



**BLACKFEET COMMUNITY COLLEGE
ASSOCIATE OF SCIENCE NURSING PROGRAM
POLICY AND PROCEDURE MANUAL**

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CURRICULUM/PROGRAM POLICIES AND PROCEDURES

Required Prerequisite Course and Requirements

Policy Rationale:

Provides specific detail to students wanting to pursue application consideration into the program at Blackfeet Community College. Students are required to have a solid base of humanities, science and mathematics to promote success in the nursing program and profession. Course of study includes college level anatomy and physiology, college algebra, college writing, chemistry and history of Piikani.

Course Work Requirements:

Courses must be completed or in process of completion in order to apply for the Nursing Program.

BIOH 201 & 202 Anatomy & Physiology I	4 credits
BIOH 211 & 212 Anatomy and Physiology II with Lab	4 credits
CHMY 121 Introduction to Chemistry	3 credits
CHMY 122 Introduction to Chemistry Lab	1 credits
WRIT 101 College Writing	3 credits
M 121 College Algebra	3 credits
BIOM 250 & 251 Microbiology with Lab	4 credits
SOCI 101 Introduction to Sociology	3 credits
PKNI 129 History of The Piikani	3 credits
TOTAL	28 Credits

- A & P I must have been completed within the past five (5) years and with a minimum of a B grade to be eligible
- General Chemistry and Chemistry Lab must have been completed within the past five (5) years and with a minimum of a B grade to be eligible
- College Writing must have been completed within the past ten (10) years and with a minimum of a B grade to be eligible
- College Math for Healthcare or College Algebra must have been completed within the past ten (10) years and with a minimum of a B grade to be eligible
- History of The Piikani must have been completed with a minimum of a B grade to be eligible

These courses must be completed with a minimum of a B grade (80%)

Board of Regents Common Curriculum Accepted Course Substitution

General Education Prerequisite	Acceptable Transfer Course	Credit
BIOH 201/202 Anatomy and Physiology I	Anatomy and Physiology I	Must be 4 Credits with a Lab
BIOH 211/212 Anatomy and Physiology II	Anatomy and Physiology II	Must be 4 Credits with a Lab
WRIT 101 College Writing	College Writing	3 credits
M 140 College Math for Healthcare	M 121 College Algebra M115 Linear & Probability M 152 Pre-Calculus with Algebra M 153 Pre-Calculus with Trig M 171 Calculus	3 credits
CHMY 121 Introduction to General Chemistry CHMY 122 Introduction to General Chemistry Lab	Any General Chemistry with a lab	Must be a total of minimum of 4 credits either by: <ul style="list-style-type: none"> ● 3 for lecture and 1 for lab ● 4 credits including both lecture and lab
PSYX 100S Introduction to Psychology	Introduction to Psychology	3 or 4 credits
BIOH 250 Microbiology in Health Sciences BIOH 251 Microbiology Lab	Microbiology courses which include Microbiology in the title (must be medical related)	Must be a total of minimum of 4 credits either by: <ul style="list-style-type: none"> ● 3 for lecture and 1 for lab ● 4 credits including both lecture and lab
SOCI 101 Introduction to Sociology	Introduction to Sociology	3 credits

Reviewed/Approved: 6/2017

Admission Requirements and Process for the Associate of Science ASN-RN Program

Policy Rationale:

BCC Nursing Program has a limited enrollment capacity based on availability of funding, faculty and clinical facilities. Qualified applications to the BCC Nursing Program may exceed available spaces, and become a competitive process. Students applying to programs are entitled to fair and equitable treatment of their applications. The Nursing Department screens all applications making the decision of the accepted students based on the following areas during the interview:

- Application letter
- References
- Professionalism
- Work experience
- Language
- Body language
- Successful completion of all prerequisites with a minimum of a B grade
- Interview

Student Application Requirements:

- Must apply to Blackfeet Community College before applying to the Nursing Program
- Documented successful completion with a minimum of a B (80%) and the accepted timeline of the prerequisite Associate Degree courses
- Successfully completed application packet:
 1. Typed application cover letter
 2. Application Checklist
 3. Work Experience Form
 4. Immunization records
 5. Knowledge of Program Requirements
 6. Two Reference Forms

Application Procedure:

1. Completed applications are due April 1st, by mail or hand delivered to the Nursing Department.
2. Application deadlines are posted on the BCC Nursing webpage.
3. Applications are available on the BCC Nursing webpage or by hardcopy.
4. Applications are collected by administrative support staff for cataloging and preparing for review by BCC nursing faculty.

5. The Nursing Department will begin screening all completed applications after April 15th.
6. The most qualified applicants are chosen
7. Participate in small group interviews
8. Accepted students are officially notified by a letter from the program
9. Non-accepted students are officially notified by a letter with rationale from the program
10. Notified accepted students must notify the Nursing Program of acceptance/denial of placement by the date provided in the student's official acceptance letter.
11. Students declining placement are not guaranteed placement into future semesters and must reapply for the nursing program.
12. The Nursing Program Director reserves the right to deny admission to any applicant based on the best interest of the profession and the BCC Nursing Program.
13. Admission or graduation does not guarantee obtaining a license to practice nursing. Licensure requirements are the exclusive right and responsibility of the Montana State Board of Nursing Regulations and success completing of the RN NCLEX.

Reviewed/Approved: 6/2017

Scope and Sequence of Nursing Program Curriculum for ASN-RN Program

Policy Rationale:

The nursing program is built on the philosophy of faculty assisting students to advance in knowledge, responsibility and accountability through structured guidance in order to develop into increasingly competent, independent members of the health care team. Education occurs in steps, students in the nursing program acquire facts and terms to assist them in identifying concepts and practice as an RN. This continues with the formulation of concepts and relationships in health care, allowing a student to use gained knowledge to enhance the quality of care and ability to use reasoning and critical judgment, (Bates & Poole, 2003). Students who complete scope and sequence and meet all mandated requirements will then be eligible to sit for the National Certification exam for the Registered Nurse: (NCLEX-RN)

Required Course Work:

Semester 3 - After Acceptance to the Program

NRSG 230	Nursing Pharmacology	3 credits
NRSG 231	Nursing Pharmacology Lab	2 credits
NRSG 232	Foundations of Nursing	3 credits
NRSG 233	Foundations of Nursing Lab	3 credits
PSYX 100	Introduction of Psychology	3 credits
TOTAL		14 credits

Semester 4

NRSG 256	Pathophysiology	3 credits
NRSG 234	Adult Nursing I	3 credits
NRSG 235	Adult Nursing I Clinical	2 credits
NRSG 236	Health and Illness of Maternal Nursing	2 credits
NRSG 237	Health and Illness of Maternal Nursing Clinical	1 credits
PKNI 101	Piikani Language for Healthcare Professionals	1 credit
TOTAL		12 CREDITS

Semester 5

NRSG 244	Adult Nursing II	3 credits
NRSG 245	Adult Nursing II Clinical	2 credits
NRSG 254	Mental Health Concepts	3 credits
NRSG 255	Mental Health Concepts Clinical	1 credits
NRSG 246	Health and Illness of Child and Family Nursing	2 credits
NRSG 247	Health and Illness of Child and Family Nursing Clinical	1 credits

TOTAL		12 credits
Semester 6		
NRSG 259	Adult Nursing III	3 credits
NRSG 260	Adult Nursing III Lab	1 credits
NRSG 261	Adult Nursing III Clinical	2 credits
NRSG 266	Managing Client Care for the RN	2 credits
NRSG 267	Managing Client Care for the RN Clinical	2 credits
TOTAL		10 credits

STUDENT POLICIES AND PROCEDURES

Nursing Code of Ethics

Policy Rationale:

The Nurse Code of Ethics was established by the American Nurses Association (ANA) to promote awareness of professional and ethical responsibility of the professional nurse. Students and faculty at the BCC are expected to conduct themselves at all times with regard to the ANA Code of Ethics. A code of ethics makes explicit the primary goals, values, and obligations of the profession.

Procedure: Nursing students of the BCC are expected to follow the following Nursing Code of Ethics. These are included as part of the Student Handbook.

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.

Reviewed/Approved: 6/2018

Expected General Student Standards of Behavior

Policy Rational:

Professional behaviors in classroom, lab and clinical settings are building blocks to professional behaviors in the workplace for nursing graduates. Practicing professional behaviors, such as timeliness, teamwork, communication and accountability, etc. are key learning objectives at all levels in the nursing program with the primary objective of promoting professional behaviors in the classroom, lab, clinical and in eventually in the workplace.

Procedure:

1. Please be on time, it is reflective of professionalism and accountability.
2. 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.
3. 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.
4. 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, BCC College Student Handbook, and BCC College Catalog.
5. 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.
6. Polite snacking/eating is permissible in the classroom. Smoking or chewing tobacco is not allowed in the classroom, lab, simulation or clinical setting.
7. 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!
8. 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.

9. All other electronic devices except lap-top computers being used for current course work must be turned off.
10. Students are expected to adhere to the Montana Code of Conduct for Nurses, rule ARM 24.159.2301.
 - a. If investigation finds there is a failure to adhere to this code of conduct it may be grounds for suspension or dismissal from the program if conduct violations occur while enrolled in the BCC Nursing Program.
11. Professional behavior in oral, written, and non-verbal communication is expected at all times with peers, staff, and others, in all college and community settings. Students are considered a health professional 24/7, held to professional standards by the program and larger community.
 - a. Students are expected to treat fellow students, faculty, and clinical staff with respect at all times.
 - b. Students should attempt to solve/resolve problems with the concerned individual(s).
 - c. If a student has an unresolved problem or has questions or concerns about specific courses or program requirements, the student is expected to follow the appropriate line of communication within the Nursing Program is as follows: Involved Student→ Faculty→ Nursing Program Director→ Provost/BCC President.
 - d. In the event that the line of communication is not followed, unresolved problems will be directed back to the appropriated person for resolution.
 - e. The student is encouraged to inform the nursing faculty member/advisor of circumstances that may affect academic/clinical performance before it becomes a problem.
 - f. Individuals are encouraged to resolve personal issues and/or conflicts with others outside of the classroom/clinical settings. The student should discuss these issues with an appropriate advisor or counselor if in need of advice on how to approach the situation.
 - g. Student knowledge and experience is important and respected. Showing respect for others questions and remarks is a sign of professional behavior and is demonstrated by allowing others to engage in discussions in the classroom, lab, and clinical settings.
 - h. Student personal conversations should be reserved for outside of class so as to not disrupt others learning in the classroom.
 - i. Questions regarding assignments should be clarified at the time the assignment is made with the faculty member/designee teaching the course.
 - j. Students are expected to keep personal information private. In accordance with HIPAA and FERPA guidelines, students will not violate patient or peer confidentiality. Details

of individual patient or student circumstances will not be shared with other students and only shared with those who have a need to know.

- k. Students are expected to maintain confidentiality regarding another students' performance in lab, simulation or clinical.
- l. Students are expected to keep lab activities confidential. Sharing of lab simulations or skills testing is comparable to sharing test information and will be grounds for disciplinary action.
- m. Each student is responsible for monitoring grades in individual courses on a regular basis.
- n. In order to protect everyone's privacy, photos of student activities may only be taken by individuals approved by the Nursing Program Director or BCC Administration.
- o. Students are prohibited from using cellphones to take photos in the classroom, lab or clinical sites.
- p. Students must wear BCC Nursing Program nametag when representing themselves as an BCC nursing student at activities directly related to the nursing courses in which the student is currently enrolled.

Reviewed/Approved: 6/2018

Expected Standard of Behavior Regarding Gossip

Policy Rational:

Thomas & Rozell (2007) defines gossip as "the process of informally communicating negative value-laden information about members of a social setting" (p. 111). Gossip within the nursing department at BCC is defined as discussing anything negative with another person who cannot solve the problem.

Procedure:

1. Incivility in the form of gossip is not tolerated in the BCC Nursing Program.
2. Communications qualifying as gossip will be rerouted to appropriate channels by reporting it to faculty.
3. Communications which violate the chain of command will be considered grounds for corrective/disciplinary action.

Reviewed/Approved: 6/2018

Social Networking Student Responsibility

Policy Rational:

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).

Procedure:

1. 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.
2. Anything that occurs in the classroom, lab or clinical is prohibited from being posted on any social media site.
3. Confidential information of student or patient should be shared only with the informed consent. Following of HIPPA and FERPA regulations is mandatory.
4. Violation of HIPPA and FERPA Privacy and Confidentiality will result in corrective/disciplinary action and is mans for immediate dismissal from the program.

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: (<http://www.nursingworld.org/principles>)

Reviewed/Approved: 6/2018

Student Rights and Responsibilities**Policy Rational:**

Student Bill of Rights, Responsibilities Standards

Policy identifies and explains the necessary rights and responsibilities of students in the academic, lab and clinical setting at the BCC Nursing Program. Rights and responsibilities are directly obtained from The National Student Nurse Association (NSNA). Professional behavior development is a key component to nursing profession excellence. Students are expected to adhere and maintain all responsibilities during academic tenure. Students also have a right of full awareness regarding rights in relation to nursing education.

Procedure:

Bill of Rights and Responsibilities for Students of Nursing

The National Student Nurse Association (NSNA) Student Bill of Rights and Responsibilities was initially adopted in 1975. The NSNA House of Delegates in San Antonio, Texas (1991) updated the document; and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures, which provide and safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation, which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information, which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behavior, which it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations, which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.
18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.
19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

(Retrieved January 11, 2008 from <http://www.nsna.org/pubs/billofrights.asp>)

Reviewed/Approved: June 2018

Attendance in Classroom, Simulation/Lab and Clinical

Policy Rational:

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

Procedure:

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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.

Reviewed/Approved: June 2018

Cell Phones and Pagers

Policy Rational:

Due to an increasing number of students who own and use cell phones and pagers, it has become necessary to institute a policy regarding the appropriate use of these tools during class time. Cell phones are distracting to an entire class.

Procedure:

1. Cell phones are not to be used in the classroom, lab, or clinical settings by students.
2. Cell phones will be left in a designated area before the start of class, lab and clinical.

3. Unauthorized use of cell phones or electronic devices during class, lab, and simulation will result in a warning.
4. If it occurs a second time it will result in dismissal from class for the remainder of the day.
5. Cell phone use in clinical is unacceptable for any circumstances.
6. Use of a cell phone in clinical will result in being sent home and be considered an unexcused absence.
7. Any student needing to access information they must contact the clinical instructor or use facility search engine.
8. Messages for students are to be left with the nursing administrative assistant.

Reviewed/Approved: 6/2018

Student Representative

Policy Rational:

Student representatives, are to promote student involvement of curriculum and communication with faculty. Recommendation of policies for retention of students, curriculum adaptations and participate in long term planning of policies in the nursing programs is the primary focus of student involvement in councils and ambassadorships.

Student input and involvement is vital to the Nursing Programs ability to maintain insight to student concerns and challenges. The BCC program invites students to be involved in the program though attending specified nursing faculty meetings and as needed, to enhance faculty and administrative awareness of student needs and concerns.

The role of the Student Involvement for BCC is:

- To recommend policies toward recruitment, retention and placement of nursing students.
- Recommend changes to policies and procedures for the nursing program, faculty and students based on sound evidence and rationale for the need to change said policies.
- Recommend curriculum adaptations based on changing competencies, knowledge, skills and attitudes for successful entry into nursing practice at all levels.
- Assist in the identification of resources for educational materials and equipment, clinical practicum and preceptor sites, and support services for students and the nursing program.
- Assist in long-term planning based on changes in the health care industry, assessment of community needs and educational needs of the nurse clinician.

Procedure:

1. At the beginning of academic year, one student from each class will be selected by their peers to serve as student representative.
2. This student will be asked to represent students at the Nursing Community Advisory Board, held one time a year and as needed when input is needed, attend faculty meetings as invited to by the Director and be a direct link to the Director for communication, concerns and student challenges.
 - a. Student concerns/issues will be placed on the agenda for monthly faculty meetings, and the student representative is expected to attend that meeting.
 - b. This process serves as a standing agenda item for two-way communication.
 - c. Individual student concerns are not addressed by the representative and are addressed in a separate setting, by following the appropriate chain of command.
3. The chosen student will be briefed on expectations and methods of professional conduct in communicating concerns and student insight within one week of election by the Nursing Program Director.
4. The chosen student will be provided with dates of meetings and expectations by the Nursing Program Director.
5. If the student chosen declines to participate, or changes their mind, another selection will take place to ensure student placement by the next scheduled class meeting.

Reviewed/Approved: 6/2018

Assignment Due Dates

Policy Rational:

Education occurs in steps, students in the nursing program acquire facts and terms to assist them in identifying principles and ideas. This continues with the formulation of concepts and relationships in health care, allowing a student to use gained knowledge to enhance the quality of care and ability to use reasoning and critical judgment, (Bates & Poole, 2003). The BCC nursing faculty supports this constructivist approach to learning.

Students who are unable to turn in assignments, take home exams and written work are not able to fully absorb and matriculate course material promoting optimal educational outcomes.

Procedure:

1. Late work, including exams, will not be accepted for full credit unless prior arrangements have been made with the instructor.
2. It is up to the discretion of each instructor to the protocol for late work.
3. Assignment is due at the scheduled time the class begins.
4. Emergent or extenuating circumstances will be handled on an individual basis.
5. The instructor has final approval of whether requests are accepted or denied.

Reviewed/Approved: 6/2018

Nursing Course Examinations, In-Class and Online

Policy Rational:

Students are expected to demonstrate didactic competency through testing of material in class and in the online environment. Students will be expected to adhere to policy related to honesty, integrity, cheating in Student Code of Conduct (<http://bfcc.edu/student-services/academic-policies/student-code-of-conduct/>), and Student Handbook (<http://bfcc.edu/wp-content/uploads/2017/08/BCC-Student-Handbook-Revision-2014-16-Revised-July-21-2016.pdf>). Each course utilizes forms of assessment that requires students to demonstrate a minimal

benchmark level of competency of 80% (B grade) in all nursing courses in overall course to continue in matriculation in the nursing programs.

Procedure: In-Class Exams

1. Students are expected to take tests, assessments and exams at times scheduled.
2. Students unable to take tests at scheduled times must notify faculty members using SBAR, prior to the test unless there are emergency and/or extenuating circumstances.
3. Arrangements will need to be made by the student for make-up testing
4. Emergent and extenuating circumstances will be considered on a case-by-case basis if a student is unable to take an exam at the scheduled time.

Reviewed/Approved: 6/2018

Student Corrective Action and Appeal

Policy Rational:

The philosophy of the nursing program clearly identifies the need to create an environment of collaboration and mentorship among faculty, students and staff, which in turn models professional excellence in communications, skills and ethical behaviors.

Students are expected to follow the Montana Board of Nursing, regulation ARM 24.159.2301, Nursing Student Handbook, BCC College Catalog and BCC Student Handbook, and may be subject to

corrective/disciplinary action if conduct violations occur while enrolled in BCC nursing program. Incidence of criminal behavior will be reported to the proper authorities.

Procedure:

1. If a nursing student fails to comply with the terms of the Montana Board of Nursing, regulation ARM 24.159.2301, Nursing Student Handbook or BCC Student Handbook, the student may be subject to corrective action, which may include, but may not be limited to, corrective counseling, additional course work/lab/clinical hours, or dismissal from the Nursing Program.
2. A confidential record of a corrective action is kept in the Nursing Program.
3. All instances of documented Nursing Program corrective counseling/action plan will be cumulative throughout the student's enrollment in BCC's nursing program.
4. The severity of the occurrences will determine all actions to be taken.
5. A single severe incident may result in dismissal from the Nursing Program and result in failure of all nursing courses.
6. Multiple occurrences of corrective action may also result in suspension and/or dismissal from the program after discussion with Nursing Program director.
7. Students who are dismissed from the nursing program and wish to petition/appeal for re-entry into the Nursing Program must follow the Student Appeals process outlined in the Nursing Student Handbook, which may be followed by the Appeals process in the BCC Catalog/Handbook. Reapplication to the program does not guarantee acceptance.

If a student believes that his/her academic rights have been violated, they may appeal the decisions made by the Nursing Program or any individual Nursing Program faculty member or members. These appeals include, but are not limited to:

- Grade appeal
- Dismissal from the Nursing Program
- Behavior/Accountability
- Unprofessionalism
- Attendance/tardiness

Appeal Process

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

Program 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 NRSNG 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 wish 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.

Reapplication to the program does not guarantee admission.

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

Reviewed/Approved: 6/2018

Dosage Calculations Policy**Policy Rational:**

Dosage Calculations Policy provides criteria and benchmarks in which students will be allowed to participate in the clinical setting and administer medications to clients within the role of the ASN-RN student. Students unable to demonstrate competency in medication administration will not be allowed to attend clinical and may be removed from the program.

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.

Procedure:

1. 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.
2. ASN 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.
3. To promote ASN student medication administration safety in the clinical setting for NRS 235/245/261 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 80% grade. This includes calculating and giving oral medications, injections and IV medications.
4. In the event a student is unable to earn a 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.
5. Students are not allowed to participate in clinical until a minimum of 90% is scored on the dosage calculations and drug administration quiz.
6. Any clinical days missed due to no scoring a minimum of 80% will be considered an unexcused absence.
7. Students have three attempts to score a minimum of a 80% on the quiz.
8. In the event the student does not score a minimum of 80% within three attempts, the student will be dismissed from the nursing program.

Reviewed/Approved 6/2018

Students Files

Policy Rational:

Student files are often needed after graduation to verify information for articulation of student education applications, state board of nursing verifications, and other miscellaneous requests. Students who withdraw often return to the college to complete degree requirements at a later date.

Procedure:

1. Student files begin as students are enrolled at BCC and begin advising as pre-nursing students in the Math/Science Department.

2. A central student file is maintained in a secured area in the Math/Science Department.
3. At the time of admission into the Nursing program a new separate file is maintained by the Nursing Administrative Assistant.
4. Each student file is separated by student planner, nursing application, immunizations and clinical requirements, evaluation and miscellaneous documents.
5. Filing of student data is completed by the Administrative Assistant or Program Director.
6. The records of any student who has experienced problems in the program (e.g. academic contracts, failure, personal difficulties affecting progress) is a part of the nursing student file.
7. A nursing student file is maintained in a secured file in the Administrative Assistant office. Student files are kept of a period of 7 years after the student has graduated or left the program.
8. Students may have access to their personal file through the AA and academic files through nursing faculty. Students are supervised when accessing their personal file.

Reviewed/Approved: June 2018

Children Attending Classes

Policy Rational:

Under normal circumstances, children are not allowed to attend classes. The faculty realizes there are extenuating circumstances/situations that arise which necessitates bringing a child to lecture. If the student has explored all options and must bring the child to lecture, the procedure below must be followed.

The Nursing Program wishes to be supportive to students with small children. However, optimal learning conditions for all students must be considered and, as much as possible, maintained in the classroom at all times. Children in the classroom present, at minimum, a distraction and may be disruptive to a class.

Procedure:

1. Children, family members, friends, etc. are not allowed in classes, lab or clinical.
2. For extenuating circumstances/situations, permission may be obtained from the instructor to bringing a child to lecture.
3. The instructor may ask the student and child to leave if the child becomes noisy or is disruptive to the class environment.
4. 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.
5. Under no circumstances will children be allowed to attend class during examinations.
6. Under no circumstances will children be allowed to attend laboratory or clinical (including clinical conferences).

Reviewed/Approved: June 2018

Nursing Program Required Testing

Policy Rational:

The overall goal of the BCC Nursing Programs and is to provide nursing students with relevant content related to the National Certification Licensing Exam (NCLEX) and entry level nursing practice. Kaplan testing materials provide key concepts and categories to enhance student awareness and conceptual use in testing and in practice. Kaplan provides sample tests, assessment testing plans and standard nursing curriculum content.

Procedure:

1. Students will pay for Kaplan testing materials in course fees at the beginning of nursing program.
2. Kaplan testing materials will be ordered by the Nursing Program Administrative Assistant or Program Director for arrival of Kaplan materials during a student's first semester of study in the nursing program.
3. Kaplan materials will be distributed in class to all students with explanation of use and online access to unlimited practice exams.
4. The following courses may utilize Kaplan testing as a method of testing for nursing curriculum competence during course of study:
 - NRS 230 Nursing Pharmacology
 - NRS 232 Foundations of Nursing
 - NRS 234 Adult Nursing I
 - NRS 236 Health and Illness of Maternal Nursing
 - NRS 244 Adult Nursing II
 - NRS 254 Mental Health Concepts
 - NRS 246 Health and Illness of Child and Family Nursing
 - NRS 259 Adult Nursing III
 - NRS 266 Managing Client Care for the RN
5. At the completion of each Kaplan testing for competency in classroom content, students will be provided with a testing assessment outlining areas of strength and areas of growth for students to review and study in preparation for the NCLEX.
6. At the end of the program students will take the Kaplan RN Predictability test giving each student an idea of where they are in regards to passing the NCLEX exam and showing the areas where further study is needed.

Reviewed/Approved: June 2018

Incompletes

Policy Rational:

Nursing education originates with faculty/student mentorship progressing to a partnership in a series of supervised experiences which facilitate holistic healthcare through the acquisition and application of specific knowledge, skills, and professional attitudes.

It is assumed that 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, in the opinion of the instructor; there is reasonable probability that students can complete the course without retaking it. The incomplete is not an option to be exercised by the student, but rather the instructor and based within the following guidelines.

Procedure:

1. Students have been in attendance and their work is satisfactory (performing at a passing level) throughout the semester.
2. For reasons due to unforeseen circumstances, a student may seek the approval of the nursing instructor for an incomplete (“I”). Indifference and negligence are not acceptable reasons.
3. The student must follow the BCC incomplete grad requirements found in the College Catalog (Pg. 33)
4. The instructor will set the deadlines and limitations of the incomplete and note these conditions on the final grade report.
5. When a student has met the conditions from making up the complete, the instructor will assign a graded based on the evaluation of the total work done by the student in the course.
6. An incomplete which is not made up within one calendar year will automatically revert to the alternate grade which was assigned by the instructor at the time the incomplete was submitted.
7. Students receiving financial aid must keep in mind that in incomplete grade will affect their financial aid grant funding.

Reference: The 2018 Blackfeet Community College Catalog

Reviewed/Approved: June 2018

Acceptable Academic Performance in Nursing Courses

Policy Rational:

Since all required courses are important to achieve objectives of the program, a standard minimum performance level is essential for all courses required in the BCC Associate Nursing curriculum.

Procedure:

1. All required prerequisite courses must be successfully completed no longer than 10 years for math and writing and 5 years for science courses prior to entering the Nursing program. A grade of “B” or higher is required
2. For transfer students, the same criteria is applied.
3. The 28 credits of prerequisite courses included:
 - BIOH 201/202 Anatomy and Physiology I with Lab 4
 - BIOH 211/212 Anatomy and Physiology II with Lab 4

- CHMY 121 & 122 General Chemistry with Lab 4
 - WRIT 101 College Writing I 3
 - SOCI 101 Introduction to Sociology 3
 - M 121 College Algebra 3
 - PKNI 129 History of the Any Piikani Class 3
 - BIOM 250 & 251 Microbiology with Lab 4
4. No prerequisite course may be repeated more than twice. If a course is not completed with a passing grade of a minimum of a B (80%), after the second time, the student is no longer eligible for the nursing program.
 5. Once a student is officially admitted into the Nursing Program, a B (80%), average in class work, as well as an minimum of a B (80%) total test score average is required.
 6. If any total nursing course grade is less than a B (80%) and/or total test average is less than 80%, the student must repeat the class and will unable to progress.
 7. No nursing program course may be repeated more than twice.
 8. If a course is not completed with a passing grade with the second attempt, the student will be dismissed from the nursing program.
 9. 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.
 10. Anytime a student's average grade in a course falls below a (80%) on assignments, tests, quizzes, written assignments, etc.) the student will have the responsibility to initiate an action plan and seek out remediation needed to satisfactorily maintain an 80% average in the course.
 11. An instructor will hold individual conferences at midterm with students who are not successfully passing a course to discuss student academic, lab or clinical progress.
 12. Exceptions can be made for emergent circumstances (which subsequently resolve) as determined by the program director and faculty.
 13. The following scale is used in all of the BCC Nursing courses and grades are not rounded:
 - A 90 - 100
 - B 80 - 89
 - C 70 - 79
 - D 60 - 69
 - F 59 or below

Reviewed/Approved: June 2018

Preclinical Requirements-CPR

Policy Rational:

Students are expected to provide current and accurate documentation of CPR certification in compliance with the Nursing Program and clinical agencies used for clinical experiences.

Procedure:

1. Students are required to obtain CPR for healthcare providers, to include adult, child, and infant, obstructed airway, use of Ambu bag, and automatic external defibrillator.
2. Each student is responsible for making sure their CPR is current and the program has a copy of the CPR card.
3. Students who do not maintain CPR competency and documentation will not be allowed to

participate in lab, simulation or clinical experiences.

Reviewed/Approved: June 2018

Medical and Malpractice Insurance Requirements

Students are expected to provide current and accurate documentation of medical insurance in compliance with BCC and clinical agencies used for clinical experiences.

1. Native American students attending BCC are eligible for medical care from Indian Health Service.
2. Non-Indian students not receiving these benefits must maintain a health insurance policy for the duration of their enrollment as students in the nursing program.
3. Proof of insurance will be required prior to the start of each semester.
4. Students who do not have medical insurance will not be allowed to participate in clinical experiences.

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:

1. 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.
2. Coverage is limited to activities that are part of, and a requirement of, the student's curriculum.
3. 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.

Reviewed/Approved: June 2018

Preclinical Immunization Requirements

Policy Rational:

Students are expected to provide current and accurate documentation of immunization status in compliance with BCC and clinical agencies used for clinical experiences.

Procedure:

All nursing students are required to have documentation of receiving the following immunizations:

1. MMR - If born on or before 1956, an MMR Booster is required.
2. PPD - Must repeat yearly.

3. All students are required to begin the series of three immunizations for Hepatitis B prior to the start of the ASN nursing program.
4. Upon completion of the series, a titer is drawn to document seroconversion.
5. Tetanus Booster must be provided within the last ten (10) years of the start of the nursing program.
6. Varicella - Proof of chicken pox immunity by statement of actual disease, or official record of vaccination dates, or lab titer.
7. 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.
8. 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.
9. Documented proof of these immunizations must be provided within the application packet.
10. If a renewal is needed, documentation proof of renewal must be provided with on the first day of the semester the renewal is required.
11. Failure to provide this information means no clinical orientation and therefore no clinical, thus failure of the course.

Reviewed/Approved: June 2018

Student Background Checks

Policy Rationale:

To promote patient safety and decrease institutional liability, clinical agencies require students to have cleared a background check before they will permit the students in the clinical setting. To meet these requirements, the Nursing Program requires that the check be done prior to placement in any clinical agency.

Procedure:

1. Prior to the NRSNG 245 Adult Nursing II Clinical, Indian Health Service will complete a background check for each student.
2. Students with documented criminal behavior may not be allowed in certain facilities used for clinical experiences by the Nursing Program.

3. 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).
4. 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.

Reviewed/Approved: June 2018

Student Employment During Enrollment in the Nursing Program

Policy Rational:

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.

Procedure:

1. Students should not schedule working hours eight hours prior to clinical activities.

2. Students who appeared too fatigued to safely provide client care will be sent home.
3. Students who are too tired to participate and sent home will be given an unexcused absence for that clinical day.
4. Students deemed unsafe to drive will need to make arrangements to get home or have the make arrangements. Students will incur any costs of transportation needed.

Reviewed/Approved: June 2018

Student Skills Lab Participation and Clinical Orientation

Policy Rational:

Participation in skills lab and clinical orientation is designed to assist with the transition of students into a clinical setting. Absence from orientation may compromise students' learning opportunities and jeopardize the clients' safety.

Procedure:

The student will:

1. Anticipate attendance at the skills lab and clinical orientation.
2. Actively seek information about the time and place of these activities.
3. Attend the scheduled skills lab and orientation.
4. Inform the faculty member prior to the scheduled orientation if some circumstance

beyond the student's control (as previously stated, an extraordinary event) precludes attendance at the orientation.

The faculty member will:

1. Plan the skills lab and orientation relevant to the specific course.
2. Inform students of the time, place, and expectations of the skills lab and orientation.

Reviewed/Approved by:

Clinical Uniform Dress Code for Nursing Program

Policy Rational:

The uniform identifies an individual as a student in the Blackfeet Community College Nursing program and is to reflect a positive and professional image of the individual and the College. Clinical institutions also have specific dress code policies which govern student dress code for clinical.

Procedure:

- 1) Uniform will be selected by the BCC Nursing Program.
- 2) Uniforms are ordered by BCC Nursing Program from an outside vender.
- 3) Uniforms should be freshly laundered, wrinkle free, and in good condition. Shoes/shoelaces should be clean. Uniforms (including shoes) may only be worn in the lab or clinical setting unless faculty advises otherwise.

- 4) When street clothes are worn, they must conform to the dress code of the clinical agency.
- 5) Expected personal hygiene includes clean breath, clean fingernails, daily shampoo/bathing, and use of deodorant.
- 6) Extremes in make-up, hairstyle, and/or clothing are not allowed.
- 7) 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.
- 8) Long hair should be pulled back off of the collar.
- 9) Male students are to be clean shaven or have a neatly trimmed beard.
- 10) No fragrances are allowed.
- 11) No hats are to be worn in clinical/simulation/lab.
- 12) 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.
- 13) Students are expected to respect and adhere to smoking policies at clinical sites. Often sites have smoke free campus policies.
- 14) 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.
- 15) 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.
- 16) 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 absence.

Reviewed/Approved: June 2018

Travel to Clinical Sites and School Cancellation

Policy Rationale:

It is strongly recommended that the student have available reliable transportation in order to insure that the student is able to arrive on time, both at local and distant clinical sites. Lack of transportation is not considered a viable reason to miss clinical.

Procedure:

1. Students are expected to arrange for reliable transportation to clinical sites. This may include a car, bus or other means of reliable travel.
2. Students are expected to arrive on time and ready to begin clinical experiences at the

designated time.

3. If BCC cancels class campus wide due to inclement or bad weather, natural disaster or acts of violence, there will be no school or clinical out of safety precautions for students.
4. Students are expected to check BCC email where notification is posted regarding school closures and late starts.
5. For cancellations or late starts, faculty will not enforce strict policy regarding late work, common sense adjustments will be made.

Reviewed/Approved: June 2018

Pregnancy

Policy Rational:

A student who is pregnant may continue in clinical practice as long as her health status is satisfactory and she is able to complete her clinical assignment without undue risk to herself or the fetus. Students are requested to carefully consider exposure and to limit exposure to the following occupational hazards during all stages of pregnancy based on recommendations of Davidson, London and Ladewig (2008).

- Exposure to toxoplasmosis
- Exposure to rubella
- Exposure to cytomegalovirus
- Exposure to herpes simplex

- Exposure to hepatitis B, C
- Exposure to HIV
- Exposure to radioisotopes and X-Ray therapy

Procedure:

1. Students who are aware they are pregnant are asked to notify the Program Director and nursing faculty of clinical courses as soon as possible.
2. Students are asked to adhere to recommendations of limited exposure to the above listed concerns; however, no guarantees can be made.
3. Students may be asked to present documentation from health care provider allowing students to participate in clinical experiences if students are concerned regarding exposures or if students are required to be on bed rest.
4. Incompletes and withdrawals will be considered on a case-by-case bases following the nursing program policies and BCC Student Handbook and Catalog.

Reference:

Davidson, M., London, M., & Ladewig, P. (2008). Maternal-Newborn Nursing and Women's Health Across the Lifespan. (8th Ed.). Upper Saddle River: New Jersey. Prentice Hall.

Reviewed/Approved: June 2018

Clinical Placement-Students

Policy Rationale:

Clinical experiences are intended to foster student growth in self-awareness, understanding of others, sensitivity to cultural, moral, ethical, and legal issues, the application of critical thinking/judgment, and the technical and interpersonal skills fundamental to the practice of nursing. The clinical setting promotes students to venture out of the classroom and laboratory setting and develop skills of nursing practice and socialization into the nursing profession.

Procedure:

Students are placed in clinical facilities that meet BCC criteria for students such:

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- Clinical facility and BCC have signed an agreed upon Memorandum of Understanding
- The institutions/agencies are reasonably accessible geographically.
- The institutions/agencies hold the licenses required by the State of Montana and are fully accredited by the appropriate bodies.
- The nursing philosophy of the institution/agency is consistent with the philosophy of the BCC Nursing Programs.
- The administration and nursing staff are supportive of registered nursing at the associate degree level and there is an interest and a willingness to cooperate in providing a climate for student learning.
- The nursing staff at agencies and clinical facilities is comprised of sufficient professional nurses who demonstrate quality nursing care and who serve as effective role models for student learning.
- The resources utilized for learning experiences include the quantity, quality, and variety of clients needed to meet the clinical objectives.
- The institution/agency cooperates with the BCC Nursing Programs to assure that faculty is oriented properly.

Reviewed/Approved: June 2018

Removal of Students from Clinical Settings (Denial of Access to Clients)

Policy Rationale:

A faculty member has the authority to remove a student from the clinical setting when a student fails to conform to reasonable standards of performance or behavior or when, in the judgment of the faculty member, refuses to provide care for the patient assigned, and/or reasonable supervision is inadequate to insure patient welfare. Reasonable standards of performance are defined in the Nursing Student Handbook. Removal of a student from a clinical setting is a very serious matter. Each student must be provided an opportunity to achieve clinical course objectives and given an opportunity to learn from an error unless the behavior is so egregious that a patient may be at risk even with clinical supervision by the faculty member. While the decision to remove a student for a single assignment period can be made

independently before notifying the Nursing Program Director, decisions to remove a student for the remainder of the course or from all clinical settings are made in consultation with the Program Director and or College Administration.

Procedure:

A student may be denied access to patients in the following circumstances. The procedure differs in each instance. A procedure for each type of denial of access to patients is given below.

1. A single clinical assignment period
2. The remainder of the course;
3. All current and remaining clinical courses.

I. Procedure for Removing a Student from the Clinical Setting or Denial of Access to Patients for a Single Assignment Period.

- A. When a faculty member determines that a student cannot proceed safely in the clinical setting during a specific clinical assignment period, the faculty member does the following:
1. Informs the student of the reason the student must leave (e.g., not prepared to provide safe care, symptoms of an illness that place the client at risk, evidence of use of and/or impairment from drugs/alcohol, unethical conduct, etc.)
 2. Ensures that the student safely leaves the clinical area (e.g. by calling agency security; arranging for the student to be transported home safely by a friend or a family member),
 3. Informs the Program Director, verbally and in writing (student contract, of the above action, and
 4. Provides follow-up guidance to the student.

II. Procedure for Removing a Student from the Clinical Setting or Denial of Access to Patients for the Remainder of a Course.

- A. When a faculty member determines, in consultation with the Program Director, that a student may need to be removed from the clinical setting for the remainder of that course, the faculty member does the following:
1. Reviews the recorded documentation of the relevant incident(s),
 2. Informs the student in a conference of the observed behaviors and of the faculty member's concerns about the student's well-being and/or client safety, and
 3. Discusses with the Program Director the observed behaviors and/or learning problems identified, the guidance/teaching strategies employed, (and their outcomes) and the rationale for a recommendation to remove the student from the clinical setting.
- B. The Program Director examines the situation and discusses it with the College President.
1. The faculty member meets with the Program Director and provides a written decision with rationale and conditions for reinstatement in the clinical setting for the specific course (if appropriate).

2. The Program Director may need to talk with faculty members teaching concurrent clinical courses and with the student before coming to an understanding of the situation.
 3. The Program Director makes a determination of whether or not the faculty member's rationale for a recommendation to remove the student from the clinical setting is soundly based.
 4. The Program Director meets with the faculty member and discusses the recommendation of the faculty member as a result of the fact finding.
 5. The faculty member then informs the student of the decision, rationale and conditions in a student conference.
- C. The student may continue non-clinical work in the course (attend class, etc.) but will receive a non-passing grade for the course.
- D. Coursework is unaffected in other courses in which the student is enrolled.

III. Procedure for Removing a Student from All Clinical Settings_or Denial of Access to Patients.

When a faculty member in consultation with a Program Director, determines that a student may need to be removed from all clinical settings because of extremely egregious unethical or unsafe conduct in a clinical setting, the following occurs:

1. The Program Director and faculty member reviews her/his recorded documentation of the relevant incident(s).
2. The Program Director and faculty member informs the student in a student conference of the observed behaviors and of the concerns about client safety, ethical issues, student well-being, etc.
3. Discussion occurs between the Program Director and involved faculty member/s regarding the observed behaviors, the problems identified, the guidance/teaching strategies employed, (and their outcomes) and the rationale for a recommendation to remove the student from all clinical settings.
4. The Program Director examines the situation and discusses it with the College Administration
5. The Program Director may need to talk with faculty members teaching concurrent clinical courses and/or those who have previously taught the student clinically. The Program Director may also talk with the student in coming to an understanding of the situation.
6. The Program Director makes a determination of whether or not the rationale for recommendation to remove the student from all clinical settings is soundly based.
7. The Program Director meets with the involved faculty member/s and discusses the recommendation.
8. If the final decision of the Program Director is to remove the student from all clinical settings, the Program Director so informs the College Administration and provides a written decision with rationale and with suggestions for assisting the student. After discussion with the College Administration the Program Director informs the student of the decision, rationale, and suggestions for assistance.
9. The Program Director informs the student, in writing, of the consequences of the removal from all clinical settings, (e.g., removal from the Nursing program.)

10. The student may complete remaining non-clinical coursework in the semester of removal if she/he wishes.

Reviewed/Approved: June 2018

Student Preceptorship

Policy Rational:

Use of clinical preceptors with students may be an appropriate option for courses within the Nursing program curriculum. Use of clinical preceptors provides a consistent one-to-one relationship which presents an effective environment for learning. The preceptorship experience needs to reflect a collaborative process involving the faculty, the manager of the facility/unit, preceptor and the student. The faculty is responsible for organizing and evaluating the preceptorship experience, and for selection of preceptors. Preceptors are defined by and guidelines for selection are provided in the State Board of Nursing Rules and Regulations Section 24.159.665 Preceptors in Nursing Education Programs. The preceptor is responsible for providing a supportive learning environment for the student. The student is responsible for knowing and functioning within the appropriate RN Scope of Practice, and for responsible regular communication with both faculty and preceptor.

Procedure:

I. Faculty Roles and Responsibilities:

1. Selection of preceptor is the faculty responsibility and follows the guidelines outlined below.
 - a. Preceptors for BCC Nursing clinical courses must be carefully selected, screened, and approved in a systematic manner in order to assure meeting the criteria established by the College of Nursing faculty and to be consistent with the Montana Board of Nursing Rules and Regulations Section 24.159.665 Preceptors in Nursing Education Programs.
 - (1) *When utilizing preceptors, faculty members are responsible for:*
 - a. *ensuring safe, accessible and appropriate supervision based on client health status, care setting, course objectives and student level of preparation; and*
 - b. *lecture and laboratory portions of a course.*
 - (2) *In registered nursing education programs, preceptors may assist with clinical teaching provided the preceptor:*
 - a. *holds a current unencumbered license as a registered nurse in Montana; and*
 - b. *works with students on a one-to-one basis in the clinical setting.*
 - (3) *In practical nursing education program, preceptors may assist with clinical teaching provided the preceptor:*
 - a. *holds a current unencumbered license as a registered nurse or practical nurse in Montana; and*
 - b. *works with students on a one-to-one basis in the clinical setting.*
2. Prepare the preceptor by providing an orientation to the Preceptorship program. To explain the preceptor role, student expectations, and method of providing feedback on student performance.
3. Will work with the preceptor in planning, implementing, and evaluating student learning and performance.
4. Will perform on-site visits at least twice a month during the student clinical hours to evaluate learning experiences and performance.
5. Will be available to the preceptor and student at all times during and will maintain phone contact if not available in person.
6. Will make rounds regularly and as needed as a resource and a support person.
7. Will assist with the final evaluation process of the student as requested by the preceptor.
8. Will conduct program evaluations by meeting with the preceptors or providing written evaluations to assess the success and/or needs of the capstone program.

II. Selection of Preceptors

1. Criteria for Selection
 - a. Completion of a nursing degree from an accredited RN program
 - b. Have a minimum of 2 years' experience and be considered expert nurses and good role
 - c. Models by peers and supervisor
 - d. Provide experiences deemed appropriate for the student and course level
 - e. Agree to act in this role

- f. Agree to engage in orientation
 - g. Agree to be involved in evaluation
 - h. Possess organizational knowledge (i.e. agency policy and procedure)
 - i. Identified an interest in teaching
 - j. Demonstrated effective communication skills
2. Initial Screening
- a. Agency contact is established: Course description and objective are discussed with leadership. Preceptor requirements are shared and managers who solicit for volunteers. Managers are considered to be effective first level screen since they:
 - Must approve preceptor participation; therefore, managers assist in even distribution of preceptors across shifts and units.
 - Evaluate and supervise staff; therefore, managers are most knowledgeable regarding professional performance in suitability as role models.
 - Assure that all preceptors are legally employed and subjected to employer screen for valid registered professional nurse license and specialty credentialed as required by individual institutions.
 - b. After managers approve participation by volunteers, all preceptors are oriented prior to the student learning experience. Preceptors are evaluated at this time for their understanding of course objectives and skill at precepting a student. Every effort is made to assist and encourage the growth of volunteers in becoming effective preceptors.

III. Preceptor Roles and Responsibilities:

1. The preceptor will meet with the BCC nursing faculty and the nurse leader in the participating institution prior to assuming the role of Preceptorship for an orientation and review of the Preceptorship expectations and objectives.
2. First time preceptors shall complete the new preceptor orientation provided by the BCC faculty. Second-time preceptors do not have to participate in the new preceptor orientation unless the previous experience is more than 2 years old.
3. Is a currently licensed RN in Montana and is employed as an RN in the clinical agency in which the preceptor experience is to occur. Minimum educational preparation is associate degree in nursing. The preceptor is expected to have a minimum of two years of clinical experience, and has demonstrated competencies related to the area of assigned clinical teaching responsibilities as documented by the preceptor's supervisor.
4. The preceptor will be assigned to no more than one student for any preceptor experience. Faculty must be available in person or by telecommunication for consultation with the preceptor and/or the student.
5. The preceptor will have a copy of this manual with written descriptions of preceptor, student and faculty responsibilities.
6. Preceptors will function according to guidelines/criteria developed by the course faculty as long as they are consistent with the guidelines set forth in this manual.
7. The preceptor will be physically present in the agency and available to the student at all times during the prescribed clinical assignment.
8. The preceptor will provide a copy of his/her work schedule to the student.
9. Serve as a role model, mentor, and resource person in teaching and guiding one nursing student at a time.

10. Provide a learning environment of support, trust and encouragement for the student
11. Provide feedback on the student's performance in the clinical setting, using the tool provided at the end of the Preceptorship.
12. Meet with the leadership BCC faculty during scheduled site visits and PRN.
13. Preceptor evaluation will be completed by the students. Course faculty member will review all preceptor evaluations and determine satisfactory and unsatisfactory experiences, make decisions regarding reappointment status, and provide appropriate feedback to preceptors.

IV. Student Roles and Responsibilities:

1. Identify in writing specific clinical objectives to meet each clinical and share with the nurse preceptor. Document in the clinical journal if these objectives were met and the learning that occurred.
2. Work under the supervision of the RN nurse preceptor or designee and use other persons in the setting appropriately for guidance and consultation. This includes RN's, nurse managers, supervisors, health care team members and the capstone faculty. The student is to have one identified preceptor for the preceptor learning experience.
3. Complete the clinical objectives at a satisfactory level.
4. Inform the unit of clinical in a timely manner (45 minutes prior to the start of the shift) of an absence.
5. Participate in the mid and final evaluation process.
6. Complete a reflective journal of the experience focusing on meeting of objectives, learning and growth that occurred, and over-all summary of the experience.
7. Turn in the required clinical paper work to the course instructor at the end of the Preceptorship.

Reviewed/Approved: June 2018

Student Advising

Policy Rational:

Advising for pre-nursing students at BCC occurs within the Math & Science Department with college advisors.

Advising for nursing students occurs within the nursing department per nursing faculty. A nursing advisor is a vital resource at every level of nursing education. Nursing Program advisors help identify academic and career goals and assist in developing an academic plan to achieve them.

Advisors are also experts at helping students understand the policies and procedures of the BCC Nursing Program, and guiding nursing students through the admission, progression and graduation requirements of the nursing program.

Procedure:

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1. Students are ultimately responsible for their academic progress.
2. Students call the Nursing Program Administrative Assistant to set up an advising appointment
3. Faculty present program material explaining the program, admission, progression and graduation requirements of the nursing program.
4. Student and faculty review student's transcript and set up a plan for course schedules and long-term application plans.
5. Students are enrolled for classes by the Registrar Department
6. Advisors respond to student questions and concerns.
7. Students are provided with a Student Educational Planner to assist them correct courses and sequence for graduation.

Reviewed/Approved: June 2018

FACULTY

POLICIES AND PROCEDURES

Decision Making Structure for Nursing Program

Policy Rational:

Outlining a process for decision making insures that appropriate input is solicited from individual(s) and/or group(s) for making decisions. Outlining a process for communication ensures appropriate communication among nursing faculty, staff, and administration.

Procedure:

- 1) Decisions will be made first by consensus within the Nursing Program. If consensus cannot be reached, then the College Administration will become involved. The driving criterion for making decisions is what is in the best interest of the student, Nursing Department and College.
- 2) Faculty of the Nursing Program are accountable to:
 - Each other through mutual responsibilities and commitments by the Program Director, and College Administration.
 - The College Organizational Chart of all faculty and staff.
- 3) As the final arbiter of the school, all reporting lines lead to the College President.
- 4) Communication and decisions are documented in the minutes of the Nursing Faculty Meetings and distributed to the nursing faculty for final approval.
- 5) Blackfeet Community College decisions are communicated through the Division Chairs to the faculty. Program Directors have the primary responsibility to hold faculty accountable for new information or changes, they will make it clear that the information has been vetted to the faculty at nursing meetings and from that point on the faculty will be held accountable to those decisions.
- 6) The College Administration invites all faculty to set meetings with them as needed to discuss whatever he or she wants. The College Administration is sensitive to respond to faculty needs within the decision making structure of the College to the greatest extent possible.

Reviewed/Approved: June 2018

Creating and Documenting Policies and Procedures

Policy Rational:

BCC developed the first program policy and procedure manual beginning June 2018 and finalized August 2018. A consistent standard policy format insures the inclusion of important elements and helps facilitate use and readability. Each policy documentation will include the:

- Title
- Policy rational for creating the policy
- Procedure for implementation
- Documentation of appropriate review and approval

Procedure:

- 1) Every policy created and revised is to be written using the same format illustrated by this policy as follows:
 - The header bolded and centered at the top of the page
The **Rational, Procedure, and review/approval** bolded and text indented as noted in this policy outline
 - Documentation of the review/approval and date noted at the end of the policy as illustrated below.
 - Date of review/approval is changed with any and all policy changes and updates.

Reviewed/Approved: June 2018

Process for Formulation and Review, Approval, and Distribution of Nursing Program Policy

Policy Rationale:

Outlining a process for policy formulation, review (revision/retention/deletion) and distribution assures that appropriate input is solicited from individuals and/or groups for all new and existing policies. Regular review of policies assures policy accuracy and relevance. Outlining a process for policy distribution facilitates communication among administration, faculty, staff, students and the public. Posting policies on the college web site provides for easy, up to date access.

Procedure:

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1. Formulation and Review
 - a. Policy may be initiated by administration, Nursing Program Director, faculty and staff within appropriate Nursing Program Committees.
 - b. The formulation, review, revision and retention and deletion of all Nursing Program Policies originate from the nursing faculty. The College Administration may be consulted at any time.
 - c. The Nursing Program Director is responsible for determining what additional input is appropriate to the policy work and communicating with faculty at faculty meetings, as appropriate, any changes in policy. Faculty has two weeks to respond to communication regarding new/revised policy.
 - d. All Nursing Program Policies shall be reviewed for revision, retention, or deletion a minimum of every five (5) years depending on program or college changes. Changes will be completed on an as-needed bases when there is change to a policy.
 - e. The Nursing Program Director is responsible for assuring timely review of policies.
 - f. Each faculty will review and approve any new or changes to policies which will be recorded in the faculty minutes.
2. All BCC Nursing Program Policies will be approved by nursing faculty majority vote.
3. Distribution
 - a. The Nursing Program Director is responsible for forwarding all approved Nursing Program Policies to the Nursing Program Administrative Assistant or designee for final formatting and distribution.
 - b. All approved Nursing Program Policies shall be made accessible on the BCC Nursing Program Website. Hard copies shall be located in the Nursing Program's Directors Office.

Reviewed/Approved: June 2018

Orientation of New Nursing Faculty

Policy Rational:

This policy was developed by the Nursing Department to insure adequate orientation of new faculty.

Procedure:

1. Orientation procedures: When the new faculty member arrives on campus, the Nursing Program Director (or delegate) will:
 - A. Direct to the Administrative Assistant for personnel forms & paperwork
 - B. Introduce to BCC nursing and other faculty
 - C. Orient to the BCC campus

- Map of community
- BCC Campus tour
- How to access and review the BCC New Nursing Faculty
- Orientation Handbook
- How to access and review the BCC Nursing Student Handbook
- How to access and review the BCC Nursing Policy & Procedure Manual
- Assign office space
- Phone system, computer system, mail boxes,
- Employment benefits information and personnel forms
- Contract information

2. Orient to faculty/educator role:

- Assign a nursing faculty mentor
- Curriculum overview
- Assist in developing goals and objectives
- Discuss role boundaries (faculty/student relationships)
- Discuss expectations regarding office hours and meeting attendance
- Discuss sick leave guidelines, including clinical coverage
- Discuss committee participation
- Discuss advising role, senior summaries and provide resources
- Explain how to order books and instructional materials, e.g., AV, etc.
- Inform about resources available for preparing instructional materials, e.g., slides, power point, transparencies, previous syllabi, etc.
- Identify clinical agencies and resource people. Review agency Affiliate
- Agreements
- Accessing library and other resources from all campuses
- Course textbooks
- Computer services information & education for online services
- BCC suggested syllabus template
- Parking regulation information
- Recommend new faculty receive “Eleven Tips for a New College Teacher” (Mann, 2004)

3. Provide the Faculty Handbook

- Mission, Role and Scope Statement
- ASN plan of study
- Faculty organizational structure
- Faculty governance
- BCC administration chart
- Bylaws
- Strategic Plan
- Nursing Faculty List
- Most current directory of faculty and specialties
- Library Databases and Utilization
- Faculty Advisor Role

- Policies

4. Arrange for evaluation with new faculty at the end of the orientation to identify further orientation needs and suggestions for changes in orientation procedures.
5. Review and, if indicated, change procedure for orientation.

Reviewed/Approved: June 2018

Faculty Vitae

Policy Rationale:

The faculty vitae serve as a standardized current faculty data base for Blackfeet Community College Nursing program, Administrators and committees to prepare timely, accurate reports, summaries, etc., regarding faculty professional updates and keeping personnel records current.

Procedure:

1. The initial C.V. at time of hire is filed is presented and filed with the Human Resources and the Nursing Program Administrative Associate.

2. Each faculty member will present a curriculum vita (C.V.) at the time of hire and revise annually in fall.
3. This C.V. is stored in the Nursing faculty personnel file in the Nursing Office for preparation of approval self-study reports, accreditation, etc.

Reviewed/Approved: June 2018

Faculty Professional Development

Policy Rationale:

Blackfeet Community College supports individual and collective professional development activities for nursing faculty who must maintain current knowledge and expertise related to curriculum development, teaching, evaluation, nursing and health care. It is the goal that each faculty member will attend a professional development at least every other year.

The mission, role and scope of the Nursing Program advocates the professional development of its faculty. Faculty Development is defined as an ongoing process which seeks to facilitate the growth of

faculty in curriculum development, teaching, evaluation, and expertise in the practice of nursing. Faculty Development is meant to stimulate professional growth of the individual and the collective faculty. The primary goals are to identify and respond to faculty needs which are relevant to the mission, and philosophy and teaching assignments.

Procedure:

1. Faculty identify professional goals annually.
2. Faculty develop strategies for achievement of identified goals.
 - a. Identify pertinent faculty development activities that will increase individual growth.
 - b. Assess relevance of identified activities to the mission, role, scope and selected goals of the Nursing Program.
 - c. Assess feasibility of engaging in the identified activities.
3. Apply to the College Administration or use nursing budget allocation if available for funding to support professional development activities.
4. Once approved the faculty supplies the Nursing Administrative Assistant with information who will then make all arrangements.

Reviewed/Approved: June 2018

Evaluation of Faculty by Students

Policy Rationale:

Student evaluations of faculty is utilized as one of the measurements of faculty performance. All faculty who teach didactics, lab or clinical will participate in the evaluation process by students.

At the completion of each semester the following student evaluation process occurs:

1. Division Chairs and Faculty are encouraged to promote "Instructor Course Evaluation" as a way to improve instruction and student learning outcomes.

2. Students will receive notice via BCC e-mail from the Blackfeet Community College Institutional Research Office that the online portal for “Instructor Course Evaluation” are open prior to the end of each semester. Students are urged to evaluate each instructor/course they are enrolled in each semester.
3. Students will be sent a reminder via BCC e-mail from the Institutional Researcher at the mid-point that the “Instructor Course Evaluation” online portal is open for them to evaluate each instructor/course they are enrolled in that semester and be notified at the online portal closure dates.
4. Other attempts to gather student “Instructor Course Evaluation” data will be made at campus activities, special events, and information will be posted around campus using a UR code that will direct them to the online portal.
5. Students who prefer a paper “Instructor Course Evaluation” can request one from the Institutional Research Office by e-mail at rachel@bfcc.edu , by phone at (406) 338-5441 ext. 2238, or in person at BPL 154. Students are urged to also submit paper “Instructor Course Evaluation” forms to the Institutional Research Office by the online portal closure date.
6. At any time students can request from the Institutional Research Office information or assistance regarding the “Instructor Course Evaluation” by e-mail at rachel@bfcc.edu , by phone at (406) 338-5441 ext. 2238, or in person at BPL 154 (Registrar’s Office).
7. Once students have completed their “Instructor Course Evaluation,” the Institutional Research Office will prior to the end of each semester send results to each Division Chair and the Vice President/Provost of Academic Affairs. Division Chairs are encouraged to use the results from the “Instructor Course Evaluation” to provide faculty being evaluated with feedback that is aligned to the mission and core themes of Blackfeet Community College.
8. Data resulting from the “Instructor Course Evaluation” is not available for students to view. Students however can request from the Institutional Research Office that the evaluations they submitted be discarded or not included in the bi-annual analysis of the “Instructor Course Evaluation.”

Reviewed/Approved: June 2018

Evaluation of Nursing Faculty

Policy Rational:

Teaching growth comes through evaluation and incorporation of evaluation outcomes into practice. Many methods of evaluation may be utilized as part of ongoing efforts to achieve and maintain teaching excellence. Faculty evaluation will be utilized as one way to measure faculty performance. All faculty who teach lecture, lab or clinical will participate in semester or annual evaluation. Evaluations of faculty will be completed by, but not limited to:

- a. Students

- b. Peer faculty
- c. Director of Nursing
- d. Clinical facilities

Procedure:

1. All faculty will be observed and evaluated by the Nursing Program Director annually, but not limited to each academic year.
2. Faculty will be evaluated using the Human Resources forms for evaluation of faculty for the teaching assignment.
3. Informal peer and self-evaluations will be used as part of the evaluation process.
4. The evaluation will be used as a basis for goal setting.
5. Nursing Program Director will review the results of the evaluation with the faculty member and each will sign the evaluation form.
6. The signed evaluation form will be filed in the faculty member's personnel file and in HR.
7. Adjunct faculty also receive an annual Nursing program evaluation.

Reviewed/Approved: June 2018

Nursing Program Director Evaluation

Policy Rational:

The Nursing Program Director's administrative performance is annually evaluated by the College President. Regular evaluation provides data to the Program Director for self-improvement and which also reflects the success of the Nursing Program.

Procedure:

1. Faculty and staff of the College have an opportunity to participate in providing evaluative input on the Program Director's performance. During first week in March, nursing faculty have opportunity to evaluate program director (faculty evaluation of program director) form.
2. By March 15, annually the Program Director submits a self-evaluation to the Provost/College President, based on his/her goals and the duties/responsibilities designated in the Program Director position description. Evaluation forms obtained from the HR department. Also, the faculty evaluation of program director completed form to be made available to the Provost/College President
3. The submitted evaluation results are compiled by the Provost/College President and presented to the Program Director.

Reviewed/Approved: June 2018

Faculty Files

Policy Description:

Two sets of files will be kept on each faculty member of the Nursing Program. One set will be kept at, and maintained by the Nursing Program Administrative Assistant. Another set will be kept and maintained by the Human Resources Department. A faculty member may request to review her/his file with the Nursing Program Director excepting materials submitted confidentially.

Procedure:

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1. The files of the Nursing Program Administrative Assistant will contain the following materials for each faculty member:
 - a. Most recent Curriculum Vitae
 - b. State Board of Nursing Qualification Form
 - c. Online verification of faculty RN license
 - d. Communications from administration
 - e. Copies of all annual student and Program Director evaluations and goals
 - f. Copies of letters of recognition
 - g. Relevant health and clinical facility requirement information

2. The files of the Human Resources Department will contain:
 - a. Personal vita, reference letters and related information from hire
 - b. Personnel Record Form, and all College personnel communications
 - c. Various forms and correspondence from administrative office regarding aspects of employment: contract hiring, termination forms, etc.
 - d. Communications to and from College administration
 - e. Letters of commendation from various professionals (college, community, etc.)

Reviewed/Approved: June 2018

Nursing Faculty Meetings

Policy Rationale:

The purposes of General Faculty Meetings of the BCC Nursing Program are:

- To conduct faculty business central to the Nursing Program,
- To facilitate the work of committees, subcommittees and ad hoc groups,
- To promote faculty interaction through various activities,
- For faculty development, and
- For orientation of new faculty

Procedure:

1. Each semester the dates of the face to face general nursing faculty meetings for the semester will be determined depending on faculty schedules and availability.
2. Meeting will be held weekly with the exception of orientation and finals week.
3. Roberts' Rules of Order-Newly Revised will be used as guidelines for all face to face and distance meetings.
4. Minutes will be recorded and filed for each meeting.
5. Copy of meeting minutes will be distributed to each faculty member.

Reviewed/Approved: June 2018

Faculty Meeting Minutes

Policy Rationale:

The purpose of this policy is to develop a method for consistent recording, distribution, and storage of committee/council minutes so that communication among faculty members and students is enhanced and historical data is readily available for retrieval.

Procedure:

1. Minutes will be recorded using the following format: the name of the group, the date and time of the meeting, and the members present and absent. If a faculty member is absent, the name of any substitute is to be listed. Five columns will record meeting activity: agenda item, discussion, action (who, what, when), date of accomplishment, and follow through.
2. Each subject will have a separate heading listed under the agenda item column. The discussion column will record all main discussions on the item; the action column will record disposition of motions, including amendments; and outcome of summarized discussion. If a vote tally is requested, the number of votes on each side of the motion will be recorded in the minutes. If informal discussion occurs without a formal motion, major points of the discussion are to be summarized. Date of accomplishment and follow through will record the next step (if needed) and the deadline for accomplishment.
3. When lengthy discussions occur, the originator will summarize the major points of her/his major argument. At the request of the chairperson, the originator will submit the summary in writing to the recorder so it can be accurately captured in the minutes.
4. When lengthy discussions occur, the originator will summarize the major points of her/his major argument. At the request of the chairperson, the originator will submit the summary in writing to the recorder so it can be accurately captured in the minutes.
5. When an important committee report is discussed, the minutes are to clearly reflect the storage location of the report. Only attachments critical to the understanding of the minutes are to be attached to the minutes. If the attachment is not available electronically, a copy of the referenced attachment is to be sent to the Nursing Program Administrative Associate for filing with the official set of minutes.
6. The Nursing Program Director reviews the General Faculty meeting minutes before they are sent to faculty for approval via e-mail, or face-to-face.
7. Minutes are to be distributed electronically by the recorder of each faculty member through the College's e-mail system, with copies to the Administrative Associate (for filing in the official minutes notebook).
8. Storage of minutes will be in three-ring binders labeled on the outside with the appropriate title. The binder will be subdivided by year. The official set of minutes maintained by the Nursing Program Administrative Associate will be kept indefinitely for historical purposes.

Reviewed/Approved: June 2018

Nursing Program Textbook and Learning Material Selection

Policy Description:

Rationale: Collection development and material's policies are guided by the principles of intellectual choice and freedom of faculty. Nursing faculty will decide either to add or delete materials to be used for student learning. Textbooks will be selected on the basis of the following criteria:

- a. Evidence based practice
- b. Use of the nursing process
- c. Credibility of authors
- d. Reading level
- e. Appropriate program level

- f. Accuracy/comprehensiveness of content
- g. Comprehensiveness of content
- h. Cost effectiveness (cost vs. quality)
- i. Analysis of book reviews
- j. Test plan
- k. Student resources
- l. Faculty resources

Procedure:

1. All faculty shall use the above criteria in policy description as a basis for recommendations of a new textbook.
2. Course instructors shall actively seek reviews and recommendations from nursing faculty with experience in the content/practice area when textbook selection is needed.
3. Textbooks will be selected for a course by the faculty teaching the course and will not be changed by any other faculty except for extenuating circumstances.
4. Nursing faculty who teach on the subject of the textbook will make a recommendation about the book selection.
5. All nursing program faculty have the opportunity to review the textbook. If there is lack of consensus about the choice of each textbook, all involved faculty will vote to select the textbook.
6. After the textbook decision is made, the text information shall be forwarded to the BCC for order.
7. The textbook selection shall become part of the course syllabus for which it is being selected.
8. All faculty will jointly review all new textbooks after the one year, then every four years, not including textbook new additions.

Reviewed/Approved: June 2018

Production and Distribution of Course Material

Policy Rationale:

Each student enrolled in the course will be provided certain basic information (the syllabus) on the first day of class. This basic information advises students of the scope of a course, teacher and student expectations in the course, the system for evaluation and a general bibliography. Other teaching aids such as modules, workbooks, etc., are instructional materials that are posted on JICS. Textbooks, and certain supplies must be purchased by the student. The resources of the College are finite, and need to be allocated based on principles of fairness, consistency, basic obligations and non-infringement on faculty academic freedom in teaching methods.

Procedure:

- A. A basic course information packet will be provided at no cost to each student in a course.
 1. This packet will include:
 - a. Course description
 - b. Course objectives
 - c. Descriptions of course expectations including course assignments
 - d. Grading criteria and process
 - e. Evaluation tool
 - f. Short bibliography
 2. Students will purchase text books, supplies, and other pertinent supplies from the BCC Bookstore or supplier of choice as long it is correct.
 3. Test materials will be provided to students in the classroom.
- B. To minimize costs, faculty members are advised:
 1. To try to limit hard copy handouts of syllabi and supplementary materials. Post them on JICS where students can print hard copies if desired.
 2. To exclude materials which are readily available in texts or other sources.
 3. To keep syllabi course specific and avoid reiterating Nursing Program policies.
- C. Copyright laws will be followed in all aspects of the implementation of this policy.

Reviewed/Approved: June 2018

Program Evaluation

Policy Rationale:

A nursing education program is a dynamic structure that requires on-going evaluative input to maintain its quality and relevance. Montana State Board program approval, National accreditation, and periodic State Board Site Visits require evaluative data as evidence that criteria/standards are being met. The Program Evaluation provides a systematic, comprehensive, on-going approach to evaluation.

BCC Nursing program will maintain a Program Evaluation for the purpose of:

- Coordinate the evaluation of all program components

- Guide the collection, analysis, dissemination and utilization of the outcomes of evaluation
- Meet the standards of approval for Montana State BON and National accreditation in the future

Procedure:

1. At each nursing faculty meeting, an agenda item is program evaluation where the Program Director and faculty will meet, review, update and continue the Program Evaluation.
2. The evaluation includes the year's work evaluating tasks for which the nursing program was responsible to accomplish.
3. The Program Director will be responsible for seeing that the year's mandated evaluations have been completed, results summarized, and reports filed in the Systemic Program Evaluation.
4. The Program Director will include the completed Program Evaluation in the BON Annual Report.

Reviewed/Approved: June 2018

Nursing Community Advisory Board (CAB)

Policy Rationale:

The Nursing Program wishes to be responsible in serving the public, and responsive to the needs of the public. Input from informed persons can assist the Nursing Program in planning, implementing and evaluating its activities. This input is particularly appropriate since the Nursing Program is an integral part of the state and dedicated to serving Montana citizens.

Procedure:

The Nursing Program will solicit members for, and maintain an Nursing Community Advisory Board. This Board will have purposes to:

1. Consult with and advise the Nursing Program Director on matters relating to nursing education, nursing and health care
2. Provide feedback to the Nursing Program Director related to the program's level of achievement in meeting its stated goals and objectives
3. Share information about the Nursing Program's goals, plans and achievements with interested publics
4. Serve as a liaison between the Nursing Program and the community in order to promote mutual understanding and cooperation.
5. Invitation to Participate: After consultation with the Program's faculty and administration, the Director will invite members of the Nursing Community Advisory Board.
6. Meetings: The Nursing Community Advisory Board will meet on a regular basis, once each academic year, and on an ad hoc basis as determined by the Director and Administration. Terms of membership will be of two kinds:
7. Members: The Board membership will be constituted as follows:
 - a. One representative from each of the following groups:
 - Student Representative from each class of the Nursing Program
 - Nursing faculty
 - College Administration
 - Community member/s. These appointments shall reflect diversity in relation to the state's geographic areas and ethnic/cultural groups, and in relation to nursing, health care and nursing education issues.
 - Past graduates

Reviewed/Approved: June 2018

Graduate Satisfaction Survey

Policy Rationale:

Student Satisfaction Surveys are used for systematic program evaluation and continuous program improvement. As part of preparing the Graduate Satisfaction Survey, BCC developed a formal evaluation process starting in 2017.

Procedure:

1. Graduate students will be asked to complete a Program Satisfaction survey

2. Survey includes the student evaluating how well the program met the student learning outcomes:
 - Patient-centered care
 - Evidence-based care
 - Interdisciplinary care
 - Quality Improvement
 - Informatics or Information Technology
 - Over All Satisfaction of the BCC Nursing Program
3. Survey will be sent out six to twelve months post-graduation
4. If survey is not returned within one month, a reminder will be sent
5. If survey is still not returned, the program director will attempt to contact the student personally
6. We will conduct a content analysis of the returned graduate surveys
7. Analysis will be part of the program evaluation and continuous program evaluation

Reviewed/Approved: June 2018

Employer Satisfaction Survey

Policy Rationale:

Employer Satisfaction Surveys are used for systematic program evaluation and continuous program improvement. As part of preparing the Employer Satisfaction Survey, BCC developed a formal evaluation process starting in 2017.

Procedure:

8. Employer will be asked to complete a Employer Satisfaction survey

9. Survey includes the employer evaluating how well the student was prepared and met the program student learning outcomes:
 - Patient-centered care
 - Evidence-based care
 - Interdisciplinary care
 - Quality Improvement
 - Informatics or Information Technology
 - Over All Satisfaction of the BCC Nursing Program
10. Survey will be sent out six to twelve months post-graduation
11. If survey is not returned within one month, a reminder will be sent
12. If survey is still not returned, the program director will attempt to contact the employer personally
13. We will conduct a content analysis of the returned graduate surveys
14. Analysis will be part of the program evaluation and continuous program evaluation

Reviewed/Approved: June 2018

Employer Recruitment of New Graduates

Policy Rationale:

The purpose of the BCC Nursing Program is education and provide to Native American community and Montana with safe, effective and qualified nurses to meet the health care needs and nursing shortage. The BCC Nursing Program will cooperate with agencies requesting access to recruit students.

Procedure:

1. The BCC Nursing Program will:
 - a. Post all recruitment and nursing position materials.
 - b. Alert students to posted materials.
 - c. Suggest activities to recruiters, such as speaking in classes and other social functions, along with college and community career activities for students.
2. The faculty does and will provide recruiters class time in appropriate courses with faculty approval.

Reviewed/Approved: June 2018

Faculty Advising Responsibility

Policy Rationale:

A nursing advisor is a vital resource at every level of nursing education. Nursing Program advisors help identify academic and career goals and assist in developing an academic plan to achieve them.

Advisors are also experts at helping students understand the policies and procedures of the BCC Nursing Program, and guiding nursing students through the admission, progression and graduation requirements of the nursing program.

Nursing faculty, as part of workload, is responsible for participating in advising for nursing students of the BCC Nursing Program.

Procedure:

1. All faculty are responsible for advising students
2. Faculty are mentored in advising by a senior faculty member during their second semester of teaching.
3. Faculty begin scheduled student advising after their first year of teaching.
4. Faculty are responsible for having open office hours where students can make an appointment for advising.
5. Faculty give their desired office hours to the Administrative Assistant at the start of each semester.
6. During advising appointments faculty are responsible for:
 - Presenting progression and graduation requirements of the nursing program
 - Assisting students who may be failing a course to set up an action plan guiding them toward success
 - Guiding students to needed resources
 - Responding to student questions and concerns.

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