ASSOCIATES OF SCIENCE NURSING PROGRAM
ESTABLISHMENT OF A NEW NURSING PROGRAM: PHASE II
TO MONTANA STATE BOARD OF NURSING

“Niíhaaníísííʔɛhʔɛnínʔɛ: Grow Our Own”
“Įųgicaʔabi: Growing Our Own”

SUBMITTED BY:
DR. CAROLE FALCON-CHANDLER, PRESIDENT
AANIIH NAKODA COLLEGE
FORT BELKNAP INDIAN RESERVATION

MARCH 2016
March 8, 2016

Montana State Board of Nursing
P.O. Box 200513
Helena, Montana 59620

Dear Board Members:

It is with great pride and pleasure that I submit to you Aaniiih Nakoda College’s Phase II application for an Associate of Science in Nursing (ASN-RN) degree program. The establishment of a nursing education program is our college’s highest priority and reflects the needs and desires of the Fort Belknap community. Throughout the program development process, our goal in this endeavor has remained unchanged: to educate future nurses who can provide the best possible health care for our people.

In developing our application, we have worked closely with numerous community partners, local health care providers, and tribal leaders. The feedback, support and encouragement we have received from our partners throughout this process has been overwhelming. Together, we have identified tremendous need, as well as great opportunity. We believe that by “growing our own” nurses, we can address these needs and provide our community members with the skills, knowledge and credentials they need for successful careers as registered nurses serving the Fort Belknap Indian Reservation and surrounding communities.

As we work to establish a nursing education program at Aaniiih Nakoda College, we continue to draw inspiration from our students. Our Associate of Science in Allied Health remains, by far, the most popular degree program on campus, and students are flocking to our CNA training programs in record numbers. Three months ago, for example, we had twelve students (the maximum number allowed) enroll in — and complete — our CNA course, and we are already planning our next CNA offering for the summer. Not only does this demonstrate the interest and resolve of our students, it also reflects the strong support we have among local health care providers like the Sweet Medical Center in Chinook, who provided on-site training for our CNA students and also will provide clinical opportunities for our ASN-RN students.

On behalf of Aaniiih Nakoda College, I can assure you that our entire institution is committed to the success of our proposed ASN-RN program. Our staff and faculty have worked very hard to include all of the information required during both the Phase I and Phase II review processes. If you need any additional information, please do not hesitate to contact me. We look forward to meeting with you in April and appreciate your support and assistance as we move through the approval process, start admitting students, and launch our program. Thank you.

Sincerely,

Dr. Carole Falcon-Chandler,
President

P.O. Box 159 • Harlem, Montana 59526
406.353.2607 • fax 406.353.2898 • www.fbcc.edu

Accredited through Northwest Commission on Colleges and Universities
Figure 1. Map of Montana showing the seven Indian Reservations and enlargement of the Fort Belknap Indian Reservation
Description of Local Community

Aaniiih Nakoda College is a tribally controlled community college located on the Fort Belknap Indian Reservation in northcentral Montana. Fort Belknap is the home of the Aaniiih (White Clay People or Gros Ventre) and Nakoda (Assiniboine) tribes. The Aaniiih and Nakoda people of Fort Belknap are joined together as the Fort Belknap Indian Community, which was organized in 1934 under the Indian Reorganization Act.

The name for the Aaniinen (literally, White Clay People) is a reference to the light-colored clay found along the river bottoms of the people's historic homelands in the Saskatchewan River country. The people received their French name, Gros Ventre, not because of their "big bellies," but because other area tribes called them the "Water Falls People." In sign language, the word "water fall" is expressed by passing one's hands over the stomach. The French misinterpreted this sign and labeled the people the "big bellies," or Gros Ventre. The Aaniinen are of Algonquian stock and closely related to the Arapahoe.

The Assiniboine refer to themselves as the Nakoda, or generous ones. "Assiniboine" comes from the Chippewa word meaning "cooks with stones." The Nakoda people split from the Yanktonai Sioux during the seventeenth century and migrated westward with their allies, the Plains Cree. Today, Nakoda people reside on the Fort Belknap and Fort Peck reservations in Montana, as well as several reserves in Saskatchewan and Alberta.

There are approximately 7,000 enrolled members of the Fort Belknap Indian Community, 3,429 of whom live on or near the reservation. Most residents live in the communities of Fort Belknap Agency (population 1,293), Hays (population 843) and Lodgepole (population 265). Fort Belknap Agency is the site of the tribal headquarters and serves as the major residential community on the northern end of the reservation. Hays (35 miles south of Fort Belknap Agency) and Lodgepole (40 miles southeast) are the major residential communities on the southern end of the reservation. In addition, many tribal members live off the reservation in the nearby communities of Harlem (3 miles northwest), Chinook (25 miles west), Dodson (30 miles east) and Havre (50 miles west). The resident population of the Fort Belknap Indian Reservation is, on average, very young, with 41 percent under the age of 20 (compared to only 25.3 percent for the state of Montana). The reservation also is extremely rural, with a population density of 2.5 persons per square mile, compared to a national average of 87.4 persons per square mile.

The Fort Belknap reservation, which is roughly rectangular in shape, covers 675,147 acres and is approximately 28 miles wide (east to west) and 40 miles long (north to south). The northern edge of the reservation lies within the broad valley of the meandering Milk River, while the crest of the Little Rocky Mountains (known to the Aaniiih and Nakoda people as the Fur Cap Mountains and Island Mountains, respectively) marks the southern boundary. Between the Milk River and the Little Rockies, the majority of the reservation land base is open rangeland punctuated by dramatic buttes and cut by coulees containing small, intermittent streams.

The origins of the Fort Belknap Indian Reservation date back to 1855, with the signing of a treaty between the United States and the Blackfeet Confederacy. The resulting Blackfeet Territory served as a common hunting ground for all signatories, including the Aaniiih and Nakoda nations. By an Act of Congress in 1888, these tribes ceded 17,500,000 acres of their joint reservation and agreed to reside on
the diminished land base of the Blackfeet, Fort Belknap and Fort Peck reservations. In 1895, the discovery of gold in the Little Rockies led to the signing of the Grinnell Agreement, which further eroded the land base of the Fort Belknap reservation.

Economically, Fort Belknap ranks among the poorest areas in Montana and the United States. According to the Bureau of Indian Affairs (BIA) 2013 Labor Force Report, Fort Belknap's estimated range of Native Americans age 16 and over who are employed in civilian jobs is 36.3%. Conversely, 63.7% are employable but not working. The median household income on the reservation is $32,778, which is $12,678 below the median household income for the state of Montana.
April 20, 2015

Dr. Carole Falcon-Chandler, President
Aaniiih Nakoda College
PO Box 159
Harlem, MT 59526

Dear Dr. Falcon-Chandler,

It is with sincere pleasure I write this official letter to you to verify that the Board of Nursing on April 16, 2015 approved the Phase 1 request from Aaniiih Nakoda College for a new RN nursing education program.

The Board wanted me to relay to you and the members of your team how impressed they were with the quality of the Phase I report presented by the college. They also were very pleased about the complete team effort of the community because this makes the proposal even stronger, knowing so many are backing this effort for success.

As you move on to Phase II, please feel free to consult with me regarding the requirements for this Phase using the new education rules that were also voted in at the same meeting. I look forward to working with your team as you move forward.

On behalf of the Montana Board of Nursing,

Cynthia Gustafson, PhD, RN
Executive Director
cgustafson@mt.gov (406)841-2380
March 23, 2015

TO: Dr. Elizabeth McClain
   ANC Nursing Program Coordinator

FR: Michele Brockie, Assistant to the President
   ANC Board of Directors Recorder

RE: Legal Motions from the official regular Board of Directors Meeting, February 18, 2015

Per your request:

**Board of Directors in attendance; Quorum Established:**
Rob Adams, Chairman
Minerva Allen, Vice-Chairwoman
Robert Fox, Director
Kermit Horn, Director
Michelle Lonebear, Director (Student Representative)
*Nancy Stiffarm, Secretary, Excused Absence

**Motion 1:** Kermit Horn
2nd: Robert Fox
Description: The ANC Board of Directors supports the establishment of the ANC Nursing Education Program.

Discussion:
Question: "kh"
Roll Call Vote: Rob Adams, for; Minerva Allen, for; Nancy Stiffarm, absent; Robert Fox, for; Kermit Horn, for; Michelle Lonebear, for. **Motion Carried.**

Dr. McClain, if here is further documentation that is needed, please contact me at your earliest convenience.

Thank you.

pc: file
RESOLUTION

Aaniih Nakoda College Board of Directors

It is hereby resolved that the Aaniih Nakoda College Board of Directors approves the submission of this application under ANA’s 2015 competition for funding under the Sustainable Employment and Economic Development Strategies (SEEDS) Program. The Board of Directors fully supports the project’s efforts to train and employ Aaniinen and Nakoda tribal members as nurses and nursing assistants. We are confident that the activities carried out under this project will enable our tribal members to find high-demand, high-wage jobs as health professionals and, at the same time, help address the critical shortage of American Indian health care workers in our state, region and local community. Our faculty, staff and administrators have gone to great lengths to include community members and tribal leaders in planning activities related to this project, and we are extremely pleased with the enthusiastic support we have received throughout our community. Aaniih Nakoda College agrees to provide $574,343 in required matching funds during the five year project period.

Rob Adams, Chairman

Board of Directors

Date

2/18/15
Resolution No. 28-2015

Fort Belknap Indian Community

WHEREAS, the Fort Belknap Indian Community Council is the governing body of the Gros Ventre and Assiniboine Tribes of the Fort Belknap Indian Community, Fort Belknap Indian Reservation, Montana, by the authority of the Constitution and By-Laws of the Fort Belknap Tribes approved on the 13 day of December 1935, and

WHEREAS, under the Constitution and By-Laws of the Fort Belknap Indian Community, the Community Council is charged with the duty of protecting the health, security and general welfare of the Fort Belknap Indian Community, and

WHEREAS, the Fort Belknap Indian Community Council is responsible for the education, health and general welfare of the Gros Ventre and Assiniboine tribes of the Fort Belknap Indian Community;

WHEREAS, the Fort Belknap Indian Community Council is aware of the disparity of the health needs in Indian Country;

WHEREAS, the Fort Belknap Indian Community Council supports the efforts of the Aaniiih Nakoda College to address the educational needs of the Fort Belknap Indian Community;

WHEREAS, Aaniiih Nakoda College has through their Strategic Plan and with community involvement initiated plans to implement a Nursing Education Program;

NOW THEREFORE BE IT RESOLVED, the Fort Belknap Indian Community Council by resolution supports the Aaniiih Nakoda College’s plan to implement a Nursing Education Program;

BE IT FINALLY RESOLVED, that the Fort Belknap Indian Community Council does hereby delegate the authority to the Council Officers to sign all necessary documents to effect this action.

ATTEST:

Mark Azure, President

Bonita Plainfeather, Secretary-Treasurer
CERTIFICATION

I, the undersigned, as Secretary of the Fort Belknap Community Council of the Fort Belknap Indian Reservation, Montana, do hereby certify that the Fort Belknap Community Council is composed of 10 members, of whom 8 members, constituting a quorum were present at a meeting thereof, duly and regularly called, noticed, convened and held this 2nd day of March, 2015; and that the foregoing RESOLUTION of the Fort Belknap Community Council was duly adopted and approved by the affirmative vote of 1 for; 1 opposed; 1 not voting; 1 temporary absent; 1 absent; and that the said RESOLUTION has not been rescinded in any way.

DATE: March 2, 2015

Bonita Plainfeather, Secretary-Treasurer
Fort Belknap Indian Community Council

FORT BELKNAP INDIAN COMMUNITY COUNCIL
FORT BELKNAP AGENCY,
HARLEM, MONTANA
Resolution No. 29-2015

Fort Belknap Indian Community

WHEREAS, the Fort Belknap Indian Community Council is the governing body of the Gros Ventre and Assiniboine Tribes of the Fort Belknap Indian Community, Fort Belknap Indian Reservation, Montana, by the authority of the Constitution and By-Laws of the Fort Belknap Tribes approved on the 13 day of December 1935, and

WHEREAS, under the Constitution and By-Laws of the Fort Belknap Indian Community, the Community Council is charged with the duty of protecting the health, security and general welfare of the Fort Belknap Indian Community, and

WHEREAS, the Fort Belknap Indian Community Council seeks to address the social, health, education and economic needs on the Fort Belknap Indian Reservation, and;

WHEREAS, the Fort Belknap Indian Reservation suffers from high unemployment and persistent health disparities, and;

WHEREAS, there is great need for local training opportunities to prepare community members for employment in high-demand health care fields such as nursing, and;

WHEREAS, the Aaniiih Nakoda College currently operates a number of effective career training programs and offers academic degrees and certificates in Allied Health and Health Science, and;

WHEREAS, the Aaniiih Nakoda College is submitting an application to the Administration for Native Americans, “Caring for Our Own,” with the goal of training Aaniihen and Nakoda tribal members to become employed as nurses and nursing assistants, and;

WHEREAS, the “Caring for Our Own” project will achieve this goal by accomplishing the following two objectives:

1) One hundred thirty-six (136) students will complete stackable health career training programs leading to state-recognized certifications as nurses’ aides (CNA) or registered nurses (RN) by 2020; and
2) Among students completing these training programs, at least 77% (105) will find employment in a health related field.

NOW THEREFORE BE IT RESOLVED, that the Fort Belknap Indian Community Council approves Aaniiih Nakoda College’s submission of a grant application to the Administration for Native Americans to achieve these goals and objectives, and;

BE IT FINALLY RESOLVED, that the Fort Belknap Indian Community Council does hereby delegate the authority to the Council Officers to sign all necessary documents to effect this action.
ATTEST:

Mark Azure, President

Bonita Plainfeather, Secretary-Treasurer

CERTIFICATION

I, the undersigned, as Secretary of the Fort Belknap Community Council of the Fort Belknap Indian Reservation, Montana, do hereby certify that the Fort Belknap Community Council is composed of 10 members, of whom 6 members, constituting a quorum were present at a meeting thereof, duly and regularly called, noticed, convened and held this 2nd day of March, 2015; and that the foregoing RESOLUTION of the Fort Belknap Community Council was duly adopted and approved by the affirmative vote of 6 for; 0 opposed; 0 not voting; 0 temporary absent; 4 absent; and that the said RESOLUTION has not been rescinded in any way.

DATE: 03 March 2015

BONITA PLAINFEATHER, Secretary-Treasurer
Fort Belknap Indian Community Council

FORT BELKNAP INDIAN COMMUNITY COUNCIL FORT BELKNAP AGENCY,
HARLEM, MONTANA
AANIIIH NAKODA COLLEGE NURSING EDUCATION PROGRAM

Woven into the nursing education program will be the grounding paradigm of the Medicine Wheel, which is common to many American Indian tribes.

The four sections or directions - East, South, West and North - represent holistic characteristics that can be visualized and upon which the nursing curriculum will reside within the Medicine Wheel.

The stages of life: infancy, youth, adult, elder

The dimensions of the person: physical, emotional, spiritual and mental

The person, family, community, environment

All are holistic concepts that will be honored in the process of learning the delivery of care for the person in a culturally relevant manner. The paradigm of the Medicine Wheel and the interrelations of the four directions reflect a wellspring of indigenous knowledge that can be easily embedded within the Aaniiih Nakoda College students’ contemporary nursing education.

Figure 2. The Medicine Wheel as the grounding paradigm for the nursing program*

Description of the Community

Approval Documents for Phase I

Medicine Wheel Paradigm

(3) The next step is Phase II, application for initial approval for admission of students. The applicant shall provide the following information to the board:

(a) name of qualified nurse administrator who has been appointed to administer the program;

(b) list of sufficient qualified faculty, CRRNs, and administrative staff to develop and initiate the program;

(c) overview of total curriculum, including:
   (i) course descriptions appropriate to each level of education provided; and
   (ii) course sequence and schedule.

(d) contracts for each clinical site;

(e) description of use of each clinical site by other programs;

(f) numbers of students to be placed at each clinical site;

(g) rational for choice of each clinical site, including description of anticipated student experiences;

(h) initial program evaluation plan; and

(i) student policies for admission, progression, retention, and graduation.
APPENDICES

APPENDIX 1: Newspaper job advertisement for Director of Nursing and Nurse Educator

APPENDIX 2: Cohort of Aaniiih Nakoda College students who passed the CNA licensure examination in 2016

APPENDIX 3: Other sites to be utilized by nursing education program

APPENDIX 4: Articles about nursing education program
(1) **ESTABLISHMENT OF A NEW PROGRAM:** The first phase of establishing a new nursing education program is PHASE I, NOTICE OF INTENT. The applicant shall notify the board of the intent to establish a new or expanded nursing education program by providing the following information: SEE THE PHASE I DOCUMENT AND PREVIOUS INFORMATION CONCERNING APPROVAL OF THE PHASE I FOR AANIIH NAKODA COLLEGE (documents on file with the Montana State Board of Nursing).

(2) **BOARD APPROVAL OF A PHASE I APPLICATION PERMITS THE APPLICANT TO CONTINUE PLANNING, BUT DOES NOT ASSURE SUBSEQUENT APPROVAL OF PHASE II.**
The contents of this document contain PHASE II. The required information is found in steps (a) through (i), supported by the Appendices. A Table of Contents lists the pages where the (a-i) relevant information can be found.

(3) **The next step is PHASE II, application for initial approval for admission of students.**

The applicant shall provide the following information to the board:

(a) **Name of qualified nurse administrator who has been appointed to administer the program;**

Cheryll Alt MSN, RN was hired to develop the Phase I document through to its final approval by the Montana State Board of Nursing (BON) in April of 2015. In May of 2015, she was appointed by the Aaniiih Nakoda College President, Dr. Carole Falcon-Chandler, with ANC board approval, to become the qualified nurse administrator and director for the program. The qualifications for this appointment are currently on file at the Montana Board of Nursing.
(b) List of sufficient qualified faculty, CRRNs and administrative staff to develop and initiate the program;

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<th>FT/PT</th>
<th>Educational Degree</th>
<th>Institution Granting Degree</th>
<th>Teaching Responsibilities</th>
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<td>Mr. Dan Kinsey</td>
<td>FT</td>
<td>M.S. Science Education</td>
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<td>FT</td>
<td>Ph.D. Biology Sciences</td>
<td>Illinois State University</td>
<td>Environmental Science/Allied Health/Chemistry</td>
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<td>Dr. Elizabeth McClain</td>
<td>PT</td>
<td>Ph.D. Biology</td>
<td>St. Louis University</td>
<td>Allied Health</td>
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<tr>
<td>Mr. Janardan Pokharel</td>
<td>FT</td>
<td>M.S. Physics</td>
<td>University of North Dakota</td>
<td>Physics/Mathematics/Statistics</td>
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<td>Randall Werk</td>
<td>FT</td>
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<td>Dr. Kerri Patrick Singer</td>
<td>FT</td>
<td>Ph.D. Social Foundations of Education</td>
<td>University of Georgia</td>
<td>Humanities/Communications/Social Science/English I &amp; II</td>
</tr>
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<td>Dr. Donna L Miller</td>
<td>FT</td>
<td>Ph.D. Curriculum &amp; Instruction (English Education)</td>
<td>Arizona State University</td>
<td>English I &amp; II</td>
</tr>
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<td>Dr. Sean Chandler</td>
<td>FT</td>
<td>Ed.D. Educational Leadership</td>
<td>University of Montana, Missoula</td>
<td>American Indian Studies/Aaniinen Language</td>
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<td>Ms. Minerva Allen</td>
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<td>Nebraska Methodist College</td>
<td>Interim Program Director Introduction to Nursing</td>
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<td>Eugene Garcia</td>
<td>Full Time</td>
<td>A.S. Computer Information Systems</td>
<td>Aaniiih Nakoda College</td>
<td>SIM Lab Coordinator/Program Assistant</td>
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<td>Brigit Hammer</td>
<td>Adjunct</td>
<td>BAN, MS, RN</td>
<td>Gonzaga University</td>
<td>Program Development/SIM Lab</td>
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Profiles for faculty teaching pre-nursing courses required for the A.S.N. degree program

The Aaniiih Nakoda College faculty that will teach in the nursing education program is as follows:

- **Mr. Dan Kinsey** is chairman of the college's Science Department. An enrolled member of the Aaniinen tribe, Mr. Kinsey earned his AS degree in Natural Resources from Aaniiih Nakoda College, his BS degree in General Science from MSU-Northern, and his MSSE (Master of Science in Science Education) from Montana State University. He has been teaching science courses at ANC since 2004 and is the current director of the college's USDA Land Grant Office. Prior to teaching at ANC, Mr. Kinsey worked as the sanitarian for the Fort Belknap Tribal Health Department and Wetlands Coordinator for the Fort Belknap Environmental Protection Office. He maintains active research projects in the fields of water quality and insect-borne diseases, specifically the West Nile Virus. He will teach Microbiology and Anatomy & Physiology (I and II) in the nursing program.

- **Dr. Brian Grebliunas** teaches courses in ANC's Environmental Science and Allied Health degree programs. Dr. Grebliunas holds a PhD in Biology and MS in Conservation Biology from Illinois State University, as well as an undergraduate degree in Biology from St. Norbert College. Equally adept in the classroom, laboratory or field, Dr. Grebliunas is a master teacher in a range of scientific disciplines, including biology, ecology, environmental science, soil science, and chemistry. His research in nutrient management in streams, wetlands and croplands has resulted in numerous publications and presentations at professional conferences. Dr. Grebliunas will teach chemistry classes offered as part of the ASN-RN curriculum.

- **Dr. Elizabeth McClain** has been teaching science courses at Aaniiih Nakoda College for more than 20 years. She earned her BA degree from Holy Names College and her MS and PhD in Biology from St. Louis University. She completed her postdoctoral work in insect biochemistry at the University of California-Berkeley. Prior to coming to ANC, Dr. McClain spent 15 years in southern Africa, teaching at the University of Witwatersrand Medical School in Johannesburg, South Africa, and at the University of Namibia in Windhoek, Namibia. In addition to publishing dozens of scholarly papers, Dr. McClain is a master teacher, mentor and advocate for her students. She has played a central role in planning and developing ANC’s proposed ASN-RN degree program and will remain involved as an emeritus instructor in Anatomy & Physiology.

- **Mr. Janardan Pokharel** is a mathematics and physics instructor at ANC. A native of Nepal, Mr. Pokharel earned his BS in Physics, Chemistry and Mathematics from Trichandra College (Nepal), MS in Physics from Tribhuvan University (Nepal), and MS in Physics from the University of North Dakota. His area of specialization is theoretical astrophysics, and he has been teaching at Aaniiih Nakoda College since 2011. He will serve as the College Algebra instructor for the nursing program.
• Mr. Randall Werk teaches introductory biology and chemistry courses at Aaniiih Nakoda College. An enrolled member of the Aaniinen tribe, Mr. Werk earned his AS degree in Allied Health at Aaniiih Nakoda College and his BS in Biology at MSU-Northern. In addition to his teaching responsibilities, Mr. Werk also serves as ANC’s Outreach Coordinator. He currently serves on the Hays Lodgepole School District Board of Trustees and is extremely active with numerous community organizations. Mr. Werk brings a strong cultural and community component to his teaching and research, as evidenced by his recent work in traditional place names and human-bison relations. He will assist with chemistry classes and labs offered under the ASN-RN program.

• Dr. Kerri Patrick Singer is a humanities, communications and social science instructor at Aaniiih Nakoda College. She earned her doctorate in Social Foundations of Education and holds BA, MS, and PhD degrees from the University of Georgia. Dr. Patrick Singer is an accomplished educator with over ten years of experience as a teacher, adviser and administrator in the US and China. As a published researcher, Dr. Patrick Singer has conducted quantitative and qualitative studies examining issues of culture and obesity/food behavior, as well as the integration of humanities content in engineering education. She currently serves as principal investigator for a behavioral research grant funded through the Native American Research Centers for Health (NARCH). Dr. Patrick Singer will teach Psychology and Sociology courses required as part of the Montana State Model Nursing Curriculum.

• Dr. Donna L Miller teaches English and education courses at Aaniiih Nakoda College and also serves as project director for the college's Nee-tha-hatsa-nak/Wa'-Uspe-Wicakiya (Teacher) Preparation Program. Dr. Miller earned her PhD in Curriculum and Instruction with an English Education emphasis from Arizona State University. She has more than 30 years of teaching experience at both the secondary and postsecondary levels, has co-directed the Montana Writing Project since 2002, and twice has served as the president of Montana's affiliate of the National Council of Teachers of English (NCTE). In 2005, she was named an NCTE Secondary Section National Teacher of Excellence. A frequent contributor to professional journals like English Journal, The ALAN Review, and Phi Delta Kappan and a regular presenter at state educator conferences, she will teach the Freshman English course in the nursing program.

• Dr. Sean Chandler is chairman of Aaniiih Nakoda College's American Indian Studies Department. An enrolled member of the Aaniinen tribe, Dr. Chandler also is director of the Fort Belknap Tribal Archives. He is co-editor of From Our Ancestors: Art of the White Clay People (Minneapolis Institute of Arts, 2013) and an outstanding artist, whose works have been featured in museums and galleries throughout the United States. Mr. Chandler earned his B.A. in Art (1997) and M.A. in Native American Studies (2003) from Montana State University and received his Ed.D. in Educational Leadership (2014) from the University of Montana. He will teach Introduction to American Indian Studies (AIS 100) and Aaniiih language to students enrolled in the nursing program.
Ms. Minerva Allen serves on the Aaniiih Nakoda College Board of Directors and is an adjunct instructor teaching Nakoda history, culture and language at the college. Ms. Allen is a respected Nakoda elder and first-language speaker of the Nakoda language. Ms. Allen is a lifelong educator and renowned poet. During her career as an educator, she served as Fort Belknap Head Start Director and Bilingual Director and Federal Programs Director for the Hays Lodgepole School District. She has published numerous books of stories, history and poetry, most recently *Nakoda Sky People* (Many Voices Press, 2012). Her work has appeared in dozens of anthologies, including the definitive *Last Best Place: A Montana Anthology*, edited by William Kittredge and Annick Smith (University of Washington Press, 1990). She is the mother of eight children (and raised six more) and grandmother to many. Ms. Allen will teach Nakoda language to students enrolled in the nursing program.

Aaniiih Nakoda College has qualified faculty that can teach in the nursing education program for the pre-nursing courses.
(b) (Continued) The following list includes RNs who have shown intent in applying for the position of Program Director or Nurse Educator, might serve as CRRNs, or have been active participants in the development of the Aaniiih Nakoda College Nursing Education Program and will continue to support the program’s implementation. See Appendix 1 for published job announcements for the Program Director and Nurse Educator positions.

- **Julie Lindsey, RN, MS, PhD candidate** (thesis defense date: March 23, 2016). Ms. Lindsey has supported ANC’s program since the beginning and has offered to teach the maternal/child course. As the director of nursing at Blackfeet Community College (BCC), she has provided a strong link with their program. We envision a collaborative partnership with BCC, in which students will travel back and forth for clinical experiences, faculty will conduct joint teaching, and programs will share SIM Lab resources.

- **Teresa Brockie, RN, MS, PhD**, is an enrolled member of the Aaniinen Tribe. She is currently a researcher based at the National Institutes of Health (NIH) in Washington, DC, and the author of seminal articles on community-based research, several of which have come before the BON’s Diversity Sub-committee. She will be a member of the ANC Nursing Program’s Advisory Board and has offered to teach either on-site or at-distance. Dr. Brockie is a role model for our American Indian students and will play a role in leadership and mentoring. She adds a dimension to the program we could get in no other way.

- **LaVern Parker, RN, MS, Rural Nursing**, is an enrolled member of the Turtle Mountain Chippewa Tribe and teaches at Stone Child College (SCC) on the Rocky Boys Indian Reservation. She has shown support throughout the development of the Phase I and Phase II documents. We have discussed possible exchanges between ANC and SCC students enrolled in Introduction to Nursing classes, as well as the possibility of her teaching classes for us. These possible partnership projects remain under discussion at this time, but we are committed to establishing closer ties between the two tribal colleges and will strongly encourage the transfer of SCC students into the ANC program.

- **Brigit Hemmer, BAN, RN, MS**, is a program adjunct that has been involved in developing the Phase II document, especially the Student Handbook. She travels back and forth between Havre and Fort Belknap, works closely with the program administrator, Cheryll Alt, and has facilitated discussions with other nurses that may be interested in becoming involved with our program.

- **Janet Thurston, DNP, CNM, FNP-BC**, Jonas Scholar, has become a devoted resource person in helping us establish this program. She is a researcher, nurse educator and activist who has kept us up to date with the latest knowledge pertaining to nursing in Indian country. She has provided a wellspring of articles for our program that will become invaluable in developing the contemporary curriculum. In addition, Janet has become one of our strongest advocates for ‘Growing Our Own’ and will travel to ANC to help empower our students to become nurses. She also is a role model with broad experience in nursing, nursing education, and has her finger on the pulse of policy in trying to get more American Indians into the nursing field.
• Tim Keenan, MSN, MA, RN, PHN, is currently teaching nursing at California State University-Sacramento and conducting research at the University of California-Davis. He is considering moving to Montana and has shown interest in joining our program. Following a number of phone conversations and e-mail exchanges, Mr. Keenan has submitted his C.V. for consideration and plans to visit ANC during the first week of May. He has also shown a keen interest in the college’s West Nile research project, our water quality issues and other place-based environmental concerns pertaining to the Fort Belknap reservation. His Public Health background would be great asset in our rural environment.

• Theresa Petersen, MSN, RN, APRN, NP-C, CNE, will interview for the Nursing Instructor position during the latter part of March.

• Karen Zulkowski, DNS, RN, CWS, will interview for the Director position during the latter part of March.

• Alicia Werk, RN, BSN, is an enrolled member of the Crow Tribe and currently works at the Indian Health Service (IHS) satellite clinic in Hays. She has been interviewed by Cheryll Alt for a CRRN position

• Jennifer Show, RN, BSN, is an enrolled member of the Assiniboine Tribe at Fort Belknap. She just successfully defended her doctoral dissertation in nursing at MSU-Bozeman and was interviewed by Cheryll Alt. We wait to hear about her IHS placement, which could be at Fort Belknap.

• Billie Jo Foote Brown, RN, PA, is an enrolled member of the Aaniinen Tribe. She currently works on the Northern Cheyenne Indian Reservation and has offered to help in any way possible. She would be an outstanding role model for our students.

• Raeanne Wall, BSN, RN, works at Northern Montana Health Care in Havre. She has experience teaching in Sim labs and is interested in a CRRN position with our nursing education program.
### Overview of Total Curriculum

#### ASN Curriculum

#### Prerequisite Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall Semester I</th>
<th>Spring Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>3/0/1</td>
<td>Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>General Chemistry w/lab</td>
<td>3/0/1</td>
<td>College Writing 1</td>
</tr>
<tr>
<td>College Algebra</td>
<td>4/0/0</td>
<td>Basic Human Nutrition</td>
</tr>
<tr>
<td>Introduction to Nursing</td>
<td>1/0/0</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>Aaniiih or Nakoda Language</td>
<td>3/0/0</td>
<td>Introduction to American Indian Studies</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14/0/2 = 16</strong></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

#### 1st year

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall Semester III</th>
<th>Spring Semester IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacology</td>
<td>3/0/0</td>
<td>Core Concepts of Adult Nursing</td>
</tr>
<tr>
<td>Fundamentals of Nursing</td>
<td>4/0/3</td>
<td>Core Concepts of Maternal/Child Nursing</td>
</tr>
<tr>
<td>Gerontology</td>
<td>1/1/0</td>
<td>Core Concepts of Mental Health Nursing</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8/1/3 = 12</strong></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

#### 2nd year

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall Semester V</th>
<th>Spring Semester VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Care Needs - Maternal/Child Client</td>
<td>2/1/0</td>
<td>Introduction to Sociology</td>
</tr>
</tbody>
</table>
Clinical credits are 3:1. Lab credits are 2:1.

3 c (i) Course descriptions appropriate to each level of education provided;

SEMIESTER ONE

Introduction to Nursing 1 credit (lecture)
The purpose of this course is to initiate the student to the roles, functions and expectations of the nurse. The course will explore nursing history, current views of nursing, different types of nursing occupations, legal, ethical, spiritual, cultural, and educational requirements. The course will expose the students to issues surrounding the profession of nursing.

SEMIESTER TWO

No nursing courses

SEMIESTER THREE

Nursing Pharmacology 3 credits (lecture)
Through caring, communication, professionalism, critical thinking, and critical judgment, students learn a structured systematic approach to the study of drug therapy. Medications are studied according to drug classes and therapeutic families. Students will learn to apply the nursing process to drug therapy with an emphasis on accessing relevant information to ensure client safety.

Fundamentals of Nursing 7 credits (4 lecture/3 lab)
This course introduces learners to the clinical skills essential for the nursing role. It also includes complex concepts and behaviors of nursing roles within the context of the nursing process, holistic care, and health care. The course emphasizes the theoretical and practical concepts of nursing skills required to meet the needs of clients in a variety of settings.

Nursing Gerontology 2 credits (1 lecture/1 clinical)
This course introduces the student to the skills and knowledge needed to provide nursing care to aging clients. Topics explored include current trends (including legal and ethical issues) in gerontological nursing; developing stages and transitions associated with aging; expected aging related physiological changes and assessment findings; recognition and management of acute and chronic illnesses that commonly occur in the older adult population; promotion of health for the older adult client; and end-of-life issues and care.
SEMMESTER FOUR

Core Concepts of Adult Nursing 7 credits (4 lecture/3 clinical)
This course prepares the student to care for clients experiencing common, well-defined health alterations in settings where stable clients are anticipated. Students are introduced to standardized nursing procedures and customary nursing and collaborative therapeutic modalities. The following body systems will be addressed: neurological, cardiac, respiratory, renal/urological, gastrointestinal, musculoskeletal, endocrine, reproductive, integumentary, sensory, and hematological. The topics of pre-operative care, pain, infection/immunity, and cancer will be addressed. Additionally, recognition and emergent treatment of rapidly changing conditions will be introduced.

Core Concepts of Maternal/Child Nursing 3 credits (2 lecture/1 clinical)
Emphasizing caring, communication, professionalism, and critical thinking, the course provides information about fetal development and prenatal and postnatal care of the mother and newborn. Role of the nurse in meeting the needs of the family is emphasized. Clinical application of care for the mother and newborn will allow the student to demonstrate acquired knowledge. The course also includes growth and development patterns as well as care of the well and sick child. The clinical component of this course includes experience in maternal and pediatric nursing.

Core Concepts of Mental Health Nursing 2 credits (lecture)
This course will explore physiological, psychological, sociocultural, spiritual, and environmental factors associated with Mental Health/Illness affecting individuals and families. Focus will be placed on basic concepts of psychiatric nursing, therapeutic modalities, as well as psychiatric disorders including psychopharmacological management.

SEMMESTER FIVE

Complex Care of the Maternal/Child Client 3 credits (2 lecture/1 clinical)
This course presents concepts and principles related to the registered nurse providing nursing care for childbearing families and children who experience complex alterations in the functional dimensions of health. Focus is on the use of the nursing process in assessment and application of advanced concepts in the care of the childbearing family, or a child with more complex health care problems from birth through adolescence. The course will explore special needs and complications during the perinatal experience, and altered functioning, special needs and disease processes manifested in children.

Complex Care of the Mental Health Client 2 credits (1 lecture/1 clinical)
This course explores physiological, psychological, sociocultural, spiritual, and environmental factors associated with Mental Health/Illness affecting individuals and families across the lifespan. Focus will be placed on basic concepts of psychiatric nursing, therapeutic modalities, as well as psychiatric disorders including psychopharmacological management. Through the implementation of the nursing process, students will formulate a plan of care for an individual who has been diagnosed and treated for a mental illness.
Pathophysiology 3 credits (lecture)
This course will introduce the student to the basic principles and processes of Pathophysiology including cellular communication, genes and genetic disease, forms of cellular injury, fluid and electrolyte/acid base balance, immunity, stress coping and illness, and tumor biology. Pathophysiology of the most common alterations according to body system will also be discussed as well as the latest developments in research related to each area.

SEMESTER SIX

Complex Care of the Adult Client 4 credits (2 lecture/2 clinical)
This course prepares the student to provide nursing care to adult clients experiencing acutely changing conditions in settings where outcome is less predictable. Emphasis is placed on the nurse's response to emergent/life-threatening/rapidly changing conditions. Topics covered include collaborative therapeutic modalities related to acute/complex neurological, cardiac, respiratory, hematological, endocrinologic events, shock, sepsis/SIRS, complex burns, etc.

Advanced Clinical Skills Lab 1 credit (lab)
This course prepares the student to carry out complex nursing interventions across the lifespan. Topics covered include IV therapies such as central venous therapy, parenteral nutrition, IV medication administration, complex IV infusions, blood/blood product administrations, advanced airway/ventilator support, wound care, laboratory values, complex gastrointestinal problems, arrhythmia identification, mobility issues, disaster preparedness, and palliative care.

Managing Client Care 4 credits (2 lecture/2 clinical)
This course covers topics related to integrating nursing care of individual clients and groups of clients as well as basic principles related to leadership and management in nursing. Topics include effective communication techniques in the employment setting; role differentiation among care providers; organization and prioritization; delegation, supervision, management of health care resources, legal and ethical issues, values clarification, conflict resolution, and consensus building. The course requires students to integrate knowledge and skills learned from other nursing courses and help them transition from the role of student to that of a Registered Nurse. Licensure exam (NCLEX-RN) preparation and process are also included as a component of the course. The preceptor-based clinical component allows the student to function in the role of a registered nurse while working one-on-one with a designated RN preceptor.
3c(ii) Course sequence and schedule

Associate of Science in Nursing
Curriculum

Prerequisite coursework:

The following courses must be completed or be in progress prior to admission into the Associates of Science Nursing Program.

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*BIOH201/BIOHL201</td>
<td>Anatomy &amp; Physiology I/Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>*CHMY121/CHMYL121</td>
<td>Introduction to General Chemistry/Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>M121</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NRSG 100</td>
<td>Introduction to Nursing</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>AIS 155</td>
<td>Aaniiih Language I OR</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AIS 150</td>
<td>Nakoda language I</td>
<td></td>
</tr>
<tr>
<td></td>
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<td><strong>16</strong></td>
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Semester II

<table>
<thead>
<tr>
<th>Course Number</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦BIOH211/BIOHL211</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>NUTR221</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>AIS 100</td>
<td>Introduction to American Indian Studies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

The courses listed below are required in the program of study for the Associates of Science Nursing. The courses are offered at Aaniiih Nakoda College in the following sequence:

1st year

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 135</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 130</td>
<td>Fundamentals of Nursing</td>
<td>7</td>
</tr>
<tr>
<td>NRSG 138</td>
<td>Gerontology</td>
<td>2</td>
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<td><strong>12</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NRSG 140</td>
<td>Core Concepts of Adult Nursing</td>
<td>7</td>
</tr>
<tr>
<td>NRSG 144</td>
<td>Core Concepts of Mental Health</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 142</td>
<td>Core Concepts of Maternal/Child</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
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2nd Year

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NRSG 252</td>
<td>Complex Care Needs - Maternal/Child Client</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 254</td>
<td>Complex Care Needs - Mental Health Client</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 256</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOM 250</td>
<td>Microbiology for Health Sciences/Lab</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>12</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 262</td>
<td>Complex Care Needs - Adult Client</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 265</td>
<td>Advanced Clinical Skills</td>
<td>1</td>
</tr>
<tr>
<td>NRSG 266</td>
<td>Managing Client Care</td>
<td>4</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>
(d) **Contracts for each clinical site**

The following are the contracts for each clinical site:

- Crossroads Correctional Center (pending), Shelby
- Northern Montana Hospital/Care Center, Havre
- Sweet Memorial Nursing Home, Chinook
- Indian Health Service – Fort Belknap Community (approved and signed; awaiting returned copy from Billings Area Office)
- Fort Belknap Tribal Health Department
- Fort Belknap Head Start/Early Head Start
- Phillips County Hospital and Family Health Clinic/Retirement Home, Malta
Memorandum of Understanding
Between
Aaniiih Nakoda College
And
Fort Belknap Head Start/Early Head Start

THIS MEMORANDUM OF AGREEMENT ("MOA") is by and between Aaniiih Nakoda College ("ANC") and the Fort Belknap Head Start/Early Head Start hereinafter referred to as the "Facility" and both parties are hereinafter collectively referred to as the ("Parties"). The purpose of this MOA is to define the roles and responsibilities of the Parties in their cooperative effort to provide professional practical experience for ANC Nursing Students.

I. Parties and Intent:

ANC is a public non-profit College chartered under the laws of the Fort Belknap Indian Community and State of Montana. As a chartered entity, the College is a separate and distinct legal entity governed by a Board of Directors pursuant to its Charter. The Facility is a Health Care Facility as defined by § 50-5-101, MCA.

II. Purpose:

The purpose of this MOA is to define the roles and responsibilities of the Parties in order to effectively carry out the Parties' intentions. ANC seeks a health care facility that is willing to provide its nursing students hands-on or practical experience to enhance their educational experience. The Facility is willing and able to provide ANC's Students the opportunity to obtain hands-on and/or practical ("Clinical") work experience towards the completion of their nursing related studies.

III. General Terms and Conditions:

A. The Parties shall cooperate in the provision of Clinical activities for nursing students seeking such experience. The Parties agree that the Clinical experience and activities are unpaid activities for participating students.

B. The Parties shall jointly agree to program details, including but not limited to, number of participating students, the extent and amount of supervision of students by ANC and the Facility as well as actual scheduling. The Parties agree that the program and scheduling shall not interfere with the Facility's primary mission. ANC shall assign at least one faculty member to coordinate the activities for the professional Clinical experience.

C. The Parties shall ensure that all activities under this MOA are conducted in compliance with all applicable state and federal laws, rules and regulations.

D. If a participating student is injured while performing services under this MOA the Facility shall provide first aid or emergency care at the student's expense. Students
who are either enrolled members or descendent members of a Tribe will have access
to the Indian Health Service. Students who are non-members or non-descendant
members shall provide their own health insurance.

E. Upon request of the Facility, ANC shall remove any student from the Clinical
program if the student becomes no longer acceptable due to his/her health, poor
performance, breach of confidentiality, unethical or questionable conduct, or other
causes that justify the student’s removal.

F. The Parties agree that the MOA may be terminated at any time by mutual agreement.
However, the Parties agree to provide a four month notice of termination period to
allow students the ability to finish their current semester.

G. The term of the MOA is one year which shall automatically renew for successive one
year periods unless terminated by either party as provided herein.

H. Neither party will discriminate against any applicant or participant in the Clinical
program because of age, disability, marital status, race, creed, sex, religion or national
origin.

I. The Parties acknowledge and understand that under no circumstance are ANC
Employees, Students and/or Agents who participate in the Clinical program be
considered agents or employees of the Facility for any purpose.

J. Upon the request of the Facility, the Parties agree that participating students will have
a recent federal and state background check. The Facility will review previous
offenses to determine if placement at their Facility is desired. The Facility reserves
the right to evaluate previous offenses and accept or reject students. The Facility
shall pay the cost of the background checks for students.

K. If required by the Facility, the Parties shall ensure students have a current TB Test or
chest x-ray as required, in addition to attendance and completion of CPR training.
Also, it is recommended, but not required, that each student complete a Hepatitis B
series which can be obtained through a private physician, County Health Department,
or IHS.

IV. ANC Responsibilities:

A. ANC shall offer programs for its students that will lead to a nursing career that meet
standards established by the nursing field.

B. ANC shall periodically update and inform the Facility of its objectives and
anticipated learning experiences for each Clinical program rotation. ANC will plan
for the learning activities of the students, including student assignments, hours for
class and clinical practice, content, methods of teaching, and evaluation of students in
meeting course objectives. ANC shall provide current curriculum guidelines and clinical objectives to the facility.

C. ANC is responsible for the educational program and all planned learning experiences of the student as related to program requirements, and provide appropriate faculty for this purpose. The selection of teaching-learning experiences by faculty will be made in cooperation with agency personnel.

D. ANC faculty members responsible for the clinical supervision of students will meet with appropriate Facility personnel to provide logistical data to include: name and number of students to be assigned and dates, time schedules and units to be used for each rotation. Faculty will also be responsible for understanding current Facility practice sufficient to coordinate student activities in the Facility setting.

E. During observational and precepted experiences, direct supervision will be provided by Facility personnel while ANC maintains ultimate responsibility for the education experience. ANC will be responsible to assign a faculty member to be available to the students via telephone or cell phone during observational and precepted experiences should he/she require immediate guidance or consultation.

F. ANC will assure that students and faculty assigned to the Facility are in satisfactory health and provide proof of the required immunizations for the Facility per policy.

G. ANC assumes all responsibility for ensuring that all Nursing students and faculty are covered by a liability policy while enrolled and/or employed by ANC in the amount of $1,000,000 per incident and $3,000,000 aggregate. Copies of the policies and listings of those individuals who are covered are on file at ANC.

H. ANC will abide by all the rules, regulations, policies, and procedures established by the clinical facility, to include verification of appropriate licensure of faculty and will comply with the facilities screening where the clinical takes place.

I. ANC will be responsible for faculty assignments, as well as annual evaluation of each faculty member.

J. ANC will require that students and faculty participate annually in education regarding infection control, blood borne pathogens, fire safety, hazardous materials, safety and security, and back safety.

K. ANC will require that students and faculty understand and comply with Facility dress code, standards of practice, and policies regarding confidentiality of patient and/or agency information.

L. ANC shall defend, indemnify, and hold Facility harmless from and against any and all liability, loss, expense (including reasonable attorneys’ fees), or claims for injury
or damages arising out of the performance of this Agreement but only in proportion to and to the extent of such liability, loss, expense, attorneys’ fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of ANC’s officers, agents, students, or employees.

V. FACILITY RESPONSIBILITIES:

A. The Facility is an equal opportunity employment agency which provides client care services, these services are provided regardless of the client’s sex, race, color, or creed.

B. The Facility will provide without cost to ANC and students access to clinical resources, facilities and role models for the education activities. In addition, students must have access to lounge/locker/eating facilities. However, food will not be provided by the Facility.

C. The Facility will meet and maintain recommended standards relative to the organization and administration of the agency, in accord with recognized local and national standards for approval of the respective agency.

D. The Facility will designate staff liaison to coordinate educational activities with ANC faculty.

E. The Facility will maintain responsibility for client care while cooperating with ANC instructors in making selected experiences available to students, so that full responsibility for client care is at all times controlled by the Facility. It is understood that students do not replace or supplement Facility staff in the provision of patient staffing.

F. The Facility shall defend, indemnify, and hold ANC harmless from and against any and all liability, loss, expense (including reasonable attorneys’ fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss expense, attorneys’ fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Facility officers, agents, students, or employees.

VI. Confidentiality of Patient Health Information.

A. ANC and its Students acknowledge that they may have access to confidential protected health information (“PHI”), including but not limited to, patient identifying information. ANC and students agree as follows:

- No use of PHI or disclosure of PHI will occur other than required by law.
- To protect and safeguard any oral or written disclosure of PHI regardless of type of media on which it is stored.
To use appropriate safeguards to prevent use or disclosure of PHI other than required by law.
To report to the Facility any unauthorized use or disclosure immediately upon
becoming aware of such use or disclosure.
To indemnify and hold the Facility harmless from all liabilities, costs and
damages arising out of or in any manner connected with disclosure by and
through this MOA.

Aaniiih Nakoda College

By: [Signature]

Date 3/31/16

Fort Belknap Head Start/Early Head Start

By: [Signature]

Parent Policy Council Chairman
Ronald Guerrero
Date 3/17/16
February 22, 2016

Professor Cheryll Alt, Director of Nursing, MS, RN
Aaniiih Nakoda College
P.O. Box 159
Harlem, MT 59526

Dear Cheryll,

Please find included in this mailing the signed MOU between Aaniiih Nakoda College and Phillips County Hospital for probable/possible providing of a professional practical experience site for ANC Nursing students.

Also, in talking with Dr. McClain more, I personally would be interested in serving on the Advisory Board and have asked Lonna Crowder, RN, DON here at Phillips County Hospital if she may also be willing and able to do as may be needed.

If you have any questions, comments or concerns please do not hesitate to contact me a (406) 654-1100 ext. 5116 or at wvanwichen@pchospital.us. Thanks and have a great day.

Sincerely,

Ward C. VanWichen, CEO
Phillips County Hospital
Memorandum of Understanding
Between
Aaniiih Nakoda College
And
Phillips County Hospital

A. THIS MEMORANDUM OF AGREEMENT ("MOA") is by and between Aaniiih Nakoda College ("ANC") and the Phillips County Hospital hereinafter referred to as the "Facility" and both parties are hereinafter collectively referred to as the ("Parties"). The purpose of this MOA is to define the roles and responsibilities of the Parties in their cooperative effort to provide professional practical experience for ANC Nursing Students. This MOA shall be effective as of the 23rd day of February, 2016 ("Effective Date") and shall automatically renew annually unless terminated earlier as provided herin.

I. Parties and Intent:
ANC is a public non-profit College chartered under the laws of the Fort Belknap Indian Community and State of Montana. As a chartered entity, the College is a separate and distinct legal entity governed by a Board of Directors pursuant to its Charter. The Facility is a Health Care Facility as defined by § 50-5-101, MCA.

II. Purpose:
The purpose of this MOA is to define the roles and responsibilities of the Parties in order to effectively carry out the Parties’ intentions. ANC seeks a health care facility that is willing to provide its nursing students hands-on or practical experience to enhance their educational experience. The Facility is willing and able to provide ANC’s Students the opportunity to obtain hands-on and/or practical ("Clinical") work experience towards the completion of their nursing related studies.

III. General Terms and Conditions:
A. The Parties shall cooperate in the provision of Clinical activities for nursing students seeking such experience. The Parties agree that the Clinical experience and activities are unpaid activities for participating students. Specifically, the Facility shall have no obligation to provide any form of compensation or benefits to participating students.

B. The Parties shall jointly agree to program details, including but not limited to, number of participating students, the extent and amount of supervision of students by ANC and the Facility as well as actual scheduling. The Parties agree that the program and scheduling shall not interfere with the Facility’s primary mission. ANC shall assign at least one faculty member to coordinate the activities for the professional Clinical experience.
C. The Parties shall ensure that all activities under this MOA are conducted in compliance with all applicable state and federal laws, rules and regulations.

D. If a participating student is injured while performing services under this MOA the Facility shall provide first aid or emergency care at the student’s expense. Students who are either enrolled members or descendent members of a Tribe will have access to the Indian Health Service. Students who are non-members or non-descendant members shall provide their own health insurance. Under no circumstances shall Facility be responsible for providing participating students with health care benefits, worker’s compensation coverage, or other forms of liability coverage for injuries or conditions occurring while performing services at Facility under this MOA.

E. Upon request of the Facility, ANC shall remove any student from the Clinical program if the student becomes no longer acceptable due to his/her health, poor performance, breach of confidentiality, unethical or questionable conduct, or other causes that justify the student’s removal.

F. The Parties agree that the MOA may be terminated at any time by mutual agreement. However, except as otherwise provided herein including individual removal of participating students for cause, the Parties agree to provide a four month notice of termination period to allow students the ability to finish their current semester. Notwithstanding the foregoing, should circumstances arise for either ANC or the Facility that may affect the need for termination to occur in a lesser period of time than agreed to herein, such as a material breach by either party that is not cured within ten (10) calendars days following receipt of notice thereof, either party may terminate this MOA accordingly.

G. The term of the MOA is one year and shall automatically renew for successive one year periods unless terminated by either party as provided herein. The renewal shall occur on the anniversary of the Effective Date.

H. Neither party will discriminate against any applicant or participant in the Clinical program because of age, disability, marital status, race, creed, sex, religion or national origin.

I. The Parties acknowledge and understand that under no circumstance are ANC Employees, Students and/or Agents who participate in the Clinical program to be considered partners, officers, independent contractors, agents, or employees of the Facility for any purpose.

J. Upon the request of the Facility, the Parties agree that participating students will have a recent federal and state background check. The Facility will review previous offenses to determine if placement at their Facility is desired. The Facility reserves the right to evaluate previous offenses and accept or reject students. The Facility shall pay the cost of the background checks for students.
K. It is a requirement of the Facility to have proof of the students' current TB Test or chest X-Ray on file, so the Parties will work together to ensure this is on file and if not it will be at the expense of the Facility to have this assurance. In addition the Facility may require the student to have attended or completed CPR training. Also, it is recommended, but not required, that each student complete a Hepatitis B series which can be obtained through a private physician, County Health Department, IHS or possibly the Facility. The Facility shall have the right to require additional, reasonably necessary medical evaluations and/or inoculations performed for students as a condition of participation in the program described in the MOA. These evaluations and treatments may include annual physical examinations and influenza vaccinations.

IV. ANC Responsibilities:

A. ANC shall offer programs for its students that may lead to a nursing career that meet standards established by the nursing field.

B. ANC shall periodically update and inform the Facility of its objectives and anticipated learning experiences for each Clinical program rotation. ANC, in conjunction with the Facility, will plan for the learning activities of the students, including student assignments, hours for class and clinical practice, content, methods of teaching, and evaluation of students in meeting course objectives. ANC shall provide current curriculum guidelines and clinical objectives to the facility.

C. ANC is responsible for the educational program and all planned learning experiences of the student as related to program requirements, and provide appropriate faculty for this purpose. The selection of teaching-learning experiences by faculty will be made in cooperation with Facility personnel.

D. ANC faculty members responsible for the clinical supervision of students will meet with appropriate Facility personnel to provide logistical data to include: name and number of students to be assigned and dates, time schedules and units to be used for each rotation. Faculty will also be responsible for understanding current Facility practice sufficient to coordinate student activities in the Facility setting.

E. During observational and precepted experiences, direct supervision will be provided by Facility personnel and/or ANC faculty, while ANC will maintains ultimate responsibility for the education experience. ANC will be responsible to assign a faculty member to be on-site in the Facility at all times when students are in the Facility as well as being available to the students via telephone or cell phone during observational and precepted experiences should he/she require immediate guidance or consultation.
F. ANC will assure that students and faculty assigned to the Facility are in satisfactory health and provide proof of the required immunizations for the Facility per policy or the Facility’s reasonable request.

G. ANC assumes all responsibility for ensuring that all Nursing students and faculty are covered by a liability policy while enrolled and/or employed by ANC in the amount of $1,000,000 per incident and $3,000,000 aggregate. Copies of the policies and listings of those individuals who are covered are on file at ANC and will be provided to Facility upon request.

H. ANC will abide by all the rules, regulations, policies, and procedures established by the Facility, to include verification of appropriate licensure of faculty and will comply with the facilities screening where the clinical takes place.

I. ANC will be responsible for faculty assignments, as well as annual evaluation of each faculty member.

J. ANC will require that students and faculty participate annually in education regarding infection control, blood borne pathogens, fire safety, hazardous materials, safety and security, and back safety.

K. ANC will meet and maintain recommended standards relative to being a college of nursing and administration of the agency, in accordance with recognized local, state and national standards for approval of the respective agency.

L. ANC will require that students and faculty understand and comply with Facility dress code, standards of practice, and policies regarding confidentiality of patient and/or agency information.

M. ANC shall defend, indemnify, and hold Facility, including any of its Board of Directors, independent contractors, employees, and officers, harmless from and against any and all liability, loss, expense (including reasonable attorneys’ fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent of such liability, loss, expense, attorneys’ fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of ANC’s officers, agents, students, or employees.

V. FACILITY RESPONSIBILITIES:

A. The Facility is an equal opportunity employment agency which provides client care services, these services are provided regardless of the client’s sex, race, color, or creed.

B. The Facility will provide without cost to ANC faculty and students access to clinical resources, facilities and role models for the education activities. In addition, students
must have access to lounge/locker/eating facilities. However, food will not be provided by the Facility.

C. The Facility will meet and maintain recommended standards relative to being a healthcare organization and administration of the agency, in accordance with rules, regulations and CMS conditions or participation as recognized by local, state and national standards for approval of the respective agency.

D. The Facility will designate staff liaison to coordinate educational activities with ANC faculty.

E. The Facility will maintain responsibility for client care while cooperating with ANC instructors in making selected experiences available to students, so that full responsibility for client care is at all times controlled by the Facility. It is understood that students do not replace or supplement Facility staff in the provision of patient staffing.

F. The Facility shall defend, indemnify, and hold ANC harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss expense, attorneys’ fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Facility officers, agents, students, or employees.

VI. Confidentiality of Patient Health Information.

A. ANC and its Students acknowledge that they may have access to confidential protected health information ("PHI"), including but not limited to, patient identifying information. ANC faculty and students agree as follows:

- To sign the Facility’s specific forms on HIPAA and Confidentiality, including without limitation a Business Associate Agreement.
- No use of PHI or disclosure of PHI will occur other than expressly allowed or required by law.
- To protect and safeguard any oral or written disclosure of PHI regardless of type of media on which it is stored.
- To use appropriate safeguards to prevent use or disclosure of PHI other than required by law.
- To report to the Facility any unauthorized use or disclosure immediately upon becoming aware of such use or disclosure.
- To indemnify and hold the Facility harmless from all liabilities, costs and damages arising out of or in any manner connected with disclosure by and through this MOA.
IN WITNESS WHEREOF, the parties have caused this Agreement to be executed on the
last date written below.

Aaniiih Nakoda College
By: [Signature]
Title: President
Date 3/7/16

Phillips County Hospital
By: [Signature]
Title: CEO
Date 7/23/16
Memorandum of Understanding
Between
Aaniiih Nakoda College
And
Sweet Memorial Nursing Home

THIS MEMORANDUM OF AGREEMENT ("MOA") is by and between Aaniiih Nakoda College ("ANC") and the Sweet Memorial Nursing Home hereinafter referred to as the "Facility" and both parties are hereinafter collectively referred to as the ("Parties"). The purpose of this MOA is to define the roles and responsibilities of the Parties in their cooperative effort to provide professional practical experience for ANC Nursing Students.

I. Parties and Intent:

ANC is a public non-profit College chartered under the laws of the Fort Belknap Indian Community and State of Montana. As a chartered entity, the College is a separate and distinct legal entity governed by a Board of Directors pursuant to its Charter. The Facility is a Health Care Facility as defined by § 50-5-101, MCA.

II. Purpose:

The purpose of this MOA is to define the roles and responsibilities of the Parties in order to effectively carry out the Parties’ intentions. ANC seeks a health care facility that is willing to provide its nursing students hands-on or practical experience to enhance their educational experience. The Facility is willing and able to provide ANC’s Students the opportunity to obtain hands-on and/or practical ("Clinical") work experience towards the completion of their nursing related studies.

III. General Terms and Conditions:

A. The Parties shall cooperate in the provision of Clinical activities for nursing students seeking such experience. The Parties agree that the Clinical experience and activities are unpaid activities for participating students.

B. The Parties shall jointly agree to program details, including but not limited to, number of participating students, the extent and amount of supervision of students by ANC and the Facility as well as actual scheduling. The Parties agree that the program and scheduling shall not interfere with the Facility’s primary mission. ANC shall assign at least one faculty member to coordinate the activities for the professional Clinical experience.

C. The Parties shall ensure that all activities under this MOA are conducted in compliance with all applicable state and federal laws, rules and regulations.

D. If a participating student is injured while performing services under this MOA the Facility shall provide first aid or emergency care at the student’s expense. Students
who are either enrolled members or descendent members of a Tribe will have access to the Indian Health Service. Students who are non-members or non-descendant members shall provide their own health insurance.

E. Upon request of the Facility, ANC shall remove any student from the Clinical program if the student becomes no longer acceptable due to his/her health, poor performance, breach of confidentiality, unethical or questionable conduct, or other causes that justify the student’s removal.

F. The Parties agree that the MOA may be terminated at any time by mutual agreement. However, the Parties agree to provide a four month notice of termination period to allow students the ability to finish their current semester.

G. The term of the MOA is one year which shall automatically renew for successive one year periods unless terminated by either party as provided herein.

H. Neither party will discriminate against any applicant or participant in the Clinical program because of age, disability, marital status, race, creed, sex, religion or national origin.

I. The Parties acknowledge and understand that under no circumstance are ANC Employees, Students and/or Agents who participate in the Clinical program be considered agents or employees of the Facility for any purpose.

J. Upon the request of the Facility, the Parties agree that participating students will have a recent federal and state background check. The Facility will review previous offenses to determine if placement at their Facility is desired. The Facility reserves the right to evaluate previous offenses and accept or reject students. The Facility shall pay the cost of the back ground checks for students.

K. If required by the Facility, the Parties shall ensure students have a current TB Test or chest x-ray as required, in addition to attendance and completion of CPR training. Also, it is recommended, but not required, that each student complete a Hepatitis B series which can be obtained through a private physician, County Health Department, or IHS.

IV. ANC Responsibilities:

A. ANC shall offer programs for its students that will lead to a nursing career that meet standards established by the nursing field.

B. ANC shall periodically update and inform the Facility of its objectives and anticipated learning experiences for each Clinical program rotation. ANC will plan for the learning activities of the students, including student assignments, hours for class and clinical practice, content, methods of teaching, and evaluation of students in
meeting course objectives. ANC shall provide current curriculum guidelines and clinical objectives to the facility.

C. ANC is responsible for the educational program and all planned learning experiences of the student as related to program requirements, and provide appropriate faculty for this purpose. The selection of teaching-learning experiences by faculty will be made in cooperation with agency personnel.

D. ANC faculty members responsible for the clinical supervision of students will meet with appropriate Facility personnel to provide logistical data to include: name and number of students to be assigned and dates, time schedules and units to be used for each rotation. Faculty will also be responsible for understanding current Facility practice sufficient to coordinate student activities in the Facility setting.

E. During observational and precepted experiences, direct supervision will be provided by Facility personnel while ANC maintains ultimate responsibility for the education experience. ANC will be responsible to assign a faculty member to be available to the students via telephone or cell phone during observational and precepted experiences should he/she require immediate guidance or consultation.

F. ANC will assure that students and faculty assigned to the Facility are in satisfactory health and provide proof of the required immunizations for the Facility per policy.

G. ANC assumes all responsibility for ensuring that all Nursing students and faculty are covered by a liability policy while enrolled and/or employed by ANC in the amount of $1,000,000 per incident and $3,000,000 aggregate. Copies of the policies and listings of those individuals who are covered are on file at ANC.

H. ANC will abide by all the rules, regulations, policies, and procedures established by the clinical facility, to include verification of appropriate licensure of faculty and will comply with the facilities screening where the clinical takes place.

I. ANC will be responsible for faculty assignments, as well as annual evaluation of each faculty member.

J. ANC will require that students and faculty participate annually in education regarding infection control, blood borne pathogens, fire safety, hazardous materials, safety and security, and back safety.

K. ANC will require that students and faculty understand and comply with Facility dress code, standards of practice, and policies regarding confidentiality of patient and/or agency information.

L. ANC shall defend, indemnify, and hold Facility harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury
or damages arising out of the performance of this Agreement but only in proportion to and to the extent of such liability, loss, expense, attorneys’ fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of ANC’s officers, agents, students, or employees.

V. FACILITY RESPONSIBILITIES:

A. The Facility is an equal opportunity employment agency which provides client care services, these services are provided regardless of the client’s sex, race, color, or creed.

B. The Facility will provide without cost to ANC and students access to clinical resources, facilities and role models for the education activities. In addition, students must have access to lounge/locker/eating facilities. However, food will not be provided by the Facility.

C. The Facility will meet and maintain recommended standards relative to the organization and administration of the agency, in accord with recognized local and national standards for approval of the respective agency.

D. The Facility will designate staff liaison to coordinate educational activities with ANC faculty.

E. The Facility will maintain responsibility for client care while cooperating with ANC instructors in making selected experiences available to students, so that full responsibility for client care is at all times controlled by the Facility. It is understood that students do not replace or supplement Facility staff in the provision of patient staffing.

F. The Facility shall defend, indemnify, and hold ANC harmless from and against any and all liability, loss, expense (including reasonable attorneys’ fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss expense, attorneys’ fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Facility officers, agents, students, or employees.

VI. Confidentiality of Patient Health Information.

A. ANC and its Students acknowledge that they may have access to confidential protected health information (“PHI”), including but not limited to, patient identifying information. ANC and students agree as follows:

- No use of PHI or disclosure of PHI will occur other than required by law.
- To protect and safeguard any oral or written disclosure of PHI regardless of type of media on which it is stored.
• To use appropriate safeguards to prevent use or disclosure of PHI other than required by law.
• To report to the Facility any unauthorized use or disclosure immediately upon becoming aware of such use or disclosure.
• To indemnify and hold the Facility harmless from all liabilities, costs and damages arising out of or in any manner connected with disclosure by and through this MOA.

Aaniih Nakoda College
By: ____________________________
Date: 3/7/16

Sweet Memorial Nursing Home
By: ____________________________
Date: 2-22-16
Memorandum of Understanding
Between
Aaniiih Nakoda College
And
Fort Belknap Tribal Health Department

THIS MEMORANDUM OF AGREEMENT ("MOA") is by and between Aaniiih Nakoda College ("ANC") and the Fort Belknap Tribal Health Department hereinafter referred to as the "Facility" and both parties are hereinafter collectively referred to as the ("Parties"). The purpose of this MOA is to define the roles and responsibilities of the Parties in their cooperative effort to provide professional practical experience for ANC Nursing Students.

I. Parties and Intent:

ANC is a public non-profit College chartered under the laws of the Fort Belknap Indian Community and State of Montana. As a chartered entity, the College is a separate and distinct legal entity governed by a Board of Directors pursuant to its Charter. The Facility is a Health Care Facility as defined by § 50-5-101, MCA.

II. Purpose:

The purpose of this MOA is to define the roles and responsibilities of the Parties in order to effectively carry out the Parties’ intentions. ANC seeks a health care facility that is willing to provide its nursing students hands-on or practical experience to enhance their educational experience. The Facility is willing and able to provide ANC’s Students the opportunity to obtain hands-on and/or practical ("Clinical") work experience towards the completion of their nursing related studies.

III. General Terms and Conditions:

A. The Parties shall cooperate in the provision of Clinical activities for nursing students seeking such experience. The Parties agree that the Clinical experience and activities are unpaid activities for participating students.

B. The Parties shall jointly agree to program details, including but not limited to, number of participating students, the extent and amount of supervision of students by ANC and the Facility as well as actual scheduling. The Parties agree that the program and scheduling shall not interfere with the Facility’s primary mission. ANC shall assign at least one faculty member to coordinate the activities for the professional Clinical experience.

C. The Parties shall ensure that all activities under this MOA are conducted in compliance with all applicable state and federal laws, rules and regulations.

D. If a participating student is injured while performing services under this MOA the Facility shall provide first aid or emergency care at the student’s expense. Students
who are either enrolled members or descendent members of a Tribe will have access to the Indian Health Service. Students who are non-members or non-descendant members shall provide their own health insurance.

E. Upon request of the Facility, ANC shall remove any student from the Clinical program if the student becomes no longer acceptable due to his/her health, poor performance, breach of confidentiality, unethical or questionable conduct, or other causes that justify the student’s removal.

F. The Parties agree that the MOA may be terminated at any time by mutual agreement. However, the Parties agree to provide a four month notice of termination period to allow students the ability to finish their current semester.

G. The term of the MOA is one year which shall automatically renew for successive one year periods unless terminated by either party as provided herein.

H. Neither party will discriminate against any applicant or participant in the Clinical program because of age, disability, marital status, race, creed, sex, religion or national origin.

I. The Parties acknowledge and understand that under no circumstance are ANC Employees, Students and/or Agents who participate in the Clinical program be considered agents or employees of the Facility for any purpose.

J. Upon the request of the Facility, the Parties agree that participating students will have a recent federal and state background check. The Facility will review previous offenses to determine if placement at their Facility is desired. The Facility reserves the right to evaluate previous offenses and accept or reject students. The Facility shall pay the cost of the back ground checks for students.

K. If required by the Facility, the Parties shall ensure students have a current TB Test or chest x-ray as required, in addition to attendance and completion of CPR training. Also, it is recommended, but not required, that each student complete a Hepatitis B series which can be obtained through a private physician, County Health Department, or IHS.

IV. ANC Responsibilities:

A. ANC shall offer programs for its students that will lead to a nursing career that meet standards established by the nursing field.

B. ANC shall periodically update and inform the Facility of its objectives and anticipated learning experiences for each Clinical program rotation. ANC will plan for the learning activities of the students, including student assignments, hours for class and clinical practice, content, methods of teaching, and evaluation of students in
meeting course objectives. ANC shall provide current curriculum guidelines and clinical objectives to the facility.

C. ANC is responsible for the educational program and all planned learning experiences of the student as related to program requirements, and provide appropriate faculty for this purpose. The selection of teaching-learning experiences by faculty will be made in cooperation with agency personnel.

D. ANC faculty members responsible for the clinical supervision of students will meet with appropriate Facility personnel to provide logistical data to include: name and number of students to be assigned and dates, time schedules and units to be used for each rotation. Faculty will also be responsible for understanding current Facility practice sufficient to coordinate student activities in the Facility setting.

E. During observational and precepted experiences, direct supervision will be provided by Facility personnel while ANC maintains ultimate responsibility for the education experience. ANC will be responsible to assign a faculty member to be available to the students via telephone or cell phone during observational and precepted experiences should he/she require immediate guidance or consultation.

F. ANC will assure that students and faculty assigned to the Facility are in satisfactory health and provide proof of the required immunizations for the Facility per policy.

G. ANC assumes all responsibility for ensuring that all Nursing students and faculty are covered by a liability policy while enrolled and/or employed by ANC in the amount of $1,000,000 per incident and $3,000,000 aggregate. Copies of the policies and listings of those individuals who are covered are on file at ANC.

H. ANC will abide by all the rules, regulations, policies, and procedures established by the clinical facility, to include verification of appropriate licensure of faculty and will comply with the facilities screening where the clinical takes place.

I. ANC will be responsible for faculty assignments, as well as annual evaluation of each faculty member.

J. ANC will require that students and faculty participate annually in education regarding infection control, blood borne pathogens, fire safety, hazardous materials, safety and security, and back safety.

K. ANC will require that students and faculty understand and comply with Facility dress code, standards of practice, and policies regarding confidentiality of patient and/or agency information.

L. ANC shall defend, indemnify, and hold Facility harmless from and against any and all liability, loss, expense (including reasonable attorneys’ fees), or claims for injury
or damages arising out of the performance of this Agreement but only in proportion to
and to the extent of such liability, loss, expense, attorneys’ fees, or claims for injury
or damages are caused by or result from the negligent or intentional acts or omissions
of ANC’s officers, agents, students, or employees.

V. FACILITY RESPONSIBILITIES:

A. The Facility is an equal opportunity employment agency which provides client care
services, these services are provided regardless of the client’s sex, race, color, or
creed.

B. The Facility will provide without cost to ANC and students access to clinical
resources, facilities and role models for the education activities. In addition, students
must have access to lounge/locker/eating facilities. However, food will not be
provided by the Facility.

C. The Facility will meet and maintain recommended standards relative to the
organization and administration of the agency, in accord with recognized local and
national standards for approval of the respective agency.

D. The Facility will designate staff liaison to coordinate educational activities with ANC
faculty.

E. The Facility will maintain responsibility for client care while cooperating with ANC
instructors in making selected experiences available to students, so that full
responsibility for client care is at all times controlled by the Facility. It is understood
that students do not replace or supplement Facility staff in the provision of patient
staffing.

F. The Facility shall defend, indemnify, and hold ANC harmless from and against any
and all liability, loss, expense (including reasonable attorneys’ fees), or claims for
injury or damages arising out of the performance of this Agreement but only in
proportion to and to the extent such liability, loss expense, attorneys’ fees, or claims
for injury or damages are caused by or result from the negligent or intentional acts or
omissions of Facility officers, agents, students, or employees.

VI. Confidentiality of Patient Health Information.

A. ANC and its Students acknowledge that they may have access to confidential
protected health information ("PHI"), including but not limited to, patient identifying
information. ANC and students agree as follows:

- No use of PHI or disclosure of PHI will occur other than required by law.
- To protect and safeguard any oral or written disclosure of PHI regardless of
type of media on which it is stored.
- To use appropriate safeguards to prevent use or disclosure of PHI other than required by law.
- To report to the Facility any unauthorized use or disclosure immediately upon becoming aware of such use or disclosure.
- To indemnify and hold the Facility harmless from all liabilities, costs and damages arising out of or in any manner connected with disclosure by and through this MOA.

Aaniiih Nakoda College
By: [Signature]
Date: 3/7/16

Fort Belknap Tribal Health Department
By: [Signature]
Date: 8/24/2016
Memorandum of Understanding
Between
Aaniiih Nakoda College
And
Northern Montana Hospital

THIS MEMORANDUM OF AGREEMENT ("MOA") is by and between Aaniiih Nakoda College ("ANC") and the Northern Montana Hospital hereinafter referred to as the "Facility" and both parties are hereinafter collectively referred to as the ("Parties"). The purpose of this MOA is to define the roles and responsibilities of the Parties in their cooperative effort to provide professional practical experience for ANC Nursing Students.

I. Parties and Intent:

ANC is a public non-profit College chartered under the laws of the Fort Belknap Indian Community and State of Montana. As a chartered entity, the College is a separate and distinct legal entity governed by a Board of Directors pursuant to is Charter. The Facility is a Health Care Facility as defined by § 50-5-101, MCA.

II. Purpose:

The purpose of this MOA is to define the roles and responsibilities of the Parties in order to effectively carry out the Parties’ intentions. ANC seeks a health care facility that is willing to provide its nursing students hands-on or practical experience to enhance their educational experience. The Facility is willing and able to provide ANC’s Students the opportunity to obtain hands-on and/or practical ("Clinical") work experience towards the completion of their nursing related studies.

III. General Terms and Conditions:

A. The Parties shall cooperate in the provision of Clinical activities for nursing students seeking such experience. The Parties agree that the Clinical experience and activities are unpaid activities for participating students.

B. The Parties shall jointly agree to program details, including but not limited to, number of participating students, the extent and amount of supervision of students by ANC and the Facility as well as actual scheduling. The Parties agree that the program and scheduling shall not interfere with the Facility’s primary mission. ANC shall assign at least one faculty member to coordinate the activities for the professional Clinical experience.

C. The Parties shall ensure that all activities under this MOA are conducted in compliance with all applicable state and federal laws, rules and regulations.

D. If a participating student is injured while performing services under this MOA the Facility shall provide first aid or emergency care at the student’s expense. Students
who are either enrolled members or descendent members of a Tribe will have access to the Indian Health Service. Students who are non-members or non-descendant members shall provide their own health insurance.

E. Upon request of the Facility, ANC shall remove any student from the Clinical program if the student becomes no longer acceptable due to his/her health, poor performance, breach of confidentiality, unethical or questionable conduct, or other causes that justify the student’s removal.

F. The Parties agree that the MOA may be terminated at any time by mutual agreement. However, the Parties agree to provide a four month notice of termination period to allow students the ability to finish their current semester.

G. The term of the MOA is one year which shall automatically renew for successive one year periods unless terminated by either party as provided herein.

H. Neither party will discriminate against any applicant or participant in the Clinical program because of age, disability, marital status, race, creed, sex, religion or national origin.

I. The Parties acknowledge and understand that under no circumstance are ANC Employees, Students and/or Agents who participate in the Clinical program be considered agents or employees of the Facility for any purpose.

J. Upon the request of the Facility, the Parties agree that participating students will have a recent federal and state background check. The Facility will review previous offenses to determine if placement at their Facility is desired. The Facility reserves the right to evaluate previous offenses and accept or reject students. The Facility shall pay the cost of the background checks for students.

K. If required by the Facility, the Parties shall ensure students have a current TB Test or chest x-ray as required, in addition to attendance and completion of CPR training. Also, it is recommended, but not required, that each student complete a Hepatitis B series which can be obtained through a private physician, County Health Department, or IHS.

IV. ANC Responsibilities:

A. ANC shall offer programs for its students that will lead to a nursing career that meet standards established by the nursing field.

B. ANC shall periodically update and inform the Facility of its objectives and anticipated learning experiences for each Clinical program rotation. ANC will plan for the learning activities of the students, including student assignments, hours for class and clinical practice, content, methods of teaching, and evaluation of students in
meeting course objectives. ANC shall provide current curriculum guidelines and clinical objectives to the facility.

C. ANC is responsible for the educational program and all planned learning experiences of the student as related to program requirements, and provide appropriate faculty for this purpose. The selection of teaching-learning experiences by faculty will be made in cooperation with agency personnel.

D. ANC faculty members responsible for the clinical supervision of students will meet with appropriate Facility personnel to provide logistical data to include: name and number of students to be assigned and dates, time schedules and units to be used for each rotation. Faculty will also be responsible for understanding current Facility practice sufficient to coordinate student activities in the Facility setting.

E. During observational and precepted experiences, direct supervision will be provided by Facility personnel while ANC maintains ultimate responsibility for the education experience. ANC will be responsible to assign a faculty member to be available to the students via telephone or cell phone during observational and precepted experiences should he/she require immediate guidance or consultation.

F. ANC will assure that students and faculty assigned to the Facility are in satisfactory health and provide proof of the required immunizations for the Facility per policy.

G. ANC assumes all responsibility for ensuring that all Nursing students and faculty are covered by a liability policy while enrolled and/or employed by ANC in the amount of $1,000,000 per incident and $3,000,000 aggregate. Copies of the policies and listings of those individuals who are covered are on file at ANC.

H. ANC will abide by all the rules, regulations, policies, and procedures established by the clinical facility, to include verification of appropriate licensure of faculty and will comply with the facilities screening where the clinical takes place.

I. ANC will be responsible for faculty assignments, as well as annual evaluation of each faculty member.

J. ANC will require that students and faculty participate annually in education regarding infection control, blood borne pathogens, fire safety, hazardous materials, safety and security, and back safety.

K. ANC will require that students and faculty understand and comply with Facility dress code, standards of practice, and policies regarding confidentiality of patient and/or agency information.

L. ANC shall defend, indemnify, and hold Facility harmless from and against any and all liability, loss, expense (including reasonable attorneys’ fees), or claims for injury
or damages arising out of the performance of this Agreement but only in proportion to and to the extent of such liability, loss, expense, attorneys’ fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of ANC’s officers, agents, students, or employees.

V. FACILITY RESPONSIBILITIES:

A. The Facility is an equal opportunity employment agency which provides client care services, these services are provided regardless of the client’s sex, race, color, or creed.

B. The Facility will provide without cost to ANC and students access to clinical resources, facilities and role models for the education activities. In addition, students must have access to lounge/locker/eating facilities. However, food will not be provided by the Facility.

C. The Facility will meet and maintain recommended standards relative to the organization and administration of the agency, in accord with recognized local and national standards for approval of the respective agency.

D. The Facility will designate staff liaison to coordinate educational activities with ANC faculty.

E. The Facility will maintain responsibility for client care while cooperating with ANC instructors in making selected experiences available to students, so that full responsibility for client care is at all times controlled by the Facility. It is understood that students do not replace or supplement Facility staff in the provision of patient staffing.

F. The Facility shall defend, indemnify, and hold ANC harmless from and against any and all liability, loss, expense (including reasonable attorneys’ fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss expense, attorneys’ fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Facility officers, agents, students, or employees.

VI. Confidentiality of Patient Health Information.

A. ANC and its Students acknowledge that they may have access to confidential protected health information ("PHI"), including but not limited to, patient identifying information. ANC and students agree as follows:

- No use of PHI or disclosure of PHI will occur other than required by law.
- To protect and safeguard any oral or written disclosure of PHI regardless of type of media on which it is stored.
• To use appropriate safeguards to prevent use or disclosure of PHI other than required by law.
• To report to the Facility any unauthorized use or disclosure immediately upon becoming aware of such use or disclosure.
• To indemnity and hold the Facility harmless from all liabilities, costs and damages arising out of or in any manner connected with disclosure by and through this MOA.

Aaniiih Nakoda College
By: [Signature]
Date: 3/7/16

Northern Montana Hospital
By: [Signature]
Date: 2/25/16
(e) Description of use of each clinical site by other programs;

Due to the remote environment of Aaniiih Nakoda College, the only other nursing program that we would share a clinical site with is MSU-Northern in Havre. The director and faculty at ANC have been in several meetings over the past year concerning possible overlap of clinical rotations. Dr. Jan Starr, Director of Nursing at MSU-Northern, has agreed that Northern and ANC will create a master rotation schedule similar to what Great Falls currently has in order to plan the clinical schedule between the two schools. We convene monthly meetings which are held on a rotation bases on each other’s campus. The next meeting will be held at the MSU-Northern campus on April 27, 2016.

(f) Number of students to be placed at each clinical site;

Aaniiih Nakoda College Program Director, with input from faculty, will evaluate each clinical site each semester for appropriateness of usage. These evaluations will include patient health status, care setting, and student level of preparation. Based on this information appropriate student to instructor ratios will be determined, but will not exceed ten students to one instructor.
(g) **Rational for choice of each clinical site, including description of anticipated student experiences:**

<table>
<thead>
<tr>
<th>Agency</th>
<th>Clinical Activity</th>
<th>Anticipated Student Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crossroads Corrections Facility</td>
<td>Behavioral Health</td>
<td>Psychotherapeutic management and special populations with emphasis on individuals and families.</td>
</tr>
<tr>
<td>Shelby</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northern Montana Hospital</td>
<td>Pediatrics</td>
<td>Infants and children requiring complex, collaborative manage of care. Care of patient during childbirth. Providing adult patients experience acutely changing conditions in setting where outcomes are less predictable; focusing on patients who present complex health concerns.</td>
</tr>
<tr>
<td>Havre</td>
<td>Labor &amp; Delivery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ICU Medical Telemetry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GI Lab</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Med/Surgical Units</td>
<td></td>
</tr>
<tr>
<td>Care Center</td>
<td>Long Term Care</td>
<td>Care and management of the long term care of patients and family.</td>
</tr>
<tr>
<td>Havre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweet Memorial Nursing Home</td>
<td>Long Term Care</td>
<td>Care and management of the long term care of patients and family.</td>
</tr>
<tr>
<td>Chinook*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fort Belknap Tribal Health</td>
<td>Education, Home Health</td>
<td>Education in community health care as well as delivering health care in a culturally sensitive environment. Rural health care, holistic, and traditional experiences.</td>
</tr>
<tr>
<td>Fort Belknap Agency</td>
<td>Care, Immunization, STD-Tracking, Wound Care-Home, Palliative Care, Vitals</td>
<td></td>
</tr>
<tr>
<td>Phillips County Hospital</td>
<td>Medical Center Hospital, Emergency Room, Clinic</td>
<td>Providing outpatient adult patient experiencing acutely changing conditions in setting where outcomes are less predictable.</td>
</tr>
<tr>
<td>Malta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retirement Center</td>
<td>Long Term Care</td>
<td>Care and management of the long term care of patients and family.</td>
</tr>
<tr>
<td>Malta</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* - See Appendix 2 for a picture of the ANC student cohort who attended CNA classes at Sweet Memorial Nursing Home in January 2016.

<table>
<thead>
<tr>
<th>Non-Clinical Practice Site</th>
<th>Clinical Activity</th>
<th>Anticipated Student Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANC Simulation Hospital</td>
<td>Maternal/Child Adult Patient Critical Care using SIM Man 3G, Nurse Annie, Vital SIM, and SIM Baby</td>
<td>Simulation hospital will allow students to fulfill some of their clinical requirements, allowing flexibility related to fluctuation in care setting census. Use of simulation hospital will allow enhanced educational opportunity to reinforce classroom and lab requirements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>Clinical Activity</td>
<td>Number of Beds</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Crossroads Corrections Facility, Shelby</td>
<td>• Behavioral Health</td>
<td>N/A</td>
</tr>
<tr>
<td>Northern Montana Hospital, Havre</td>
<td>• Pediatrics</td>
<td>49 Beds</td>
</tr>
<tr>
<td></td>
<td>• Labor &amp;Delivery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ICU Medical Telemetry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• GI Lab</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Medical/Surgical Units</td>
<td></td>
</tr>
<tr>
<td>Care Center, Havre</td>
<td>• Long Term Care</td>
<td>136 Beds</td>
</tr>
<tr>
<td>Sweet Memorial Nursing Home, Chinook</td>
<td>• Long Term Care</td>
<td>42 Beds</td>
</tr>
<tr>
<td>Fort Belknap Tribal Health, Fort Belknap Agency</td>
<td>• Education</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>• Home Health Care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Immunization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• STD-Tracking</td>
<td></td>
</tr>
<tr>
<td>Fort Belknap Indian Health Service, Fort Belknap Agency</td>
<td>• Community Health Clinic</td>
<td>6 Beds</td>
</tr>
<tr>
<td></td>
<td>• Acute Care</td>
<td></td>
</tr>
<tr>
<td>Fort Belknap Head Start/Early Head Start, Fort Belknap Agency</td>
<td>• Education</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>• Nutrition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Better Beginnings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Early Head Start</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vitals</td>
<td></td>
</tr>
<tr>
<td>Phillips County Hospital, Malta</td>
<td>• Medical Center Hospital</td>
<td>28 Beds</td>
</tr>
<tr>
<td></td>
<td>• Clinic</td>
<td></td>
</tr>
<tr>
<td>Retirement Center, Malta</td>
<td>• Long Term Care</td>
<td>52 Beds</td>
</tr>
<tr>
<td>Location</td>
<td>Non-Clinical Site Practice Activity</td>
<td>Number of Beds</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| *Aaniih Nakoda College SimLab Fort Belknap Agency | • Maternal/Child  
• Adult Patient  
• Critical Care  
• SIM Man 3G  
• Nurse Annie  
• Vital SIM  
• SIM Baby | NA | 0 Miles |

See Appendix 3 for a list of other sites where nursing students will have clinical experiences.
Initial program evaluation plan; and

Aaniiih Nakoda College
Associates of Science Nursing Program

INITIAL PROGRAM EVALUATION PLAN
2016-2018

ACCN Standard 1

Mission and Administrative Capacity
The mission and philosophy of the Aaniiih Nakoda Associates of Science Nursing Program reflects the Aaniiih Nakoda College core values and are congruent with its mission and goals. Aaniiih Nakoda College and Associates of Science Nursing program have administrative capacity resulting in effective delivery of the nursing program and the achievement of identified program outcomes.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>BON Applicable Administrative Rule of MT</th>
<th>Expected Level of Achievement</th>
<th>Frequency of Assessment</th>
<th>Assessments Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development Maintenance or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 The Mission/philosophy and outcomes of the ANC ASN Program are congruent with those of Nursing Advisory Board/ANC Board</td>
<td>25.159.604</td>
<td>Mission, philosophy and outcomes are reflected throughout the ASN Program information, Student Handbook, Course Descriptions are congruent with those of ANC</td>
<td>Annually Spring Semester</td>
<td>Faculty Committee review of documents prior to Spring curriculum review meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 ANC and the nursing program ensure representation of students, faculty, and administrators in ongoing governance activities</td>
<td>24.159.612</td>
<td>Nursing Dept. is represented at ANC Board, Division &amp; Curriculum Comm. Mtgs and faculty Mtgs, Elected ASN student rep attends Nursing Dept. Mtgs.</td>
<td>Annually in the Fall</td>
<td>List of current year’s faculty service and role on college committees Nursing Dept minutes reflecting student attendance and involvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Communities of interest have input into program processes and decision making</td>
<td></td>
<td>ANC Nursing Advisory Committee meetings held on regular basis, members informed of progress/changes in the ASN program. Suggestions for improvement encouraged</td>
<td>Annually Spring Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Requirement</td>
<td>Details</td>
<td></td>
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<td>---------</td>
<td>-------------</td>
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</tr>
<tr>
<td>1.4</td>
<td>Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community incorporating ANC Cultural awareness</td>
<td>Clinical agreements are obtained with accredited community agencies that support the ASN curriculum and other appropriate learning opportunities including Aaniiih Nakoda Cultural Awareness. Signed Memorandums of Understanding between ANC and clinical affiliates are obtained every three years.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>The ANC ASN Program is administered by a nurse who holds a graduate degree program</td>
<td>Director of Nursing Program has evidence of MSN and experience in nursing education. Official Transcripts reflect completion of the MS in Nursing Faculty qualifications submitted to BON as required in MT, ARM.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role</td>
<td>Full time Director of Nursing position is approved and supported by ANC financially; Director has authority and responsibility to administer the ASN program according to ANC policy. Director Position Review annually.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7</td>
<td>With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity within the unit and among other units of ANC</td>
<td>Nursing Program Director demonstrates authority to prepare and administer ASN program budget in consultation with business services department of ANC. Evidence of faculty input into budget needs, audits by Business service department, review of expenditures by ANC administration and Board annually.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8</td>
<td>Policies of the ANC ASN Program are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of ANC</td>
<td>ANC Nursing Personnel Policies and Procedures are consistent with ANC HR policies and support goals and outcomes of the ASN program and college. Policies and procedures are reviewed jointly with HR personnel and nursing department to ensure consistency every 2 years.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.9</td>
<td>Records reflect that program complaints and grievances receive due process and include evidence of resolution</td>
<td>100% of program complaints and grievances are conducted according to established policy; Appeals Process for nursing program is in student handbook and follows ANC policy and procedure. Complaints and appeals file is maintained; complaints and grievances are reviewed by nursing faculty committee patterns that may indicate a need to revise policy and procedures annually.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ACCN STANDARD 2

### Faculty and Staff
Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the ANC ASN Program.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Bon Applicable Administrative Rule of MT</th>
<th>Expected Level of Achievement</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions For Program Development, Maintenance or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Full-time faculty are credentialed with a minimum of a master’s degree with a major in nursing and maintain expertise in their areas of responsibility</td>
<td>24.159.656</td>
<td>100% of full-time ASN faculty hold appropriate qualifications; locked files; house faculty transcripts; reflecting credentials</td>
<td>Upon hire</td>
<td>Faculty Qualifications Form submitted to BON for approval; HR policies followed to verify credentials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.1 The majority of part-time faculty are credentialed with a minimum of a master’s degree with a major in nursing; the remaining part-time faculty hold a minimum of a baccalaureate degree with a major in nursing</td>
<td>24.159.659</td>
<td>100% of part-time ASN faculty hold appropriate qualifications or have waivers granted by BON; not more than 10% of faculty are on waiver at any given time</td>
<td>Upon hire annually</td>
<td>Faculty Qualification Form submitted to BON for approval; HR policies followed to verify credentials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.2 Rationale is provided for utilization of faculty who do not meet the minimum credential</td>
<td></td>
<td>No faculty members will be employed who do not meet minimum qualifications</td>
<td>Review of applications for hire</td>
<td>HR policies followed to verify credentials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Faculty (full and part-time) credentials meet Board of Nursing and state requirements</td>
<td>24.159.659</td>
<td>100% of ASN faculty members are licensed nurses in the State of Montana and hold certification in their area of clinical expertise</td>
<td>Upon hire and every 2 years</td>
<td>Faculty qualifications form for BON; HR application and hiring policies followed for hiring individuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Credentials of practice laboratory personnel are commensurate with their level of responsibilities</td>
<td>24.159.659</td>
<td>100% of faculty meet BON requirements to teach in a ASN program</td>
<td>Upon hire</td>
<td>Credentials evaluated through HR process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 The number and utilization of faculty (full and part-time) ensure that program outcomes are achieved</td>
<td>24.159.655</td>
<td>90% of students complete the program. Graduates pass NCLEX at or above national average 80% of graduates employed or pursuing continued education.</td>
<td>Annually</td>
<td>Review of program outcomes by faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 Faculty (full and part-time) performance reflects scholarship and evidence-based teaching and clinical practices</td>
<td>24.159.655</td>
<td>&gt;90% of full and part-time ASN faculty receives student evaluations that rank the individual above average for knowledge and ability. 100% of faculty attends CE every year</td>
<td>Annually</td>
<td>Student evaluations; Faculty CE reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6 The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes</td>
<td>24.159.655</td>
<td>100% of the faculty meets education and experience background as required for faculty at ANC</td>
<td>Upon hire</td>
<td>Hiring and faculty review policies of ANC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# ACCN STANDARD 3

**Students**

Student policies, development and services support the goals and outcomes of the ANC ASN program

<table>
<thead>
<tr>
<th>Outcome</th>
<th>BON Applicable Administrative Rule of MT</th>
<th>Expected Level of Achievement</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions for Program Development, Maintenance or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Student policies of the ANC ASN Program are congruent with those of ANC and publicly accessible, non-discriminatory and consistently applied; differences are justified by the goals and outcomes of the ANC ASN Program</td>
<td>24.159.605</td>
<td>100% of ASN student policies are congruent with ANC, publicly accessible, non-discriminatory and consistently applied</td>
<td>Annually and as needed</td>
<td>Nursing Faculty committee reviews policy as printed in student handbook and course syllabi as appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Student services are commensurate with the needs of students pursuing or completing the ASN program, including those receiving instruction using alternative methods of delivery</td>
<td></td>
<td>100% of students receive services that meet identified needs</td>
<td>Each semester</td>
<td>Student satisfaction surveys, student services review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3 Student educational and financial records are in compliance with the policies of ANC and state and federal guidelines</td>
<td></td>
<td>100% of student records follow educational and financial guidelines</td>
<td>Annually</td>
<td>Financial Aid audits &amp; Registrar audits; Nursing Faculty review of student files</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4 Compliance with the Higher Ed Reauthorization Act Title IV eligibility and certification requirements is maintained</td>
<td></td>
<td>ANC is 100% compliant with Title IV requirements</td>
<td>As directed</td>
<td>Audits of Title IV records in accordance with regulations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4.1 A written comprehensive student Pell Grant program addressing student accountability.</td>
<td></td>
<td>ANC Financial Aid provides information in a written form and on the website to all students enrolled at ANC</td>
<td>Each semester</td>
<td>Reviews and audits as determined by the director of Financial Aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4.2 Students are informed of their ethical responsibilities regarding financial assistance</td>
<td></td>
<td>Financial Aid services provide all students with information regarding ethical responsibilities</td>
<td>Ongoing</td>
<td>Financial Aid reviews and audits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6 Changes in policies, procedures and program information are clearly</td>
<td></td>
<td>Students receive notice of changes consistently through</td>
<td>Each semester</td>
<td>Student Satisfaction Surveys</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and consistently communicated to students in a timely manner

<table>
<thead>
<tr>
<th>and consistently communicated to students in a timely manner</th>
<th>e-mail or phone in a time frame that allows for adjustment as needed &gt;90% of the time</th>
</tr>
</thead>
</table>

**3.7 Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery**

| 24.159.606 | 100% of ASN students will receive orientation and technology support for any technology used for instructional purposes | Each semester | Student Satisfaction Surveys |
ACCN Standard 4

Curriculum
The curriculum prepares students to achieve the outcomes of the ANC ASN Program, including safe practice in contemporary health care environments.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>BON Applicable Administrative Rule of MT</th>
<th>Expected Level of Achievement</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection Analysis</th>
<th>Actions for Program Development Maintenance or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 The curriculum incorporates established professional standards, guidelines and competencies and has clearly articulated student learning and program outcomes</td>
<td>24.159.625</td>
<td>100% of curriculum meets professional standards and guidelines and includes current competencies for the ASN. Program learning and program outcomes follow professional standards and guidelines</td>
<td>Annually</td>
<td>Faculty committee reviews based on current professional standards and guidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 The curriculum is developed by the faculty and regularly reviewed for rigor and currency</td>
<td>24.159.670 24.159.609 24.159.612</td>
<td>Curriculum development and review involves all faculty and evaluates for rigor and currency following professional standards</td>
<td>Annually</td>
<td>Faculty curriculum review, ANC curriculum committee review as required. Department faculty minutes reflect review and demonstrate suggested revisions are carried out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities and evaluate student progress</td>
<td>24.159.670</td>
<td>Evidence of 100% of program learning outcomes are identified in course syllabi, direct learning activities and tools used to evaluate student clinical performance</td>
<td>Annually</td>
<td>Faculty committee review of curriculum is reflected in department minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4 The curriculum includes cultural, ethnic and socially diverse concepts and may also include experiences from regional, national, or global perspectives</td>
<td>24.159.670</td>
<td>Incorporation of cultural, ethnic and socially diverse concepts is evident in all ASN courses. Experiences from regional, national and global perspectives are included by faculty when identified as being pertinent to concepts being taught</td>
<td>Annually</td>
<td>Faculty committee review is reflected in departmental minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 4.5 Evaluation Methodologies

| 24.159.670 | ASN program evaluation methods are varied and based on established professional and practice competencies. Measures used to evaluate achievement of student learning and program outcomes demonstrate levels of achievement >90% | Annually | Faculty review of methodologies and review of program outcomes is reflected in department minutes |

### 4.6 Curriculum and Instructional Processes

| 24.159.670 | The ASN curriculum and instructional process reflect educational theory, interdisciplinary collaboration, research and best practice standards while allowing for innovation, flexibility and technological advances | Annually | Faculty reviews Minutes of review available |

### 4.7 Program Length

| 24.159.670 | The length of the ASN program is congruent with the attainment of identified outcomes and consistent with the policies of the State Model is based on national standards and best practices | Every 3 years | Model curriculum review committee follow up discussion identified in ANC department faculty minutes |

### 4.8 Practice Learning Environments

| 24.159.665 24.159.605 | Current agreements are secured with ASN clinical that are appropriate for student learning and support the achievement of student learning and program outcomes. Agreements clearly specify expectations for all parties and ensure protection of students. Recommendations by advisory committee members regarding current practice recommended environments are implemented. | Annually | Faculty curriculum committee review. Minutes reflect discussion on outcomes and changes as appropriate |
| 4.8.1 Student clinical experiences reflect current best practices and nationally established client health and safety goals. | 24.159.605 | ASN student clinical experiences provide experiences in sites that follow best practices and national client health and safety goals | Each Semester | Student satisfaction surveys Facilities annual surveys by accreditation agencies Feedback from Advisory Board members |
### ACCN STANDARD 5

**Resources**
Fiscal, physical and learning resources promote the achievement of the goals and outcomes of the ANC ASN Program

<table>
<thead>
<tr>
<th>Outcome</th>
<th>BON Applicable Administrative Rule of MT</th>
<th>Expected Level of Achievement 1</th>
<th>Frequency Assessment</th>
<th>Assessment Methods</th>
<th>Results of Data Collection and Analysis</th>
<th>Actions for Program Development, Maintenance or Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Fiscal resources are sufficient to ensure the achievement of the ANC ASN Program outcomes and commensurate with the resource requirements of ANC</td>
<td>24.159.606</td>
<td>ANC annual budget will fund the ASN Program at a level that supports achievement of the program outcomes and allows for necessary resources</td>
<td>Annually</td>
<td>ANC budget, Faculty Input Outcome data from NCLEX RN results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the ANC ASN Program outcomes and meet the needs of faculty, staff and students</td>
<td>24.159.606</td>
<td>Space allocated by ANC is sufficient to meet the needs of educational activities, ensure ability to achieve outcomes by students and meet faculty needs for the ASN program</td>
<td>Annually</td>
<td>Aggregate data from student satisfaction surveys. Faculty review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3 Learning resources and technology are selected by the faculty and are comprehensive, current and accessible to faculty and students, including those engaged in alternative methods of delivery</td>
<td>24.159.606</td>
<td>Faculty have input into selection of learning and technology resources. Resources are accessible when needed.</td>
<td>Annually</td>
<td>Data from Student Satisfaction Surveys, Feedback from Faculty</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ACC STANDARD 6

### Outcomes
Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the ANC ASN Program has been achieved.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>BON Applicable Administrative Rule of MT</th>
<th>Expected Level of Achievement</th>
<th>Frequency of Assessment</th>
<th>Assessment Methods</th>
<th>Resulting Action(s) Taken</th>
<th>Time Frame for V Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the ANC ASN Program and NLNAC standards</td>
<td>24.159.609</td>
<td>Systematic plan of assessment indicates the process is ongoing and evaluates student learning and program outcomes</td>
<td>Ongoing and annually</td>
<td>Nursing faculty review of plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2 Aggregated evaluation findings inform program decision making and are used to maintain or improve student learning outcomes</td>
<td>24.159.609</td>
<td>Data from ASN program graduation rates, performance on licensure examinations, job placement and employer and student satisfaction survey reviewed in decision making process</td>
<td>Annually</td>
<td>Data will be aggregated and analyzed to evaluate trends and need improvement in curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.3 Evaluation findings are shared with communities of interest*</td>
<td>24.159.630</td>
<td>Results shared with ANC College Tribal Council, Administration and Advisory Board. Graduation rates, NCLEX pass rates shared on website</td>
<td>At graduation, Quarterly for test results Fall for surveys</td>
<td>Feedback from ANC College, Tribal Council, administration and advisory board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.4 Graduates demonstrate achievement of competencies appropriate to role preparation</td>
<td>24.159.609</td>
<td>&gt;90% of ASN program graduates will demonstrate achievement of competencies appropriate to role preparation</td>
<td>Annually</td>
<td>Employer satisfaction surveys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.5 The program demonstrates evidence of achievement in meeting the following Program outcomes: performance on</td>
<td>24.159.609</td>
<td>Performance on NCLEX will be at or above national average.</td>
<td>Quarterly and Annually</td>
<td>NCLEX pass rates Annual completion data End of program graduate surveys Employer surveys The data will aggregated to provide a</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>licensure exam – Program satisfaction – Job placement</strong></td>
<td>90% of accepted students will complete ASN program requirements. 80% of ASN graduates will actively seek employment or continue their education.</td>
<td>means to review outcomes over time and identify patterns that may indicate a need for change.</td>
<td></td>
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<td>-----------------------------------------------</td>
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</tr>
<tr>
<td><strong>6.5.1</strong> The licensure exam pass rates will be at or above the national mean</td>
<td>NCLEX RN pass rate for ASN graduates will be at or above the national mean.</td>
<td>Annually</td>
<td>NCLEX RN data ANC compared to other. ASN programs in the state and compared to the national pass rate.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>24.159.612</td>
<td>24.159.609</td>
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</tr>
<tr>
<td><strong>6.5.2</strong> Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression and program history</td>
<td>ASN program faculty will determine expected levels of achievement for program and 90% of those who are admitted will complete the program within 1.5 times the curriculum plan.</td>
<td>Annually</td>
<td>Compare the number of students admitted to the number who graduated within 1.5 times the established program timeframe.</td>
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<tr>
<td>24.159.609</td>
<td>24.159.612</td>
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<tr>
<td><strong>6.5.3</strong> Program satisfaction measures (qualitative and quantitative) address graduates and their employers</td>
<td>ASN Student Alumni and Employer satisfaction will be qualitative and quantitatively measured through use of online surveys.</td>
<td>Annually</td>
<td>Survey tools that are specific to satisfaction. Exit surveys of all graduating students. Employer surveys. The data will be aggregated to provide a means to review outcomes over time and identify patterns that may indicate a need for change.</td>
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<tr>
<td>24.159.609</td>
<td>24.159.612</td>
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</tr>
<tr>
<td><strong>6.5.4</strong> Job placement rates are addressed through quantified measures that reflect program demographics and history</td>
<td>ASN Program graduate job placement rates accurately reflect program demographics and history.</td>
<td>Annually</td>
<td>Aggregate data from Office of Institutional Research, Assessment and Planning.</td>
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<tr>
<td>24.159.609</td>
<td>24.159.612</td>
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</table>

* - See Appendix 4 for local newspaper articles informing the community about the ANC nursing education program to date.
(i) **student policies for admission, progression, retention, and graduation**

- Aaniiih Nakoda College Associate of Nursing Student Information and Application Packet, Fall 2016
- Aaniiih Nakoda College Associate of Nursing Student Handbook
ASSOCIATE OF SCIENCE
Nursing

Niihaaniisiiłiitchítsí : Grow Our Own
ίγιγιçagaibí : Growing Our Own

STUDENT INFORMATION AND APPLICATION PACKET
Fall 2016

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 Men” by Vine Deloria
Aaniiih Nakoda College Associates of Science Registered Nurse

Educational Program:

The Associates of Science program will be 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 clinicals 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 station is located in the nursing laboratory, on the ground floor of the 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, Dixie Brockie, (406) 353-2607 Ext 233, or downloading it from the institution’s web site www.ancollege.edu.

Eligibility for Admission into the Associates of Science Nursing Program:

All eligibility forms and documents are enclosed in the Associated of Science Nursing Program Information and Application Packet for 2016.

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 a good standing
- Completed all prerequisite course work 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 Registrar if you have questions).

Program Admission Process:

The Associates of Science Nursing Program Admissions Committee (consisting of the Registrar, Director of Nursing and Chair of the American Indian Studies) reviews application packets and
uses established admissions criteria to rank applicants for admission. The Application Evaluation form used by the committee is enclosed. Criteria for selection emphasize academic performance in prerequisite course work, previous education, CNA work experience, Community or Health Related Volunteerism and an oral interview (Why do you want to be a nurse from Aaniiih Nakoda College?). You will be informed of date and time for the oral interview. It will be 10 minutes in length.

The deadline for applications to the Associates of Science Nursing Program is May 27, 2016. Completed Program Application Packets may be hand delivered to Dixie Brockie, Registrar, or mailed to the Address below.

<table>
<thead>
<tr>
<th>Contact Information:</th>
<th>Mailing Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dixie Brockie, Registrar</td>
<td>The Associates of Science Nursing Program</td>
</tr>
<tr>
<td>(406) 353-2607</td>
<td>Admissions Committee</td>
</tr>
<tr>
<td></td>
<td>Aaniiih Nakoda College</td>
</tr>
<tr>
<td></td>
<td>P.O. Box 159</td>
</tr>
<tr>
<td></td>
<td>Harlem, MT 59526</td>
</tr>
</tbody>
</table>

- Please send all application items as a completed packet. Items sent separately and at random are easily lost or misfiled. We are not responsible for any late or misfiled information. **Priority Application Due Date: May 27, 2016.** No late applications will be accepted.

- **Note Submission of false material in this Application Packet will be grounds for non-admission or, if discovered after admission, grounds for expulsion.**

- It is the applicant’s responsibility to ensure that all requirements are met by the established deadline. Deadlines, guidelines, and policies apply equally to all students; thus, there can be no exceptions.

- Aaniiih Nakoda College does not maintain a waiting list. Applicants must reapply each year.

- Clinical Practice is an invaluable part of education at Aaniiih Nakoda College. Hands-on nursing experience is what brings nursing education to life for each student in our program. Hospitals and Clinics along the Hi-Line require background checks before entering into the clinical experience.

- To ensure the safety and well-being of all patients a background check is required before a student begins the clinical portion of the nursing education program.

**TRANSFER POLICY:**

- Any student who has failed two nursing courses will not be considered for admission.

- Any student who has withdrawn from any nursing course(s) more than once will not be considered.

- Students requesting transfer admission must provide a letter from the Director of Nursing program of the last school attended stating that the student is in good standing (no suspensions, probation, and unsafe practice, unethical or illegal conduct).

- All students must meet admission requirements for Aaniiih Nakoda College and submit the ASN program application; acceptance into the ASN program is competitive, application does not guarantee acceptance.

- No course for transfer will be accepted unless a grade of “C” or better was earned.
Notification of Acceptance:

Students will be notified of their acceptance into the program. Accepted students will be required to provide proof of CPR training, negative Tuberculosis test, immunization and completed Hepatitis B series, including flu shots before the beginning of the fall semester at the nursing orientation. You will receive and must complete the intent to enroll form, and return it to the college. If this letter of intent to enroll is not returned by the assigned date, your place will be given to another student. Students not accepted will be notified by the second week of August.

All students enrolled in the nursing education program are required to have health insurance. Students will be financially responsible for their health care if they become ill or are injured in the clinical setting.

Accepted students should plan on registering for courses in the third week of August and attending mandatory Associates of Science Nursing Orientation (date and time to be announced), including mandatory health science orientation (HIPPA).

ASSOCIATES OF NURSING CURRICULUM

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.*

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#BIOH 201/ BIOH L201</td>
<td>Anatomy &amp; Physiology I/Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>#CHMY 121/ CHMY L121</td>
<td>Introduction to General Chemistry/Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>M 121</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NRSG 100</td>
<td>Introduction to Nursing</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>AIS 155</td>
<td>Aaniih Language I OR</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AIS 150</td>
<td>Nakoda language I</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester II</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#BIOH 211/BIOH L211</td>
<td>Anatomy &amp; Physiology II/Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>WRIT 101</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUTR 221</td>
<td>Basic Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYX 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AIS 100</td>
<td>Introduction to American Indian Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

Science courses must be completed within five (5) * years of and other courses must be completed within 15 years of applying to the Associates of Science Nursing Program.
Program Coursework:

The courses listed below are required in the program of study for the Associates of Science Nursing. The courses are offered at Aaniin Nakoda College in the following sequence:

1st year

<table>
<thead>
<tr>
<th>Fall Semester III</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 135</td>
<td>Pharmacology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>NRSG 130</td>
<td>Fundamentals of Nursing</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>NRSG 138</td>
<td>Gerontology</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester IV</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 140</td>
<td>Core Concepts of Adult Nursing</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>NRSG 144</td>
<td>Core Concepts of Mental Health</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>NRSG 142</td>
<td>Core Concepts of Maternal/Child</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

- Before students start the 2nd year I.V. Therapy skill will be a hands on part of nursing orientation.

2nd Year

<table>
<thead>
<tr>
<th>Fall Semester V</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 252</td>
<td>Complex Care Needs – Maternal/Child Client</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NRSG 254</td>
<td>Complex Care Needs – Mental Health Client</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NRSG 256</td>
<td>Pathophysiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOM 250</td>
<td>Microbiology for Health Sciences/Lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester VI</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 262</td>
<td>Complex Care Needs – Adult Client</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NRSG 265</td>
<td>Advanced Clinical Skills</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>NRSG 266</td>
<td>Managing Client Care</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Intro to Sociology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

*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.*
APPLICATION PACKET COVER & CHECK-OFF SHEET

NAME ________________________________

ADDRESS ________________________________

CITY ___________________ STATE ____________ ZIP CODE _______

TELEPHONE (Home) ___________________________ (Other) ___________________________

E-Mail ADDRESS (If applicable) ________________________________

STUDENT IDENTIFICATION NUMBER ________________________________

Check-off List

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete application and documentation for admission to Aaniih Nakoda College</td>
</tr>
<tr>
<td>Application Evaluation (complete form for submission)</td>
</tr>
<tr>
<td>Technical Standards Form (signed)</td>
</tr>
<tr>
<td>Verification of work experience in a medical field (CNA)</td>
</tr>
<tr>
<td>References (1 academic, 1 community)</td>
</tr>
<tr>
<td>Official Transcripts for all completed secondary education (other than ANC)</td>
</tr>
<tr>
<td>(Send transcripts to Registrar – no need to include in packet)</td>
</tr>
<tr>
<td>Verification of community health related volunteerism</td>
</tr>
</tbody>
</table>

**Important Note:**
The Montana Board of Nursing may not allow you to take the national exam following the completion of this program. If you have a felony conviction, contact the Montana Board of Nursing on an individual basis for further information before making an application to the program.


Or call 406-841-2300
Technical Standards

Associates of Science Nursing Program – Aaniiih Nakoda College

General physical, mental, sensory, communication and behavioral requirements in the Nursing Profession

An employee in the Nursing profession is expected to be able to meet or exceed the following demands, whether physical, mental, sensory, communication or behavioral/emotional.

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 of 8 hours on your feet while delivering care;
- Ability to use left and right hand function, from simple grasping to low speed assembly;
- Do twisting, sitting, standing, walking, bending, reaching, climbing, squatting, kneeling and crawling during your shift;
- Lift, carry, push and pull from 1 pound to over 100 pounds.

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 phase of work;
- Read, write, and do basic math calculations;
- Float to other nursing units and perform patient care;
- Utilize effective verbal communication;
- Answer the telephone;
- Read and write the English language;
- Function in a stressful environment.

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.

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

**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

**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 their care
• Students should be able to greet their Aaniinen and Nakoda patients in their own language and become a patient advocate for them
• Students should have the foundation to ensure the Cultural Safety of their patients

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

I have read the above requirements and understand that my inability to comply with these may result in my failure to successfully complete the program I have chosen.

________________________________________________________________________
Student Signature

________________________________________________________________________
Date
Aaniiih Nakoda College Associate
of Science Nursing Program
P.O. Box 159
Harlem, Montana
59526
(406) 353-2607

**CNA WORK EXPERIENCE**

<table>
<thead>
<tr>
<th>NAME &amp; ADDRESS OF INSTITUTION OR EXPERIENCE SITE</th>
<th>JOB TITLE AND SUPERVISOR’S NAME &amp; PHONE NUMBER</th>
<th>DATES WORKED &amp; HOURS</th>
<th>JOB RESPONSIBILITY</th>
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</thead>
<tbody>
<tr>
<td></td>
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Aaniiih Nakoda College  
Associate of Science Nursing Program

**MEDICAL WORK EXPERIENCE**

<table>
<thead>
<tr>
<th>NAME &amp; ADDRESS OF INSTITUTION OR EXPERIENCE SITE</th>
<th>JOB TITLE AND SUPERVISOR’S NAME &amp; PHONE NUMBER</th>
<th>DATES WORKED &amp; HOURS</th>
<th>JOB RESPONSIBILITY</th>
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**VOLUNTEER EXPERIENCE IN COMMUNITY AND/OR HEALTH RELATED AREAS**

<table>
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<tr>
<th>NAME &amp; ADDRESS OF INSTITUTION OR EXPERIENCE SITE</th>
<th>JOB TITLE AND SUPERVISOR’S NAME &amp; PHONE NUMBER</th>
<th>DATES WORKED &amp; HOURS</th>
<th>JOB RESPONSIBILITY</th>
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</table>
Aaniih Nakoda College

ASSOCIATES OF SCIENCE NURSING PROGRAM VERIFICATION OF WORK EXPERIENCE

_________________________________________ was employed/volunteered

(PRINT) Last Name, First, Middle Initial

(please circle)

From ___________ to ___________ working an average of ____ hours per week.

Total hours of Occupational or Volunteer Experience: ___________

DESCRIPTION OF DUTIES/COMMENTS: JOB TITLE ___________________________

_________________________________________ ___________________________

Signature of Employer/Supervisor/HR Representative Date

______________________________

Name of Employer (Please Print)

_________________________________________

Mailing Address (Street Address, P.O. Box)

_________________________________________

City, State, Zip Code

Applicants may make copies of this form if they have been employed or volunteered at more than one site.

OFFICE USE ONLY

TYPE: ___________________________ TIME: ___________________________

______________________________

REVIEWS BY: ______________________ DATE: __________________________
Aaniih Nakoda College
ASSOCIATES OF SCIENCE NURSING PROGRAM VERIFICATION OF
VOLUNTEER EXPERIENCE

_________________________________________ was employed/volunteered
(PRINT) Last Name, First, Middle Initial
(please circle)

From ______________ to ____________ working an average of ____ hours per week.

Total hours of Occupational or Volunteer Experience: ____________

DESCRIPTION OF DUTIES/COMMENTS: JOB TITLE ____________________

Signature of Employer/Supervisor/HR Representative __________________________ Date ____________

Name of Employer (Please Print) ____________________________________________

Mailing Address (Street Address, P.O. Box) ________________________________

City, State, Zip Code _____________________________________________________

Applicants may make copies of this form if they have been employed or volunteered at more than one site.

OFFICE USE ONLY

TYPE:________________________ TIME:____________________

REVIEWED BY:________________________ DATE:__

71
Please Complete

Applicant Name: ___________________________ Submission Date: ___________

Eligibility Assessment: (Place “Y” in blank to indicate requirement has been met)

- Admitted to Aaniiih Nakoda College and in good standing
- Each Prerequisite course completed with minimum grade of “C”
- 2.5 Cumulative Prerequisite GPA
- References (2) in sealed envelope with signature across flap
- Transfer students – letter from Director of Nursing program of last school attended
- Completed American Indian Studies Course
- Completed Aaniiih/Nakoda Language class

Admissions Criteria Score:

A. Performance in Science Prerequisites (24 points possible) (Grade A = 4, B = 3, C = 2. Multiply that number by the Emphasis = points)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Grade</th>
<th>Emphasis</th>
<th>Points</th>
<th>College Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>*BIO 213</td>
<td>Anatomy &amp; Physiology I/Lab</td>
<td>X</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*BIO 214</td>
<td>Anatomy &amp; Physiology II/Lab</td>
<td>X</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*CHMY 121</td>
<td>Intro to Gen. Chemistry/Lab</td>
<td>X</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing I</td>
<td>X</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 121</td>
<td>College Algebra</td>
<td>X</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUTR 221</td>
<td>Basic Human Nutrition</td>
<td>X</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRSG 100</td>
<td>Intro to Nursing</td>
<td>X</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYX 100</td>
<td>Intro to Psychology</td>
<td>X</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AIS 100</td>
<td>Introduction to American Indian Studies</td>
<td>X</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AIS 150/155</td>
<td>Aaniiih/Nakoda Language</td>
<td>X</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Prerequisite Score

*These classes must be completed within 5 years of applying
B. **Interview (10 points possible)** Tell what it means to be an Aaniiih Nakoda Nurse.

<table>
<thead>
<tr>
<th>Characteristics to be evaluated:</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>What would it mean to be an Aaniiih/Nakoda nurse</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Ease of presentation</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>How do you interact with people</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Appearance</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>How would you utilize your culture as a Nurse</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Total Case Study Score**

Total Interview Score

C. **Previous Educational Attainment (5 points maximum – points awarded for one degree only)**

**Verification required – transcript with degree or certification posted – on file with registrar**

<table>
<thead>
<tr>
<th>Degree Attained</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in Health Science (1 year)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AA/AS Degree</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Total Educational Attainment Score**

D. **Cultural heritage scores – (16 points possible)** points awarded for one cultural heritage

<table>
<thead>
<tr>
<th>Cultural heritage</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A tribal member of Fort Belknap Community</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>A tribal member of another American Indian tribe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What tribe:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident of Blaine County</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>If not, what county:</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Total Cultural heritage score**

E. **Certified Nurse’s Assistant (5 points maximum)** verification required

<table>
<thead>
<tr>
<th>Years of Certified Nurse’s Assistant Experience</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1-3 years</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Over 3 years</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Total CNA Experience Score**
F. Work Experience, other than CNA, in Health Field (5 points maximum) Verification required

<table>
<thead>
<tr>
<th>Years of Medical Occupational Experience</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1-3 years</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Over 3 years</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total Occupational Experience Score</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

G. Volunteer Experience in Community and/or health related areas (5 point possible) Verification required

<table>
<thead>
<tr>
<th>Years of Volunteer Experience</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10 hours</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>11-20 hours</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>21-30 hours</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total Volunteer Experience Score</strong></td>
<td></td>
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</tbody>
</table>

**TOTAL APPLICATION SCORE** (total 106 points possible)

In case of a tie at the raw point level, these are the tie-breaking criteria:
✓ Oral interview score
✓ Number of volunteer hours

Equal Opportunity Policy

Aaniiih Nakoda College is committed to the provision of equal opportunity for education, employment, and participation in all college programs and activities without regard to race, color, gender, marital status, disability, age, religion, political affiliation and/or national origin.

The College’s Equal Opportunity Officer is the Dean of Student Affairs, P.O. Box 159, Harlem, MT 59526. Telephone 406-353-2607 ext. 238.
Reference Form
1 academic/1 community reference

__________________________________________ is applying to the Associates of Science Nursing Program.

The need for nursing professionals is great especially for the American Indian nurse. Due to the limited availability of clinical sites, the nursing program is limited in the number of students we are able to accept into the program. Therefore, it is our responsibility to select students whose abilities, values, motives, and character give the greatest promise for success. Your candid, honest responses to the questions we ask are important to all concerned. We ask therefore, that you take the time to consider each response carefully.

The applicant will provide an envelope for your reply. Please return it to applicant sealed and with your name written across the glued portion of the flap. Any evidence to tampering with the seal of the envelope will disqualify the candidate. The applicant will then submit the envelope with other application materials. We request your prompt attention as the applicant has a deadline to submit materials. Thank You.

Please provide the following information:

Date:

Name and Title of Reference:

Institution Name and Address:

Phone Number (we may contact you further):

How long have you known the applicant and in what capacity?
Please read the following and respond as honestly as possible. A single response will cause neither denial nor assurance of admission to a program. We are asking that you respond by comparing the applicant with others having similar backgrounds, responsibilities, and capacities. If you are unable to evaluate in some area, please check “N/A”.

<table>
<thead>
<tr>
<th>Characteristics to be evaluated:</th>
<th>Top 10%</th>
<th>Top 25%</th>
<th>Top 50%</th>
<th>Lower 50%</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective oral communication skills</td>
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<tr>
<td>Effective clear written communication skills</td>
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<tr>
<td>Responds to criticism in a positive manner</td>
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<tr>
<td>Is self-motivated</td>
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<tr>
<td>Displays initiative</td>
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<td>Appropriately requests assistance</td>
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<td>Accomplishes tasks in a timely manner</td>
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<td>Consistently reliable</td>
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<td>Respectfully interacts with diverse individuals</td>
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<td>Appearance is appropriate</td>
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<tr>
<td>Demonstrates respect and civility</td>
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<tr>
<td>Able to laugh to at him or herself</td>
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<tr>
<td>Exhibits qualities you would like to have in someone taking care of you</td>
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<tr>
<td>Is knowledgeable of the Aaniinen and Nakoda Culture</td>
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<tr>
<td>Can use their Aaniinen or Nakoda language to greet community members</td>
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</table>

Additional information: Please feel free to add descriptions or give examples that will illustrate the above. Use additional paper if needed.
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.

Visualizing the four directions and quadrants of the Medicine Wheel, starting from the east (physical), south (emotional), west (spiritual), and ending with the North (mental) to link both tradition and contemporary knowledge in health and disease will be emphasized.

- Indicating that the seasons depicted by the Medicine Wheel are the seasons for the student nurse to learn about life’s beginnings with spring, birth and infancy, summer, the development of the young, fall the time of the adult, and winter, the time of aging and senior and Elder care.
- Linking the Medicine Wheel to life stages of growth and development of the mind, the body, the spirit, and grounded in the environment gives the student nurse a holistic perspective better suited to addressing the health disparities of the community, leading to better health outcomes.
- Educating the student nurse in a way that empowers each to “care for their own,” by having obtained “state of the art” health care knowledge and hands-on experiences, coupled with the latest technology while being immersed in the Medicine Wheel indigenous world view.
- Ensuring cultural safety by being advocates for their patients in home health care, clinics, or hospital settings. Knowing how to greet the Aaniiih or Nakoda person in their language, and being grounded in the cultural practices and ceremonies of the area, including Smudging—the use of sweet grass, sage, tobacco, and cedar, the Sweat Lodge, the Sun Dance, and various medicinal plants used for healing.
- Insisting as a nurse advocate that Aaniiih and Nakoda patients as well as other indigenous peoples have the right to their cultural ways and beliefs while in a health care setting and ensuring that these needs are met.
Department of Nursing Program Outcomes

Upon completion of the program, nursing student graduates will be able to meet the following program objectives:

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.
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.
3. Apply the nursing process and incorporate evidence-based practice in providing safe and holistic patient care.
4. Combine cultural, professional, legal, and ethical accountability into practice, embracing the values of the nursing profession and the Aaniiih and Nakoda cultures.
5. Perform at or above the national average on the NCLEX test.

Educational Program Accreditation and Approval

The Associate of Science program will be 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 Kni (“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, Dixie Brockie, (406) 353-2607 Ext. 233, or downloading it from the institution’s website 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
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 course work 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

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

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.

2. **Federal Fingerprint/Background Check**:
   a. Get a fingerprint card at the Nursing Department at Aaniiih Nakoda.
   b. Go to the detention center across from the Tataga Kni (“Returning Buffalo”) building at 656 Agency Main St. and have them obtain your fingerprints on the card
   c. Be sure the following information is completed on the applicant fingerprint card. (All highlighted sections shown in the example fingerprint card below should be completed.)

   - Signatures from both the individual and the official taking the fingerprints
   - Subject’s name, printed clearly in the name field. Enter in the order of Last Name, First Name, Middle Name
   - Date of Birth
   - Social Security number
• Aliases, Maiden name, and any other names used previously
• All personal identification (Citizenship, Sex, Race, Height, Weight, Eye Color, Hair Color, Place of Birth)
• In the Employer and Address field, enter the name and address of the person or business to which the results of the background check should be sent
• In the Reason Fingerprinted box, enter “Federal”
• please do not staple or fold the fingerprint card.

d. Enclose a self-addressed stamped envelope to Aaniiih Nakoda College; Attn: Department of Nursing; PO Box 159; Harlem, MT 59526

e. Enclose $27.25 processing fee paid by check or money order (U.S. funds please). (Fee is for federal cost)
f. Mail the complete request to Montana Criminal Records; PO Box 201403; Helena, MT 59620-1403

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 2nd 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 2nd TBT, the 2nd TBT is read. If negative, see #5 below. A positive 2nd 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.

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 their care
• Students should be able to greet their Aaniinen and Nakoda patients in their own language and become a patient advocate for them
• Students should have the foundation to ensure the Cultural Safety of their patients

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.

Readmission

1. Students who withdraw or fail to successfully complete any nursing course must apply for readmission into the program.

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 applications; 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 practical nursing program, safety and a commitment to graduating competent practical 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.
### Associates of Nursing Curriculum

**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.*

<table>
<thead>
<tr>
<th>Semester I</th>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number</strong></td>
<td><strong>Course Title</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td><em>BIOH 201/ BIOH L201</em></td>
<td>Anatomy &amp; Physiology I/Lab</td>
<td>4</td>
</tr>
<tr>
<td><em>CHMY 121/ CHMY L121</em></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>NRSG 100</td>
<td>Introduction to Nursing</td>
<td>1</td>
</tr>
<tr>
<td>AIS 155</td>
<td>Aaniiih Language I   OR</td>
<td>3</td>
</tr>
<tr>
<td>AIS 150</td>
<td>Nakoda language I</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>16</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Semester II</th>
<th></th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Number</strong></td>
<td><strong>Course Title</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td><em>BIOH 211/BIOH L211</em></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>AIS 100</td>
<td>Introduction to American Indian Studies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>16</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.
Nursing Program Coursework:

The courses listed below are required in the program of study for the Associates of Science Nursing. The courses are offered at Aaniiih Nakoda College in the following sequence:

1st year

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 135</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 130</td>
<td>Fundamentals of Nursing</td>
<td>7</td>
</tr>
<tr>
<td>NRSG 138</td>
<td>Gerontology</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NRSG 140</td>
<td>Core Concepts of Adult Nursing</td>
<td>7</td>
</tr>
<tr>
<td>NRSG 144</td>
<td>Core Concepts of Mental Health</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 142</td>
<td>Core Concepts of Maternal/Child</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

- Before students start the 2nd year, I.V. Therapy skill will be a hands-on part of nursing orientation.

2nd Year

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 252</td>
<td>Complex Care Needs – Maternal/Child Client</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 254</td>
<td>Complex Care Needs – Mental Health Client</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 256</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOM 250</td>
<td>Microbiology for Health Sciences/Lab</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 262</td>
<td>Complex Care Needs – Adult Client</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 265</td>
<td>Advanced Clinical Skills</td>
<td>1</td>
</tr>
<tr>
<td>NRSG 266</td>
<td>Managing Client Care</td>
<td>4</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

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.

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 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 progression 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 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, 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

1. Professional conduct is expected at all times.

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. Make sure to leave it behind in your coat or your car. If you need to be contacted, provide the phone number of your clinical site.

5. No drinks or food of any kind are allowed in any classroom or laboratory or on clinical units in clinical facilities (per JCAHO guidelines).

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.
Student Professional Code of Conduct

Students are expected to adhere to the Aaniiih Nakoda College Student Conduct Code found in the Aaniiih Nakoda College Student Handbook (pg 18). Students are expected to adhere to a professional code of conduct; the Montana Board of Nursing specifically addresses conduct of nurses and states:

“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. 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.

Students are expected to adhere to the standards of behavior required of healthcare professionals and to the standards expected at each clinical site. 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.

See the 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 

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 (pg 19-20). 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 (pg 20-23). 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%

Standardized Testing

Kaplan will be the standardized testing program utilized in this program.

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 http://bsd.dli.mt.gov/license/bsd_boards/nur_board/board_page.asp or at the following address:
Montana State Board of Nursing
301 South Park
P.O. Box 200513
Helena, MT  59620-0513
Telephone: (406) 841-2340
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) 841-2340 or dlbsdnur@state.mt.us 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.discoveringmontana.com/dli/nur. Thank you!
Department of Nursing Acknowledgement 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.

Printed Name: ___________________________________
Signature: ______________________________________ Date: __________
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.

1.1 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.

1.2 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.

2.1 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).

2.2 Academic Setting: In discussing client cases in the academic setting, care must be taken to avoid breeching 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.

2.3 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 be 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.**

**3.1 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.

**3.2 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.

**3.3 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.**

**5.1 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.

**5.2 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.

**5.3 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.

12.1 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.**

17.1 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.

17.2 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/ippcr/current/downloads/Bonham121106](http://www.nihtraining.com/cc/ippcr/current/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)
APPENDICES

APPENDIX 1: Newspaper job advertisement for Director of Nursing and Nurse Educator

APPENDIX 2: Cohort of Aaniiih Nakoda College students who passed the CNA licensure examination in 2016

APPENDIX 3: Other sites to be utilized by nursing education program

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Appendix 1

Newspaper job advertisement for
Director of Nursing and Nurse Educator
Aaniihn Nakoda College on the Fort Belknap Indian Reservation is seeking a Nurse Education Director and Instructor (see www.anncollege.edu for position descriptions).

Aaniihn Nakoda College is located along the “hi-line” in north central Montana, along the last paved road before Canada. We are remote, frontier, 40 miles from the nearest stoplight and 3 hour drive to the nearest international airport. We need circuit-riding nurse educators who could travel to remote clinical sites with our Aaniinien and Nakoda students through inclement weather, only to return to our state of the art Simulation laboratory for the technological education necessary for nurses in the 21st century. “Grow Our Own” is community driven by the life ways of the Tribes and focuses on the Medicine Wheel paradigm. Making a difference; uplifting the health of a peoples whose health outcomes are some of the lowest in Montana; thrive on challenges, like the wide-open spaces, and remoteness. If these words speak to you—please apply.
Aaniiih Nakoda College on the Fort Belknap Indian Reservation is seeking a Nurse Education Director and Instructor (see www.ancollege.edu for position descriptions).

Aaniiih Nakoda College is located along the “in-line” in north central Montana, along the last paved road before Canada. We are remote, frontier, 40 miles from the nearest stoplight and 3 hour drive to the nearest international airport. We need circuit-riding nurse educators who could travel to remote clinical sites with our Aaniiih and Nakoda students through inclement weather, only to return to our state of the art simulation laboratory for the technological education necessary for nurses in the 21st century. “Grow Our Own” is community driven by the life ways of the Tribes and focuses on the Medicine Wheel paradigm. Making a difference; uplifting the health of a peoples whose health outcomes are some of the lowest in Montana; thrive on challenges, like the wide-open spaces, and remoteness. If these words speak to you—please apply.

Aaniiih Nakoda College (ANC) is an accredited tribal college with an open door policy. Located in Montana inside the northern border of the Fort Belknap Indian Reservation, the college is situated in the beautiful Milk River Valley. ANC is seeking motivated, venturesome, and highly qualified college instructors in Psychology/Human Services, Computer Information Systems, Allied Health, and Nursing Education. A minimum of a Master's Degree in the selected fields is required. These positions are full-time (10 months) with 100% paid health insurance (limited dental/vision); 401K with option of life insurance; paid holidays with summers off for personal time. Working for ANC provides a one of a kind learning experience for professional growth. Professional development is supported and encouraged. Scenic north central Montana borders Canada and there is access to Montana, Tribal, and State parks, ski resorts, the Missouri River, Fort Peck Reservoir, rolling plains, and boundless mountain ranges for the adventurous and outdoor enthusiasts. For more information regarding these unique employment opportunities.

visit the website:
www.ancollege.edu

or call:
406-353-2607 x 222
Appendix 2

Cohort of Aаниih Nakoda College students who passed the CNA licensure examination in 2016
Aaniiih Nakoda College Students Complete Certified Nurses Training


By Rebecca Bishop-Goss

ANC students show their certificates upon completing a Certified Nursing Assistant course. Back row, from left: Deanna Bigby, Kaye Brown, Ashley Dawson, RN, Joni Myhre NCO, RN, Haeli Gardipee, Barbara Gardipee, Tia Zander and Tyanna Adams. Front row, from left: Peggy Castillo, LaShauna Janis, Aryn LongKnife-Jake, and Lara Lawrence. *Leslie Horn (not pictured)

Ten students at Aaniiih Nakoda College (ANC) recently completed a Certified Nursing Assistant (CNA) course and proceeded to pass the State of Montana’s CNA exam, enabling them to pursue employment in the healthcare profession. The students are Barbara Gardipee, Haeli Gardipee, Kaye Brown, Deanna Bigby, Tia Zander, Tyanna Adams, Lara Lawrence, Aryn Jake, LaShauna Janis, and Peggy Castillo.

The class was offered at the Sweet Memorial Nursing Home in Chinook, Montana. Jenni Pula, CEO, RN, Joni Myhre, CNO, RN, and Ashley Dawson, RN agreed to teach the CNA class at their center. Held over the winter break, it was no holiday for the ANC students who started on December 22, with a three-day break for Christmas. The course concluded the first week of January. The students then proceeded to take the Montana CNA test on the Sunday prior to the beginning of the spring semester. The schedule was quite rigorous—and hectic. Some of the students had to catch the transit from Hays/Lodgepole to get to the ANC campus in time for spring semester courses. Will Gray, ANC
facilities manager, lent a hand by driving students between the center and college on what came to be known as “The Polar Express.”

Although students are currently attending classes this semester, they can now work as a licensed CNA, earn money, and help provide for their families. They all hope to enter into the nursing education program being developed at ANC, which will begin in September.

The CNA class for ANC students is funded through a five-year grant from the Administration for Native Americans (ANA), U.S. Department of Health and Human Services.

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Appendix 3

Other sites to be utilized by nursing education program
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<th>LOCATION ACTIVITY</th>
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<td>Geriatrics</td>
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<td>Sweet Medical Center Outreach</td>
<td>Vitals-work up before Doctor</td>
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<td>Bull Hook Community Health Center</td>
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<td>Mental Health</td>
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Appendix 4

Articles about nursing education program
ANC Students celebrate CNA achievement


By: Rebecca Bishop-Goss

The students from Professor Cheryl Ali's Introduction to nursing class were asked to sign up for a Certified Nursing Assistant (CNA) class during the course. Twelve students, out of 26 that were in the course, did sign up and participated in the Certified Nurses Training over the Christmas holiday break. Ten students successfully passed the State of Montana CNA exam given at the end of the training. The students are Barbara Gardipee, Haeli Gardipee, Kaye Brown, Deanna Bigby, Tia Zander, Tylanna Adams, Lara Lawrence, Aryn Jake, LaShauna Janis, and Peggy Castillo.

The class was offered at the Sweet Memorial Care Center in Chinook, MT. Ms. Jenni Pula, CEO, RN, Joni Myhre CNO, RN, and nurse educator, Ashley Dawson, RN, agreed to take the Aaniiih Nakoda College students for the CNA class to be held in their center. It was a holiday for the ANC students who started on the 23rd of December with a 3 day break for Christmas, then were in class even on New Year's Eve (but out by 5pm), and finished the first week of January. They took their Montana CNA test on Sunday and Aaniiih Nakoda College started the very next day! Some of the students had to catch the transit from Hays/Lodgepole to get to the ANC campus very early in the morning. Will Gray, ANC Facilities Manager would then drive them, in our newly appropriated bus (named the "Polar Express") to Chinook, returning back home late in the evening. Although these students are currently attending classes this semester, they can now work as a licensed CAN, earn money, and help provide for their families. They all hope to enter into the nursing education program being developed at ANC which will start in September of 2016.

The CNA class for the Aaniiih Nakoda College students is funded through a 5-year grant from the Administration for Native Americans (ANA), US Department of Health and Human Services (DHHS). The grant, entitled Caring for Our Own: Aaniiih Nakoda College Health Careers Training, to "Grow our Own" is for the purpose of developing a nursing program as well as providing CNA certification for students. By the smiles on their faces after having been presented their certificates by Joni and Ashley they are ready to take the next step in their sojourn of becoming an RN student, and one day help to uplift the health of the Fort Belknap Indian Community where we 'Grow Our Own.'
"Nííhaanísííh?ówiíníí: Grow Our Own"
"Iyú táhíilí: Growing Our Own"

"GROWING OUR OWN" NURSING PROGRAM: COMMUNITY UPDATE

By Rebecca Bishop-Goss, Public Relations, Aaniiih Nakoda College

The Board of Nursing for the state of Montana unanimously approved, on April 16th, 2015, the Phase I request from Aaniiih Nakoda College for a new RN nursing education program. The BON was impressed with the quality of the Phase I document and very pleased about the complete team effort of the community. The proposal was strengthened “knowing so many are backing this effort for success,” said Dr. Cynthia Gustafson, Executive Director, of the Board of Nursing. It was the Fort Belknap Indian Community and surrounding Hi-Line communities that played a crucial role in helping to provide information for the Phase I document. By filling out the Survey, and making extensive comments about the kind of nursing program folks wanted helped to lay the foundation for the Phase II portion of the RN program. In summarizing the questions from the “GROWING OUR OWN” survey, eighty percent of respondents lived in the Agency, Harlem, Hays, Lodgepole, or Dodson and another 20% along the Hi-Line or throughout the state. There was interest in having ANC start a nursing program as 76% were either strongly interested or interested; and 71% had family or friends that would be interested in the nursing program. In the answer to “do you think a cultural emphasis would be important in Aaniiih Nakoda College’s nursing education program” an overwhelming 89% of the respondents said YES, with extensive comments as to why each thought culture was important. This was followed by the respondents extensive suggestions on how culture could be brought into a nursing program, as well as what should be included in the students’ education. There was also interest in ANC’s Allied Health department being involved in classes for phlebotomy, CNA, EMT, Medical Records and Medical Coding and a few other Medical or Dental related fields. When asked “do you think a nursing education program at Aaniiih Nakoda College would impact the health of the community 94% of the people taking the survey responded YES!

The community and Hi-Line participants would like to see nurses that are empowered by their culture, treat any patient with respect and dignity, possess cultural medical knowledge as well as ‘state of the art’ contemporary modes of treatment for health problems, in a holistic way. Nurses must be honest, adhere to nursing ethical standards, well versed in confidentiality, and above all have a work ethic that goes beyond the job. Wisdom, compassion, kindness and an “aura of professionalism” and a confident ability in treating all patients would be a likely outcome of the “GROWING OUR OWN” nursing student program. These are but a few of the comments from the community.

A sincere and heartfelt thank-you to all who participated in the survey, wrote letters of support and offered up possible clinical sites for the nurse’s education. Such a tsunami of good will has now carried us into the Phase II of the RN program which is the work of the summer months and involves hiring a nurse director, nursing faculty, selecting clinical sites, establishing criteria for selection of students, and developing the curriculum to name a few of the activities.
"GROWING OUR OWN" Nursing Program: Community Update

Submitted By Rebecca Bishop-Goss, Public Relations, Aaniiih Nakoda College

In the April-June issue of Circle Speaker an article was written informing the community about the passage of the Phase I document. This document is necessary if the college would like to acquire a Nursing Education Program. In that article (page 12), the role the community played in bringing about the success of the Phase I by participating in the survey, making extensive comments about the kind of nursing program you would like to see at Aaniiih Nakoda College, and expressing good will for us in continuing to go forward, was reviewed. We are currently engaged with the Phase II portion of establishing a nursing program at the college. We have moved the Sims Laboratory, from underneath the library, to Returning Buffalo and combined into the nursing laboratory. Consumables used in educating nurses for hospital or clinical work have been purchased and stored.

We have hired an Interim director of nursing, Professor Cheryl Alt, who was our consultant for Phase I. Some of you might know Cheryl Alt as she ran the successful LPN program at COT (now Montana College) in Great Falls, from which Diana First Raised graduated. She then developed an RN program, for Great Falls, before going to University of Great Falls. Professor Alt is currently teaching our 26 students who have signed up for the Introduction to Nursing class. Erica McKeon-Hanson is teaching the nutrition course also required before entering the RN degree program. These courses along with all others are listed in the "Student Information and Application Packet".

The application packet was just completed by the director after comments from various community members. The students now have a copy of the document. It is available at the Aaniiih Nakoda library and registrar's office. It is hoped that a nursing instructor will come on board by the end of September. The first intake of students into the RN program will be scheduled for the fall of 2016. The information in the Packet spells out in detail the program admission process. During this current academic year as the students acquire the necessary course work and other requirements stipulated in the Application Packet, the course curriculum for the RN program is being developed by the director. Using the Medicine Wheel as a template, the integration of Aaniiih and Nakoda Culture will be the touchstone and focus of student engagement in course work and in clinical rotations. A Memorandum of Understanding between Aaniiih Nakoda College and each Health Care Facility where students will do these clinical rotations are part of the Phase II document. A site visit from the Executive Director of the Board of Nursing in Helena to Aaniiih Nakoda College will follow the submission of the Phase II document. Our accreditation body-Northwest Commission on Colleges and Universities will also review all documents. It is an arduous process establishing a Nursing School, harder still at a Tribal College and still harder at one so remote. But the goal is to "Grow Our Own" and with continued support and good will by the Fort Belknap Community it is within reach.