



Blackfeet Community College
Nursing Division

Nursing Student Handbook

2018-2019

TABLE OF CONTENTS

TABLE OF CONTENTS.....	1
WELCOME	3
NIGHTINGALE PLEDGE.....	4
MAKOYI SOCIETY	5
1.0 FACULTY AND STAFF	6
2.0 GUIDING PRINCIPLES	6
2.1 INTRODUCTION	7
2.2 MISSION STATEMENT & PHILOSOPHY	7
2.3 DEFINING PRINCIPLES	8
2.4 INTEGRATING CONCEPTS.....	9
3.0 ADMISSION INTO THE PROGRAM	10
4.0 PROGRAM.....	11
4.1 PROGRAM DESCRIPTION.....	11
4.2 EDUCATIONAL OUTCOMES.....	12
4.3 NURSING PROGRAM, OUTCOMES	12
4.4 CODE OF ETHICS.....	12
4.5 CURRICULUM.....	13
4.6 PROGRAM AFFILIATION.....	15
4.7 STUDENT RESOURCES	15
5.0 PROGRAM STANDARDS.....	16
5.1 IMMUNIZATION REQUIREMENTS	18
5.2 BACKGROUND CHECKS	19
5.3 HEALTH INSURANCE.....	19
5.4 STANDARD PRECAUTIONS	20
5.5 INJURIES SUSTAINED IN THE CLINICAL AREA	23
5.6 MALPRACTICE INSURANCE	23
5.7 USE OF SUPPLIES & REGULATED EQUIPMENT.....	23
5.8 EXPENSES.....	23
6.0 COMMUNICATION AND ATTENDANCE	24
6.1 GRADING.....	27
7.0 EXPECTED STANDARDS OF BEHAVIOR	29
7.1 GENERAL STANDARDS.....	29
7.2 CLINICAL/LAB BEHAVIOR.....	32
7.3 CONFIDENTIALITY.....	33
7.4 APPEARANCE & DRESS CODE.....	34
7.5 CHAIN OF COMMAND	35
8.0 GOVERNANCE.....	35
9.0 CORRECTIVE ACTION & APPEAL PROCESS.....	36
10.0 MONTANA LICENSING	38
10.1 REGISTERED NURSE.....	39
11.0 FINANCIAL INFORMATION	39

APPENDIX

APPENDIX A- STUDENT ACTION PLAN	40
APPENDIX B- HEALTH INFORMATION PORTABILITY & ACCOUNTABILITY ACT (HIPAA)	41
APPENDIX C- BON CONDUCT OF NURSES	42
APPENDIX D- LATEX ALLERGY RISK ASSESSMENT	44
APPENDIX E- LATEX ALLERGY STATEMENT	45
APPENDIX F- INFORMED CONSENT FOR COMMUNICABLE DISEASE.....	46
APPENDIX G- BLOODBORNE PATHOGEN POLICY	48
APPENDIX H- STUDENT EXPOSURE INCIDENT FORM	49
APPENDIX I- PHOTO RELEASE	50
APPENDIX J- BCC INCIDENT FORM	51
APPENDIX K- HUMAN SUBJECTS DOCUMENT	52
APPENDIX L-WAIVER AND RELEASE OF LIABILITY	54
APPENDIX M- ACKNOWLEDGEMENT FORM	55



WELCOME

The Blackfeet Community College (BCC) nursing faculty extend a warm welcome and are delighted that you have chosen nursing as your profession and Blackfeet Community College to obtain this education. Our faculty continuously works to implement a variety of teaching methods and principles, while incorporating hands on experience in our high-tech simulation lab and surrounding communities to enhance the learning experience through-out this curriculum. Students will also have the opportunity for community outreach including educating the public on preventative health care strategies. These opportunities will help give you a competitive edge when you begin searching for a nursing job. The nursing program will give individuals the necessary competencies, cultural and clinical practices required for safe, effective, and holistic nursing.

The Nursing program follows the state of Montana's model curriculum and offers a Registered Nursing (RN) Associate of Science degree in Nursing (ASN). Students accepted into the nursing program have a rigorous program of study with faculty who care about the students' success and empower the students to obtain their goals. We foster a student driven learning environment that focuses on student strengths.

The School of nursing was established in 2013 as a Practical Nurse (PN) program at Blackfeet Community College to prepare Native American students and the community at large. The college graduated the first PN class in May of 2014. The RN program was approved in May 2014 and graduated the first RN class May 2015.

We are dedicated to supporting students as they work toward attaining their educational goals. We look forward to working with you as you begin your nursing future. Good Luck to you and your future studies.

Keith McDivitt, MSN, FNP, RN
Nursing Program Director

NCLEX-RN Pass Rate

<i>Year</i>	<i># Tested</i>	<i>Pass Rate</i>
2014/2015	8	50.0%
2015/2016	10	50.0%
2016/2017	7	71.4%
2017/2018	1	100.0%



Original Nightingale Pledge

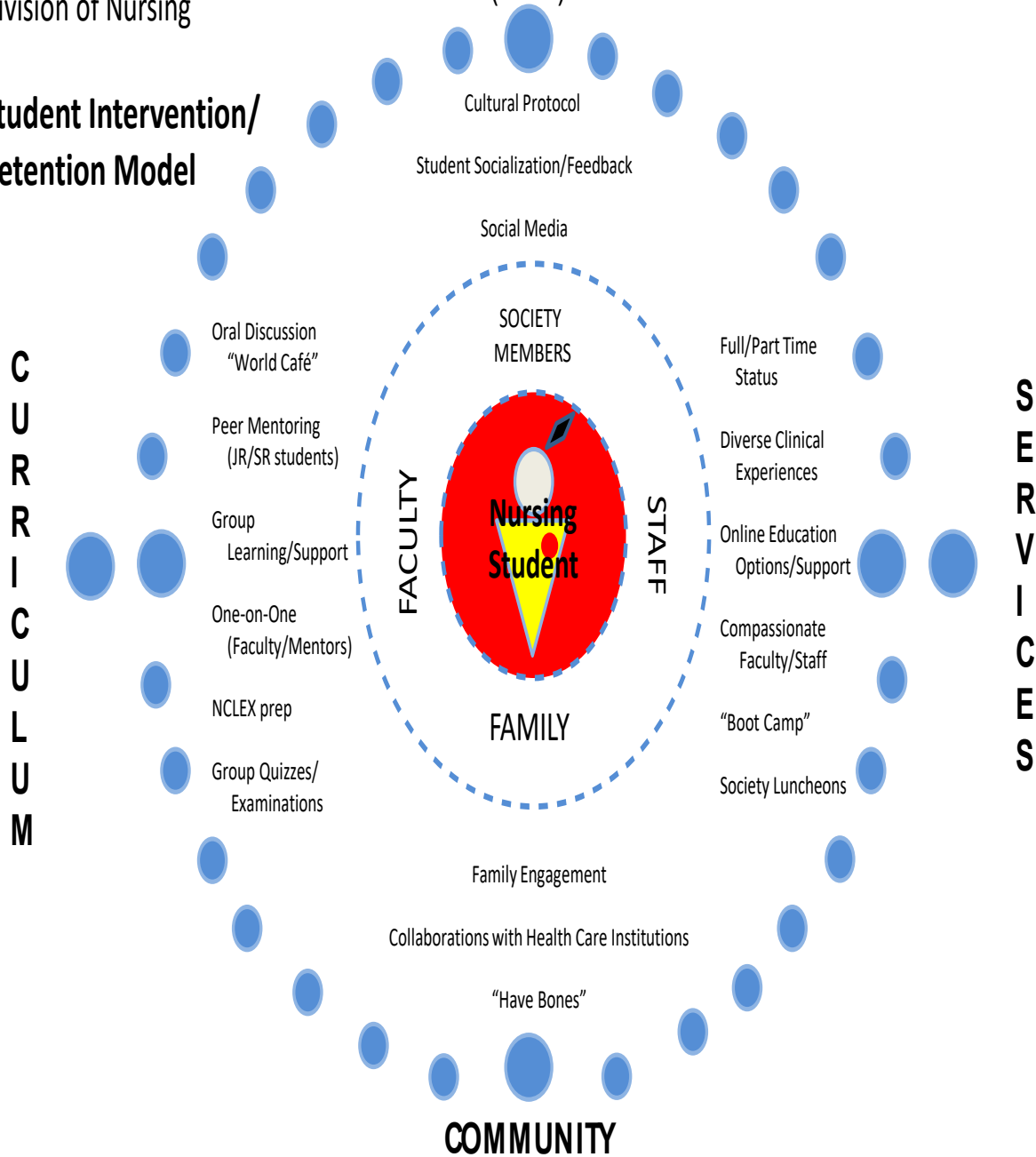
“I solemnly pledge myself before God and in the
Presence of this assembly:
To pass my life in purity and to practice my
Profession faithfully;
I will abstain from whatever is deleterious and
mischievous and will not take or knowingly
administer any harmful drug;
I will do all in my power to maintain and elevate
The standard of my profession and will hold in
confidence all personal matters committed to my
keeping and all family affairs coming to my
knowledge in the practice of my calling’
with loyalty will I endeavor to aid the physician in
his work and devote myself to the welfare of those
committed to my care.”



Blackfeet Community College
Division of Nursing

MAKOYI (w olf) SOCIETY

Student Intervention/ Retention Model





1.0 Faculty and Staff

Keith McDivitt MSN, RN
Roberts Wesleyan College
University of Kentucky

Nursing Program Director

Melissa Gordan BSN, RN
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Lab Simulation Coordinator/Nursing Instructor

Rayola Grant BSN, RN
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College of Mount Saint Vincent

Clinical Instructor

Dr. Lisa Johnson PhD, RN, CPN
Widener University
Redding Community College

Online Instructor

Shaunell Wippert
Blackfeet Community College

Administrative Assistant

2.0 Guiding Principles

BCC Student Handbook

Nursing students are responsible to the BCC Student Handbook found on line at http://bfcc.edu/pdf/student_handbook.pdf. The BCC Handbook has been designed to help you make the best of your college experience. It is important for you as a BCC student to familiarize yourself with campus rules and regulations. This booklet provides an overview of the rules and regulations governing your behavior at BCC and within the Nursing Program. Regulations make it possible for students to learn together and function in an orderly way, protecting the rights of BCC while respecting the rights of each individual. You should be able to carry on your daily business safely, peacefully, and productively while you are here; these rules and regulations have been designed to accomplish that goal.

2.1 **Introduction**

The Blackfeet Community College Nursing Division has prepared this handbook to inform nursing students of the policies and guidelines specific to this nursing program. This handbook serves as a supplement to the BCC catalog, which covers the general institutional policies for all BCC students on the structure, policy, regulations and procedures of the College in both academic and personal progress toward your educational goals. It is the responsibility of each

nursing student to review this Nursing Student Handbook and the BCC catalog independently and to refer to both as needed during his/her enrollment in the nursing program. Noncompliance with the Nursing Student Handbook or BCC catalog may lead to an action plan, disciplinary action, and/or dismissal from the program.

2.2 Mission Statement & Philosophy

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 BCC 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 BCC, 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).

2.3 Defining Principles

The BCC 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 as 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 BCC Nursing program

2.4 Integrating Concepts

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 caritative factors. Watson's 10 caritative 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).

3.0 Admission into the Nursing Program

Upon successful completion of the 28 credits of pre-requisite courses, students may submit an application to enter the Nursing Program. 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. A grade of “B” or higher is required within two attempts for ALL prerequisites courses. If the “B” requirement is not met within two attempts, the student is not eligible to apply to the 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.

4.0 Programs

Associate of Science in Nursing (ASN-RN)

4.1 Program Description

ASN program follows the state of Montana Model Nursing Curriculum scope and sequence for the nursing courses. To better assist student success once admitted to the program, BCC requires an extra semester for the Associate Degree general education courses. As a Blackfeet Nation, BCC has also added PKNI 129 Piikani History (1700-1888) and PKNI 101 Piikani Language for Healthcare Professional as required courses. BCC Program is six semesters and 76 credits.

Associate of Science Nursing Program

The focus of BCC’s Nursing curriculum is to prepare graduates in the performance of services requiring substantial specialized knowledge of the biological, physical, behavioral, psychological, sociological sciences, and of nursing theory as basis for the nursing process. The nursing process is the assessment, nursing analysis, planning, nursing intervention, evaluation in the promotion, prevention and maintenance of health. The nursing process also includes administration, teaching, counseling, supervision, delegation, and evaluation of nursing practice. This also includes the administration of medications and treatments, prescribed by physicians, naturopathic physicians, physician assistants, optometrists, advanced practice registered nurses, dentists, osteopaths, or podiatrists authorized by state law to prescribe medications and treatments. Each licensed nurse is directly accountable and responsible to the consumer for the quality of nursing care rendered. **MCA 37-8-102. Definitions.**

The professional nurse, a Blackfeet Community College graduate, shall have the ability to assess clients, formulate a nursing diagnosis, plan, implement and evaluate nursing care provided in structured health care settings. The graduate works together with other members of the health care team to manage the human, physical, financial, and technical needs of the client following ethical and legal standards of the profession of nursing.

Students who successfully complete all the required courses are eligible to sit for the national council licensing examination (NCLEX).

4.2 Program Educational Outcomes

1. Patient-Centered Care (IOM 1, QSEN 1, BSN 7) - Develops and leads programs of health promotion and disease prevention with an emphasis on the Blackfeet Nation, that is cost effective, comprehensive and coordinated. Engages patient and families as partners in evidenced-based, ethical care, while respecting individual preference.
2. Evidence-Based Care (IOM 3, QSEN 3, BSN 3) - Analyzes and integrates current research findings, expert opinion, clinical reasoning, and patient preferences in developing and implementing culturally centered plan of care
3. Interdisciplinary Care (IOM 2, QSEN 2, BSN 6) - Promotes and leads cooperation, coordination, and communication among team members, patients, the Blackfeet Nation and communities across Montana, to improve quality and enhance patient safety.
4. Quality Improvement (IOM 4, QSEN 4, BSN 2 & 5) - Provides ongoing assessment and analysis of patients and systems with the goal of providing the highest level of patient care and outcomes.
5. Informatics or Information Technology (IOM 5, QSEN 5, BSN 4) - Demonstrates the ability to utilize technology to gather and analyze data, manage information, and improve communication among team members and across systems to support clinical decisions.

4.3 Nursing Program Outcomes

1. Program graduates first attempt pass rate on the NCLEX will be within 10% of the national average.
2. 75% of students who enter the ASN program will successfully complete the program.
3. Graduate Satisfaction surveys of ASN program will reflect a >80% satisfaction
4. Employer Satisfaction surveys will reflect a >80% satisfaction of ASN graduates.
5. 80% of ASN graduates will report being employed or planning to continue to BSN or higher

4.4 Code of Ethics

BCC Nursing Program subscribes to the American Nurses Association Nursing Code of Ethics. This document serves as a clear, concise statement of the ethical obligations and duties of every individual who enters the nursing profession. It is a nonnegotiable ethical standard that provides an expression of nursing's own understanding of its commitment to society.

Ethics is an integral part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, and vulnerable and for social justice. This concern is embodied in the provision of nursing care to individuals and the community. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities.

Nursing students of the BCC are expected to follow the following **Nursing Code of Ethics**.

1. The nurse provides services with respect for human dignity and uniqueness of the client, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse safeguards the client's right to privacy by judiciously protecting information in a confidential manner.
3. The nurse acts to safeguard the client and the public health care and safety are affected by the incompetent, unethical, or illegal practice of any person.
4. The nurse assumes responsibility and accountability for individual nursing judgment and actions.
5. The nurse maintains competence in nursing.
6. The nurse exercises informed judgment and used individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others.
7. The nurse participates in activities that contribute to the ongoing development of the profession's body of knowledge.
8. The nurse participates in the profession's efforts to implement and improve standards of nursing.
9. The nurse participates in the profession's efforts to establish and maintain conditions of employment conducive to high-quality nursing care.
10. The nurse participates in the profession's efforts to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing.
11. The nurse collaborates with members of the health professions and other citizens in promoting community and national efforts to meet the health needs of the public.

The six semester curriculum for the ASN is designed to be integrated. Each course builds upon content from the previous courses. Students will be responsible for all content and evaluated accordingly.

The following page is an outline of the six semesters for 76 credits.

4.5 Curriculum

Semester One 14 Credits (Pre-requisites)					
All pre-requisite, non-nursing, and nursing classes require a minimum of a "B"					
Course Number	Course Name	Didactic Credits	Lab Credits	Clinical Credits	Total Credits
BIOH 201 & 202	Anatomy and Physiology I with Lab (<5years)	3	1		4
CHMY 121 & 122	General Chemistry with Lab (<5 years)	3	1		4
Writ 101	College Writing I (<10 years)	3			3
M 121	College Algebra (<10 years)	3			3
Total Credits Semester 1		12	2		14
Semester Two 14 Credits (Pre-requisites)					
BIOH 211 & 212	Anatomy and Physiology II with Lab (<5 years)	3	1		4
PKNI 129	Piikani History (<10 years)	3			3
BIOM 250 & 251	Microbiology with Lab (<5 years)	3	1		4
SOCI 101	Introduction to Sociology (<10 years)	3			3
Total Credits Semester 2		12	2		14
Application to BCC ASN Program					
Semester Three 14 Credits					
NRSB 230	Nursing Pharmacology	3			3
NRSB 231	Nursing Pharmacology Lab		2		2
NRSB 232	Foundations of Nursing	3			3
NRSB 233	Foundations of Nursing Lab		3		3
PSYX 100	Introduction of Psychology (<10 years)	3			3
Total Credits Semester 3		9	5		14
Semester Four 12 Credits					
NRSB 256	Pathophysiology	3			3
NRSB 234	Adult Nursing I	3			3
NRSB 235	Adult Nursing Clinical			2	2
NRSB 236	Health and Illness of Childbearing Family	2			2
NRSB 237	Health and Illness of the Childbearing Family Clinical			1	1
PKNI 101	Piikani Language for Healthcare Professionals	1			1
Total Credits Semester 4		9		3	12
Semester Five 12 Credits					
NRSB 244	Adult Nursing II	3			3
NRSB 245	Adult Nursing II Clinical			2	2
NRSB 254	Mental Health Concepts	3			3
NRSB 255	Mental Health Concepts Clinical			1	1
NRSB 246	Health and Illness of Child and Family Nursing	2			2
NRSB 247	Health and Illness of Child and Family Nursing Clinical			1	1
Total Credits Semester 5		8		4	12

Course Number	Course Name	Didactic Credits	Lab Credits	Clinical Credits	Total Credits
Semester Six 10 Credits					
NRSG 259	Adult Nursing III	3			3
NRSG 260	Adult Nursing III Lab		1		1
NRSG 261	Health and Illness of Adult Nursing III Clinical			2	2
NRSG 266	Managing Client Care for the RN	2			2
NRSG 267	Managing Client Care for the RN Clinical			2	2
Total Credits Semester 6		5	1	4	10
Total ASN Program Credits		55	9	11	76

4.6 Program Affiliations

The curriculum is both didactic and clinical. It is designed to progress from simple to complex and to accommodate a variety of learning styles and experiences. Included in the clinical experience is exposure to a variety of healthcare settings to better prepare the student for overall care of patients and their families such as: acute care hospitals, long term care facilities and public health organizations. Not all affiliates are utilized every semester. Clinical sites are chosen in order to complement didactic course content and maximize course learning opportunities. In addition to traditional clinical sites, students will have the opportunity to experience complex scenarios in a state of the art simulation lab located on the campus. Listed below are some of the facilities and organizations utilized for clinical experiences:

This list is not exclusive:

- Benefis Health Systems, Great Falls, MT
- Blackfeet Care Center, Browning MT
- Blackfeet Community Hospital, Browning, MT
- Blackfeet Early Childhood Program, Browning, MT
- Blackfeet WIC Program, Browning, MT
- Glacier Care Center, Cut Bank, MT
- Glacier County Health Department, Cut Bank, MT
- Northern Rockies Medical Center, Cut Bank MT
- Southern Piegan Health Center, Browning, MT
- Southern Piegan School Based Clinic, Browning, MT

4.7 Student Resources

The Student Success Center provides the following services:

- Compass Testing
- Accurate Course Placement
- Academic Advising
- Early Intervention System
- Tutoring Services
- College Readiness

The BCC Student Success Center is located in the heart of the Beaver Painted Lodge.

Other Services currently available are:

- Transfer Preparation
- Personal Counseling
- Financial Aid Counseling
- Graduation Assistance
- Scholarships

5.0 Program Standards

The Nursing Program standards and policies (such as grading scale, attendance, course repetition, graduation requirements, etc.) are uniquely rigorous. Nursing students are expected to spend a minimum of two hours per credit of studying each week. This means for a 3-credit hour course, you can expect to spend at least 6 hours per week outside of class doing homework. This is to address the needs of a clinical discipline.

TIPS FOR BEING A MODEL STUDENT

A goal of all BCC Nursing program faculty is to develop positive relationships with students; to be your mentor, advisor, or a networking connection later in your academic career. In his article *How to Impress your Professor*, Mark Rowh gives six proven strategies to assist students in making a great impression on professors and set the atmosphere for a positive relationship:

1. **Get off to a Good Start** – “Although everything covered in a given course is pretty important, the first few days are crucial,” (Rowh, p. 23). This is where the first impression begins so start off making it a positive one.
 - a. Study the syllabus and ask questions you do not understand right away on the first day of the course
 - b. Start working right way on assignments
 - c. Have the text books in hand
 - d. Get a jump start on readings
2. **Be Visible** – “Participating in class discussions is a great way to show that you’re engaged, not mention helping in learning and retaining the information,” (Rowh, p. 24).
 - Ask questions - ask for clarification about reading, lecture, or presented material if you do not understand
3. **Put in the Work** – It takes hard work to be successful in nursing school. Demonstrate your commitment to success by completing all assignments and study hard enough to do well on exams, (Rowh, p. 24).

4. **Build Relationships** – Interact and get to know your professors. Introduce yourself, take advantage of opportunities to connect in and outside of class, and schedule meetings during their office hours. MC nursing faculty teach because they like teaching and working with students. They enjoy talking with and visiting with students.

5. **Communicate About Problems** – If you are experiencing problems that are interfering with your ability to be a good student, turn in assignments on time, miss class, etc. share this with the faculty. Be sure this communication occurs before the deadline or before you are late, not after. By communicating, faculty can work with you to possibly suggest how to work out the interference. By not communicating you close the door to this opportunity.

6. **Pay Attention to Details** – “Among your academic responsibilities is staying informed. Keeping tabs on class-related details will reinforce your image as a serious student,” (Rowh, p. 25). You can do this by:
 - Regularly reviewing the syllabus and course outlines
 - Checking e-mails and JICS frequently
 - Keeping track of your grades
 - Question professors about any details that are not clear in a timely manner. Do not start asking questions the night before the assignment is due.
 - “Clarify questions with your professor, but only after you’ve done your part in following instructions and material that has already been given to you. You won’t win points by asking whether the assignment is a three-page or five-page when the details are given in your syllabus,” (Rowh, p. 25).

THINGS TO AVOID

Author Marjorie Hansen Shaevitz lists these specific “pet peeves” of professors that students should avoid doing, because they are the wrong thing to do.

X	Not having read the assigned reading before class and, therefore, not being able to respond appropriately when called upon.
X	Talking in class or being otherwise interruptive
X	Playing games or surfing the Web on a laptop or iPad tablet
X	Asking inappropriate or self-serving questions. Example: “What do I need to know to get an A on this test?” or “Is this going to be on the exam?” Or earning poor grades and then saying “I really need to have a good grade in this class; would you change it?”

(Rowh p. 25)

SIMPLE WAYS TO SHINE

“Dr. Sherene McHenry, author of *The Busy Student’s Guide to College and Career Success*, offers these tips for creating a positive impression-they’ll make you a better student in every possible way,” (Rowh p. 25).

+	Attend every class
+	Get to class a few minutes early
+	Sit in the front
+	Stay actively engaged by taking notes
+	Don’t text or visit social medial sites in class
+	Answer the first questions you know in every class
+	Edit your papers before you turn them in
+	Do well on exams by studying earnestly

References:

How to Impress Your Professors (2012,). Silver Spring, MD:

5.1 Immunization Requirements

BEFORE a student is accepted into the Nursing Program, it is his or her responsibility to provide documentation of continued compliance with the following:

- **Tdap:** Proof of immunization in last ten years.
- **Hepatitis B Vaccination:** Series of three injections with antibody titer results (anti-HBs) prior to acceptance in the Nursing Program is required. Students who do not meet this requirement must be reviewed on an individual basis. Final approval or waiver must be granted, prior to the student entering clinical experiences.
- **MMR:** Official record of two doses of measles, mumps, rubella (MMR) immunization, or positive titer.
- **Varicella:** Proof of chicken pox immunity by statement of actual disease, or official record of vaccination dates, or lab titer.
- **Tuberculosis:** Proof of current freedom from tuberculosis (negative TB skin test or chest x-ray) is required prior to admission to the Nursing Program and every year prior to clinical experiences. Students with a positive skin test must provide written clearance from their health care provider to participate in patient care.
- **Influenza Vaccine:** Students will show proof of a Flu vaccine for the current year once the vaccine becomes available. Most clinical facilities are now requiring all students and employees to receive a flu vaccine. Because of this, individuals who refuse a flu vaccine may be unable to complete clinical course objectives, which could lead to failure to meet course objectives and thus failure of the program.

- **PPD:** Students will provide the PPD is current within one year.

Failure to submit the required immunization documentation prior to clinical is considered a non-excused simulation and/or clinical absence and will result in disciplinary action. Each simulation/clinical day missed will be considered a non-excused clinical absence and could lead to dismissal from the program.

5.2 Background Checks

Upon initial acceptance into the Nursing Program, a background check will be completed through the Indian Health Service or approved agency. Students with documented criminal behavior may not be allowed in certain facilities used for clinical experiences by the Nursing Program. Students who are denied access to a clinical facility for any reason may be in jeopardy of being unable to complete clinical hours and assignments which may result in failure of the course(s). Special clinical accommodations or assignments will only be made based on adequate financial resources and faculty availability. There is no guarantee that alternative or special assignments will be available.

Students may be dismissed from the program if criminal behavior occurs while enrolled in any of the BCC nursing programs. Any incidence of criminal behavior may additionally be reported to the Montana Board of Nursing and may prevent the student from taking the NCLEX upon graduation.

5.3 Health Insurance and Health Conditions

A student's medical condition may affect his/her ability to meet program/course objectives and shall be promptly reported to the Nursing Program Director. The medical condition could compromise a client's safety and clinical credentialing may be jeopardized resulting in an inability to complete the clinical education portion of the program.

The use of any illegal or recreational substances (including alcohol) during any nursing program function including but not limited to classroom, simulation, lab and clinical, will result in the disciplinary action which could be automatic dismissal from the program. In addition, certain medical conditions may require review for safety considerations.

Pregnancies should be promptly reported to the faculty or Program Director. The student will not be placed in situations that might jeopardize the pregnancy. Any student who has medically documented physical restrictions must provide a statement from his/her health care provider specifically outlining the restrictions and/or limitations.

During clinical experiences, students must report communicable infections, skin breaks, etc. to the clinical instructor prior to caring for clients. All information reported to the Nursing Program related to student health medical conditions are considered confidential and shared only with individuals who have a legitimate right to know.

Many partner facilities require students to have personal health insurance coverage as a condition of participation in clinicals at their facilities.

All students must maintain a health insurance policy during the duration of their enrollment as students in the nursing program. Proof of insurance will be required prior to the start of the program. This insurance may be a catastrophic policy only.

5.4 Standard Precautions

Standard Precautions represent the minimum infection prevention measures that apply patient care, regardless of suspected or confirmed infection status of the patient, in any setting where health care is delivered. These evidenced-based practices are designed to both protect healthcare personnel and prevent the spread of infections among patients. Standard Precautions replaces earlier guidance relating to Universal Precautions and Body Substance Isolation. Standard Precautions include: 1) hand hygiene, 2) use of personal protective equipment (e.g., gloves, gowns, facemasks), depending on the anticipated exposure, 3) respiratory hygiene and cough etiquette, 4) safe injection practices, and 5) safe handling of potentially contaminated equipment or surfaces in the patient environment (CDC Last Revised: January 8, 2018).

STANDARD PRECAUTION POLICY: Students are expected to follow the Standard Precautions in order to prevent contact with HIV, HBV, and other blood-borne pathogens.

RATIONALE: Since medical history and physical examination cannot reliably identify all patients who are infectious, all body fluids shall be considered potentially infectious materials. According to the concept of Standard Precautions, all human blood and certain human body fluids are treated as if known to be infectious.

PROCEDURE:

- 1) “Occupational Exposure to Blood borne Pathogens; Needle sticks and Other Sharps Injuries; Final Rule” Federal Register. January 18, 2001; Vol. 66, No. 12, pgs. 5318-5325 or most current guidelines will be followed as the reference sources.
- 2) Students will have access to the current guidelines.
- 3) Examples of general guidelines are listed. Students should also follow agency guidelines in clinical practice.
- 4) All students will participate in Standard Precautions learning in NRS 232/233 Foundations of Nursing and Lab .

REVIEW OF GUIDELINES: All health care workers should routinely use appropriate barrier precautions to prevent skin and mucous membrane exposure when contact with blood and other body fluids of any patient/client is anticipated.

GLOVES: Gloves are to be worn when it can be reasonably anticipated that there may be hand contact with blood, other potentially infectious materials, mucous membranes or non-intact skin. Gloves must be changed after contact with each patient.

HANDWASHING: Hands and other skin surfaces must be washed immediately when gloves are removed.

GOWNS: Gowns or aprons must be worn when in direct contact with the patient if there is likelihood that your clothing may be soiled with blood or other potentially infectious materials.

MASKS, EYE PROTECTION AND FACE SHIELDS: Masks, in combination with eye protection devices or chin length face shields will be worn whenever splashes, spray, spatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated.

SHARPS: Contaminated needles and other contaminated sharps (Scalpels, broken glass, wire) shall not be bent, broken, recapped, or removed. Contaminated sharps are discarded immediately or as soon as feasible in closeable, puncture resistant, leak proof, labeled containers.

SPECIMENS: Specimens of blood or other potentially infectious materials must be placed in a container, which prevents leakage during collection, handling, processing, storage or transport.

RESUSCITATION EQUIPMENT: When in a clinical setting, the student should assure that a resuscitation bag, pocket mask and oral airway or other ventilation devices are readily available for use in areas in which the need for resuscitation is predictable.

LINENS: Handle as little as possible with minimal agitation to prevent contamination to air or persons handling linen. All soiled linen should be bagged at location where it is used. Linen soiled with blood should be placed and transported in bags that prevent leakage.

DISPOSAL OF HAZARDOUS WASTES: Materials from skills labs or clinical experiences involving contaminated materials (i.e., needles, lancets or other equipment contaminated with blood) need to be disposed of properly in the designated container and area. Arrangements have been made to have these materials disposed of in accordance with CDC regulations.

CLEANING SPILLS OF BLOOD AND OTHER BODY FLUIDS:

1. Wear gloves. Initially clean area using disposable towels.
2. Decontaminate area with an appropriate germicide or a 1:100 solution of household bleach. Cleaning equipment should be disposed of as infective waste.
3. Wash hands following removal of gloves.

ADDITIONAL PRECAUTIONS:

1. Eating, drinking, smoking, applying cosmetics or lip balm and handling contact lenses are prohibited in areas where there is reasonable likelihood of occupational exposure.
2. Food and drinks must not be kept in refrigerators, freezers, shelves, and cabinets or on countertops or bench tops where blood or other potentially infectious materials are present.

3. Students/health care workers who have exudative lesions or weeping dermatitis should refrain from all direct patient care and from handling patient-care equipment until condition resolves.
4. Any non-intact skin must be covered when in clinical areas to avoid exposure to infectious substances.
5. Pregnant students/health care workers are not known to be at greater risk of contracting HIV infection those health care workers who are not pregnant; however, if health care worker developed HIV infection during pregnancy, the infant is at risk of infection resulting from perinatal transmission. Because of this risk, pregnant health care workers should be especially familiar with and strictly adhere to precautions to minimize the risk of HIV transmission.

Standard Precautions are taught throughout the curriculum, but in greater detail during the Fundamentals of Nursing Course/Labe. Students are expected to review and be familiar with all standard precautions prior to any simulation, lab and clinical experience.

Post-Exposure Management Procedure: Should an exposure occur the following procedure should be followed and/or the facility procedure for treatment.

1. Immediate Treatment (local wound care must be carried out immediately following any exposure.)
 - Thoroughly clean wound with soap and water under running water.
 - Flush affected mucous membranes with copious amounts of water or saline.
 - Other wound care dictated by type and severity of injury.
2. Notification of Appropriate Parties
 - The student is responsible for immediately reporting any exposure to the instructor and appropriate facility staff. Reporting delay may jeopardize the accuracy of assessment of the exposure and could impair the ability to institute any available preventative measures.
 - The student will comply with the facility's blood-borne pathogen policies and procedures.
 - The student will complete the Health Sciences Division Student Exposure Incident Report. The student will complete the waiver treatment form if he/she chooses not to seek treatment or see a healthcare provider.
 - Students will be required to follow clinical facility policies.
3. Student Responsibilities for Follow-up Treatment
 - The student will provide faculty with a copy of the report of exposure and any treatment.
 - The student is responsible for completing all follow-up procedures.
 - The student may be financially responsible for costs associated with the exposure.

Guidelines for Isolation Precautions: Preventing Transmission of Infectious Agents in Health Care Settings (Last Reviewed: January 2016)

5.5 Injuries Sustained in the Clinical Area

Any injury that occurs in a clinical setting must be immediately reported to the clinical instructor, facility and Program Director. The faculty will ensure that all facility policies relevant to the injury are followed. A BCC Nursing Program incident report form will also be completed. Nursing Program personnel will assist the student in completion of required documentation. (See Appendix K)

5.6 Malpractice Insurance

Malpractice insurance is required for all nursing students and is paid for by the Nursing Program through student fees. It is the student's responsibility to review the entire policy, however the basic terms of the policy are:

- Each student is covered only while supervised by a Nursing Program faculty member/designee in an official BCC nursing course. Coverage ceases upon termination of the student's enrollment, either by graduation or withdrawal.
- Coverage is limited to activities that are part of, and a requirement of, the student's curriculum.
- It is the student's responsibility to notify the clinical faculty member about any occurrence that might cause liability to the student, clinical affiliate, or BCC. The clinical instructor will assist with appropriate facility and/or BCC incident reporting. Failure to report incidents may result in disciplinary action up to and including dismissal from the nursing program.

5.7 Use of Supplies and Regulated Medical Equipment

Supplies

Only the course instructor or designee can distribute the equipment and lab supplies used by students to gain competence in clinical skills. Removals of any item from the Nursing Program or a clinical affiliate, except as approved by the faculty, constitutes theft. Incidences of theft will be referred to law enforcement personnel, will result in corrective/disciplinary action.

Regulated Medical Equipment

BCC nursing students may only use regulated medical devices such as syringes, urinary catheters, IV catheters, blood glucose monitors, etc., under the supervision of a faculty person/designee. Supervision is required any time a student uses a regulated medical device on a client. Practicing technique(s) on another person without faculty authorization and written consent, will result in corrective/disciplinary action.

5.8 Expenses

Completion of a degree in nursing is costly. In addition to tuition and fees, nursing students should be aware that required nursing textbooks/reference materials are expensive and that many courses require several texts. The student should also plan for a number of out-of-pocket expenses related to course/program requirements. These expenses include, but are not limited to:

Lab/Clinical supplies. The following are required for all clinical experiences unless otherwise indicated by the clinical instructor:

1. Watch with a sweeping second hand
2. Penlight
3. Bandage scissors
4. Stethoscope
5. Travel to clinical sites
6. Lodging for clinical sites

Graduation Pins: BCC's Nursing Program celebrates the graduation of its students each year with a traditional pinning ceremony. Students may be responsible for the cost of the pin.

Nametags: The Nursing Program issues one nametag to each student free of charge. A fee may be charged for a replacement nametag.

Transportation: Students are responsible for their own transportation to and from classes and clinical experiences. Students should expect and be prepared for travel outside of the Browning area.

Uniforms: BCC Nursing Program selects the style and type of clothing worn by its students in the clinical setting. Students are **required to wear** this designated clothing whenever they are in a clinical setting unless otherwise directed. Uniforms are to be worn only during clinical experiences or as directed. Each uniform top and must have a BCC Nursing Program logo affixed to it. Personal scrubs or school uniform **must be worn** for all simulation and lab courses.

The required uniform consists of the following:

1. Clean shoes
2. Gray uniform top available through Pony Expressions purchased through the Nursing Program
3. Royal blue uniform pants

The college provides two scrub tops. Students are responsible for purchasing their own royal scrub bottoms. They are encouraged to purchase at least two pair to ensure a clean uniform each clinical day. Students shall purchase their own shoes, which must be non-mesh, non-open toe and heel.

6.0 Communication and Attendance

Communication

Students are responsible for immediately making changes in address, phone number, e-mail with the Nursing Program Administrative Assistant and faculty. This information must be kept current at all times in order to facilitate timely communication regarding program information.

Students are required to maintain a current BCC email account. School related communication to faculty and program director must occur using the BCC email account.

Attendance

Students are expected to be accountable and professional. Tardiness, excused absences, or unexcused absences will make it difficult for a student to be successful in the nursing program. Attendance in classroom, simulation/lab and clinical is mandatory to ensure exemplary training to meet all requirements of this rigorous program.

Tardiness - is defined as getting to class at any time after the scheduled class, simulation/lab or clinical time begins. All classes begin on the hour, therefore one minute after the hour is considered tardy.

- Three episodes of being tardy is considered an unexcused absence.
- After a student's third tardy, a plan of action will be initiated.
- For in-patient and long-term care clinical, students are expected to arrive fifteen minutes prior to the start of shift.
 - Students arriving one minute after the fifteen minute rule is considered being tardy.
 - Students arriving after the start of shift report will be sent home and is considered an unexcused absence.
- For ambulatory/out-patient clinical, students are expected to arrive at the facility start time.
 - Students arriving one minute after the facility start time is considered being tardy.
 - Students arriving after fifteen minutes of the facility start time will be sent home and is considered an unexcused absence.

Excused Absence - is defined as being an emergency, extenuating circumstance, life threatening event, or medical incident and will require a providers note.

- After a student's second excused absence, an action plan will be initiated.
- Emergency, extenuating circumstance, life threatening event, or medical incident will be handled on an individual basis.

Unexcused Absence - is defined as any reason that is not an emergency, extenuating circumstance, life threatening event, or medical incident.

- After a student's first unexcused absence, an action plan will be initiated
- Two unexcused absences will result in failure of the course and if this the second attempt for the course, dismissal from the program.

Students are expected to contact the instructor of the course by email before the class, lab/simulation or clinical begins with a written SBAR if they are going to be tardy or absent. If an SBAR communication is not received prior to the start of class, simulation/lab or clinical, it will automatically be considered an unexcused absence.

The student's request is not automatically approved and is at the discretion of the course instructor and/or program director. With extenuating circumstances, a phone call/message to the nursing administrative assistant, prior to the class, lab/simulation, clinical activity is the standard.

SBAR – Situation Background Assessment Recommendation

All communication with faculty must be via email and should follow the SBAR Format. Appropriate communication with faculty is part of a professional demeanor. The following is an example of appropriate communication with faculty.

S – Situation – “Dr. Smith, my name is Jane Doe- I’m a student in NRSG-555. You are my clinical instructor and I have a problem meeting a deadline.”

B- Background – “My computer assignment is due on June 26th. I have had a death in the family.”

A- Assessment- “I cannot meet the deadline.”

R- Recommendation – “I can complete the assignment by June 28th. Will that be acceptable?”

Cell Phones

Cell phones are **not to be used** at all in the classroom, lab and simulation settings. Cell phones will be left in a designated area before the start of class, lab or simulation. Unauthorized use of cell phones or electronic devices during class, lab, and simulation will result in a warning. If it occurs a second time it will result in dismissal from class for the remainder of the day.

Clinical is where students participate in direct patient care occurs and use of **cell phone is unacceptable for any circumstances**. Cell phones are very distractive and most facilities have strict rules against the use of cell phones. BCC nursing must respect these rules as guests in the facilities. Any student needing to access information they must contact the clinical instructor or use facility search engine. Use of a cell phone in clinical will result in being sent home and be considered an unexcused absence.

Messages for students are to be left with the nursing administrative assistant (**338-5441, ext. 2313**), who will contact the clinical instructor.

Classroom and Lab

Students **are expected** to attend all classes and clinical experiences.

Students are encouraged to carefully consider the time commitment for classes, student, family life, travel, leisure activity and other life responsibilities prior to scheduling outside employment while attending the BCC Nursing Program. Students that must seek employment to maintain personal obligations are cautioned to consider timing of employment obligations in relation to clinical and classroom. Students should not schedule working hours eight hours prior to clinical activities. Students who appear too fatigued to safely provide client care will be sent home.

Students who are too tired to participate and sent home will be given an unexcused absence for that clinical day. Students deemed unsafe to drive will need to make arrangements to get home or have the clinical instructor call a cab for transportation. Students will incur any costs of transportation needed.

Students are expected to have reliable transportation to clinical sites. Lack of transportation is not considered a viable reason to miss clinical, lab, or simulation.

Children, family members, friends, etc. are not allowed in classes or clinical areas. To avoid class disruptions, children are not allowed to linger in the hallways during class. The faculty realizes there are extenuating circumstances/situations that arise which necessitates bringing a child to lecture. If the student has explored all options, the student should contact the instructor to obtain permission to bringing a child. If permission is given the student and child must sit in an area of the classroom with easy access to the door (e.g. front row or side aisle) so that they may leave quietly in the event that the child becomes noisy or disruptive to the class environment. The instructor may ask the student and child to leave if the child becomes noisy or is disruptive to the class environment. Under no circumstances will children be allowed to attend class during examinations. Under no circumstances will children be allowed to attend laboratory or clinical (including clinical conferences).

Students are also expected to make personal appointments outside of scheduled class and clinical times. Plans for taking time off for travel should take place during breaks from classes such a Christmas or Spring Break. Please refer to the individual course syllabus for course-specific standards and policies. Posted breaks are from 10:20 to 10:40 and 2:10 to 2:20.

Nursing Boot Camp is where orientation to the College, student services, the Nursing Program, CPR, IHS, the learning of basic nursing skills, and student bonding begins. ***Attendance to Boot Camp is MANDATORY, as information and content presented cannot always be made up. Seven points of a student's final exam percentage is assigned to Boot Camp. If the student is unable to attend any portion Boot Camp, they will lose points toward their final exam.***

6.1 Grading

A minimum of an 80% (B) overall class score as well as an 80% test score average is required to successfully pass a nursing course. If any total nursing course grade is less than a 80% and/or total test average is less than 80%, the student must repeat the class and will unable to progress to the next semester. If a student is unsuccessful in any nursing class, they may retake the course when next offered with a maximum of two attempts total. If the course is not successfully complete on the second attempt, the student will be dismissed from the nursing program. Withdrawing from the course after the semester course withdrawal deadline is included as an attempt. The student may reapply to the nursing program at a later date. Reapplication does not guarantee acceptance.

In order to pass a course with a concurrent lab/clinical, both components must be passed with an 80% average or higher in order to progress in the program.

Anytime a student's average grade in a course falls below a B (80%) on assignments, tests, quizzes, written assignments, etc., it is the student's responsibility to set up a meeting with the nursing instructor to initiate an action plan and seek out remediation needed to satisfactorily maintain a minimum of a B (80%) average in the course. An instructor or advisor will hold individual conferences at midterm with each student who is not passing to discuss academic, lab or clinical progress.

The following scale is used in all of the BCC Nursing courses:

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

**Grades are not rounded.*

Students have the responsibility for completing requirements of the course in which they are enrolled within the time framework of the semester. However, incompletes may be given based on unforeseen circumstances and in the opinion of the instructor and/or program director. The students must have been in attendance for the class and their work is satisfactory (performing at a passing level) throughout the semester. The instructor and student will follow the BCC incomplete grade requirement and nursing program requirements as outline in the Incomplete Policy found in the nursing policy and procedures manual.

Students must adhere to class syllabus, nursing program standards and requirements, and meet Kaplan benchmarks before transcripts will be released to the State Board of Nursing. If these standards are not met, then the student will receive an incomplete for the class NRS 266, titled "Managing Client Care for the RN."

Dosage Calculation Testing

To promote medication administration safety in the clinical setting the BCC is attempting to reduce medication errors and enhance student awareness to the **importance of utilizing and practicing the 6 rights to medication administration** during the clinical experience by demonstrating clinical and didactic competence prior to clinical experiences.

Students enrolled in NRS 230/231 Nursing Pharmacology and Nursing Pharmacology Lab, are expected to complete the Dosage Calculations and Drug Administration unit with a minimum of 80% as a unit accumulative grade. This includes calculating and giving oral medications, injections and IV medications.

To promote ASN medication administration safety in the clinical setting for NRS 235/244/261 Adult Nursing I, II, III Clinical, NRS 237 Health and Illness of Maternal Nursing Clinical, and NRS 247 Health and Illness of Child and Family Nursing Clinical students are expected to

complete a dosage calculations and drug administration quiz, scoring a minimum of an 80% grade. This includes calculating and giving oral medications, injections and IV medications.

In the event a student is unable to earn an 80% on the quiz after the initial attempt, the student will meet with the instructor, discuss areas of concerns, and develop a mutual action plan which will include a mandatory tutoring session with an instructor or per Kaplan to assist the student in achieving goals of safe medication administration. Students may use their clinical reference cards and calculators and are advised to come prepared.

Students are not allowed to participate in clinical until a minimum of 80% is scored on the dosage calculations and drug administration quiz.

Any clinical days missed due to no scoring a minimum of 80% will be considered an unexcused absence.

Students have three attempts to score a minimum of a 80% on the quiz. In the event the student does not score a minimum of 80% within three attempts, the student will be dismissed from the nursing program.

Academic Integrity

Cheating, plagiarism, providing false information, forgery, or other forms of academic dishonesty on any assignment, report, quiz, exam or clinical documentation may result in 0 (zero) points being awarded for that event and is considered gross misconduct and may be grounds for immediate dismissal from the program with no opportunity for reinstatement. For additional information beyond the BCC Nursing Student Handbook, please refer to the Blackfeet Community College Catalog 2018-2020 and/or the Blackfeet Community College 2018-2020 Student Handbook.

Students who are involuntarily dismissed from the Nursing Program due to grades and who wish to petition for re-entry into the Nursing Program must follow the procedure under STUDENT APPEALS in the Nursing Student Handbook, which may be followed by information in the Blackfeet Community College 2018-2020 Catalog or Blackfeet Community College 2018-2020 Student Handbook.

Corrective Action and Appeals

For additional information beyond the BCC Nursing Student Handbook Section 9, please refer to the Blackfeet Community College Catalog 2018-2020 and/or the Blackfeet Community College 2016-2018 Student Handbook.

7.0 Expected Standards of Behavior

7.1 General Standards

If a nursing student fails to comply with the terms of the Nursing Student Handbook or Code of Conduct for Nurses, the student may be subject to corrective action, which may include, but may not be limited to, counseling, additional course work/clinical hours, suspension and/or possible

dismissal from the Nursing Program. A confidential record of corrective action plan is kept in the Nursing Program student file.

It is the responsibility of the BCC nursing student to follow these general standards:

- Please be on time, it is reflective of professionalism and accountability.
- Come to class prepared, please read the content and print off the lecture notes if there are any. Make the most of your class time as it is expected you will be able to participate and have completed all required readings and/or assignments before class. The class will be conducted with this in mind.
- Do not let your classmates down. When group work is underway, pull your weight and share the work. Encourage group participation in an equitable fashion. Off-task chatter is distracting to others and NOT considered participation. Please be respectful of your classmates.
- Academic honesty is a nursing program and professional expectation. In the event that students are suspected of cheating, plagiarism or otherwise misrepresenting their work, they will be subject to procedural due process as stated in the Nursing Student Handbook and the BCC Student Handbook.
- Late work, including exams, will NOT be accepted for full credit unless prior arrangements have been made with the instructor. It is up to the discretion of each instructor to the protocol for late work.
- SBAR **must be utilized** and sent to the instructor **prior to the due time**. If SBAR is not utilized, the late work will not be accepted and a zero grade will be given.
- Cell phones are not allowed to be used in classroom, lab or clinical. If you bring your cell phone you are expected to place it in the rack located in the back of the classroom.
- Polite snacking/eating is permissible in the classroom. Smoking or chewing tobacco is not allowed in the classroom, lab or clinical setting.
- Please bring your sense of humor, wonderment of learning and please NO WHINING...nursing school is tough, being a nurse is tough, but it is the best job you will ever have!
- Lap-top computers in the classroom must be used for current course work only. If used for other course or personal use, they may be turned off by the instructor.
- All other electronic devices except lap-top computers being used for current course work must be turned off. Cell phones must be on vibrate or off.

Gossip

Gossip within this department is defined as discussing anything negative with another person who cannot solve the problem. Incivility in the form of gossip is not tolerated in the BCC Nursing Program. Communications qualifying as gossip will be rerouted to appropriate channels for resolution. Communications which violate the chain of command will be considered grounds for corrective/disciplinary action.

Social Networking

Social networking sites can be an effective way to keep in touch with colleagues. Social Media such as Facebook, LinkedIn, Snap Chat, Twitter, and Flickr have grown in popularity and

application, allowing users to post content and share with virtually anyone. Organizations, including healthcare institutions, are rapidly integrating the use of Social Media into their education, outreach, and marketing strategies.

While this creates new opportunities for communication and collaboration, it also creates vulnerabilities for individuals and institutions, especially those involved in the healthcare environment. Depending on the privacy settings, literally anyone with access to the Internet can see individual profiles, photos, and posted opinions, and can share them anywhere. The potential impact on professional careers and professions is an important consideration. (NCSBN White paper: A Nurse's guide to use of social media, 2011).

In order to protect the privacy and confidentiality of students, faculty, instructors, patients, and families, the use of cellphones for picture taking is expressly prohibited in classroom, lab or clinical sites. BCC reserves the right to approve any pictures taken on the campus.

It is imperative that each student understand the potential negative repercussions that could occur when postings to social networking violates patient, faculty or other student confidentiality or privacy. Violation of Privacy and Confidentiality will result in corrective/disciplinary action.

American Nurses Association (ANA) Principles for Social Networking Adapted as Rule for Blackfeet Community College Nursing Students

1. Nursing students must not transmit or place online individually identifiable student, faculty, college, or staff information.
2. Nursing students must observe ethically prescribed professional student-client and student-faculty boundaries.
3. Nursing students must understand that clients, fellow students, institutions, employers, and community members may view postings.
4. Nursing students must take advantage of privacy settings and seek to separate personal and professional information online.
5. Nursing students must bring content that could harm a client, fellow student, faculty, staff or the college's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nursing students should participate in developing institutional policies governing online conduct.

Tips to Avoid Social Media Problems Adapted as Rule for Blackfeet Community College Nursing Students

1. Professionalism is the same online as in any other circumstance.
2. Do not share or post information or photos gained through the school at BCC or clinical.
3. Maintain professional boundaries in the use of electronic media. Online contact with clients blurs this boundary.
4. Do not make disparaging remarks about clients, fellow students, faculty, staff or the college, even if they are not identified.
5. Do not take and post photos or videos obtained in classroom, lab or clinical on personal

- devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

References:

American Nurses Association, (2011, September). Principles for social networking and the nurse. Silver Spring, MD: Author.

National Council of State Boards of Nursing, (2011, August). White Paper: A nurse's guide to the use of social media. Chicago, IL: Author (<http://www.nursingworld.org/principles>)

7.2 Clinical/Laboratory Behavior

Students are expected to conduct themselves in a professional manner while functioning in the role of a BCC nursing student. The goal of clinical experiences within BCC's Nursing Program is to provide the student with an opportunity to learn, gain experience, and improves nursing practice. The utmost goal, however, is to provide safe patient care. The College and clinical/lab faculty members have a legal duty to protect the patient from unsafe nursing care provided by students. Therefore, students must continuously demonstrate appropriate clinical judgment and the ability to provide safe nursing care by applying accepted nursing standards and specific facility policies.

Student clinical/lab/simulation standards include but are not limited to the following:

- Personal belongings (wallets, purses, books, etc.) are NOT to be brought to the clinical/lab area; coats are to be hung in the areas provided on each unit for nursing staff. Items brought to the clinical/lab area are the student's responsibility.
- Gum chewing and tobacco usage are not allowed on the nursing units. Eating and drinking at the nurses' stations are prohibited by OSHA standards. Food/drink is prohibited in nursing lab areas.
- Appropriate dress, equipment, and nametag are required whenever the student is in a clinical setting. BCC uniforms and nametags are not to be worn outside of the clinical/lab setting, unless directed otherwise. Students may also be provided with an identity badge at some facilities for security purposes. Both the BCC name tag and identity badge will need to be worn in facilities that require an identity badge.
- Students are allowed one 30-minute break for each six-hour shift worked in the clinical setting. Breaks must be approved by your instructor and primary nurse.
- Confidentiality will be maintained at all times. Patient charts may not be taken off the nursing units. If the nurses' station is crowded, contact the primary nurse of the patient and request to take the chart to the conference room, and leave a note in the chart holder stating where the chart is and who has it. NO part of the chart may be copied, this is a HIPAA violation.
- Students may not answer phones at the nurse's station, take messages, or receive orders for patient care.
- When leaving the nursing unit for any reason, students must inform the primary nurse and Instructor. If accompanying a client to a procedure or test, the student must notify the instructor. Students will not be solely responsible for a client while accompanying them

off the unit and will not substitute for hospital staff for transport. Students may not accompany clients outside the institution alone.

- Upon the completion of the shift, the student will give a detailed written and/or verbal report of care given to the primary nurse using the SBAR format.
- On each assigned unit, be familiar with the location of the crash cart and the procedures for emergency codes.
- Discuss with instructor or preceptor all medications to be given, procedures to be performed, and approval of charting.
- The student will immediately inform the instructor of any errors or other incidents.
- Patient charts may not be taken off the nursing units or copied.

Each clinical day prior to report, the student will review the client's chart for any changes or new orders and make appropriate changes on the plan of care.

The student will introduce him/herself to the primary nurse before leaving report; the student will inform the primary nurse of his/her schedule, and what he/she will and will not be doing for the assigned client.

On all assigned clients, the student may be responsible for performing care they have successfully demonstrated in class or lab or as approved by the instructor. Students must report questionable or abnormal findings promptly to the instructor and primary nurse.

If a student's behavior or action causes any type of danger or harm to a patient, the student may be immediately removed from the clinical area and may not be allowed to return until the Nursing Program director and faculty reviews the situation. The Nursing Program faculty and Director will determine an appropriate Corrective Counseling/Action Plan which may include immediate dismissal from the Nursing Program and potentially result in failing grades in all nursing courses.

Students will be dismissed from the Nursing Program for disciplinary actions due to inability to demonstrate clinical judgment and/or safe care. The student may petition for re-entry into the Nursing Program and must follow procedure under Student Appeals in the Nursing Student Handbook, which may be followed by Right of Appeals and Grievances in the BCC Academic Catalog.

7.3 Confidentiality

Patient/facility information can be used only for achievement of BCC's Nursing Program goals and objectives and must be held in strict confidence. Any other use/disclosure of patient's personal information and/or protected health information or confidential matters within a facility is in violation of BCC's policy, the Nurse's Code of Ethics, the Nurse Practice Act, and state & federal law. Violation of patient's privacy rights or revealing confidential information can result in immediate dismissal from the nursing program. In addition, the student may be held individually responsible for any criminal and/or civil judgments resulting from unauthorized disclosure of protected information.

HIPAA:

Students receive specific training regarding privacy and confidentiality, including all applicable requirements mandated by state law and *the* Federal Health Insurance Portability and Accountability Act (HIPAA). Students are required to sign a statement (*Appendix B*) acknowledging their responsibilities in protecting patient privacy rights and confidentiality. Students may be required to re-sign a statement at each of the clinical sites as part of credentialing procedures for those particular facilities.

FERPA:

FERPA, the Family Educational Rights and Privacy Act, as amended, is a federal law passed in 1974 and codified at 20 U.S.C. § 1232g. It is also commonly known as the Buckley Amendment. The law protects the privacy of student educational records and provides rights to students for access to and amendment of those records. FERPA applies to any higher education institution receiving federal funds administered by the U.S. Department of Education (DOE).

7.4 Appearance & Dress Code for Clinical/Lab/Simulation

Requirements for grooming and appearance in the clinical setting are based on safety, infection control, and the need to present a professional appearance. Whenever a student is in a clinical area, the student must adhere to the following requirements:

- BCC Nursing Program clinical uniforms are selected and ordered by the program and to be worn at all clinical settings unless specified by the clinical site.
- In most clinical/lab /simulation settings, nursing students should be visually distinguishable from regular facility staff; therefore, the designated uniform top may not be covered with a sweater, jacket, etc. Students who desire extra warmth may wear a color coordinating shirt underneath the uniform top.
- Uniforms must be freshly laundered, wrinkle free, and in good condition. Shoes/shoelaces should be clean. Uniforms (including shoes) may only be worn in the lab, simulation or clinical setting unless faculty advises otherwise.
- Expected personal hygiene includes clean breath, clean fingernails, daily shampoo/bathing, and use of deodorant.
- Long fingernails are not allowed. Artificial nails of any length are not allowed. Nail polish (if worn) must be pale-colored and completely cover the nail. No black, bright or flashing colors are allowed.
- Long hair must be pulled back off the collar.
- Male students must be clean shaven or have a neatly trimmed beard.
- No fragrances are allowed.
- No hats are to be worn in clinical/simulation/lab.
- All tattoos must be covered.
- Smokers should be aware that the smell of smoke lingers on their breath/clothing and should take measures to assure that no offensive smoke odors are present. Students are encouraged to consider smoking cessation. BCC's Policy on Smoking and Tobacco Usage prohibits smoking in or near any campus building or in school vehicles, with the exception of ceremonial tobacco use.

- Students are expected to respect and adhere to smoking policies at clinical sites. Often sites have smoke free campus policies.
- Extremes in make-up, hairstyle, and/or clothing are not allowed.
- Jewelry in the clinical setting is limited to the following items:
 - a) Wedding/engagement ring(s)
 - b) One short necklace
 - c) Jewelry associated with piercing on any visible part of the body is limited to one post per ear lobe. No other items (including items worn in the tongue) are allowed.
- Some clinical sites may have dress codes unique for that site. Faculty will communicate to students the dress code for these sites before beginning the clinical hours. Students will be expected to be appropriately attired on the first and all subsequent days.
- Watch and stethoscope are required accessories

It is the responsibility of each student to follow these regulations. If they are not followed, the student will be sent home from clinical and it will count as an unexcused absence.

7.5 Chain of Command

Adhering to the chain of command is crucial in the nursing program and will prepare you for the work setting upon graduation. Students are to resolve issues/concerns at the lowest level with the involved person.

- Student to student
- Student to faculty member
- Student to nursing program director

Students not following the chain of command in an appropriate or timely manner may be subject to corrective/disciplinary action and/or an action plan.

8.0 Governance

The **Wolf Society** is comprised of students, nursing faculty/staff, and administrative personnel. Wolf Society 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 BCC 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.

Responsibility of Faculty

1. Increasing student awareness regarding program direction and faculty concerns.
2. Providing information and guidance regarding student concerns and participating in follow-up activities as indicated.
3. Fostering student/faculty interaction during joint meetings.
4. Notifying student representatives of changes to the nursing program(s), policy or handbook.

Responsibility of Student Representatives

1. Increasing student awareness regarding committee activities.
2. Sharing information about class concerns within the purpose of the BCC Nursing Department.
3. Assisting in problem solving to address agenda items.
4. Implementing committee/faculty suggestions and reporting outcomes to peers.
5. Contributing to program policy and curriculum development.

9.0 Corrective Action and Appeal Policy

Action Plan

Action plans are meant for academic and or behavioral concerns. The student will initiate an action plan regarding their academic performance. Nursing Faculty will initiate an action plan for behavioral and all other concerns.

Corrective Action

Students are expected to follow the Montana Board of Nursing, regulation ARM 24.159.2301 (Appendix C), The Nursing Student Handbook and The BCC Student Handbook. Students who violate any of these regulations are subject to corrective action, which may include, but not limited to, action plan, corrective counseling, additional course work/clinical hours, or dismissal from the Nursing Program. Incidence of criminal behavior will be reported to the proper authorities. A confidential record of any corrective action is kept in the student file within the Nursing Program.

All instances of documented Nursing Program corrective counseling/action plan will be cumulative throughout the student's enrollment in BCC's nursing program. The severity of the occurrences will determine the actions taken. A single severe incident may result in dismissal from the Nursing Program. Multiple occurrences of corrective action may also result in dismissal from the program after discussion with Nursing Program director, Division Chair and/or the President

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
- Attendance/tardiness

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 to the Director consisting of:
 - A nursing faculty member not involved with the incident being appealed
 - If there is not a nursing faculty who not involved in the incident, a BCC faculty member will be asked to participate
 - A BCC student success center representative
 - A neutral-party student—this student is selected by the Nursing Program Director from a list of volunteers generated from BCC student population
 - **The neutral party student:**
 - Cannot be enrolled in the same NRSG courses as the student requesting the appeal.
 - 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.
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.
 - The student peer-advocate (who must be currently attending BCC) is chosen by the student and is not required by the Nursing Program to sign a confidentiality form.
 - The peer advocate does not actively contribute to the appeal.
 - 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 consideration for re-entry.

Withdrawal 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 a panel consisting of the Nursing Program Director, one Nursing Program faculty, and one BCC faculty/staff, 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 panel'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.

Reapplication to the program does not guarantee admission.

All placements in the BCC Nursing Program are dependent upon sufficient financial, faculty and clinical resources.

10.0 MONTANA LICENSING

Licensing is governed by the Montana Board of Nursing (BON).

http://mt.gov/dli/bsd/license/bsd_boards/nur_board/board_page.asp

After the Nursing Program has been completed, students are eligible to take the national licensing exam (NCLEX-RN). Successful completion of this exam is required for employment. A graduate may receive a temporary license when they have completed the application to test. This temporary license, along with an Employer Sworn Statement, is required for employment as

a graduate nurse, and the graduate is responsible for notifying a prospective employer of their status in this regard.

It is the student's responsibility to contact the BCC 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.

10.1 Registered Nurse

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. Examination Information: Cost: \$200.00 The Council Licensure Examination (NCLEX) is given 6 days a week.

An applicant for a license to practice as a licensed registered nurse shall pay a fee prescribed by the board to the department at the time the application is submitted. An applicant for a license to practice as a registered nurse is required to pass the National Council of State Boards of Nursing (NCSBN)- National Council Licensure Examination (NCLEX) exam or another board approved licensing examination. On successfully passing the examination, the board shall issue to the applicant a license to practice as a licensed registered nurse.

Renewal Period: All licenses expire 12/31 of even numbered years and must be renewed by that time. http://bsd.dli.mt.gov/license/bsd_boards/nur/_board/board_page.asp

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

11.0 FINANCIAL AID INFORMATION

Please refer to the most current Blackfeet Community College catalog or website for information regarding financial aid and available scholarships. Applying for a Pell Grant Award, please go to www.fafsa.gov

Appendix A: Student Action Plan
BLACKFEET COMMUNITY COLLEGE NURSING PROGRAM
ACTION PLAN

Action Plan

Student Name: _____ Date Initiated: _____

Statement of the Problem: *(Describe behaviors and objectives that need to be addressed)*

Plan: *(describe behaviors, objectives, and time frame for correction)*

Consequences of Problem:

Student Comments:

Faculty Signature: _____ Student Signature: _____

.....

Resolution/Outcome: _____ Date: _____

Faculty Signature: _____ Date: _____

Student Signature: _____ Date: _____

Appendix B: HEALTH INFORMATION PORTABILITY & ACCOUNTABILITY ACT (HIPAA)

BLACKFEET COMMUNITY COLLEGE NURSING PROGRAM

The students of Blackfeet Community College 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 to 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 C: MONTANA STATE BOARD OF NURSING CONDUCT OF NURSES
 BLACKFEET COMMUNITY COLLEGE NURSING PROGRAM

24.159.2301 CONDUCT OF NURSES

(1) Professional conduct for nurses is behavior including acts, knowledge, and practices, which through professional experience, has become established by practicing nurses as conduct which is reasonably necessary for the protection of the public interests.

(a) While working as a nurse, the nurse will identify himself or herself with a name badge disclosing, at a minimum, first name, first initial of last name, and license type. The identification badge will be written in a standard bold face font with a font size of no less than 18 point.

(b) All nurses shall notify the board office of any change in address within ten days of the change. Failure to notify the board of an address change may result in a fine.

(c) All nurses are required to report unprofessional conduct of nurses to the board. The board does not accept anonymous complaints.

(2) Unprofessional conduct, for purposes of defining [37-1-307](#), MCA, in addition to unprofessional conduct listed at [37-1-316](#), MCA, the following being unique, is determined by the board to mean behavior (acts, omissions, knowledge, and practices) which fails to conform to the accepted standards of the nursing profession and which could jeopardize the health and welfare of the people and shall include, but not be limited to, the following:

(a) failing to utilize appropriate judgment in administering safe nursing practice based upon the level of nursing for which the individual is licensed;

(b) failing to exercise technical competence in carrying out nursing care;

(c) failing to follow policies or procedures defined in the practice situation to safeguard patient care;

(d) failing to safeguard the patient's dignity and right to privacy;

(e) verbally or physically abusing patients;

(f) performing procedures beyond the authorized scope of the level of nursing and/or health care for which the individual is licensed as defined by rules;

(g) altering and/or manipulating drug supplies, narcotics, or patients' records;

(h) falsifying patients' records, intentionally charting incorrectly or failing to chart;

(i) diversion of a medication for any purpose;

(j) violating state or federal laws relative to drugs;

(k) intentionally committing any act that adversely affects the physical or psychosocial welfare of the patient;

(l) delegating nursing care, functions, tasks and/or responsibilities to others contrary to the Montana laws and rules governing nursing and/or to the detriment of patient safety;

(m) failing to exercise appropriate supervision over persons who are practicing under the supervision of the licensed professional;

(n) leaving a nursing assignment without properly notifying appropriate personnel;

(o) practicing professional or practical nursing as a registered or practical nurse in this state without a current active Montana license or permit;

(p) failing to report to the board information known to the individual regarding any possible violation of the statutes or rules relating to nursing;

(q) a license or certificate in a related health care discipline in Montana, another state or any jurisdiction denied, revoked, suspended, placed on probation or voluntarily surrendered for any reason that would constitute a basis for disciplinary action in this state;

(r) failing to comply with the contract provisions of the nurses' assistance program;

(s) refusing to sign for or accept a certified mailing from the board office; or

(t) failing to participate and cooperate in a Department of Labor and Industry investigation;

(u) failing to report to the board office within 30 days of the date of the final judgment, order, or agency action, any malpractice, professional misconduct, criminal, or disciplinary action in which the nurse or the nurse's employer, on account of the nurse's conduct, is a named party; and

(v) violating a state or federal statute while performing or attempting to perform the practice of nursing.

Appendix D: STUDENT LATEX RISK ASSESSMENT
BLACKFEET COMMUNITY COLLEGE NURSING PROGRAM

Name _____ Date _____

- | | | | *Explanation |
|----|---|--------|---------------------|
| 1. | Have you ever suffered from: | | |
| | a. Allergic rhinitis (runny nose) | Yes 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 | |
| 2. | Have you ever reacted after handling/using: | | |
| | a. 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 | |
| 4. | Have you ever reacted after eating: | | |
| | a. 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 safe guards and/or follow through.

Student signature _____ Date _____

APPENDIX E: LATEX ALLERGY STATEMENT
 BLACKFEET COMMUNITY COLLEGE NURSING PROGRAM

Today, many health care facilities minimize the use of latex as much as possible. At BCC 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 F: STATEMENT OF INFORMED CONSENT FOR PREVENTION OF
COMMUNICABLE DISEASES**
 BLACKFEET COMMUNITY COLLEGE NURSING PROGRAM

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

_____ I understand that BCC 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 BCC 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 BCC 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 G: BLOOD BORNE PATHOGEN STUDENT POLICY
BLACKFEET COMMUNITY COLLEGE NURSING PROGRAM

I. Purpose

Students in any academic, research, or occupational program at BCC 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 BCC 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

A. 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

A. 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.

B. 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, and sent to the Joe Rutherford.

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 BCC 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 H: STUDENT EXPOSURE INCIDENT FORM
BLACKFEET COMMUNITY COLLEGE NURSING PROGRAM

Student Name:	
Student ID:	Date of Incident:
Department/Building:	Date Reported:
Type of Exposure:	
<input type="checkbox"/> Human bite <input type="checkbox"/> Blood/Body fluid splash <input type="checkbox"/> Open wound, scratch, or abrasion contaminated with blood/body fluid/urine/stool <input type="checkbox"/> Puncture or cut from instrument set, lancet, or other sharp object <input type="checkbox"/> Needle stick following venipuncture <input type="checkbox"/> Needle stick from IVP or VIPB <input type="checkbox"/> Needle stick following injection <input type="checkbox"/> 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. <input type="checkbox"/> Gloves <input type="checkbox"/> Gown/Apron <input type="checkbox"/> Mask <input type="checkbox"/> Eyewear <input type="checkbox"/> CPR shield <input type="checkbox"/> None <input type="checkbox"/> 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
<input type="checkbox"/> Student referred to physician of choice <input type="checkbox"/> Seen by Physician: <input type="checkbox"/> Office <input type="checkbox"/> ER <input type="checkbox"/> County Health <input type="checkbox"/> Student declines to be seen by physician, have treatment and/or follow-up Other comments:	

Appendix I: Photo Release

 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.

Signature

Date of Signature

Printed Name

Address

**APPENDIX J: BLACKFEET COMMUNITY COLLEGE INCIDENT FORM
BLACKFEET COMMUNITY COLLEGE NURSING PROGRAM**

**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 BCC 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: HUMAN SUBJECTS DOCUMENT
ASSUMPTION OF RISK AND CONSENT TO PROCEDURES
BLACKFEET COMMUNITY COLLEGE NURSING PROGRAM**

General Information:

During this course you will be participating in laboratory activities in which learning by students requires the use of human subjects as part of the training. As a part of these learning activities you will be asked to perform specific skills as well as be the subject of specific skills practiced by students. These learning activities will be conducted under the supervision of the course instructor.

Benefits:

The activities listed have been selected because they are skills essential to the learning process and the faculty believe that realistic practice is essential for optimum learning.

Bloodborne Pathogen Exposure

It is important that you be aware that blood and other body fluids have been implicated in the transmission of certain pathogens, particularly Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV), the virus responsible for Acquired Immune Deficiency Syndrome (AIDS). In order to minimize risk of exposure to bloodborne pathogens, the student must agree to follow Standard Precautions guidelines as well as comply with regulations outlined in the OSHA Bloodborne Pathogen Standard.

Risks/Discomforts

Participation may create some anxiety or embarrassment for you. Some procedures may create minor physical or psychological discomfort. Specific risks are listed below.

Your Rights

You have the right to withhold consent and to withdraw consent after it has been given. You may ask questions and expect explanation of any point that is unclear.

Learning Activity	Specific Benefit	Risks/Discomfort
Venipuncture, IV insertion, intramuscular/subcutaneous/intradermal injection	Student gains experience needed prior to performing procedures on actual patients	Possibility of hematoma or bruising; slight, temporary pain with procedure; slight risk of temporary nerve inflammation; pain, swelling or infection at injection site Risk of reaction to injected ingredients
Finger puncture	Same as above	Slight, temporary pain upon puncture; minimal possibility of infection (provided area is kept clean)
Nasal Gastric Tube Placement	Same as above	Discomfort, coiling of the tube in the throat, reflux of stomach contents

I have read the above Human Subjects Document. I acknowledge my understanding of the risks and benefits described. My questions have been answered. I agree to participate as a subject in the learning activities listed above.

Name (Printed) _____ Date _____

Student Signature: _____

Witness Signature: _____

APPENDIX L: WAIVER AND RELEASE OF LIABILITY
BLACKFEET COMMUNITY COLLEGE NURSING PROGRAM

Blackfeet Community College Nursing Program
Waiver and Release of Liability

For valuable consideration, the receipt and sufficiency of which is acknowledged, the undersigned waives, releases, and discharges Blackfeet Community College (BCC) 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 BCC 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 BCC Nursing Program Director.

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

Name (Printed) _____ Date _____

Student Signature: _____

Witness Signature: _____

APPENDIX M: ACKNOWLEDGEMENT FORM
BLACKFEET COMMUNITY COLLEGE NURSING PROGRAM

I have read and understand the policies and guidelines set forth in the 2018-2019 BCC 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)

This Document has been created, revised and approved by the following BCC Faculty Members:

- **Keith McDivitt (Director of Nursing)**
- **Melissa Gordon (Nursing & Lab Instructor)**
- **Rayola Grant (Nursing & Clinical Instructor)**
- **Kathy Schmidt (Clinical Instructorke)**
- **Shaunell Wippert (Administrative Assistant)**

Date: _____