the patient as well as other information that the student may access in the clinical area such as facility related information. Such information must be de- identified for use in the classroom, laboratory, and clinical rotations. The Health Insurance Portability & Accountability Act (HIPAA) training is required prior to clinical assignments and facility guidelines will be followed at all times. All patient information must remain confidential at all times.

Students must not disclose information to unauthorized individuals including but not limited to facility personnel, family, or friends. In classroom discussions, information will be discussed in a "de-identified, de-personalized" manner unless otherwise consented to.

Students may not print, photocopy or electronically replicate by any means or remove any part of the medical record for any purpose.

Students should not access records of patients to whom they are not assigned.

Students cannot access their own medical records or those of family or acquaintances while at the clinical sites. There are proper procedures one must follow to access one's own medical information.

The primary purpose of a medical record is to document the course of the patient’s healthcare and to provide a medium of communication among healthcare professionals for current and future patient care. In order to fulfill these purposes, significant amounts of data must be revealed and recorded. The patient must be assured that the information shared with healthcare professionals will remain confidential; otherwise, the patient may withhold critical information that could affect the quality of care provided.

As students in the nursing program, you will have access to medical information and data at the clinical sites. It is imperative that the confidentiality of this information be honored. For this reason, all students who enter the program will be required to read and sign a copy of the Confidentiality Agreement. This signed form is to be provided to the clinical coordinator.

***Student Files***  
All students in the nursing program will have a file that is maintained by the administrative assistant. This secured file includes the BFCC’s School of Nursing application, supporting documents, and completed degree outlines and clinical evaluations.

The BFCC’s School of Nursing Academic Advisor updates the student’s degree plan.

Students may request access to their student files. Prior to review, a request must be made in writing to the Director of the Program. Upon approval, the Director or appointed designee must be present while the files are being reviewed. Student files may NOT be removed from the BFCC’s School of Nursing office. No information is to be added or deleted from the file without permission from the Director of the Program.

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords certain rights to students concerning their educational records.

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Anyone with knowledge or suspicion of a violation shall report the incident promptly to his or her immediate supervisor or faculty or the Director of the Program. Information acquired in the investigation of any known or suspected violation shall be confidential unless disclosure is authorized or required by law. Violation of privacy and confidentiality laws and policies may subject the violator to disciplinary or criminal action.

**ETHICS AND PROFESSIONAL CONDUCT**

American Nurses Association Code of Ethics  
Nursing students are expected to be familiar with and perform consistently with the Code of Ethics for Nurses.

https://www.nursingworld.org/coe-view-only

ANA Nursing Ethics is part of The Center for Ethics and Human Rights, which maintains the ANA Nursing Code of Ethics

***Professional Conduct***  
Inherent in the profession of nursing are values that are demonstrated through professional conduct. Examples of professional values include demonstrating a commitment to nursing; demonstrating cooperation and collaboration; placing the patient’s welfare first; exhibiting personal as well as intellectual responsibility and adhering to the nursing program and clinical facility policies. These are areas by which the student is evaluated in the area of professional conduct.

In keeping with the philosophy of BFCC, a student is expected to exhibit professional behavior when performing nursing activities or representing the nursing program in any capacity.

When in the clinical area or any clinical experience, the student should be identified as a BFCC nursing student by proper uniform, and/or identification as listed in the section on Personal Appearance. The student is expected to exhibit a professional manner, which includes but is not limited to having a neat, clean appearance and utilizing appropriate language and behavior.

The student will notify the clinical faculty or preceptor appropriately when she/he is tardy, absent, or for any reason unable to complete nursing responsibilities, will be absent from the clinical setting, or must leave the clinical area prior to the end of clinical time.

The student is expected to deliver care in a nondiscriminatory and nonjudgmental manner that is sensitive to patient diversity. When providing care, the student places the patient’s welfare first by: being accessible and prompt in answering the patient’s requests; establishing a priority of activities which reflects the patient’s needs; and being responsible and reliable when needs are identified by the patient, staff or clinical instructor. The student delivers care in a manner that preserves and protects patient autonomy, dignity, rights and confidentiality.

The student interacts professionally, both written and verbally, with faculty, staff, patients, and peers when giving and receiving information. When a question or unclear situation occurs, the student follows the appropriate channels of communication and authority for clarification (faculty, course coordinator, Director, Vice President). The student’s written work/charting is accurate, has a professional appearance, and is completed according to standards of the clinical site and BFCC. Cellular phones and other electronic media devices are to be used in emergency situations and according to clinical site policies as well as at the discretion of the faculty.

The student is a cooperative team member who considers the needs of the entire group when working together, giving and receiving assignments, and accepting the roles and responsibilities of others in the group. The student accepts and acts upon constructive criticism.

The student exhibits intellectual and personal responsibility by readily acknowledging mistakes and/or oversights and takes action to correct the situation. The student is honest and truthful when interacting with patients, peers, faculty and staff, and in completing written work such as charting, care plans, and assessment guides. The student completes her/his own work, not representing anyone else’s work as being their own. The student identifies group collaboration on projects when indicated and appropriate.

***Incivility, Bullying, and Workplace Violence***  
In addition to the values of BFCC the School of Nursing supports the American Nurses Association Position Statement on Incivility, Bullying, and Workplace Violence (ANA, 2015); please visit the included link for the formal definitions of incivility, bullying, and workplace violence. This statement includes:

ANA’s Code of Ethics for Nurses with Interpretive Statements states that nurses are required to “create an ethical environment and culture of civility and kindness, treating colleagues, coworkers, employees, students, and others with dignity and respect” (ANA, 2015a, p. 4). Similarly, nurses must be afforded the same level of respect and dignity as others. Thus, the nursing profession will no longer tolerate violence of any kind from any source.

All RNs and employers in all settings, including practice, academia, and research, must collaborate to create a culture of respect that is free of incivility, bullying, and workplace violence. “Evidence-based best practices must be implemented to prevent and mitigate incivility, bullying, and workplace violence; to promote the health, safety, and wellness of RNs; and to ensure optimal outcomes across the health care continuum” (ANA, 2015, p.1).

**Reference**

American Nurses Association. (2015). American Nurses Association Position Statement on Incivility, Bullying, and Workplace Violence. Retrieved from: <https://www.nursingworld.org/~49d6e3/globalassets/practiceandpolicy/nursing-excellence/incivility-bullying-and-workplace-violence--ana-position-statement.pdf>

***Unprofessional Conduct***  
If displaying unprofessional conduct, the student may be dismissed from the classroom, clinical or laboratory setting by the faculty or designated authority. The instructor then notifies the Director. The Director will notify other College officials as deemed necessary. Documentation of the conduct will be completed as appropriate.

***Independent Work***  
Students are expected to do their own work unless an individual course instructor has indicated that group activity is acceptable. In the class, seminars, and practice labs students are expected to participate by sharing observations and impressions. Presenting information found on the internet as your own independent work will be considered plagiarism (i.e. using Course Hero). The use of artificial intelligence in assignments is considered cheating.

Students may share notes and resources to facilitate one another’s learning: however, it is considered unethical for one student to ask another for copies of papers, projects, old exams, or to show or exchange answers before, during or after exams, clinical validations, or demonstrations.

Students are expected to do their own work on all graded material submitted for course requirements. Since dishonesty harms the individual, fellow students, and the integrity of the university, policies on academic dishonesty will be strictly enforced.

It is considered unethical for a student to secure and/or make copies of an exam that is to be administered or one that has previously been administered.

Please see the BFCC student handbook for more information:

[https://bfcc.edu/wp-content/uploads/2018/09/BFCC-Student-Handbook-2018-20-final-copy.pdf](https://bfcc.edu/wp-content/uploads/2018/09/BCC-Student-Handbook-2018-20-final-copy.pdf)

***Grade appeals***The School of Nursing abides by the policies of the college. Students wishing to appeal a grade must follow the Grade Appeal policy put forth by the college.

***Program Student Appeals***  
Students may appeal decisions made by the Nursing Program. These appeals include, but are not limited to:

* Grade appeal
* Dismissal from the Nursing Program
* Behavior/Accountability
* Unprofessionalism

***Program Appeal Process***Students who wish to file an appeal must follow the appeals process as outlined below:

***Appeal Process***

1. The student must provide the Nursing Program Director with written intent to file an appeal within five business days following decision made regarding grades, disciplinary action, dismissal, or reentry into the nursing program. The student should include any information s/he feels is relevant to the appeal.
2. The Nursing Program Director (a non-voting member) will convene an appeals committee to make recommendations consisting of:
   * A nursing faculty member not involved with the incident being appealed
   * If all members of the nursing faculty are involved in the incident, a BFCC faculty member from another department will be asked to participate.
   * A BFCC student success center representative
   * A neutral-party student—this student is selected by the Nursing Program Director from a list of volunteers generated from BFCC student population.
     1. **The neutral party student:**Cannot be enrolled in the same NRSG courses as the student requesting the appeal and must sign a waiver indicating that there is no conflict of interest between the neutral party student and the student requesting the appeal.
3. The Appeals Committee meets privately with the involved faculty member(s).
4. The Appeals Committee meets with the student.
   * The student presents any relevant information.
   * The student may have one student peer-advocate present, if desired.
     1. The student peer-advocate (who must be currently attending BFCC) is chosen by the student and is not required by the Nursing Program to sign a confidentiality form.
     2. The peer advocate does not actively contribute to the appeal.
     3. If the student desires anyone else’s presence during the appeal (i.e. a non-nursing faculty member, family member, attorney, etc.) written notification must be made to the Nursing Program Director at least 24 hours prior to the Appeals Committee meeting.
5. The Appeals Committee will submit a written recommendation to the Nursing Director.
6. After receiving the committee’s recommendations, the Nursing Program Director will make the final decision and send formal written notification of the decision to the student within five business days.
7. If the appeal is accepted, the student will re-enter the nursing program.
8. If the appeal is denied the student must reapply to the nursing program. Reapplication to the program does not guarantee acceptance.

***Student Request to Re-enter the Nursing Program after a Program Withdrawal***

Students who need to withdraw from the Nursing Program may request written consideration for re-entry.

***Withdrawal Re-entry Request Process***

1. The student must present a formal written request to the Nursing Program Director within six weeks prior to the beginning of the applicable semester.
2. The student must submit documentation that outlines actions the student has taken to improve his or her ability to meet program and course objective. If the reason for withdrawal was for medical reasons, a release to return must be provided by your health care provider.
3. The student must personally meet with the Admission, Progression, and Graduation (APG) Committee to respond to questions about actions the student has taken to improve his or her ability to meet program and course objectives.
4. The Nursing Program Director will send written notification of the committee’s decision to the student within five business days of the meeting.

***Re-enter the Nursing Program after Dismissal***   
If a student is dismissed from the nursing program and wishes to reenter, they must reapply to the program during a normal application time and process. Reasons for dismissal include but are not limited to disciplinary actions due to inability to demonstrate clinical judgment and/or safe care, behavioral issues, professionalism, patient safety, and any violation to the Nurse’s Code of Conduct and/or Board of Nursing Regulation 24.159.2301 Conduct of Nurses.

Re-application to the program does not guarantee re-admission.  
All placements in the BFCC Nursing Program are dependent upon sufficient financial, faculty and clinical resources.

**GRADUATION**

Graduation Requirements  
Before graduating from BFCC with the BSN, students **must** satisfy the following requirements:

* A grade of "B" or above in each nursing course
* Completion of BFCC core classes
* Completion of ATI virtual NCLEX prep class

Graduation applications are initiated with the student and their advisor, once completed they are then submitted to the registrar. Please see the registrar for the deadline dates for graduation applications.

All courses from the nursing program and from the core requirements must be completed prior to graduation.

All substitutions and waivers must accompany graduation application. Work closely with your academic advisor to ensure all requirements are in place for graduation.

**LICENSURE AS A REGISTERED NURSE**

***Licensure for Nursing***

Upon successful graduation from Blackfeet Community College the student must apply to take the National Council Licensure Examination (NCLEX). See appendix B or refer to the Montana State Board of Nursing website for more information. http://bsd.dli.mt.gov/license/bsd\_boards/nur\_board/pdf/nur\_exam\_app.pdf

The NCLEX-RN® is given only in a computerized adaptive testing (CAT) format. It is designed to test knowledge, skills and abilities essential to the safe and effective practice of nursing at the entry level. The length of the computerized exam is determined by the student’s response to the items.

The NCLEX-RN® is the national examination for state registered nurse licensure. The National Council for State Boards of Nursing (NCSBN) is responsible for all nurse-licensing examinations. For more information on the NCLEX-RN® and student tools, go to www.NCSBN.org.

Pearson Professional Testing provides test development and test administration services for the NCLEX-RN®. For more information and a tutorial on the NCLEX-RN®, go to www.pearsonvue.com/nclex.

It is the student’s responsibility to contact the BFCC registrar’s office to obtain transcript release forms, and to pay the required fees in order that official transcripts can be sent to the Montana Board of Nursing. If testing accommodation is required it is the student’s responsibility to contact the Board of Nursing.

The following outlines Registered Nurse licensing information. For specific information on filing an application, individuals will need to obtain the license application from the Board of Nursing which includes a detailed listing of the requirements. Students are responsible for all fees related to application testing.

1. Application Fee: $100.00
2. Education Requirements: **Must be** a graduate of an approved registered nursing education program that is authorized to prepare persons for licensure as a registered nurse.
3. Experience Requirements: None
4. Fingerprints required with application; cost: $35
5. Examination Information: Cost: $200.00 The Council Licensure Examination (NCLEX) is given 6 days a week.

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Appendix A: Verification statement

### ACKNOWLEDGEMENT FORM

***BLACKFEET COMMUNITY COLLEGE NURSING PROGRAM**

I have read and understand the policies and guidelines set forth in the 2023-2024 BFCC School of Nursing Program Student Handbook and agree to abide by them.

Students who fail to abide by the policies and guidelines will be subject to corrective action and may be dismissed from the program.

Dated on this day of , 20

Printed Name

STUDENT (Signature)

Nursing Program Director (Signature)

Appendix B: Student Success Plan

**Blackfeet Community college**

**Nursing Program**

Student Success Plan Contract

Check One:

|  |  |
| --- | --- |
| ☐ | Didactic |
| ☐ | Clinical |

Student:

Faculty:

Course:

Date: Beginning Date of Contract:

Nature of Problem:

☐ Attendance/Class Performance

|  |
| --- |
| ☐ Absence from class / clinical |
| ☐ Absence from class / clinical without prior notification |
| ☐ Late arrival to class / clinical |
| ☐ Sleeping in class / clinical |
| ☐ Academic performance/grades |
| ☐ Other: |

Patient Safety/Clinical:

|  |  |
| --- | --- |
| ☐ | Unprepared for clinical |
| ☐ | Actions or inaction place client in jeopardy |
| ☐ | Did not follow up on lab remediation |
| ☐ | Breaks client confidentiality |
| ☐ | Falsify client record |
| ☐ | Failure to progress on clinical evaluation |
| ☐ | Unsafe with basic clinical skills (from competency record) |
| ☐ | Other: |

Professionalism:

|  |  |
| --- | --- |
| ☐ | Delay in maintaining required immunizations, CPR |
| ☐ | Inappropriate communication |
| ☐ | Slander—classmates or professors |
| ☐ | Non-compliant with dress code/appearance |
| ☐ | Plagiarism |
| ☐ | Other: On Phone during post-conference |

Faculty concerns – Describe situation leading to contract or probation:

Recommendations for Performance Improvement:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ☐ | Change study habits to include learning style. | | | | |
| ☐ | Evaluate use of non-study hours, consider reduction of extra-curricular activities/work | | | | |
| ☐ | Have written work reviewed prior to due date. | | | | |
| ☐ | Meet with faculty: \_\_\_\_\_\_\_\_\_ at frequency of: \_\_\_\_\_\_\_\_ | | | | |
| ☐ | Practice skills in open lab. | | | | |
| ☐ | Utilize tutoring center. | | | | |
| ☐ | Student self-recommendation attached. | | | | |
| ☐ | To improve the academic success, it is recommended that: | | | | |
|  |  | | | | |
|  |  | | | | |
| **Objectives** (What am I going to learn?) SMART (Specific, Measurable, Attainable, Realistic,  and Time-Based) goal set by student: | | | | |
|  | | | | |
| **Strategies and Resources** (How am I going to learn it?): | | |
|  | | |
| **Time Frame** (When will I need to finish?): | |
|  | |
|  | |
| **Evidence of Practice** (How will I know that I have learned it?): | | | |
| **Verification/Evaluation** (How will I prove that I have learned it?): | | | | |
|  | | | | |

I have read and understand this document.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student** signature: |  | | | Date: |  |
| **Faculty** signature: |  | | | Date: |  |
| **Course coordinator** signature: | |  | | Date: |  |
| **BSN/MSN Program Director** Signature: | | |  | Date: |  |

**Follow up by Faculty Initiating Action:**

* Student will receive a copy of the contract
* Send the signed original to the appropriate BSN Program Director for approval signature,
* BSN administrative assistant will file the original in the student’s file.

**Progress toward outcomes:**

Faculty progress notes on action plan.

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Note | Student Initials | Faculty Initials |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Outcomes:**

Contract:

Date of Evaluation:

☐ Contract met (Objectives achieved)

Action taken:

☐ Contract not met

Action taken:

I have read and understand this document.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student signature: |  | | | Date: |  |
| Faculty signature: |  | | | Date: |  |
| Course coordinator signature: | |  | | Date: |  |
| BSN Program Director Signature: | | |  | Date: |  |

**When taking a student off of contract the faculty member will:**

* Complete their assessment of the outcome,
* Sign the form with the student and make a copy for the student,
* Send the signed original to the appropriate BSN/MSN Program Director for approval signature, who will maintain the record of the contract.

Appendix C: HIPAA form

* **BLACKFEET COMMUNITY COLLEGE NURSING PROGRAM**

**HEALTH INFORMATION PORTABILITY & ACCOUNTABILITY ACT (HIPAA)**

The students at Blackfeet Community College School of Nursing Program are instructed on the 1996 Health Information Portability and Accountability Act (HIPAA) legislation during orientation to the Nursing Program. After having this instruction, each student is requested to sign a statement of compliance with this law.

A copy of the signed statement will be provided to all facilities students are assigned to for clinical experiences. Students will also participate in any HIPAA presentation of the individual facilities in order for compliance to be validated if necessary.

Failure to sign the statement will cause the student to be ineligible to attend clinical experiences and result in dismissal from the Nursing Program.

I , have received education about

HIPAA (1996). I understand and will comply with its regulations for patient confidentiality as outlined by the law.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix D: Student latex risk assessment and allergy statement

### STUDENT LATEX RISK ASSESSMENT

* **BLACKFEET COMMUNITY COLLEGE NURSING PROGRAM**

Name Date

|  |  |  |
| --- | --- | --- |
| 1. Have you ever suffered from:    1. Allergic rhinitis (runny nose) | Yes | **\*Explanation**  No |
| b. Allergic conjunctivitis | Yes | No |
| c. Asthma | Yes | No |
| d. Bronchitis (difficulty breathing) | Yes | No |
| e. Eczema | Yes | No |
| f. Hay fever | Yes | No |
| g. Hives | Yes | No |
| h. Sinus problems | Yes | No |
| i. Unexplained rash | Yes | No |
| j. Reaction to band aids/tape | Yes | No |
| 1. Have you ever reacted after handling/using:    1. Poinsettia plant | Yes | No |
| b. Balloons | Yes | No |
| c. Rubber products | Yes | No |
| d. Clothing with elastic or spandex | Yes | No |
| e. Elastic bandages | Yes | No |
| 3. Have you ever had any of the following symptoms after a dental appointment? | | |
| a. Itching | Yes | No |
| b. Tearing | Yes | No |
| c. Fatigue/drowsiness | Yes | No |
| d. Sneezing | Yes | No |
| e. Runny nose | Yes | No |
| 1. Have you ever reacted after eating:    1. Avocados | Yes | No |
| b. Bananas | Yes | No |
| c. Tomatoes | Yes | No |
| d. Tropical fruit, kiwi | Yes | No |
| e. Chestnuts | Yes | No |

### \* If respiratory symptoms, suggest physician referral

If I have checked YES to any of the above items, I am aware that I may be at risk for a latex sensitivity/allergy. I will notify my advisor to discuss appropriate safeguards and/or follow through.

Student signature Date

**Latex Allergy Statement**

**BLACKFEET COMMUNITY COLLEGE**

Today, many health care facilities minimize the use of latex as much as possible. At BFCC, we make every attempt to avoid latex in the clinical lab, as well. However, inadvertent exposure to latex may still be encountered in products such as stethoscope tubing, injectable medications, and vials on site, and in your clinical rotation.

For your protection during the nursing program, as well as during your healthcare career, better understanding of your potential for latex allergy is recommended. You are asked to read the attached document regarding latex allergy. This document outlines the increased risk health care professionals’ face regarding latex allergy. This risk is increased if you have a history of atopy. Additionally, you may already have some form of latex allergy if you react after eating certain foods or after exposure to latex containing products.

If, after reading the document, you have any concern about your allergic status regarding latex, we would like to advise you that a blood test called a Latex RAST is available to determine if you have a type I allergy to latex. The result of this blood test, along with the assessment of a health care provider, can help you determine what, if any, risk your exposure to latex carries.

Please initial

\_\_\_\_\_\_ I have read the above document regarding latex allergy. I am aware that I may obtain additional blood testing and evaluation by a health care provider if I have any concerns.

Please select one of the following:

\_\_\_\_\_\_ I elect to have additional follow up regarding potential latex allergy and will provide the college of nursing with this information for my protection in clinical and lab sites.

\_\_\_\_\_\_ I elect not to have additional testing or evaluation regarding potential latex allergy. I understand that not having this information may be detrimental to my health.

**Print Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

Appendix E: Blood borne pathogen policy

Blood Borne Pathogen Student Policy

Blackfeet community college

# Purpose

Students in any academic, research, or occupational program at BFCC who are at risk for blood borne pathogen exposure are required to present documentation of serologic evidence of immunity to Hepatitis B (HBV), either by vaccination or previous infection. Students who cannot meet this requirement for legitimate religious or medical reasons must have their case reviewed by the BFCC faculty on an individual basis. If the committee grants a waiver, they must do so in writing prior to the student’s acceptance into the clinical component of the program. The waiver must be granted in writing prior to the student’s first potential exposure to human blood or other potentially infectious materials. Records of the waiver shall be kept in the students’ files within the Nursing Department.

# II. Procedure

## Students who are unable to meet the requirements of documentation of

## immunity for religious or medical reasons must provide written documentation of the reasons which preclude immunization for review by the faculty. Request for review by the faculty must be made prior to application for admittance into the nursing program.

B. Students are required to present the following information prior to admittance into the nursing program and protective services program, or, in other departments, prior to their first potential exposure to human blood or other potentially infectious materials. Students will not be allowed in areas or settings which may present their first potential exposure to human blood or other potentially infectious materials without this documentation.

* + 1. Documentation of serologic immunity; or
    2. Documentation of immunization series; or
    3. Signed waiver of exemption from immunization requirements.

# III. Exposures

* 1. If a student has an exposure (i.e. eye, mouth, mucous membrane, non-intact skin, or parenteral contact with blood or potentially infectious materials) in a setting sponsored by HC, the student must follow the policy of the facility where they are working. The student is responsible for the cost of post-exposure testing. Students can go to the County Health Department or the IHS Community Health Nurses or a private physician for testing and counseling.
  2. If a student has an exposure, the student must report it immediately to the instructor or supervisor. A Student Exposure Incident Form must be completed by the student, signed by the student and instructor or supervisor.

# IV. Training

Student training shall be done prior to the student’s first potential exposure to blood borne pathogens. The training shall include the requirements of the Blood borne Pathogen Standard, universal precautions, and the BFCC policy.

**Your signature below indicates that you have read and understand the “Blood Borne Pathogen Student Policy” and will adhere to it as outlined above.**

**Print Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

Appendix F: Waiver and release of liability form

### WAIVER AND RELEASE OF LIABILITY

***BLACKFEET COMMUNITY COLLEGE SCHOOL of NURSING PROGRAM**

For valuable consideration, the receipt and sufficiency of which is acknowledged, the undersigned waives, releases, and discharges Blackfeet Community College (BFCC) and all their officers, directors, employees, representatives, agents, student and assigns, past and present, for any and all liability for injury or loss whatsoever, which may arise, either directly or indirectly, from the undersigned’s participations in the following activities.

### All activities associated with the BFCC nursing program, including, but not limited to venipuncture; intravenous insertion; phlebotomy, and intramuscular and subcutaneous injections, and intradermal injections.

The undersigned acknowledges that there are risks associated with participation in the above-described activities and voluntarily assumes all such risks.

If an accidental exposure incident should occur, the undersigned gives consent for Hepatitis B and HIV testing at no cost to the school. All results will be kept confidential and kept on file with the BFCC Nursing Program Director.

UNDERSIGNED HAS CAREFULLY READ THE FOREGOING WAIVER AND RELEASE AND FULLY UNDERSTANDS ITS CONTENTS.

I have read and understand the contents of this document.

Printed name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature:

Witness Signature:

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix G: Assumption of risk & consent to procedures form

**STATEMENT OF INFORMED CONSENT FOR PREVENTION OF**

**COMMUNICABLE DISEASES**

**Blackfeet Community College**

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

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

\_\_\_\_\_ I agree to participate in HBV/HIV education experiences as required by BFCC Nursing 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 HC, 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 BFCC Accidental Exposure Policy. Protocol established by the institution (see the agency’s Exposure Control Plan). I understand that this generally involved one year of blood testing and professional counseling for myself and/or significant others. I understand and acknowledge that there is no known cure for AIDS at this time. I 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 School of Nursing 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 College.

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

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

**Print Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

Appendix H: Photo release form

Photo Release Form

* **BLACKFEET COMMUNITY COLLEGE NURSING PROGRAM**

I, the undersigned, consent and grant to the Blackfeet Community College, and its designees all rights to use my name, portrait, picture, photograph or likeness of same at its discretion for internal & external presentations and community development-related external promotions for Blackfeet Community College without further notice to me.

I hereby waive any inspection or approval of any internal presentations and/or external community development related promotions in which my name/photos appears, and I release Blackfeet Community College from any liability for any claim of visual alteration, optical illusion or faulty mechanical reproduction.

I hereby waive all legal claims to compensation or receipt of consideration from the rights granted by this consent and further acknowledgement that this consent is valid.

I acknowledge that since my participation is voluntary, I will receive no financial compensation.

I warrant and represent that I am over the age of eighteen and have given this consent voluntarily.

I have read this release before signing below and I fully understand the contents, meaning, and impact of this release.

**Print Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

Appendix I: Acknowledgement of exam and ATI guidelines

**ANNUAL ACKNOWLEGEMENT OF RECEIPT OF EXAM AND ATI POLICY**

I have been provided a copy of the ATI policy statement for the Blackfeet Community College School of Nursing BSN Program. This policy is in effect immediately for the Spring 2023 graduating class and following.

I have read and understand the contents of this document.

**Print Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

Appendix J: BFCC incident report form

**Blackfeet Community College Incident/Accident *Report Form***

Name: Home Phone: Mailing Address: Work Phone:

Cell Phone: Title/Department:

Date of incident: / \_/ \_ Time of incident: \_ A.M. P.M.

Location of incident: Witnesses to the incident:

Name: Contact Number: \_ Name: Contact Number: \_

Name: Contact Number: \_

Name: Contact Number: \_ Incident reported to:

|  |  |  |
| --- | --- | --- |
| Was BFCC security called? Yes | No | If yes, responding officers name: |
| Was the Police called? Yes | No | If yes, responding officer(s) badge number: \_ |
| Was the Ambulance called? Yes | No | If yes, medical respondent Name/ID: |

I,

, understand that the information that I provided in this

statement may be given to law enforcement officials for further action if necessary.

Description of the incident:

I do swear that the information contained in this statement is true and accurate to the best of my knowledge.

\_

Name

Date

Appendix K: Student exposure incident form

**Student Exposure Incident Form**

**blackfeet Community college**

|  |  |  |
| --- | --- | --- |
| **Student Name:** | | |
| **Student ID:** | **Date of Incident:** | |
| **Department/Building:** | **Date Reported:** | |
| **Type of Exposure:** | | | |
| Human bite  Blood/Body fluid splash  Open wound, scratch, or abrasion contaminated with blood/body fluid/urine/stool  Puncture or cut from instrument set, lancet, or other sharp object  Needle stick following venipuncture  Needle stick from IVP or VIPB  Needle stick following injection  Other (Describe) | | | |
| **Describe exposure incident in detail:** | | | |
| **What actions were taken immediately following the incident?** | | | |
| **What precautions were in use at the time of incident?** Check all that apply.  Gloves Gown/Apron Mask Eyewear CPR shield  None Other (Specify): | | | |
| **Date(s) of HBV vaccination(s):** | | | |
| **Student Signature: Date:** | | | |
| **Instructor/Supervisor Signature: Date:** | | | |
| **Signature of person preparing report (if other than student):** | | | |
| **FOLLOW-UP** | | | **DATE** |
| Student referred to physician of choice  Seen by Physician:  Office ER County Health  Declined to be seen by physician  Other comments: | | |  |

**BLOOD BORNE PATHOGEN STUDENT POLICY**

* **BLACKFEET COMMUNITY COLLEGE NURSING PROGRAM**

1. Purpose

Students in any academic, research, or occupational program at BFCC who are at risk for blood borne pathogen exposure are required to present documentation of serologic evidence of immunity to Hepatitis B (HBV), either by vaccination or previous infection. Students who cannot meet this requirement for legitimate religious or medical reasons must have their case reviewed by the BFCC faculty on an individual basis. If the committee grants a waiver, they must do so in writing prior to the student’s acceptance into the clinical component of the program. The waiver must be granted in writing prior to the student’s first potential exposure to human blood or other potentially infectious materials. Records of the waiver shall be kept in the students’ files within the Nursing Department.

1. Procedure
   1. Students who are unable to meet the requirements of documentation of

immunity for religious or medical reasons must provide written documentation of the reasons which preclude immunization for review by the faculty. Request for review by the faculty must be made prior to application for admittance into the nursing program.

* 1. Students are required to present the following information prior to admittance into the nursing program and protective services program, or, in other departments, prior to their first potential exposure to human blood or other potentially infectious materials. Students will not be allowed in areas or settings which may present their first potential exposure to human blood or other potentially infectious materials without this documentation.
     1. Documentation of serologic immunity; or
     2. Documentation of immunization series; or
     3. Signed waiver of exemption from immunization requirements.

1. Exposures
   1. If a student has an exposure (i.e. eye, mouth, mucous membrane, non-intact skin, or parenteral contact with blood or potentially infectious materials) in a setting sponsored by HC, the student must follow the policy of the facility where they are working. The student is responsible for the cost of post- exposure testing. Students can go to the County Health Department or the IHS Community Health Nurses or a private physician for testing and counseling.
   2. If a student has an exposure, the student must report it immediately to the instructor or supervisor. A Student Exposure Incident Form must be completed by the student, signed by the student and instructor or supervisor.
2. Training

Student training shall be done prior to the student’s first potential exposure to blood borne pathogens. The training shall include the requirements of the Blood borne Pathogen Standard, universal precautions, and the BFCC policy.

*Your signature below indicates that you have read and understand the “Blood Borne Pathogen Student Policy” and will adhere to it as outlined above.*

Print Name

Student Signature Date:

Appendix L: ATI Content and RN Predictor Assessment Guidelines

**ATI POLICIES: BLACKFEET COMMUNITY COLLEGE BSN PROGRAM**

ATI exams provide feedback about mastery of content in nursing courses and provide practice taking NCLEX style exams. Most exams are specific to a course (e.g. Pediatrics), however, the Comprehensive Exam assesses knowledge of content across the nursing curriculum.

The scores are predictive of success on the NCLEX exam. A student who scores below level 2 on any exam will be required to use available resources to strengthen his or her knowledge of the test content in order to be successful in future ATI exams and the NCLEX exam.

A. Course-Specific Exams

1. Practice exams will be open at least two weeks prior to the content exam, students are required to remediate the first practice exam and provide written documentation to instructor on assigned date. The practice exams will be taken by each student repeatedly until a score of 90% is obtained, and a copy of the 90% scored exam will be provided to the instructor upon entrance to the ATI content exam. There will be a 12 lockout between retakes. Rationale will be opened at discretion of instructor after all students have obtained 90% and remediation is complete. Students are responsible for uploading their ATI scores to the gradebook.
2. All content exams must be taken once .
3. All ATI content exams count as a percentage of the course exam grade
4. Scores are reported as either level 0, 1, 2, or 3 with 3 being the highest. The level is converted to a numeric grade that is used to calculate the course exam grade. A score of level 0 is recorded as a numeric grade of zero, until remediation is completed, then the raw score is recorded. See #3 below for a detailed example of how a level score will be converted to a grade.

B. GENERAL ATI POLICIES

1. Students must take course-related ATI exams regardless of their exam average in the course.
2. A grade of level 0 on the ATI exam does NOT result in automatic course failure but is averaged with the other course exams as a “0” (the raw score may be recorded after acceptable remediation, one attempt provided).

C. GRADES

A grade of Level 1, 2 or 3 is determined by the ATI recommended cut scores for each Content Mastery Series exam, and a letter grade shall be assigned according to the division of points in each range. Students obtaining below a level 1 will receive the grade they earn. If a student receives a level 1 or below, they must retake the ATI after instructor approved remediation. If a student receives a level 2, they have the option to retake the ATI in attempt to receive a level 3.

|  |  |  |  |
| --- | --- | --- | --- |
| ATL Level | Level 1 | Level 2 | Level 3 |
| Grade | 75% | 90% | 100% |

ATI Predictor and Virtual ATI

Students enrolled in the Professional **Growth and Empowerment Issues** and **Leadership and Management** are required to take all of the ATI proctored Capstone and Comprehensive Predictor assessments. Students who do not receive a minimum of 93% on their ATI comprehensive exam must do instructor approved remediation prior to retaking the Comprehensive Predictor a second time. All students, regardless of academic performance in the course, also must participate in Virtual ATI. All students must participate in the Virtual ATI prior obtaining clearance to take their licensure examination. There are additional requirements for Virtual ATI for students who do not meet the standard for the Comprehensive Predictor as follows:

Any student who does not receive a minimum score of 93% on the second ATI Comprehensive Predictor Exam will receive a zero for ATI in the electronic gradebook, pending successful completion of Virtual ATI program, and green light status is received by the ATI coach. Regardless of the standing in the course, all students are required to actively participate in Virtual ATI, and will be part of the course grade. Those students with a score below 93% on the Comprehensive Predictor will be required to complete the program. Once the ATI coach releases the student from Virtual ATI, the student will receive their course grade calculated with CPE score included, and Affidavit of Graduation. If the student does not complete Virtual ATI in the required 12 weeks, the student will be required to purchase another 12 weeks of the program from ATI. If the student is not released within a week prior to graduation, the student will receive an Incomplete for the course, and will not graduate. If the student is not released no later than a week before the Fall term begins, the student will fail the course. ANNUAL ACKNOWLEGEMENT OF RECEIPT OF ATI POLICY

I have been provided a copy of the ATI policy statement for the Blackfeet Community College BSN Nursing Program. This policy is in effect immediately for the Spring 2023 graduating class and following.

I have read and understand the contents of this document.

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Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date