Direct experience is the only way to build up an understanding that is not only intellectual but intuitive and practical, involving the senses and the heart as well as the rational mind. ~Rupert Sheldrake in “The World We Used to Live In: Remembering the Powers of the Medicine Man” by Vine Deloria.
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Aaniiih Nakoda College Mission

The mission of Aaniiih Nakoda College is to provide quality post-secondary education for residents of the Fort Belknap Indian Reservation and surrounding communities. The college promotes individual and community development by maintaining and revitalizing the indigenous lifeways of the Aaniinen and Nakoda Tribes and by preparing students to succeed in an American technological society.

Department of Nursing Mission

The mission of the Aaniiih Nakoda College Associate of Science Nursing Program reflects the college core values and is congruent with its Mission and goals. The department adheres to the 'grow our own' philosophy by helping to empower the student nurse with the attainment of the licensed RN degree. The Aaniiih Nakoda nurse will deliver health care in a holistic and culturally sensitive manner that reflects the community “Life Ways”. Aaniiih Nakoda College nurses will have had state of the art education and technological experiences befitting the demands they will encounter practicing in the rural, frontier environment that is their home.

Department of Nursing Philosophy: Grow Our Own

Aaniiih Nakoda College nursing education program is dedicated to the following:

- Upholding the Aaniiih and Nakoda “Life Ways” by educating student nurses from the community who are steeped in the culture, history, and language that is place-based on the Fort Belknap Indian Reservation.
- Employing the indigenous, holistic worldview, embedded in the Medicine Wheel as the teaching and learning paradigm.

Medicine Wheel Paradigm

Woven into the nursing education program is the grounding paradigm of the Medicine Wheel, which represents the holistic and balanced nature of traditional life ways and ways of knowing for cultural groups. This model, in multiple variations, is common to many American Indian tribes, and is utilized to represent the cycle of life and guide work with individuals, families, or communities from the perspectives of health, education, sociology, or spirituality.

The four quadrants or directions (East, South, West, North) represent holistic characteristics which fit with the four concepts of nursing’s metaparadigm (health, nursing, person, and environment) (Moss, 2016). Each direction is represented by a color (yellow, red, black/navy blue, white), a season (spring, summer, fall, winter), a dimension of the person/being (physical, mental/cognitive, emotional, spiritual), and a specific age group and/or stage of development (infancy/childhood, Adolescence/youth, adult, elder).

As the seasons and stages of development cycle with the sun and direction of the clock, the concept of the person is comprehensive and holistic throughout and across all seasons/stages of development. This careful balance of comprehensive, multi-dimensional perspectives from the Medicine Wheel align with the holistic nature of nursing and nursing education.

Utilization of these concepts throughout the nursing education program will support cultural safety for both the nursing students and their future patients of culturally diverse backgrounds. Use of the Medicine Wheel to guide the inclusion of culture into the development and implementation of the nursing program upholds the mission of the institution to link cultural tradition with contemporary education for ensuring highly competent, safe, and holistic nursing care.
Aaniiih Nakoda College Grow Our Own Nursing Medicine Wheel.

Alignment of Medicine Wheel Concepts related to Quality and Safety Education and Practice (QSEN) Competencies (left), Aaniiih Nakoda College Mission and Philosophy (Middle) & National League for Nursing (NLN) Competencies (Right)

<table>
<thead>
<tr>
<th>QSEN Competencies</th>
<th>Medicine Wheel Concepts – Related to Aaniiih Nakoda College Mission and Philosophy</th>
<th>NLN Competencies for Graduates of Pre-licensure Nursing Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient-centered care</td>
<td>Holistic</td>
<td>Human Flourishing</td>
</tr>
<tr>
<td>Teamwork and Collaboration</td>
<td>Multi-dimensional Care (Individual, Family, Community, Environment)</td>
<td>Human Flourishing Nursing Judgment Professional Identity Spirit of Inquiry</td>
</tr>
<tr>
<td>Safety</td>
<td>Cultural Safety (Linking cultural tradition &amp; Contemporary knowledge in culturally appropriate manner and in accordance with the ANA Code of Ethics)</td>
<td>Human Flourishing Nursing Judgment Professional Identity Spirit of Inquiry</td>
</tr>
<tr>
<td>Informatics, Quality improvement, Evidence-based practice</td>
<td>Balanced Care (physical, mental/cognitive, emotional, spiritual)</td>
<td>Nursing judgement Professional Identity, Spirit of inquiry</td>
</tr>
</tbody>
</table>
Medicine Wheel References:

Department of Nursing Program Outcomes

To meet the challenge of preparing graduate nurses who will have the knowledge, skills and abilities necessary to continuously improve the quality of the Montana healthcare workforce, the Aaniiih Nakoda ASN Student Learning Outcomes are based on the Medicine Wheel, the Institute of Medicine (IOM) Future of Nursing Report recommendations, the Quality and Safety Education for Nurses (QSEN) competencies, and Montana State Board of Nursing.

<table>
<thead>
<tr>
<th>Program Student Learning Outcomes:</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of the program, nursing student graduates will be able to meet the following program outcomes:</td>
<td></td>
</tr>
</tbody>
</table>
| 1. Incorporate the philosophy of “growing our own,” the nursing graduate will work collaboratively with clients, their families and the health care community to ensure quality care. | - Medicine Wheel  
- IOM & QSEN (Quality Improvement and Teamwork & Collaboration)  
- Montana State Board of Nursing Administrative Rules |
| 2. Integrate a Native American cultural focus to administer culturally competent, patient and family-centered care to a variety of clients throughout the seasons of their lifespan. | - Medicine Wheel  
- IOM & QSEN (Patient-centered care) |
| 3. Apply the nursing process and incorporate evidence-based practice in providing safe and holistic patient care. | - Medicine Wheel  
- IOM (Evidence-based Practice, Safety)  
- QSEN (Evidence-based Practice, Quality Improvement)  
- Montana State Board of Nursing Administrative Rules |
| 4. Combine cultural, professional, legal, and ethical accountability into practice, embracing the values of the nursing profession and the Aaniiih and Nakoda cultures. | - Medicine Wheel  
- IOM & QSEN (Patient-Centered Care)  
- Montana State Board of Nursing Administrative Rules |
| 5. Perform at or above the national average on the NCLEX test. | - Montana State Board of Nursing Administrative Rules  
- IOM & QSEN (Utilize informatics) |
Educational Program Accreditation and Approval

The Associate of Science program has been approved by the Montana State Board of Nursing. Aaniiih Nakoda College is accredited by the Northwest Commission on Colleges and Universities. After prerequisite coursework is completed, the Aaniiih Nakoda College (ANC) Registered Nurse Program consists of an additional two years. The actual coursework for the Associates of Science Nursing Program is competency-based and integrated with clinical hands-on experience. The primary goal is to prepare graduates with the knowledge, skills and values to enter the workforce, after successful passage of the national NCLEX license exam given to all students of nursing.

Students commit to a full week at Aaniiih Nakoda College (ANC), at which time they are in class or at clinical for the fall and spring semesters. This program, while very exciting, is extremely fast-paced and challenging. There are many tests, quizzes, and assignments each week, to complete prior to class/clinical outside of class time. The majority of students will find it necessary to spend outside classroom time as well as practicing lab/clinical skills. A fully equipped SIMS lab is located in the nursing laboratory, on the ground floor of the Tataga Kní (“Returning Buffalo”) building for students to enhance their education and skills needed in patient care. A good rule of thumb is that for every class hour, at least 3 hours in preparation or in the completion of assignments will be needed.

Admission to Aaniiih Nakoda College

**Students must be admitted to the College prior to the submission of the Associates of Science Nursing Program Application. Therefore, no applications will be reviewed unless the applicant applies first to the College and official transcripts are reviewed by the Registrar.**

Acceptance to Aaniiih Nakoda College requires a completed admissions application file, which may be obtained by visiting the campus, calling the Registrar, (406) 353-2607 Ext. 233, or downloading it from the institution’s website [http://www.ancollege.edu/?page=student_services/Admissions](http://www.ancollege.edu/?page=student_services/Admissions). Admission and transfer information can also be found in the Aaniiih Nakoda College Student Handbook which can be found at [http://www.ancollege.edu/?page=online_resources](http://www.ancollege.edu/?page=online_resources).

Admission into the Associates of Science Nursing Program

To be eligible to apply for admission into the Associates of Science Nursing Program, applicants must have the following:

- Show that they have been admitted to Aaniiih Nakoda College and are currently in good standing
- Completed all prerequisite coursework with a minimum overall GPA of 2.5. Prerequisite coursework can be taken at other institutions but it is the applicant’s responsibility to confirm those courses are equivalent to the program’s prerequisites and are transferable to this institution (consult with the Registrar if you have questions) [http://www.ancollege.edu/?page=student_services/registrar](http://www.ancollege.edu/?page=student_services/registrar)

Nursing Program admission process is outlined in the **Associate of Science Nursing Student Information and Application Packet** available in the library and from the Registrar’s office.

Students who are applying for admission that have previous bachelor's, master’s, or doctorate degrees will be evaluated and advised on a case-by-case basis as to what classes need to be completed in order to be admitted into the nursing program.
Licensed practical nurses (LPN) who are applying to the Aaniiih Nakoda Nursing Program will be evaluated on a case-by-case basis as to their eligibility to transfer in and potential plans for completing required prerequisites. Placement will be dependent on previous classes taken, classes needed, how long the student has been an LPN and the curriculum in which the student earned his/her LPN licensure.

**Student Requirements for the Associate of Science Nursing Program**

1. **Liability insurance**: Each student must have professional liability insurance while enrolled in the program. The cost for this coverage is included in the fees paid each semester. A copy of the liability insurance form is on file with the Nursing Program.

2. **Fingerprint/Background Checks**: Students in the Aaniiih Nakoda Nursing Program will be required to undergo multiple background checks in order to participate with assigned clinical agencies. The process and policy for background checks will be on file with the Nursing Program Administrative Assistant and will be distributed to students upon acceptance to the Nursing Program. Students are encouraged to review the [Criminal History and Nursing Licensure](#) section at the end of the handbook. Students are encouraged to complete background checks immediately upon acceptance to the nursing program in order to be able to attend nursing clinicals in the fall. **Students will need to start the background check/fingerprint process by working with the Nursing Program Administrative Assistant.**

3. **Health requirements**:
   
   a. **Health Insurance** Aaniiih Nakoda College requires all students to carry their own medical health insurance. Students involved in injury or exposure during the clinical experience should seek treatment in the Emergency Room. Students will be responsible for their own medical expenses.

   b. **Immunizations**: In addition to immunizations required for admission to Aaniiih Nakoda College (MMR and negative PPD testing or x-ray verifying absence of contagious disease), nursing students will be required to have the following:
      
      - **Flu vaccinations**: annual flu vaccinations are required before being admitted to some clinical sites. Students who are allergic to eggs or who have other medical or religious reasons for not getting the vaccine must wear a mask during their clinical rotation when they are within 6 feet of any other person.
      - **Annual Tuberculin Skin Testing (TST)**: Required before being admitted to clinical sites. Aaniiih Nakoda College requires a “4-visit” approach for 2-step TB tests:
        1. **Visit 1, Day 1**: TST administered
        2. **Visit 2, Day 3**: TST test is read (within 48-72 hours of placement). If negative, proceed to 2\(^{nd}\) TST. If positive, it indicates a TB infection and a chest x-ray and further evaluation from a healthcare provider is necessary.
        3. **Visit 3, Day 7-21**: A second TST is applied for those that had a negative TBT on visit 2.
        4. **Visit 4, 48-72 hours after** placement of 2\(^{nd}\) TBT, the 2\(^{nd}\) TST is read. If negative, see #5 below. A positive 2\(^{nd}\) test indicates TB infection in the distant past. Chest x-ray and further evaluation from a healthcare provider will likely be necessary.
        5. When you turn in your results to the Department of Nursing at Aaniiih Nakoda College, please ask your provider to include actual skin test measurements if there are any (for a positive or near positive test).
        6. For your next year in clinical sites at Aaniiih Nakoda College, nursing students who had the TST the previous year as nursing students will only be required to have a one-step Tuberculosis Test the second year.
• **Hepatitis B series:** Series of 3 vaccinations against bloodborne Hepatitis B virus. These vaccinations can be completed at Fort Belknap outpatient ambulatory care or Fort Belknap Public Health.

   c. **CPR:** A current healthcare providers CPR course will be required before clinical rotations begin.

* (per CDC recommendations at: [http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5417a1.htm?s_cid=rr5417a1_e ])

4. **Students are required to attend the Nursing Orientation prior to starting nursing classes.**

5. **Attendance:*** In accordance with the *Aaniiih Nakoda College Student Handbook*, class attendance is an important factor in the student’s success at Aaniiih Nakoda College. In fact, upon registering for classes, a student is, in effect, signing a contract in which they are assuming responsibility for attendance and completing the class assignments. Attendance is maintained in all classes for financial aid purposes as a student must maintain a 60% attendance rate in order to receive a Pell grant. Failure to maintain this rate may affect the amount of Pell grant a student receives and may result in the payback of the Pell funds. Some instructors require attendance as part of the course requirements for grading purposes.

   a. Authorized or excused absences do not relieve students of their class responsibilities. When the number of absences hinders a student’s progress in a course, the instructor may initiate a recommendation to the Retention Officer to contact the student for withdrawal from the class.

   b. The Aaniiih Nakoda Nursing Program recognizes the importance of cultural considerations in regards to ceremonies and funeral leave. The Aaniiih Nakoda Advisory Board will determine attendance requirements and excused absences for students in the nursing program so that clinical and theoretical coursework can be completed.

   c. Clinical absences must only occur if completely unavoidable. Clinical time will be made up as students are required to complete all hours of clinical time per required for clinical classes.

6. **Freedom from drug and alcohol impairment:** The Aaniiih Nakoda Nursing Program will follow the College’s no tolerance policy on drugs and alcohol policy, both of which can be found in the *Aaniiih Nakoda College Student Handbook*. Any evidence of suspicion of drug or alcohol use is grounds for immediate dismissal from classroom, lab or clinical setting and may result in dismissal from the nursing program. Suspected use of drugs or alcohol, or any other condition or circumstance that constitutes unreasonable risk to the safety and well-being of the patient can result in dismissal from the nursing program.

7. **Physical, mental, sensory, communication, behavioral and cultural requirements**

   a. **Cultural knowledge:**

      • Students should be aware of the respect and dignity afforded to all patients and with great empathy for Seniors and Elders of the Indian Community
      • Students must be aware that silence is a powerful form of communication and learn to modulate their behavior when interacting with patients
      • Students must realize family and community members need to be close to the patient and treat non staff in the room as an asset for the patient not a deterrent for care
      • Students should be able to greet their Aaniinen and Nakoda patients in their own language and become a patient advocate for them
b. **Physical demands include being able to:**
   - Use computer input and output devices effectively, including typing and data entry
   - Provide all aspects of patient care including medication administration and treatments according to nursing unit guidelines
   - Physical stamina to work quickly and for long intervals without sitting
   - Turn/reposition bedfast patient, alone or with assistance, to prevent hazard of immobility. This may require lifting with assistance 200-300 pounds.
   - Transfer patients from bed to chair, bed to stretcher, chair to bed as needed throughout shift alone or with assistance.
   - Transport patients in wheelchairs as necessary
   - Answer patient call lights or intercom system to determine patient needs.
   - Perform CPR – ventilation/compression
   - Spend at least 6 to 8 hours on your feet while delivering care
   - Ability to use left and right hand function, from simple grasping to low speed assembly such as picking up a lancet and obtaining a blood sample with the lancet to get a fasting blood glucose level on a client
   - Do twisting, sitting, standing, walking, bending, reaching, climbing, squatting, kneeling, and reaching under beds during your shift
   - Lift, carry, push, and pull from 1 pound to over 100 pounds

c. **Mental demands include being able to:**
   - Use effective time management
   - Concentrate and maintain acceptable level of accuracy in spite of frequent interruptions
   - Be courteous, tactful, and cooperative throughout the working day
   - Maintain confidentiality with regard to all phases of work
   - Read and write English and do basic math calculations
   - Accept assignments to other nursing units and perform patient care
   - Utilize effective verbal communication
   - Answer the telephone
   - Function in a stressful environment

d. **Sensory demands include being able to:**
   - Do computer work for hours under artificial light, decipher handwritten and typewritten information in medical records
   - Differentiate colors
   - Understand spoken voices and understand various accents, both face-to-face and while using various communication technologies
   - Work in a noisy environment
   - Possess the capabilities to accurately assess patients using auditory, tactile, visual, and olfactory senses

e. **Communication**
   - Effective communication in oral and written forms;
   - Process and communicate information on patient’s status with accuracy and in a timely manner to members on the health care team, including faculty.

f. **Behavioral/Emotional**
• Student must have emotional stability to function effectively under stress;
• Must be able to adapt to an environment that may change rapidly without warning and/or in unpredictable ways;
• Student must know that his/her values, attitudes, beliefs, emotions, and experiences affect his/her perceptions and relationships with others.
• Student must be able and willing to examine and change his/her own behavior when it interferes with productive individual or team relationships;
• Student must possess skills and experience necessary for effective and harmonious relationships in diverse academic and working environments.

The above listing is composed of general examples. Specific jobs may have other demands.

Progression

In the following situations, students may not continue in the nursing program:

1. Failure of the same course twice
2. Failure or withdraw/ failure of two nursing courses
3. Withdrawal from the same nursing course twice
4. Less than a minimum cumulative college grade point average (GPA) of 2.0
5. Less than a grade of “C” in all nursing and core courses.
   a. Nursing courses are sequential. If a student receives below a ‘C’ in a nursing course, that course must be successfully completed before the student can progress in the sequence. To successfully complete a laboratory or clinical course, a student must meet the passing criteria for all components of evaluation to pass that course. If criteria are not met, the student will not pass that course. All nursing course and clinical requirements must be met in order to earn a grade of C or better.
6. Inability to complete approved standardized testing or additional testing (such as math exams) as required by the Nursing Department.
7. Dismissal of the student from the nursing program for the following reasons:
   a. When the student’s health, performance, and/or behavior compromise the safety of patients, students or college personnel. Performance in an unsafe manner while providing care to a client. In addition, the student will be immediately removed from the clinical area
   b. Exhibiting conduct that is unprofessional, incompetent, unethical, or illegal in the clinical/practicum settings as outlined by the NSNA Code of Ethics/Code of Academic and Clinical Conduct.
   c. Committing an act of academic dishonesty such as cheating on examinations, plagiarism, or improper documentation or falsification of clinical activities as outlined in the ANC Nursing Student Handbook.
   d. Any lapse in health and liability insurance or CPR certification
   e. If any student arrives at the clinical area chemically impaired by drugs or alcohol. In addition, the student will be immediately removed from the clinical area.
   f. Failure to immediately report a client/care error to the clinical instructor.
   g. Fraudulent or untruthful charting in a medical record.
   h. Failure to protect client confidentiality.

A student who is not able to progress will no longer be considered to be in the Nursing Program and must reapply for readmission to the Nursing Program. The Nursing Department will request supporting documents for readmission. The student must demonstrate the ability to be successful, explain the reason or circumstance that prevented them from progressing and present a plan that clearly shows the steps they have taken to assure
that their individual situation has been remedied. An application for readmission is due by June 15 for readmission to the following academic year. A student may be readmitted one (1) time only.

**Students at Risk**

Students who are struggling academically and/or clinically will be monitored closely in the nursing program and required to complete a plan of action for performance improvement. The following circumstances include, but are not limited to, examples of when a plan of action for performance improvement will need to be implemented to advocate for student success in the nursing program:

- Exam and homework grades that are falling below 75%
- Attendance issues:
  - Missing more than one didactic class
  - Missing any one scheduled clinical day
  - Missing scheduled exams
- Tardiness – clinical, class and/or exams
- Lack of completion of assigned class work
- Low scores on standardized exams (Kaplan)
- Lack of compliance with criteria noted in any of the following: Aaniiih Nakoda College Student Handbook, Aaniiih Nakoda Nursing Student Handbook, NSNA Student Code of Academic and Clinical Conduct, NSNA Code of Ethics
- An “Unsatisfactory” for a clinical day as noted on daily clinical evaluation

A plan of action for performance improvement will require a meeting between the instructor and the student documenting specific concerns about the student’s current performance and a plan for improvement about immediate concerns. Recommendations will be made by the instructor and the student will have opportunity to document additional information regarding concerns and plan for improvement. Plans of action for performance improvement will be shared with the Nursing Program Director.

**Readmission**

1. Students who withdraw or fail to successfully complete any nursing course must apply for readmission into the program. This application should be in the form of a letter detailing:
   a. Classes student needs to retake
   b. What semester and year student did not successfully pass nursing classes
   c. Plan of study for how the student plans to successfully complete required classes, including those that are needing to be retaken
   d. When student wants to be readmitted (semester and year)
2. Any failed nursing course may be repeated one time only with faculty approval. A second failure in any nursing course means that the student must withdraw from the program.
3. The program director, in consultation with nursing faculty, has the right to approve or disapprove readmission letters; previous documented educational, behavioral, or civility concerns may be considered for readmission to the program.
4. If a student fails a course due to unsafe physical or emotional care of patients, the faculty may, on a case by case basis based on patient safety, decide not to allow the student to repeat the course.
5. Due to the complexity of the nursing program, safety and a commitment to graduating competent nurses, some coursework will likely need to be retaken and/or reviewed before or as the student returns to the curriculum. Students will work with the program director and faculty to create a plan of study. If this plan of study is not completed as agreed upon, the student will be dismissed from the program.
6. Students who are requesting readmission may be required to take exams to measure competency, including performance of care and skills for a simulated patient.
7. Being readmitted to the program does not automatically ensure successful completion; it is dependent upon meeting or exceeding the curricular and behavioral standards of the program.
8. Students who have been dismissed from the program for documented unsafe practice, unethical or illegal conduct will be excluded from the ASN program and will be ineligible for readmission.
9. The nursing program must be completed within 5 years.

Grievance Process and Chain of Command

Per the Aaniiih Nakoda Student Handbook, students have access to recourse through a grievance process. To file a grievance, students must go to Student Services in Nakoda Hall. The grievance process is described in the current Aaniiih Nakoda Catalog.

Students who have concerns with admission process to the Aaniiih Nakoda Nursing Program will be required to follow-up with the Registrar who will follow up with the Nursing Admissions Committee. Students who have concerns with homework, clinical evaluations, grading, academic and clinical issues will need to follow the chain of command (in the following order):

1. Class lead instructor
2. Nursing Program Director: Brigit Hemmer
3. Dean of Students: Clarena Brockie
4. President of Aaniiih Nakoda College: Dr. Falcon-Chandler

If a student is having an immediate concern within a clinical experience, the student will need to notify the clinical resource registered nurse (CRRN) that he/she is working with that day and the CRRN will discuss issues noted with the lead instructor.
Prerequisite Coursework:

The following courses must be completed or be in progress prior to admission into the Associates of Science Nursing Program. *Grades in prerequisite courses are a major factor in ranking applications for admissions.*

### Semester I

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*BIOH 201/ BIOH L201</td>
<td>Anatomy &amp; Physiology I/Lab</td>
<td>4</td>
</tr>
<tr>
<td>*CHMY 121/ CHMY L121</td>
<td>Introduction to General Chemistry/Lab</td>
<td>4</td>
</tr>
<tr>
<td>M 121</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>**AIS 155/150</td>
<td>Aaniih OR Nakoda Language I, -OR-</td>
<td>3</td>
</tr>
<tr>
<td>-OR- AIS 100</td>
<td>Intro to American Indian Studies, -OR-</td>
<td></td>
</tr>
<tr>
<td>-OR- SOCL 100</td>
<td>Intro to Sociology</td>
<td></td>
</tr>
<tr>
<td></td>
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<td><strong>15</strong></td>
</tr>
</tbody>
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### Semester II

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<tbody>
<tr>
<td>*BIOH 211/BIOH L211</td>
<td>Anatomy &amp; Physiology II/Lab</td>
<td>4</td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 221</td>
<td>Basic Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PSYX 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIOM 250</td>
<td>Microbiology for Health Sciences/Lab <em>(3 credits lecture, 1 credit lab)</em></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

*Science courses marked with an asterisk must be completed within five (5) years of application and other courses must be completed within 15 years of applying to the Associates of Science Nursing Program.

**Each of the following are requirements for graduation from Aaniih Nakoda’s Nursing Program.** They may be taken as prerequisites or co-requisites, depending on when the classes are offered.

- AIS 155 Aaniih OR AIS 150 Nakoda Language I
- AIS 100 Intro to American Indian Studies
- SOCL 100 Intro to Sociology
Nursing Program Coursework for Students who enroll in Fall 2017

The courses listed below are required in the program of study for the Associates of Science Nursing for students who enroll Fall 2017 and later in the nursing program. The courses are offered at Aaniiih Nakoda College in the following sequence:

1st year (Cohorts enrolling Fall 2017 and later)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 135</td>
<td>Pharmacology (3 credits lecture)</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 130</td>
<td>Fundamentals of Nursing (4 credits lecture, 3 credits lab)</td>
<td>7</td>
</tr>
<tr>
<td>NRSG 138</td>
<td>Gerontology (1 credit lecture, 1 credit clinical)</td>
<td>2</td>
</tr>
<tr>
<td>90 lab hours</td>
<td>45 clinical hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester Total</td>
<td>12</td>
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<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NRSG 140</td>
<td>Core Concepts of Adult Nursing (3 credits lecture, 3 credits clinical)</td>
<td>6</td>
</tr>
<tr>
<td>NRSG 142</td>
<td>Core Concepts of Maternal/Child (2 credits lecture, 1 credits clinical)</td>
<td>3</td>
</tr>
<tr>
<td>**NRSG 256</td>
<td>Pathophysiology (3 credits lecture)</td>
<td>3</td>
</tr>
<tr>
<td>180 clinical hrs</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Semester Total</td>
<td>12</td>
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• Before students start the 2nd year, I.V. Therapy skill will be a hands-on part of nursing orientation.

2nd Year (Cohorts enrolling Fall 2017 and later)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NRSG 252</td>
<td>Complex Care Needs – Maternal/Child Client (2 credit lecture, 1 credit clinical)</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 254</td>
<td>Complex Care Needs – Mental Health Client (3 credit lecture, 1 credit clinical)</td>
<td>4</td>
</tr>
<tr>
<td>BIOM 250</td>
<td>Microbiology for Health Sciences/Lab (3 credits lecture, 1 credit lab)</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 265</td>
<td>Advanced Clinical Skills (1 credit lab)</td>
<td>1</td>
</tr>
<tr>
<td>60 lab hours</td>
<td>90 clinical hours</td>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NRSG 262</td>
<td>Complex Care Needs – Adult Client (3 credits lecture, 2 credits clinical)</td>
<td>5</td>
</tr>
<tr>
<td>NRSG 266</td>
<td>Managing Client Care (2 credits lecture, 2 credits clinical)</td>
<td>4</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Introduction to Sociology (3 credits lecture)</td>
<td>3</td>
</tr>
<tr>
<td>180 clinical hrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester Total</td>
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</tbody>
</table>

1 clinical credit = 45 hours clinical time
1 lab credit = 30 hours lab time
1 lecture credit = 15 hours classroom time

Once enrolled in nursing courses, a minimum of a grade of “C” in all courses is required to continue in the program. In the clinical settings, students must achieve a grade of 75% in all rotations of each clinical experience in order to continue in the program.

**LPN students enrolling into Level 2, will need to take Pathophysiology prior to or after admission
Nursing Program Coursework for Students who enroll in Fall 2018

The courses listed below are required in the program of study for the Associates of Science Nursing for students who enroll Fall 2018 and later in the nursing program. The courses are offered at Aaniiih Nakoda College in the following sequence:

*Biom 250 (Microbiology) to be a prerequisite

**Each of the following are requirements for graduation from Aaniiih Nakoda’s Nursing Program. They may be taken as prerequisites or co-requisites depending on when the classes are offered.

- AIS 155 Aaniiih - OR- AIS 150 Nakoda Language I
- AIS 100 Intro to American Indian Studies
- SOCL 100 Intro to Sociology

1st Year (Cohorts enrolling Fall 2018 and later)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NRSG 135</td>
<td>Pharmacology (3 credits lecture)</td>
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<tr>
<td>NRSG 130</td>
<td>Fundamentals of Nursing (4 credits lecture, 3 credits lab)</td>
<td>7</td>
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<tr>
<td>NRSG 138</td>
<td>Gerontology (1 credit lecture, 1 credit clinical)</td>
<td>2</td>
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<tr>
<td>90 lab hrs</td>
<td>45 clinical hrs</td>
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<tbody>
<tr>
<td>NRSG 140</td>
<td>Core Concepts of Adult Nursing (3 credits lecture, 3 credits clinical)</td>
<td>6</td>
</tr>
<tr>
<td>NRSG 256</td>
<td>Pathophysiology (3 credits lecture)</td>
<td>3</td>
</tr>
<tr>
<td><strong>AIS 155/150</strong></td>
<td>Aaniiih OR Nakoda Language I, OR</td>
<td>3</td>
</tr>
<tr>
<td>-OR- AIS 100</td>
<td>Intro to American Indian Studies, OR</td>
<td></td>
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<tr>
<td>-OR- SOCL 100</td>
<td>Intro to Sociology</td>
<td></td>
</tr>
<tr>
<td>135 clinical hrs</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Semester Total</strong></td>
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2nd Year

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NRSG 254</td>
<td>Mental Health Nursing (3 credit lecture, 1 credit clinical)</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 262</td>
<td>Complex Care Needs – Adult Client (3 credits lecture, 2 credits clinical)</td>
<td>5</td>
</tr>
<tr>
<td>NRSG 142</td>
<td>Core Concepts of Maternal/Child (2 credits lecture, 1 credits clinical)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>180 clinical hrs</td>
<td></td>
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<tbody>
<tr>
<td>NRSG 266</td>
<td>Managing Client Care (2 credits lecture, 2 credits clinical)</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 252</td>
<td>Complex Care Needs – Maternal/Child Client (2 credits lecture, 1 credit clinical)</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 265</td>
<td>Advanced Clinical Skills (1 credit lab)</td>
<td>1</td>
</tr>
<tr>
<td><strong>AIS 155/150</strong></td>
<td>Aaniiih OR Nakoda Language I, OR</td>
<td>3</td>
</tr>
<tr>
<td>-OR- AIS 100</td>
<td>Intro to American Indian Studies, OR</td>
<td></td>
</tr>
<tr>
<td>-OR- SOCL 100</td>
<td>Intro to Sociology</td>
<td></td>
</tr>
<tr>
<td><strong>NRSG ___</strong></td>
<td>Preparing for Professional Nursing Practice (NCLEX Prep)</td>
<td>1</td>
</tr>
<tr>
<td>30 lab hrs</td>
<td>165 clinical hours</td>
<td></td>
</tr>
<tr>
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<td><strong>Semester Total</strong></td>
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1 lab credit = 30 hours lab time
1 lecture credit = 15 hours classroom time
Once enrolled in nursing courses, a minimum of a grade of “C” in all courses is required to continue in the program. In the clinical settings, students must achieve a grade of 75% in all rotations of each clinical experience in order to continue in the program.

Advisors

Each student will be assigned a nursing faculty advisor. Students are encouraged to:

- Make appointments with their advisor throughout the semester for consistent academic advice. It is recommended that students meet with advisors monthly to evaluate progress and address questions and concerns.
- Visit with the course instructor immediately if academic difficulties arise – don’t wait until the end of the semester.
- Visit a professional who is available for both academic and personal issues that may arise (see Retention Counselor below).
- Consult an elder as appropriate about following appropriate protocols.

Retention Counselor

Instructors can refer the student to the Retention Counselor in Nakoda Hall or Student Success Center Coordinator if they feel the student is experiencing difficulty with class, lack of academic progress and/or attendance. The Retention Counselor will contact the student by telephone, letter or in person.

Some examples of concerns that students are encouraged to discuss with advisors and/or the retention counselor include:

- Babysitting issues and considerations, particularly if a student is a single parent or has a limited support system. There is Head Start and Early Head Start near the college and nursing department.
- Financial concerns – whether personal or school-related. Resources could be identified for the student to access if needed.

Academic Integrity

Students will be required to adhere to the Aaniiih Nakoda College Academic and Student Integrity guidelines set forth in the Aaniiih Nakoda College Student Handbook. Should violation of that code occur, a complaint will be filed with the Dean of Student Affairs and disciplinary action will occur as noted in the Aaniiih Nakoda College Student Handbook. A copy of the Aaniiih Nakoda College Student Handbook can be found at:


Use of Classrooms and Laboratory

When not in use for class, these areas may be available for practice and study. Permission from an instructor is required for lab use outside of designated class/lab time.

- Each student is responsible for any material or instruments used and for cleaning and putting away those items. Each student is responsible for their desk area; additional clean up duties will be assigned throughout the program.
- No equipment or instruments may be removed from the lab area.
• Handle equipment carefully. Be sure you know how to use the equipment which includes clinical setting. If in doubt, check with the instructor.
• When in the simulation lab, a technician must be present at all times.
• Simulation lab door must be closed at all times.

Grading and Testing

College students are responsible for their own study procedures. This material in the nursing program is quite extensive and detailed. Skill building labs, clinical tutoring, and additional help are available by contacting the course instructor. Course testing and policies are noted on each individual course syllabus. Early attention to learning needs both in and outside the classroom, and use of available resources will serve students well. Tests may be online or paper tests.

A 2.0 cumulative grade point average is required to graduate from the College. Any course grade below a “C” in the ASN program must be repeated before proceeding through the program. Classes in the ASN program can only be taken twice, and this will be dependent upon the application process and space availability.

Grading System:
A=92-100%
B=84-91%
C=75-83%
D=68-74%
F=0-67%

*Should a course have a clinical/lab component, the student needs to be aware that a passing grade in each of the classroom and clinical/lab components is required in order to earn a passing grade for the class.*

Late Assignments

10% of total points deducted from the assignment for each day the assignment is late. If the assignment is five (5) days late, it earns zero points. The assignment still needs to be completed in order for a final grade to be submitted for a student’s class.

Missed Exams

Exams are not to be missed unless serious or emergent circumstances arise. If a student has to miss an exam, it is the student’s responsibility to notify the instructor as soon as possible prior to the exam taking place. It is the instructor’s discretion about how a make-up exam will occur and when it will occur. Failure to contact the instructor in advance or as soon as possible may result in zero points being earned for that exam.

Standardized Testing

Kaplan will be the standardized testing program utilized in this program. Classes that utilize Kaplan will include information within the syllabus about which focused review tests, integrated tests, and assignments from Kaplan will be required as part of each class.
Required Equipment for Clinical and Classroom

- Stethoscope
- Bandage scissors (forceps or clamp)
- Penlight
- Black ink pens
- Name tag
- Small pocket notebook
- Watch with second hand or digital
- Calculator (basic is adequate)
- Pocket binders
- Plastic folders
- Jump/flash drive

Professional Appearance for Clinical Sites

Nursing students of Aaniiih Nakoda College represent the College and the profession of nursing. Students are expected to be aware that first impressions are important and students must conduct and present themselves in a professional manner at all times. Clinical instructors may exercise the option of dismissing students from clinical sites for non-adherence to the following professional presentation policies:

1. **Dress**
   - Clean, white, long-sleeved laboratory jackets with name tags must be worn at all times over non-uniform clothes when on clinical sites doing patient work-ups prior to scheduled clinical days.
   - Aaniiih Nakoda College nursing students will be required to wear the designated ANC nursing uniform as approved by the College President
   - Jeans are not to be worn with lab jackets or any part of the uniform
   - Uniforms are to be worn in the lab
   - For clinical sites, unless otherwise specified, students must wear designated uniform for the program and the uniform must remain professional – clean, ironed, neat and not threadbare or low-cut.
   - Skirt lengths should be approved if worn as part of the uniform
   - Uniform pants should fit properly – not too tight or too large that they will slide below the waist. Pants may not be worn below the waist and must be neatly hemmed and not touch the floor.
   - Undergarments (underwear for all and bra for women) must be worn at all times and must be clean, white or beige in color, and free of prints and adornments and not visible when uniform is being worn.
   - Clean, white shoes must be worn with white socks or nylons. No footies allowed.
   - Program decal/patch must be worn on the right sleeve, 3 inches below shoulder level.
   - If you find the clinical area too cold, you may wear a long-sleeve garment under your uniform top in one of the following colors: white, black or red
   - Clinical instructors have the final say on appropriateness of all uniforms. You may be asked to purchase a different uniform or sent home if professional dress code is not adhered to.
   - For tours and in-services outside of the college, or when collecting report on clients ahead of time, students must wear clean dress clothing with name tags. No jeans, shorts, low neck/waist lines allowed. Clothes are to be clean and pressed.
2. **Hair, Nails, Make-up**
   - Hair must be clean and styled in a way that no hair hangs over the face. Hair beyond shoulder length must be pulled back and up off the shoulders when wearing uniforms or laboratory jackets.
   - Due to CDC recommendations for hospitals, NO artificial nails or extenders may be worn. Nail tips must be less than one-quarter inch long, clean and without dark polish.
   - Make-up to enhance your natural appearance may be worn at any time. Scented perfumes, lotions, or aftershave are not to be used on clinical sites.

3. **Jewelry, Tattoos, Personal Hygiene**
   - Students may wear wedding rings, one pair of small plain posts for pierced ears (no hoops!) and a watch while in clinical or lab. Other adornments such as NOSE, CHEEK, TONGUE, LIP, BROW or other oral/facial jewelry, of any kind, are not permitted.
   - Visible tattoos should be limited and in good taste, non-offensive, otherwise covered during clinical time.
   - Students will maintain personal hygiene. This includes bathing regularly, using deodorant, and not having offensive body odor or cigarette smell.

Professional Conduct and Special Considerations (both classroom time and clinicals)

1. Professional conduct is expected at all times (see definitions below).
2. Healthcare facilities are now smoke-free. Students are expected to not smoke during clinical hours, including prior to arrival, during breaks and during lunch. If this is a problem, students should see their physician for smoking cessation recommendation.
3. Smudging could be done at Aaniiih Nakoda College before attending a clinical rotation.
4. **Cellphones will not be allowed during any clinical rotation.** If you need to be contacted, make arrangements with your clinical instructor. If students are using a cellphone during clinical, that student will earn an unsatisfactory for that clinical day.
5. No drinks or food of any kind are allowed in any classroom or laboratory or on clinical units in clinical facilities. Drinks may be allowed in classrooms if indicated by the instructor.
6. Gum chewing is not allowed during clinical time at facilities or in the laboratory.
7. Profanity will not be tolerated.
8. Demonstrate professional attitudes and civility in the classroom and clinical when dealing with instructors, other students, guest speakers, ancillary staff, and other professionals at Aaniiih Nakoda College.
9. Pregnant students may want to take special precautions due to the physical requirements and possible exposure to harmful diseases or substances in clinical. A written physician’s recommendation related to physical lifting restrictions is required before the student begins clinical rotations. If the student has a complicated pregnancy with additional limitations, documentation from the attending physician will be required. Students will be expected to meet all program objectives and expectations in order to progress; however, accommodations will be made if reasonable and possible. Following delivery, returning to class and clinical assignments will require physician clearance as well.
10. Aaniiih Nakoda College Nursing Program supports those mothers who breastfeed their newborns while in the program. If a student needs a space to pump, a room will be scheduled and secured for this purpose to provide privacy for the student. Instructors will allow a reasonable amount of time for this accommodation. Students are encouraged to do their best to schedule pumping in order to best accommodate completion of class and clinical time. Students who need to pump need to make arrangements with each class and clinical instructor for this accommodation.
11. Personal appointments for self and family should be scheduled for days off or after class and clinical time.
12. Students are required to follow the American Nurses Association tips for using social media found in appendix C of this handbook. These tips are social media policies for students to follow as part of Aaniiih Nakoda’s Nursing Program. Failure to comply with social media recommended practices will result in disciplinary action.

Students are expected to adhere to the Aaniiih Nakoda College Student Conduct Code found in the Aaniiih Nakoda College Student Handbook. Students are expected to adhere to a professional code of conduct; the Montana Board of Nursing and National Student Nurses Association specifically addresses conduct of nurses:

“Professional conduct for nurses is behavior including acts, knowledge, and practices, by practicing nurses as conduct which is reasonably necessary for the protection of public interests.” (State of Montana Statutes, Rules, and Declaratory Rulings, 24.159.2301) *See Statutes, Rules, and Declaratory Rulings for entire document.

National Student Nurses Association Code of Academic and Clinical Conduct in appendix A and B of this handbook and at the following websites:
http://www.nsna.org/Publications/AcademicClinicalConduct.aspx and

Student Scope of Practice for the Nursing Program

Students are expected to adhere to the standards of behavior required of healthcare professionals and to the standards expected at each clinical site. If a student demonstrates unsafe and/or unprofessional behavior and fails to achieve the standard of care, violates professional standards or state practice acts of the nursing program, or calls into question the professional accountability of the student, corrective action will follow. Depending upon the degree of actual or potential harm a patient may suffer, a one-time deviation from safe practice may be sufficient to judge a student unsafe resulting in dismissal from the program.

Students will be working with clinical instructors, nurses and other healthcare providers and personnel throughout their clinical experiences. While students will be provided a variety of opportunities to participate in patient care, students need to know that they must:

- Practice within their student scope of practice which also falls under the nursing scope of practice per the Montana Statutes, Rules and Declaratory Rules:
  http://www.mtrules.org/gateway/RuleNo.asp?RN=24%2E159%2E1204
- If the student is not sure whether an action is within the nursing scope of practice in Montana, and within the skills, abilities, and knowledge as a nursing student, then the action should not be performed by the student
- Be directly supervised by a clinical instructor or registered nurse for medication administration
- Avoid giving or adjusting the following medications: blood (do not even co-sign), chemotherapy, coagulation factors, heparin, experimental drugs, oxytocin, epidural medications, nitroglycerin, PCA pumps, IV potassium chloride boluses, IV push narcotics, conscious sedation. When giving narcotics via any route, students need to make sure to follow the policy for students in the facility and Aaniiih Nakoda College guidelines.
- Avoid taking doctors’ orders verbally, in person or by telephone and avoid acknowledging orders. Get a registered nurse to do this if orders are needing to be given.
- Avoid obtaining consent from patients and families for procedures
- Avoid completing patient admission and discharge procedures without direct oversight by a clinical instructor and/or the patient’s assigned nurse for discharge.
• **Know the standards of care** of the facility students are in and for each unit students are assigned

**Medication Administration**

Students are expected to function at the level of education and experience according to specified nursing program’s course competencies. This will be provided by the nursing program prior to a student assignment. General guidelines that all students must follow are:

1. All students must review the agency’s medication policies prior to administering medication on the unit.
2. All students must follow the principles of safe medication administration using the 6 Rights of Medication Administration:
   a. Right Medication
   b. Right Dose
   c. Right Client
   d. Right Route
   e. Right Time
   f. Right documentation

The verification of 6 rights is done 3 times:
   a. Medication administration record (MAR) is reviewed
   b. A second time as medication is prepared
   c. Third time just prior to administration to patient, pending the facility procedure/policy

In addition, the students are to:
   a. Use 2 patient identifiers at bedside
   b. Check expiration date
   c. Document after medication has been given

3. All students must follow the agency’s policies and procedures for medication administration.
4. All students must demonstrate competency in calculating medications prior to administering medication.
5. Students must report all medication errors to the CRRN immediately.
6. The CRRN reserves the right to limit a student’s medication administration experience.

**Responsibilities of Students Attending Clinical**

1. Refer to general policies related to clinical experience included with syllabus and clinical schedules and guidelines provided by instructors.
2. You are expected to arrive at least 15 minutes prior to your scheduled clinical times in order to review charts, prepare for report, meet nurses you will be working with, etc.
3. Students should plan to listen to reports for all patients on unit and have all patients’ names with room numbers on report sheet and record during report unless instructed otherwise. Record specific information on your patients.
4. Make sure you have necessary equipment and materials to care for your clients.
5. If a patient refuses a student, you must pick another patient in collaboration with the clinical resource RN (CRRN). When in the healthcare facility during non-clinical time, perhaps to talk to your patient or look for data for workup, please wear lab coats and name tags (no jeans). Do not go on the floors one hour before or one hour after report.
6. Assignments will be posted on **BLUE** Aaniïih Nakoda College ASN assignment sheet at the clinical facility.
7. Preparation for clinical must be completed satisfactorily when arriving in the clinical area. Required assignments must be current and updated prior to each clinical day.

8. Students must be prepared to utilize and apply information and skills learned from previous classes and clinicals to current classes and clinicals. Students may be required to review diagnoses and procedures prior to attending clinicals in order to be informed about client populations being cared for.

9. Complete all required clinical hours as assigned. Make-up days are provided in accordance with availability of instructor and clinical facility. If a day is shortened by the nurse the student is working with, the student must contact the clinical instructor or CRRN prior to leaving a clinical site.

10. Students must notify his/her clinical instructor prior to doing any procedures. Should questions or problems arise, students must call the instructor. Remember clinical instructors are there to help you.

11. Parking is generally restricted in healthcare facilities. Students are expected to park in designated employee areas, unless otherwise informed.

12. You must have a current flu immunization, Hepatitis B immunization (or starting the sequence), a current CPR card, **AND** PPD done within the last year, **BEFORE** coming to the clinic unit. Upon completion of these requirements, students will be provided with a signed clinical preparation card to document such. Students are to keep this card with them at all times during clinical experiences, and if asked, can show this card to clinical facility staff.

13. Each facility will have its own emergency code system. Further explanation will be given during clinical orientation. You must know where the code cart is located.

14. Students are not allowed to use mechanical lifts without the assistance of facility staff.

15. Students will be required to participate in facility-specific confidentiality training, to include signing waivers and agreements to follow their policies as per training provided.

16. **STUDENTS ARE TOTALLY RESPONSIBLE AND ACCOUNTABLE FOR THEIR OWN ACTIONS AND NURSING CARE. REMEMBER A PATIENT’S LIFE IS IN YOUR HANDS.**

17. Failure to comply with any requirements for professional conduct, professional appearance, scope of practice and responsibilities will result in failure of the clinical course.

### Clinical Grading

*Should a course have a clinical/lab component, the student needs to be aware that a passing grade in each of the classroom and clinical/lab components is required in order to earn a passing grade for the class.*

Students will be required to bring a clinical evaluation tool (included with each syllabus that has a clinical component) to each clinical day and the instructor will mark an S/U for each competencies listed on the clinical evaluation tool. This is a formative evaluation. 75% of each category must be satisfactory and competencies defined by rubric must be met in order to earn a satisfactory for that clinical day. Three (3) Unsatisfactories in any given row (1-14) equals an unsatisfactory and not passing grade for the entire clinical portion of this class.

Final clinical grades will be determined utilizing the **Clinical Evaluation Tool for Final Clinical Grade.** The tool is included at the end of the Nursing Student Handbook. This is a summative evaluation.

### State Licensure

In order to practice as a Registered Nurse you must pass the National Council of a State Board of Nursing Licensure Examination (NCLEX-RN). Applications for this examination will be provided and explained prior to graduation. Applications are available by contacting the Montana State Board of Nursing at [www.nurse.mt.gov](http://www.nurse.mt.gov) or at the following address:  *Montana State Board of Nursing, 301 South Park, P.O. Box 200513, Helena, MT 59620-0513, Telephone: (406) 841-2300*
Criminal History and Nursing Licensure

From: MONTANA STATE BOARD OF NURSING

To Whom It May Concern:

Individuals who are considering entering the nursing profession may have a criminal history and often ask about potential barriers to licensure following successful completion of an approved program of nursing. While it would be nice to know this prior to making a decision to enter the program, obtaining that information is not possible under current Montana law. The Board makes decisions about licensure based on a number of factors to which questions are directed in the license application. An application cannot be accepted by the board office until after the completion of a program. The application indicating a criminal history is considered non-routine and must be reviewed and approved by the Board.

However, each application is reviewed on its own merits. Some states have permanent bars to licensure, but Montana is not one of them. Montana law provides for the opportunity to be reviewed for qualifications pertaining to licensure, even with a criminal history. Documented rehabilitation is essential to the Board of Nursing when making licensure decisions. Very few applications are denied. Sometimes the board requires a one-year probationary period in which nursing practice is supervised and evaluated prior to receiving a clear, unencumbered nursing license. Others may be required to enter the Nurses’ Assistance Program if drugs and/or alcohol are of concern. Most non-routine applications are approved for an unencumbered license.

Some nursing programs in the U.S. are now performing criminal background checks prior to acceptance into the program. They are doing this because many healthcare facilities utilized by nursing programs require background checks as a condition to being allowed access to the facility for clinical experience. That is a decision each program must make.

The license application requires disclosure and the provision of related court documents for board review prior to making a licensure decision. Entry into the nursing education program is the prospective student's decision based on the knowledge that he/she may or may not be granted a nursing license. All of the above factors should be taken into consideration prior to making a decision about a nursing career. Please contact the board office at (406) 841-2300 or nurse@mt.gov if you would like further information about the applicable Montana laws and regulations. You may also access the laws and rules on the board's website: www.nurse.mt.gov.

Thank you!
Appendix A

National Student Nurses’ Association, Inc.
Code of Academic and Clinical Conduct

PREAMBLE

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we;

1. Advocate for the rights of all clients
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.
Appendix B

National Student Nurses’ Association, Inc.® Code of Ethics: Part II
Code of Academic and Clinical Conduct and Interpretive Statements

**Adopted by the NSNA Board of Directors, October 27, 2009 in Phoenix, AZ**

As students are involved in clinical and academic environments we believe that ethical principles are a necessary guide to professional development. The following Interpretive Statements are offered as a framework to help guide nursing students in ethical analysis of responsibilities, professional conduct, and decision making in academic and clinical settings as they adhere to the NSNA Code of Ethics for Nursing Students.

**Indicates sections taken directly from the NSNA Code of Ethics: Part II: Code of Academic and Clinical Conduct**

Part II: Code of Academic and Clinical Conduct

**Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide safe, quality nursing care. The clinical setting presents unique challenges and responsibilities for the nursing student while caring for human beings in a variety of health care environments.**

**The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust society has placed in us. The statements of the code provide guidance for nursing students in their personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment, but can assist in the holistic development of the person.**

**As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:**

**1. Advocate for the rights of all clients.**

**Advocacy:** A responsibility of nursing students is to advocate for the rights of all clients. This requires the nursing student to understand the client’s rights and responsibilities, the scope and applicable standards of nursing practice to meet the client needs, and the relevant federal (e.g. Health Insurance Portability and Accountability Act (HIPAA), Patient Self-Determination Act, etc), state (e.g. Nurse Practice Act, etc.), and local laws in accordance with the health care institution’s policies and procedures. This knowledge enables the nursing student to function as an advocate for the rights of all clients in collaboration with nursing faculty and members of the health care team.

**Rights of clients:** Nursing students provide care for persons who have rights both as human beings and as clients. As such, nursing students must be cognizant of public, professional and institutional policies concerning patients’ rights and access to resources across the care continuum. For example, nursing students help ensure that these fundamental rights of clients to receive culturally and linguistically appropriate services are protected and maintained.

**2. Maintain client confidentiality.**

**Confidentiality:** Access to and sharing of information that identifies a specific client, their condition, and other information must be guarded with the best interests of the client in mind. Access to and sharing of such information must be limited to only those personnel with the medical need to know and family members who are authorized by institutional policy and patient consent (according to HIPAA guidelines).

**Academic Setting:** In discussing client cases in the academic setting, care must be taken to avoid breaching confidentiality and violating HIPAA regulations; this includes appropriate selection of the time and place of discussion, people attending the discussion, and omitting data that is not necessary to the purpose of the discussion or that discloses the client’s personal identity.

**Special Circumstances:** In order to protect the safety of the patient, other parties, and in cases of mandatory disclosure for public health reasons there may by times where the nursing student is obligated to report confidential information. The nursing
student must immediately share these concerns in a confidential setting with the nursing faculty or clinical preceptor and with the registered nurse in charge of the patient’s care who will provide appropriate guidance.

** 3. Take appropriate action to ensure the safety of clients, self, and others.

18.2 Appropriate action to ensure safety of clients: The nursing student must be able to identify hazardous conditions which may include faulty equipment, an unsafe environment, incompetent practices of other healthcare team members and colleagues, suspicious persons and activities, and self-limitations. If an unsafe condition or incident becomes apparent, the nursing student should use good judgment and follow institutional policies and procedures for emergencies, reporting hazardous conditions and incidents. The nursing student should be aware of personnel responsible for directing patient and personnel safety and immediately share these concerns with the registered nurse in charge of the patient’s care and with the nursing faculty or clinical preceptor.

18.2 Safety of self: Nursing students cannot be expected to work in unsafe conditions or in situations where they are incompetent to practice. Academic and clinical environments should allow for a nursing student to voice concerns about safety to self without retribution. Nursing students have the responsibility to come prepared to meet the objectives assigned in caring for clients in clinical settings and to ask questions.

18.2 Safety of others: Nursing students should not condone or participate in lateral violence or incivility towards other professionals, students, or faculty. Further, students observing such behavior should take appropriate steps to remove her/himself from the situation and report to the nursing faculty or clinical preceptor.

** 4. Provide care for the client in a timely, compassionate and professional manner.

4.1 Timely care: Client care is time sensitive. Therefore, nursing students should be aware that adhering to the schedule set forth by the health care team is important and discharge planning should begin upon the client’s admission to the clinical environment. By prioritizing tasks, patient education, treatments and procedures the nursing student will ensure that they are utilizing time in the most effective and efficient way.

4.2 Compassionate care: Providing care with compassion creates a better nursing student-client relationship. It reflects the nursing student’s desire to respect the client as an individual, to help the client maintain their safety and dignity, to provide support and comfort, to assist the client to achieve optimal independence and meet their health goals.

4.3 Professional care: Professional communication, appearance, and behavior by the nursing student demonstrates respect for the client and for self. The nursing student has the responsibility to be prepared to meet the objectives assigned in caring for clients and to demonstrate safe, quality nursing care. These professional actions by the nursing student enhance the image of nursing and contribute to building a trusting relationship between the nursing student and the client, and between the nursing student and the health care team. An essential component of professional care by the nursing student and the health care team in the 21st century is to assure that the client receives culturally and linguistically appropriate health education and services (NSNA Resolution #15, 2009).

** 5. Communicate client care in a truthful, timely and accurate manner.

18.2 Truthful communication: Veracity is key to developing trusting relationships in academic and clinical environments. Truthful and thorough communication between nursing students and nursing faculty or preceptors, and between nursing students and healthcare professionals is a key component to providing safe, quality care within an optimal clinical learning environment.

18.2 Timely communication: Communicating client care information at the appropriate time is a duty of nursing students. Timely communication allows for assessments, interventions, and that changes to the plan of care be initiated and completed in a timely manner.

18.2 Accurate communication: Accurate communication is a responsibility of the nursing student. The nursing student, by providing an accurate, concise and timely report on the client’s assessment and status changes helps the nurse in charge of the client’s care and the primary care provider to make informed client care decisions and follow-up with further assessment as required.

** 6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
6.1 Promote the highest level of moral and ethical principles: Nursing students should be familiar with the NSNA Student Bill of Rights and Responsibilities and the NSNA Code of Ethics for Nursing Students (Part I: Code of Professional Conduct and Part II: Code of Academic and Clinical Conduct) and supporting documents. Being well informed and encouraging others to read and adhere to the NSNA Code of Ethics for Nursing Students and the ANA Code of Ethics for Nurses (ANA House of Delegates, 2001) actively promotes the values and ethics of the nursing profession. Acting under ethical principles ensures that the care being provided does not jeopardize the client’s basic rights or endanger professional relationships.

6.2 Accepting responsibility for our actions: Nursing students are accountable to the educational institution, the health care institution that provides the clinical learning environment, and above all to clients and society as a whole. The nursing student must function within the state’s Nurse Practice Act, the Scope and Standards of Nursing Practice (American Nurses’ Association, 2004) and the Policies and Procedures of the health care institution. The nursing student will care for clients only under the supervision of the nursing faculty or preceptor. Supervision must be completed in accordance with the clinical education agreement between the nursing program and the health institution providing a clinical learning environment to meet the student’s clinical learning objectives.

**7. Promote excellence in nursing by encouraging lifelong learning and professional development.**

7.1 Excellence in Nursing: Nursing is a profession that demands a nursing student’s commitment to evidence-based practice and to the health, well-being, and safety of clients. The client willingly gives the nursing student their trust in her/his ability to provide nursing care in accordance with their clinical education objectives.

7.2 Encouraging lifelong learning: The health care environment is ever changing. Nursing students, after attaining licensure as a registered nurse, have a responsibility to continue to educate themselves formally and informally throughout their careers to remain clinically competent to meet the health care needs of an increasingly diverse client population across an ever changing health care environment.

7.3 Professional development: Professionalism is a key factor for gaining the trust of others. Participation in professional organizations is imperative to one’s professional development. It begins by nursing students becoming active members and participants in NSNA; participants in nursing research utilization to advance evidence-based practice (NSNA Resolution #3, 2009); and in advocating for interdisciplinary education opportunities (NSNA Resolution #13, 2009). Professional development continues for registered nurses as evidenced by membership in state nurses association (ANA) and specialty nursing organizations, and through continuing formal education.

**8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.**

8.1 Treat others with respect: Nursing is based on client care that is supported by a foundation of respect and trust. Respect should be a fundamental component of intra-professional and interprofessional collaboration in which the nursing student participates (Nursing’s Social Policy Statement, ANA, 2003).

8.2 Promote an environment that respects human rights: As members of NSNA, nursing students pledge to refuse to engage in, or condone discrimination on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability, or economic status (NSNA Code of Ethics: Part One, 1999; NSNA Bylaws, Article III Purpose and Functions, Section 2, item f, 2007). By providing an atmosphere that allows clients to voice their needs, and to collaborate with the health care team, clients are empowered to meet their health care goals.

8.3 Values: All clients have a unique set of beliefs that form their values. Nursing students are obligated to holistically provide care to clients in ways that respect the client’s belief system and empowers them to attain their health goals.

8.4 Choice of cultural and spiritual beliefs: All individuals have a unique set of values that are influenced by their culture and spirituality. Nursing students have a responsibility to demonstrate respect for the client by seeking to understand the client’s health care goals, their strengths and values, their cultural and spiritual beliefs, and how they influence and support the client’s care.
**9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care**

9.1 Collaborate in every reasonable manner: Clinical learning environments are places for applying the skills that nursing students have learned in the classroom and nursing lab. Nursing students are compelled to deliver the highest quality of care possible in these clinical learning environments. If the student has questions or needs clarification on a procedure or nursing intervention they are obligated to refer those questions to the nursing faculty or preceptor assigned to manage the student’s clinical learning experience. The client’s safety is the highest priority and the student should not let their questions go unanswered.

**10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.**

10.1 Nursing is a fast paced ever-changing field that leaves little or no room for error. It is imperative for nursing students to communicate what they are learning as well as the need for further education in a clinical practice area through any means possible such as, verbal conferences and written evaluations. Learning as a process may vary for each individual student. However, each student shares responsibility for ongoing evaluation of their clinical learning and participates as an active learner by demonstrating and documenting that their clinical learning objectives have been met and maintained.

**11. Encourage faculty, clinical staff, and peers to mentor nursing students.**

11.1 Encourage faculty: Nursing faculty are an important and readily available source of information and serve as role models for professional practice. By encouraging faculty to mentor students in evidence-based practice, in professional involvement in NSNA as a student, and in other nursing organizations after graduation, nursing programs prepare students to advocate for clients and to provide safe quality nursing care.

11.2 Encourage staff: Clinical staff and clinical preceptors are important sources of information about safe quality nursing practice and evidence-based Policies and Procedures in the clinical practice environment. By encouraging staff to mentor nursing students and to role model professional behaviors, health care institutions can create welcoming and effective learning environments.

11.3 Encourage peers: Peer mentoring has a unique advantage because of the shared experience of being a nursing student. Peers provide a different perspective on a nursing student’s performance than faculty or staff, which can be facilitated through peer reviews and discussions. These reviews promote a career-long activity of collaborative learning and peer mentoring, and should be practiced as a component of clinical learning.

**12. Refrain from performing any technique or procedure for which the student has not been adequately trained.**

18.2 Operating within appropriate scope of practice: The client’s well being is the highest priority. By performing procedures or interventions that the student is not ready to perform, the student and faculty are placing the client’s well being in jeopardy. The student must inform the faculty or clinical preceptor assigned to supervise the clinical experience whenever they are unprepared to safely provide an assigned intervention or procedure. This allows the faculty or clinical preceptor to provide the needed information for safely conducting the procedure.

**13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self or others.**

13.1 Academic or clinical setting: Nursing students must recognize that actions influence the reputation of the nursing program and the profession of nursing. Therefore, whether on campus or in clinical settings, nursing students have a responsibility to come prepared to provide safe quality nursing care under the direction of the faculty or preceptor. By not engaging as an active learner or violating the nursing program’s code of conduct (i.e. not coming prepared to class, missing a significant amount of class time, cheating or condoning other student’s actions to cheat on exams, etc.) violates ethical and academic responsibilities of nursing students and future nurses. As an NSNA member, nursing students pledge in the **NSNA Code of Professional Conduct** (1999) to refrain from any form of cheating or dishonesty, and take action to report dishonorable practices to proper authorities using established channels.

13.2 Creating unnecessary risk of injury to the client, self, or others: Nursing students have shared responsibility with the health care team for maintaining the safety of clients, themselves, and others in the academic and clinical learning environment. Any action
that creates the potential for harm or increases the risk for failure to maintain and support the physical or mental integrity of clients, self, or others is contradictory to these responsibilities. Competent delegation and supervision is a shared responsibility between the registered nurses and the health care team to control for unnecessary risks of injury to the client, self, or others. Nursing education should provide nursing students with opportunities to develop competencies related to delegation, including assessment and planning, communication, surveillance and supervision, evaluation and feedback (National Council of State Boards of Nursing (NCSBN), 2005; NCSBN & ANA, 2006).

13.3 Refraining from any deliberate action or omission of care that creates unnecessary risk to the client, self, or others: Knowingly withholding action, acts of omission of care, and deliberate actions that create unnecessary risk to the client, self, or others is a violation of the ethical and professional responsibilities of nursing students. Such acts are subject to review by the academic institution, and others as deemed appropriate.

** 14. Assist the staff nurse or preceptor in ensuring that there is a full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.

14.1 Assist staff or preceptor: While the nursing student may observe and assist the staff nurse or preceptor with the education and care of the client, primary responsibility for informed consent and managing and implementing the plan of care/research protocols remains with the physician/primary care provider/researcher in collaboration with the client, the staff nurse, and health care team.

14.2 Ensuring that there is full disclosure: The nursing student should immediately, in a confidential setting, make full disclosure of any questions the client verbalizes and any concerns pertaining to the client’s safety, privacy, or informed consent to the nursing faculty or preceptor as well as to the staff nurse assigned to the client.

14.3 Proper authorizations are obtained from clients: The staff nurse assigned to provide the client’s care has the responsibility with the physician/primary care provider/researcher to assure that the client understands the treatment and/or research being provided and that proper authorizations are obtained from client after all of the client’s questions are answered (National Institutes of Health (NIH), 2006).

14.4 Regarding any form of treatment or research: Human subject research requires that participants be given full disclosure of the purpose and procedures in the research study, including the potential benefits and risks. The client maintains the right to decide to participate or not to participate in the research (NIH,2006).

** 15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.

15.1 Abstain from the use of alcoholic beverages or any substances that impair judgment: Nursing students strive to promote client, family, co-worker, and self safety in academic and clinical settings. This cannot be accomplished when health professionals or nursing students are under the influence of any substance, legal or illegal, which impairs judgment. Impaired decision making can contribute to poor patient outcomes and can lead to disciplinary action.

15.2 In the academic and clinical setting: In classroom and clinical settings nursing students gain opportunities to build their critical thinking skills and learn to make sound clinical judgments. Nursing students should hold their colleagues and peers to this same standard. In that regard, if one suspects a colleague of alcohol or substance intake, he or she should discuss the situation in a confidential setting with the nursing faculty or preceptor.

** 16. Strive to achieve and maintain an optimal level of personal health.

16.1 Optimal level of personal health: As agents of a research-based industry we must remember the objective and scientific guidelines of optimal health. Taking care of one’s self is important to providing good nursing care. Personal health encompasses both physical and mental health.

16.2 Striving to achieve and maintain: It is important for nursing students to be familiar with and routinely practice a healthy lifestyle. Nursing students and nurses are ambassadors, role models, and health educators for clients. It is an important responsibility for nursing students to maintain their own physical and mental health to provide safe quality nursing care to clients.
**17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.**

18.2 **Support access to treatment and rehabilitation for students experiencing impairment:** Nursing students should be familiar with the established policies and regulations related to substance abuse. Nursing students who are substance abusers must seek assistance to address this issue. By not doing so places both the student and clients in jeopardy and may result in dismissal from the program; disqualification for taking the licensure examination; and in the case of professional misconduct or malpractice, may result in legal action.

18.2 **Mental or physical health issues:** Nursing students suffering from mental and/or physical health issues must address these issues as soon as they become known. Assistance may be available at the student health center or other providers either on or off campus. By maintaining a high level of mental and physical health, nursing students will have the capacity to help others.

**18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.**

18.1 **Uphold school policies and regulations related to academic and clinical performance:** Adherence to the rules and regulations that are established for students including honesty, integrity, and professionalism within all academic and clinical settings is imperative. Nursing students must hold themselves and others accountable to these high standards. Being aware of the rules, regulations, and policies is part of this accountability; ignorance is not an excuse for violations.

18.2 **Reserving right to challenge and critique rules and regulations as per school grievance policy:** Nursing students have the right to challenge and critique rules and regulations following the process outlined in the school’s grievance policy. Student perspectives and evaluations should be integral components of quality improvement for classroom and clinical learning environments, and the curriculum. NSNA adopted the Student Bill of Rights and Responsibilities (NSNA House of Delegates, 1975, 1991, 2006) and Grievance Procedures (NSNA Board of Directors, 1975, 1991) to provide nursing students, faculty, and nursing programs a resource for developing and revising school grievance policies. Nursing students have a responsibility for adequate preparation for participation in academic classroom and nursing lab environments, and for safe quality clinical practice under the direction and supervision of nursing faculty and clinical preceptors. © 2009, National Student Nurses’ Association, Inc.

References and Resources:

- Guidelines on Living Healthy See the Centers for Disease Control and Prevention website for more detailed information and guidelines on living healthy: [http://www.cdc.gov/HealthyLiving/](http://www.cdc.gov/HealthyLiving/)
- **Health Insurance Portability and Accountability Act (HIPAA) and the Patient Self Determination Act**/ See the National Institutes of Health (NIH) training site for an introduction to legal issues in clinical research, including content on HIPPA and the Patient Self Determination Act presented by Valerie H. Bonham, Office of the General Counsel, NIH on December 11, 2006: [http://www.nihtraining.com/cc/lpprcurrent/downloads/Bonham121106](http://www.nihtraining.com/cc/lpprcurrent/downloads/Bonham121106)
- **Standards of Care** See this site for information on the “standard of care”: [http://www.jointcommission.org/Standards/FAQs/2009+Standards+FAQs.htm](http://www.jointcommission.org/Standards/FAQs/2009+Standards+FAQs.htm)
Appendix C
6 Tips for Nurses Using Social Media

Social networks and the Internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people, but this exchange does not come without risk. Nurses and nursing students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Online content and behavior has the potential to enhance or undermine not only the individual nurse’s career, but also the nursing profession.

ANA’s Principles for Social Networking
1. Nurses must not transmit or place online individual identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

6 Tips to Avoid Problems
1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

References:

### Appendix D: Care Plan Guidelines, Template and Grading Rubric

<table>
<thead>
<tr>
<th>Care Plan/Concept Map component</th>
<th>Things to think about:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong> Data</td>
<td>Make sure your data relates to the diagnosis.</td>
</tr>
<tr>
<td>- As noted on your client data collection worksheet</td>
<td></td>
</tr>
<tr>
<td>- Which data fit with your client’s diagnosis?</td>
<td></td>
</tr>
<tr>
<td>- Organize by subjective and objective data.</td>
<td></td>
</tr>
<tr>
<td><strong>Patient problem/Diagnosis</strong></td>
<td>What does this mean?</td>
</tr>
<tr>
<td>- Related to... (etiologies associated with a diagnosis)</td>
<td></td>
</tr>
<tr>
<td>- As Evidenced By (AEB)... (defining characteristics or secondary characteristics which are assessment data that support the nursing diagnosis)</td>
<td></td>
</tr>
<tr>
<td><strong>Planning outcomes</strong> (or goal statements) – common and expected for your patient</td>
<td>What is your desired outcome or goal for this client? What are the client’s goals? Are the goals realistic?</td>
</tr>
<tr>
<td>- Need to be specific and measurable as well as patient-centered.</td>
<td></td>
</tr>
<tr>
<td><strong>Planning therapeutic interventions</strong> (both independent and collaborative)</td>
<td>Is your intervention an independent nursing action, collaborative nursing action or dependent nursing action (see page 93 of your Fundamentals text).</td>
</tr>
<tr>
<td>- Provide a Rationale for each intervention as well as a citation of a source for each intervention.</td>
<td>Are you observing, preventing or treating or, are you promoting health?</td>
</tr>
<tr>
<td><strong>Implementation (Evaluation of intervention)</strong> – this is where you give the care and document what you did in response to the therapeutic interventions that were planned above.</td>
<td>How effective were your nursing actions and your nursing care plan overall?</td>
</tr>
<tr>
<td><strong>Evaluation</strong> –</td>
<td>What is the client’s progress toward his/her goals?</td>
</tr>
<tr>
<td>- Were the goals met, not met, partially met? Why or why not?</td>
<td>What is the quality of the client’s care – are there barriers to implementation of the planned interventions?</td>
</tr>
<tr>
<td>****Consider psychosocial/cultural diagnoses as well.</td>
<td>Do you need to go back and reassess any areas of concern at this point?</td>
</tr>
<tr>
<td></td>
<td>Look at p. 133 in your Fundamentals text about reflecting critically about your plan of care.</td>
</tr>
</tbody>
</table>
Nursing Care Plan

Complete one of these worksheets for each nursing diagnosis per instructor

<table>
<thead>
<tr>
<th>ASSESSMENT DATA</th>
<th>NURSING INTERVENTION</th>
<th>NURSING INTERVENTION</th>
<th>NURSING INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECTIVE:</td>
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</tr>
<tr>
<td>OBJECTIVE:</td>
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<tr>
<td>NURSING DIAGNOSIS</td>
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<tr>
<td>RELATED FACTOR (etiology)</td>
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<tr>
<td>AEB</td>
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<tr>
<td>MEASUREABLE EXPECTED PATIENT OUTCOME</td>
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<tr>
<td>The patient will:</td>
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<tr>
<td>Patient’s progress toward achievement of the outcome as evidenced by:</td>
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<tr>
<td>Identify whether each goal is ☐ short-term ☐ long-term</td>
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<tr>
<td>Scientific Rationale:</td>
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<tr>
<td>Scientific Rationale:</td>
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<td>Scientific Rationale</td>
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<td>Citation:</td>
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<tr>
<td>Citation:</td>
<td></td>
<td></td>
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</tbody>
</table>
### Why is this nursing diagnosis a priority over other nursing diagnoses?

- [ ] Evaluation of effectiveness of the nursing intervention (Implementation)
  - [ ] Effective and why
  - [ ] Not effective and why
  - [ ] Unable to carry out and why

### Why is the above stated client goal a priority for the patient and not just something for the nurse to accomplish?

- [ ] Evaluation of effectiveness of the nursing intervention (Implementation)
  - [ ] Effective and why
  - [ ] Not effective and why
  - [ ] Unable to carry out and why

### Evaluation of effectiveness of the nursing intervention (Implementation)

<table>
<thead>
<tr>
<th>Short term goal:</th>
<th>Goal Met</th>
<th>Goal Partially Met</th>
<th>Goal not met</th>
<th>Continue Plan</th>
<th>Modify Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long-term goal:</td>
<td>Goal Met</td>
<td>Goal Partially Met</td>
<td>Goal not met</td>
<td>Continue Plan</td>
<td>Modify Plan</td>
</tr>
</tbody>
</table>

### State rationale for plan continuation or modification

### References:
## Rubric: Nursing Care Plan

<table>
<thead>
<tr>
<th>Components</th>
<th>Description</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Data: Basic and Comprehensive</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subjective and Objective</strong></td>
<td>Complete and pertinent. Subjective and objective data accurately differentiated. Organization by system may be helpful.</td>
<td>7 points</td>
<td>40</td>
<td>Lacks significant pertinent assessment data.</td>
</tr>
<tr>
<td><strong>Satisfactory</strong></td>
<td>30/40 and higher</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
<td>29.9/40 and lower</td>
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</tr>
<tr>
<td><strong>Nursing Diagnosis</strong></td>
<td>Accurately selected, prioritized and written in relation to assessment data, present illness, and history. Written in complete form with etiology and AEB statements.</td>
<td>6 points</td>
<td>3</td>
<td>Inaccurate selection of diagnoses or unable to identify diagnoses. Etiology and AEB statements missing.</td>
</tr>
<tr>
<td><strong>3 of them prioritized</strong></td>
<td>6 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measureable Expected Patient Outcomes</strong></td>
<td>Outcomes are specific, measurable, and patient-centered; Realistic; short/long term aspects noted.</td>
<td>6 points</td>
<td>3</td>
<td>Missing outcomes; outcomes not relevant; inappropriate</td>
</tr>
<tr>
<td><strong>one long-term or one short-term goal should be identified</strong></td>
<td>Outcomes missing some elements (not complete, specific, measurable or patient-centered); short/long term aspect not noted.</td>
<td>3 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nursing Interventions</strong></td>
<td>3 nursing interventions per nursing diagnosis. Interventions are patient-centered and relevant to nursing diagnosis, directed by goals and demonstrate nursing actions.</td>
<td>9 points</td>
<td>4</td>
<td>Nursing interventions not related to nursing diagnosis and not directed by goals; not patient-centered; Interventions are not nursing actions.</td>
</tr>
<tr>
<td><strong>3 of them per nursing diagnosis</strong></td>
<td>9 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rationales</strong></td>
<td>Complete scientific information noted. Accurate documentation of resources for evidence-based rationale.</td>
<td>9 points</td>
<td>4</td>
<td>Rationales not present or rationales not related to nursing interventions.</td>
</tr>
<tr>
<td><strong>1 for each nursing intervention</strong></td>
<td>9 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of each Goal</strong></td>
<td>Evaluation criteria are related to goals and explanation provided as to why they were not met or only partially met.</td>
<td>3 points</td>
<td>2</td>
<td>Evaluation criteria not present or unrelated to goal.</td>
</tr>
<tr>
<td><strong>6 notations of goal met/not met and modifications noted</strong></td>
<td>Evaluation criteria are incomplete or lack elements to completely measure goal.</td>
<td>3 points</td>
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</tbody>
</table>

**Points Earned: _______/40**

**Satisfactory = 30/40 and higher**

**Unsatisfactory = 29.9/40 and lower**

**If your care plan is unsatisfactory, corrections need to be made and the care plan needs to be submitted by the following Monday.**
Appendix E: Aaniiih Nakoda College

CLINICAL EVALUATION TOOL FOR FINAL CLINICAL GRADE – ATTACH COURSE-SPECIFIC EVALUATION TOOL

<table>
<thead>
<tr>
<th>Student:</th>
<th>Faculty:</th>
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</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Semester:</td>
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Introduction: This clinical evaluation tool consists of five essential competencies with specific performance criteria. The five competencies were drawn from: Department of Nursing Program Outcomes for Aaniiih Nakoda College, NLN Competencies for Graduates of Nursing Programs, and Quality and Safety Education in Nursing. The performance criteria for each competency include cognitive, affective, and psychomotor domains of learning and provide a complete evaluation of an individual student’s clinical performance. The use of this clinical evaluation tool makes it possible to determine whether a student has met the required competencies for the course and the nursing program each midterm and end-of-semester. It also provides standard measures for student, course, and program evaluation.

This clinical evaluation tool is to be used at the end of each clinical course, however, if a class necessitates a formative evaluation process, it can also be used at midterm to provide feedback to the student. A formal evaluation is completed and shared with the student at the conclusion of the rotation. In some courses, faculty will also use this tool for mid-rotation evaluation. The course-specific evaluation tool will be utilized for day-to-day clinical evaluation which will determine a grade for the clinical portion of a course. The course-specific evaluation will be attached to this final clinical evaluation to further determine if the student is meeting the required competencies required to progress in the nursing program.

Instructions:

1. Clinical faculty should discuss the tool with students at the beginning of each clinical rotation and describe how and when it will be used.
2. Faculty will rate students on each of five competencies using the designated performance Level scale, considering the quality of the performance (Almost Never Exhibits to Almost Always Exhibits) and the amount of guidance required (Almost Always Requires to Almost Never Requires). Referring to the scale below, as students improve in accuracy, safety, and efficiency, it is expected that they will require less guidance.
3. To determine the performance Level for each competency, faculty will consider student performance on the specific performance criteria based on the course-specific evaluation tool and will arrive at a performance Level for each competency.
4. Faculty may also include comments related to each competency.
5. At the end of this clinical evaluation tool, faculty will determine whether a student meets criteria for satisfactory or unsatisfactory and write in the grade based on the course-specific clinical evaluation tool.
6. Faculty may include summary comments and document recommendations for further development/improvement.
7. Faculty who wrote the evaluation will review it with the student and document the date of the meeting.
8. The student should be provided with a copy of the evaluation.
9. Students may be asked to complete a self-evaluation at midterm and final.
Meeting expected level of performance for student’s current semester is required for each of the competencies listed below. For the final evaluation, students must achieve the minimal expected level of performance for each competency and a minimum of 75% from the course-specific clinical evaluation tool in order to pass the course and progress in the program.

NOTE: In these competencies, **patient** is defined as the recipient of professional nursing services and may be an individual, family, or group.
### Competency 1: Patient Preparation: Student...

**Performance Criteria**

| a. Preparation complete prior to clinical day | ii. Accurately determines priorities for care |
| b. Care plans complete. Identifies needs of the patient including maintenance and prevention and indicates knowledge of advance directives. | iii. Communicates priorities and rationale for decisions to instructor |
| i. Develops plan of care based on analysis of assessment data | iv. Considers needs/preferences of the patient in planning care |
| | v. Establishes realistic goals/expected outcomes |
| | vi. Identifies appropriate resources to inform care planning |

<table>
<thead>
<tr>
<th>Performance Level (from page 2 – Level 0, I, II, III, or IV):</th>
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**Faculty Comments**

**FINAL**

**Student Comments**

---

### Competency 2: Patient Care - Exhibits relationship-centered care to facilitate cultural, physical, emotional, mental, and spiritual health: Student...

**Performance Criteria**

| a. Demonstrates sensitivity to cultural, moral, spiritual, and ethical beliefs of patients, families, peers, health care team members, and others | c. Protects the patient's safety and privacy, and preserves human dignity while providing care |
| b. Recognizes barriers to care such as cultural factors, socioeconomic factors, environmental factors, and support systems | d. Encourages family and/or significant others' participation in care as appropriate |
| | e. Assists patients with coping and adaptation strategies |
| | f. Communicates therapeutically with patients utilizing verbal and nonverbal skills |

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## Competency 3: Patient Care: Student...  

### Performance Criteria

<table>
<thead>
<tr>
<th>a. Identifies physiological changes and nursing assessment for patients</th>
</tr>
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<tbody>
<tr>
<td>i. Demonstrates initiative to obtain needed knowledge utilizing data and research</td>
</tr>
<tr>
<td>ii. Determines relevant information needed</td>
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<tr>
<td>iii. Uses correct techniques for assessment</td>
</tr>
<tr>
<td>iv. Evaluates sources of data for appropriateness, usefulness, and accuracy</td>
</tr>
<tr>
<td>v. Relates pathophysiology and epidemiology of disease(s) to patients' assessment findings, medications, laboratory and diagnostic test results, medical and nursing interventions</td>
</tr>
<tr>
<td>vi. Interprets laboratory/diagnostic test results</td>
</tr>
<tr>
<td>vii. Evaluates nursing based on evidence-based practices</td>
</tr>
<tr>
<td>viii. Incorporates data from patient, family/support persons and health care team members</td>
</tr>
<tr>
<td>ix. Evaluates nursing interventions based on goals/expected outcomes</td>
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<table>
<thead>
<tr>
<th>b. Demonstrates time management skills</th>
</tr>
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<tbody>
<tr>
<td>i. Exhibits timely, legally accurate, and appropriate documentation</td>
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</tbody>
</table>

| c. Reports changes in patient status to instructor and primary nurse; reports off when leaving unit |
| d. Charting complete and approved by instructor |
| e. Cultural, spiritual, and psychosocial needs of patient and family are identified and incorporated into plan of care utilizing culturally acceptable strategies. |
| i. Revises plan of care based on evaluation and consultation and collaboration with health care team, patient and family |
| ii. Demonstrates and promotes innovation and creativity in providing holistic care to patients |
| iii. Utilizes appropriate principles of teaching/learning when implementing a teaching plan |
| iv. Considers appropriate patient characteristics in teaching (e.g., culture, age, developmental level, and educational level) |

<table>
<thead>
<tr>
<th>f. Actively seeks new learning experiences</th>
</tr>
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<tbody>
<tr>
<td>i. Integrates concepts of health promotion and disease prevention into patient care</td>
</tr>
<tr>
<td>ii. Identifies issues/problems in nursing practice that need to be improved</td>
</tr>
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</table>

Integrates theory from nursing, natural sciences, and social sciences to enhance patient care

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<tr>
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<tbody>
<tr>
<td>Performance Level (from page 2 – Level 0, I, II, III, or IV):</td>
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</table>
### Competency 4: Medications and Safety: Students…

#### Safe Behavior Criteria:
The student is required to practice professional nursing safely in specific patient-centered situations with clinical supervision according to the Aaniiih Nakoda College Student Nursing Handbook (pg 9-10). Students will be dismissed from the nursing program if the following occurs:

- Student’s health, performance, and/or behavior compromise the safety of patients, students or college personnel;
- Performance in an unsafe manner while providing care to a client; Exhibiting conduct that is unprofessional, incompetent, unethical, or illegal in the clinical/practicum settings as outlined by the NSNA Code of Ethics/Code of Academic and Clinical Conduct;
- If any student arrives at the clinical area chemically impaired by drugs or alcohol;
- Failure to immediately report a client/care error to the clinical instructor;
- Fraudulent or untruthful charting in a medical record;
- Failure to protect client confidentiality.

#### Performance Criteria

<table>
<thead>
<tr>
<th>a. Uses 6 rights of medication administration consistently.</th>
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<tbody>
<tr>
<td>b. Shows evidence of safety of assigned patients as well as other patients and performs patient care safely in accordance with program guidelines.</td>
</tr>
<tr>
<td>i. Plans and implements evidence-based interventions that are consistent with assessment data</td>
</tr>
<tr>
<td>ii. Considers patient needs and preferences in providing care by collaborating with patient and health care team members</td>
</tr>
<tr>
<td>iii. Performs nursing skills and therapeutic procedures safely and competently</td>
</tr>
<tr>
<td>iv. Follows principles of infection control</td>
</tr>
<tr>
<td>v. Recognizes own limitations related to nursing skills or technologies and takes appropriate steps for improvement</td>
</tr>
<tr>
<td>vi. Takes appropriate steps to improve nursing skills and informatics</td>
</tr>
<tr>
<td>vii. Creates a safe environment for patient care</td>
</tr>
<tr>
<td>viii. Demonstrates flexibility in adapting to changing patient care situations</td>
</tr>
<tr>
<td>ix. Reports abnormal data and changes in patient condition to instructor or appropriate health team members</td>
</tr>
<tr>
<td>x. Honors and promotes the cultural rights of patients and others by advocating for them and in their best interest</td>
</tr>
<tr>
<td>xi. Produces clear, relevant, organized, and thorough writing</td>
</tr>
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<tr>
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</table>
### 5. Professional Responsibility: Student…

**Performance Criteria**

| a. Functions in a professional manner at all times. | x. Completes patient work-ups for clinical practice
| i. Follows college and facility policies | xi. Protects patient rights (privacy, autonomy, confidentiality)
| ii. Assumes accountability for own actions and practices | xii. Listens attentively and respectfully to others
| iii. Demonstrates initiative in seeking learning opportunities and resources for lifelong learning | xiii. Is actively involved in team building, fostering collegiality, and encouraging cooperation
| iv. Analyzes personal strengths and limitations in providing care to patients | xiv. Works collaboratively with the health care team to facilitate holistic health of patients
| v. Incorporates constructive feedback for performance improvement | **b. Functions within the legal boundaries and ethical framework of the practice of nursing.**
| vi. Maintains professional appearance | i. Practices within the legal and ethical frameworks of nursing
| vii. Arrives on time for clinical | ii. Treats all individuals with dignity/respect
| viii. Notifies faculty prior to start of clinical day if he/she will be absent or late | iii. Demonstrates cultural sensitivity
| ix. Communicates to instructors, patients, health care team members, and families clearly and consistently. | iv. Identifies situations in which assistance is needed OR appropriately seeks assistance
| | v. Arrives at clinical rested, free of drug/alcohol impairment and physically and emotionally prepared to provide patient care.

<table>
<thead>
<tr>
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</table>

**Midterm Evaluation Comments**

- Student’s level of performance (from page 2)___________________

  - Faculty Comments: Faculty recommendations for further development/improvement:
Final Evaluation

________________SATISFACTORY (75% or higher) Student is meeting or exceeding expected level of for each of the five competencies listed above.

- Student’s level of performance (from page 2)___________________
- Student’s clinical grade percentage (from course-specific evaluation tool) ________________

________________UNSATISFACTORY (less than 75%) Student is not meeting expected level of performance for one or more of the five competencies listed above and is not achieving a 75% on the course-specific evaluation.

- Student’s level of performance _________________
- Student’s clinical grade percentage (from the course-specific evaluation tool) ________________

Faculty Comments:  
Faculty recommendations for further development/improvement:

By providing their names below, the student and the faculty acknowledge that a meeting was held on (date) ________________ to discuss this evaluation and that a copy of this evaluation was provided to the student.

Student Signature:  Date:

Faculty Signature:  Date:

References Used for Tool Development
Adapted from Chapel Hill Clinical Evaluation Tool
NLN Competencies for Graduates of Nursing Programs
Quality and Safety Education for Nurses Competencies based on the Institute of Medicine competencies for Nursing

Implemented 11/2016
Department of Nursing Acknowledgement and Consent Form

Return to the Department of Nursing Office by the first day of class
Please initial each line and sign at the bottom:

________ I acknowledge receipt of the Aaniiih Nakoda College Student Handbook for Nursing. I understand that it’s my responsibility to read and follow the policies of the Department of Nursing as outlined in the Nursing Student Handbook. The Nursing Faculty and Director are available to answer any questions that may arise.

________ I have read through the physical, mental, sensory, communication, behavioral and cultural requirements section of this handbook and I am aware that it is my responsibility to seek out reasonable accommodations if I am unable to fully meet those functional expectations. I understand that admission, progression and graduation may not occur if I cannot meet the functional expectations of a nursing student at Aaniiih Nakoda College.

________ NURSING COURSES CONFIDENTIALITY AGREEMENT: I agree to adhere to the professional standards of confidentiality while in the Nursing Program at Aaniiih Nakoda College. I understand the unique and personal nature of patient care that is involved in the education of nurses and fully intend to safeguard the privacy of all patients for whom I have care, as well as their families. I will not disclose information about my patients, their families, or information about fellow students that may be obtained during my studies in Nursing. I understand that this confidentiality is essential in the profession of nursing. Furthermore, I understand that any violation of confidentiality is unacceptable and may result in my dismissal from the nursing program.

________ I authorize Aaniiih Nakoda College utilize my likeness in photographs for media and/or publications and websites for the purpose of information dissemination or publicity related to Aaniiih Nakoda College.

Printed Name: ______________________________________

Signature: _______________________________________ Date: __________