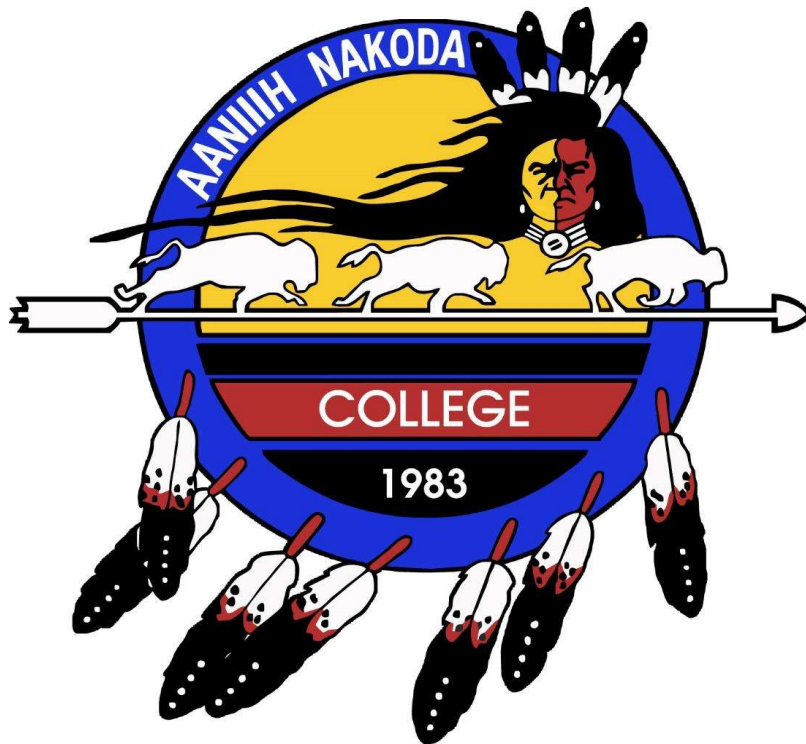


Aaniih Nakoda College
Associate of Science
Nííhaaníísíi?óh?óónín?ó *Grow Our Own*
Jųgicagabi *Growing Our Own*
Nursing Program

Nursing Student Handbook



2026-2027

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.

Contents

I. GENERAL INFORMATION	4
Educational Program Accreditation and Approval	4
Aaniiih Nakoda College Mission	4
Department of Nursing Mission	4
Department of Nursing Philosophy: Grow Our Own	4
Medicine Wheel Paradigm	5
Aaniiih Nakoda College Grow Our Own Nursing Medicine Wheel	6
Aaniiih Nakoda College's <i>Grow Our Own</i> Nursing Program Outcomes	7
Systematic Plan of Evaluation (SPE)	7
Alignment of End-of-Program Student Learning Outcomes, Medicine Wheel Concepts	8
Professional Competencies and Contemporary Professional Nursing Standards	8
 II. ACADEMIC POLICIES	 9
Academic Honor	9
Artificial Intelligence (AI) Use	9
Disability Accommodations	9
Pregnancy and Lactation	10
 III. PROGRAM POLICIES AND REQUIREMENTS	 10
Admission to Aaniiih Nakoda College	10
Admission to the Associate of Science Grow Our Own Nursing Program	11
Prerequisite Course Recency Requirements	11
Exception for Previously Earned Degrees	12
Advanced Placement for Licensed Practical Nurses (LPNs)	12
Eligibility for Advanced Placement	12
LPN Advanced Placement Validation Process	12
Award of Advanced Placement	13
Unsuccessful Validation	13
Transfer of Nursing Coursework	13
Previous Nursing Program Enrollment	13
Progression Following Admission	14
Admission Concerns	14
Clinical Compliance Requirements	14
Financial Responsibility	14
Required Clinical Compliance Documentation	14
Ongoing Compliance	16
Nursing Program Committees and Academic Advising	16
Admission, Progression, and Graduation Committee	16
Nursing Advisory Committee	16
Nursing Academic Advising	17
Academic Advising	17
Student Success and Retention Services	17
Progression	17
Nursing Program Progression and Dismissal	17
Progression Requirements	17
Students May Not Continue in the Nursing Program For Any of the Following Reasons	18
Nursing Course Progression	18

Immediate Dismissal from the Nursing Program	18
Readmission Following Loss of Progression	19
Readmission	20
Associates of Nursing Curriculum - Prerequisites	20
Nursing Prerequisites and Curriculum 2026	20
Nursing Prerequisites and Curriculum Table 2026	21
Required Equipment for Clinical Sites and Lab	25
Travel	25
State Licensure	26
Licensure in Other States	26
Criminal History and Nursing Licensure	26
 IV. EVALUATION OF STUDENTS	 27
Attendance Policy	27
Excused Absences	27
Cultural and Ceremonial Leave	27
Laboratory, Simulation, and Clinical Attendance	27
Attendance Concerns	28
Personal Appointments	28
Grading and Testing	28
Nursing Program Grading Scale	28
Standardized Testing	29
ATI Requirements	29
Late Assignments and Work Completion Policy	29
Missed Examinations	30
High-Stakes Testing	30
Use of Classrooms, Skills Laboratory, and Simulation Laboratory	30
Professional Appearance and Conduct	31
Professional Appearance	31
Hair, Nails, and Personal Grooming	31
Jewelry, Tattoos, and Personal Hygiene	32
Professional Conduct	32
Electronic Devices and Social Media	33
Cell Phone, Smart Watch, and Electronic Device Policy	33
Student Scope of Practice for the Nursing Program	34
Medication Administration	35
Responsibilities of Students Attending Clinical	35
Clinical Grading	37
Formative Clinical and Laboratory Evaluation	37
Final Clinical Evaluation	37
Technology Requirements	37
Students at Risk	37
Academic Performance	38
Attendance and Participation	38
Clinical Performance and Patient Safety	39
Professional Conduct and Civility	39
Clinical Preparation and Professional Appearance	40
Program and Policy Compliance	40
Performance Improvement Plan Process	40
Aaniiih Nakoda Nursing Program Performance Improvement Plan (PIP) form	42
Performance Improvement Plan (PIP) Limit	43
Immediate Safety and Professional Conduct	44
Unsafe Clinical Practice	44
Immediate Clinical Concerns	44

V. STUDENT APPEALS POLICY	45
Student Concerns, Grievances, and Appeals	45
Upholding Nursing Program Policies and Professional Standards	45
Resolution of Student Concerns	45
Formal Appeals and Grievances	45
Student Participation in Program Improvement	45
VI. APPENDICES	46
Appendix A: NSNA Core Values and Code of Academic and Clinical Conduct	46
CORE VALUES	46
LEADERSHIP and AUTONOMY	46
QUALITY EDUCATION	46
ADVOCACY	46
PROFESSIONALISM	46
CARE	47
DIVERSITY	47
Code of Academic and Clinical Conduct and Interpretive Statements	48
Part II: Code of Academic and Clinical Conduct	48
Appendix B: ANA Tips for Nurses Using Social Media	55
6 Tips for Nurses Using Social Media	55
Appendix C: Critical Thinking Map	56
Appendix D: Critical Thinking Map Rubric	57
Appendix E: Nursing Care Plan Guidelines	58
Appendix F: Nursing Care Plan	59
Appendix G: Care Plan Grading Rubric	63
Appendix H: Reflection Journal	64
Appendix I: Reflection Journal Grading Rubric	65
Appendix J: Laboratory / Simulation Rubric	66
Laboratory / Simulation Check-Off Guidelines	67
Lab Rubric Competency-Specific Critical Steps	68
Lab Rubric Evaluator Summary	68
Appendix K: Students Clinical Can and Cannot Do List	69
Students CAN (under the direct supervision of Faculty, CRRN, preceptor):	69
Students CANNOT:	69
Appendix L: Nursing Student Formative Clinical Evaluation	70
Appendix M: Final Grade Evaluation	71
CLINICAL and SIMULATION LAB SUMMATIVE EVALUATION TOOL FOR FINAL LAB or CLINICAL GRADE	71
The Performance Level Scale	71
Competencies, Performance Criteria, and Comments	72
Appendix N: What will I need to include for APA format? APA 7 format includes the following:	78
How do we document sources used?	78
How do you cite a quote?	78
What does a reference page look like?	78
What should the title page look like?	79
Appendix O: Tuberculin Skin Testing	80
Appendix P: Approved Resources for citations and references for Aaniiih Nakoda College's Nursing Program	82
Appendix Q: Department of Nursing Student Acknowledgement and Consent Form	83
Appendix R: Aaniiih Nakoda College – Nursing Program Photo Consent and Release Form	84
Appendix S: Needlestick Policy and Post-Exposure Plan	85
Appendix T: Aaniiih Nakoda College Nursing Pledge	86

I. GENERAL INFORMATION

Educational Program Accreditation and Approval

The associate degree nursing program at Aaniiih Nakoda College located in Harlem, Montana is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the associate degree nursing program is initial accreditation.

View the public information disclosed by the ACEN regarding this [program](https://www.acenursing.org/search-programs)
<https://www.acenursing.org/search-programs> .

The Associate of Science *Grow Our Own* Nursing Program is fully 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 44 credits of nursing courses. The actual coursework for the Associates of Science *Grow Our Own* 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.

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 Aaniin 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 *Grow Our Own* Nursing Program reflects the college core values and is congruent with its Mission and Goals. The Nursing Department adheres to the 'grow our own' philosophy by helping to empower the student nurse with the attainment of the Associate of Science degree, allowing the student to be eligible for licensure as a Registered Nurse in the State of Montana. The Aaniiih Nakoda nurse will deliver health care in a holistic and culturally sensitive manner that reflects the community "Life Ways." Aaniiih Nakoda College educated nurses will have had state of the art education and technological experiences befitting the demands they will encounter practicing in the rural, frontier environment that is their home.

Department of Nursing Philosophy: Grow Our Own

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

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

Medicine Wheel Paradigm

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

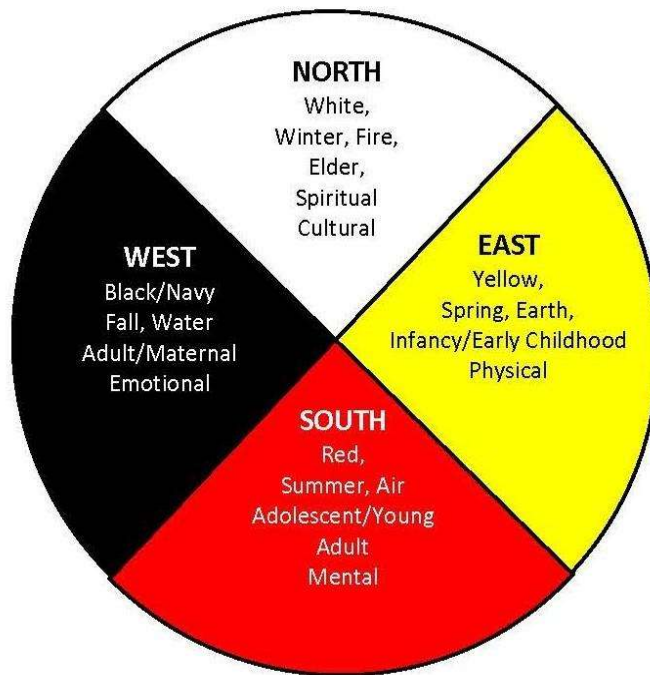
The four quadrants or directions (East, South, West, North) represent holistic characteristics which fit with the four concepts of nursing's metaparadigm (health, nursing, person, and environment). Each direction is represented by a color (yellow, red, black/navy blue, white), a season (spring, summer,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

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

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

Moss, M. (ed.). (2016). *American Indian health and nursing*. New York, NY: Springer Publishing Company. (Medicine Wheel with adaptations from Brown, B. & Werk, A., Aaniiih Nakoda College in 2018).

Aaniiih Nakoda College Grow Our Own Nursing Medicine Wheel



Moss, M. (ed.). (2016). *American Indian health and nursing*. New York, NY: Springer Publishing Company. (Medicine Wheel with adaptations from Brown, B. & Werk, A., Aaniiih Nakoda College in 2018).

Aaniiih Nakoda College's *Grow Our Own* Nursing Program Outcomes

To meet the challenge of preparing graduate nurses who will have the knowledge, skills and abilities necessary to continuously improve the quality of the Montana healthcare workforce, the Aaniiih Nakoda ASN End-of-Program Student Learning Outcomes are based on the Medicine Wheel:

End-of Program Student Learning Outcomes:	
Upon completion of Aaniiih Nakoda College's <i>Grow Our Own</i> Nursing Program, the graduate will be able to:	
1.	Apply the Medicine Wheel Paradigm of Aaniiih Nakoda College's <i>Grow Our Own</i> Nursing Program to provide multi-dimensional nursing care to meet the healthcare needs of patients in the local and regional communities.
2.	Integrate an American Indian focus to administer culturally safe patient and family-centered holistic care throughout the Medicine Wheel lifespan seasons.
3.	Utilize the nursing process to incorporate evidence-based knowledge and resources to provide balanced, quality patient care.
4.	Incorporate the values of the Aaniiih and Nakoda lifeways to combine cultural, legal, and ethical accountability into professional nursing practice.

Systematic Plan of Evaluation (SPE)

Program Outcomes: Upon completion of the program, nursing student graduates will be able to meet the following program outcomes:
Program Completion Rate: 75% of all students enrolled in the first semester Level 1 NRSG 130 Fundamentals of Nursing course will complete the program within 4 consecutive semesters. (Only students who continue past the withdrawal date are counted as an enrolled student in NRSG 130.)
Licensure Pass Rate: Graduates from each cohort will meet or exceed a pass rate within 10% of the national NCLEX examination pass rate for the first-time test takers (per the Montana Board of Nursing). Ultimate Pass Rate which includes repeat testers is used for the RN Licensure Pass Rate. Data is verified from the Montana Board of Nursing RN Licensure Pass Rate for first-time test takers for each calendar year (January to December). Our students may not be counted in the MT BON reports as they are late in testing within the year cutoff from their graduation date. Repeat test taker results are verified from licensing data.
Job Placement Rate: 80% of graduates will report RN employment within 6 months of graduation.
Local and Regional RN Employment of Program Graduates: 50 % of the employed graduates will report RN employment in local and regional healthcare organizations for their first jobs which serve the tribal members of the Fort Belknap Indian Community

Alignment of End-of-Program Student Learning Outcomes, Medicine Wheel Concepts Professional Competencies and Contemporary Professional Nursing Standards

End-of-Program Student Learning Outcomes (EPSLOs)	Medicine Wheel (MW) Concepts related to Aaniiih Nakoda College Nursing Mission and Philosophy (M&P)	Professional Competencies: Quality and Safety Education for Nursing (QSEN) and National League for Nursing (NLN)	National Student Nurses Association Code of Ethics Core Values (Contemporary Professional Nursing Standards)
1. Apply the Medicine Wheel Paradigm (Moss, 2016) of Aaniiih Nakoda College's <i>Grow Our Own</i> Nursing Program to provide multi-dimensional nursing care to meet the healthcare needs of patients in the local and regional communities.	MW: Holistic ANC M&P: Holistic and cultural sensitivity	QSEN: Patient-centered care NLN: Human Flourishing	Quality Education Advocacy Care Diversity
2. Integrate an American Indian focus to administer culturally safe patient and family-centered holistic care throughout the Medicine Wheel (Moss, 2016) lifespan seasons.	MW: Multi-dimensional Care ANC M&P: Maintain and revitalize indigenous lifeways of Aaniin and Nakoda Tribes	QSEN: Teamwork and collaboration NLN: Human Flourishing Nursing Judgment Professional Identity Spirit of Inquiry	Leadership & Autonomy Quality Education Advocacy Care Diversity
3. Utilize the nursing process to incorporate evidence-based knowledge and resources to provide balanced, quality patient care.	MW: Cultural Safety ANC M&P: Linking cultural tradition & contemporary knowledge in culturally appropriate manner	QSEN: Safety NLN: Human Flourishing Nursing Judgment Professional Identity Spirit of Inquiry	Quality Education Advocacy Professionalism Care Diversity
4. Incorporate the values of the Aaniiih and Nakoda lifeways to combine cultural, legal, and ethical accountability into professional nursing practice.	MW: Balanced Care ANC M&P: Individual and community development, empowerment, <i>Grow Our Own</i> nurses	QSEN: Informatics Evidence-based practice NLN: Nursing judgement Professional Identity, Spirit of inquiry	Advocacy Professionalism Diversity

Medicine Wheel and Alignment References:

- Alignment concepts completed by Brown, B., Werk, A. and Hemmer B. (2018). Aaniiih Nakoda College.
- Moss, M. (ed.). (2016). *American Indian health and nursing*. New York, NY: Springer Publishing Company. (Medicine Wheel with adaptations from Brown, B. & Werk, A., Aaniiih Nakoda College in 2018).
- National League for Nursing. (2022). *NLN competencies for graduates of nursing programs*. Retrieved from [Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Baccalaureate, Master's Practice Doc - NLN](#).
- National League for Nursing. (2012). *Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, Master's, practice Doctorate, and research Doctorate programs in nursing*. New York: National League for Nursing.
- National Student Nurses Association (2022). *Code of ethics*. Brooklyn, NY: National Student Nurses' Association, Inc. Retrieved from: [Code of Ethics.pdf \(dropbox.com\)](#)
- Quality and Safety Education for Nurses. (2018). *Competencies*. Retrieved from <http://qsen.org/competencies/>.

II. ACADEMIC POLICIES

Academic Honor

Aaniiih Nakoda College upholds the intellectual standards and ethical values by encouraging quality thought and justice in human relations. In return, Aaniiih Nakoda College expects the student to do his/her best and be honest. In signing his/her name to a class schedule, a student promises to stand with the college and for the principle of Academic Honor by promising the following:

- To do their own work, never copy other student's assignments and not subcontract assignments to family, friends, and other students;
- To refuse to do assignments for another student and if asked, to remind the student that honor must be earned and intellectual growth calls for individual effort;
- Guard against plagiarism. Always give credit to the words and ideas of others. A student who violates academic honor may fail the assignment, the course, or face expulsion from Aaniiih Nakoda College.

In the event that a student is caught violating the academic honor policy, a student will fail this course. Students are expected to do their own work.

Artificial Intelligence (AI) Use

Artificial intelligence (AI) tools may be used to support learning, study, brainstorming, and understanding of course content. AI is intended to supplement—not replace—critical thinking, independent learning, or professional judgment.

Students are expected to comply with the Aaniiih Nakoda College Academic Integrity Policy and the Nursing Program AI Guidelines.

The following expectations apply:

- AI may not be used to complete quizzes, examinations, competency assessments, or other assignments intended to evaluate the student's independent knowledge unless specifically authorized by the instructor.
- Students remain responsible for the accuracy, originality, and integrity of all submitted work. Any AI-assisted work must be reviewed, revised, and represent the student's own understanding.
- AI use must be appropriately acknowledged when required by the instructor or assignment guidelines.
- Patient information, protected health information (PHI), or confidential clinical information must never be entered into any AI platform.
- AI may not be used to make clinical decisions or replace evidence-based practice, faculty instruction, or clinical judgment.
- Misuse of AI may constitute academic misconduct and may result in disciplinary action in accordance with College and Nursing Program policies.

Students who are uncertain whether AI is appropriate for a specific assignment should consult the course instructor before using it.

Disability Accommodations

Essential Functions for Participation in the Associate of Science Nursing Program:

To be admitted to, progress in, and graduate from the Associate of Science Nursing Program, students must be able to perform the essential functions required for safe nursing practice, with or without reasonable accommodation.

Aaniiih Nakoda College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and applicable federal and state laws.

Students requesting reasonable accommodation must contact the College's designated disability services office and follow the College's established accommodation process. Approved accommodations will be provided when they do not fundamentally alter the essential requirements of the Nursing Program, compromise patient safety, or prevent the student from meeting the essential functions of the Nursing Program or the requirements of assigned clinical agencies.

Essential functions include, but are not limited to, the ability to:

- Demonstrate sufficient physical, sensory, cognitive, communication, and behavioral abilities to provide safe and effective nursing care.
- Utilize visual, auditory, tactile, and olfactory senses to accurately assess patients and respond appropriately.
- Demonstrate adequate fine and gross motor skills to safely perform nursing procedures and operate equipment.
- Safely assist with patient movement, positioning, transfers, and other physical aspects of patient care using appropriate body mechanics, assistive devices, and available personnel, consistent with clinical agency policies.
- Demonstrate sound clinical judgment, critical thinking, effective communication, emotional stability, and professional behavior necessary to safely meet the outcomes of the Nursing Program.

Applicants or students who are unable to perform the essential functions of the Nursing Program, with or without reasonable accommodation, or who cannot meet the requirements of assigned clinical agencies, may be denied admission, progression, or continued enrollment in the Nursing Program.

Pregnancy and Lactation

Students who are pregnant or have a pregnancy-related medical condition are encouraged to discuss any necessary accommodations with the Nursing Program and the College's designated disability services office. Reasonable accommodations will be considered in accordance with applicable federal and state law while ensuring students are able to safely meet the essential functions and clinical objectives of the Nursing Program.

Aaniiih Nakoda College supports breastfeeding students. Reasonable break time and access to a private space for expressing breast milk will be provided in accordance with College policy. Students should coordinate scheduling needs with their instructors.

III. PROGRAM POLICIES AND REQUIREMENTS

Admission to Aaniiih Nakoda College

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

Acceptance to Aaniiih Nakoda College requires a completed admissions application file, which may be obtained by visiting the campus, calling the Registrar, (406) 353-3907, or downloading it from the institution's website Admissions <https://www.ancollege.edu/general-4-1>

Admission and transfer information can also be found in the *Aaniiih Nakoda College Catalog* which can be found at <https://www.ancollege.edu/services-9>

Admission to the Associate of Science Grow Our Own Nursing Program

Admission to the Associate of Science Grow Our Own Nursing Program is competitive and based on the admission criteria established by the Nursing Program.

To be eligible to apply, applicants must:

- Be admitted to Aaniiih Nakoda College and remain in good academic and disciplinary standing.
- Complete all required prerequisite coursework with a minimum cumulative GPA of 2.75.
- Submit official transcripts from all colleges or universities attended to the College, as required by the Registrar.
- Ensure that prerequisite courses completed at another institution are equivalent to the Nursing Program's prerequisite requirements and are accepted for transfer by Aaniiih Nakoda College. Applicants are responsible for verifying course equivalency and transferability with the Registrar's Office prior to submitting an application.

The Nursing Program admission process, application requirements, deadlines, and selection criteria are outlined in the Associate of Science Nursing Student Information and Application Packet, available on the Aaniiih Nakoda College website and through the Registrar's Office.

Applicants must submit a completed Nursing Program application directly to the Director of Nursing via email at lsvingen@ancollege.edu, along with unofficial transcripts from all colleges and universities attended. Unofficial transcripts will be used for the initial admission review. Official transcripts must be submitted to Aaniiih Nakoda College in accordance with College and Registrar requirements.

Applicants who have previously earned a bachelor's, master's, or doctoral degree will have their transcripts evaluated on an individual basis to determine which prerequisite and program requirements, if any, remain to be completed before admission eligibility can be established.

Meeting the minimum admission requirements does not guarantee admission to the Nursing Program.

Prerequisite Course Recency Requirements

To support academic readiness and preparation for the Nursing Program curriculum, designated emphasis courses must have been successfully completed within five (5) years of admission to the Nursing Program. Emphasis courses completed more than five (5) years prior to admission must be repeated unless the applicant meets the criteria for the previously earned degree exception described below.

The following courses are designated as emphasis courses:

- BIO 201 – Anatomy & Physiology I/Lab
- BIO 211 – Anatomy & Physiology II/Lab
- CHMY 121 or CHMY 141 – Chemistry/Lab

- BIOM 250 – Microbiology/Lab
- WRIT 101 – College Writing I
- M 121 – College Algebra

All other prerequisite and general education courses must meet the course-recency requirements established in the current Aaniiih Nakoda College Catalog/Student Handbook, including the applicable ten (10)-year requirement.

Exception for Previously Earned Degrees

Applicants who have earned an associate degree or higher and whose designated emphasis courses were completed more than five (5) years prior to admission may be considered for an exception to the five-year course-recency requirement. The Nursing Admission Committee will review the applicant's earned degree, academic transcript, applicable emphasis coursework, and the relevance of the prior coursework to the current Nursing Program curriculum when determining whether the course-recency exception will be granted.

An earned degree does not automatically exempt an applicant from the five-year course-recency requirement. Decisions will be made on an individual basis using established criteria, documented by the Nursing Admission Committee, and applied consistently to similarly situated applicants. This exception applies only to the Nursing Program's five-year course-recency requirement and does not waive required prerequisite courses, minimum grade requirements, or any other Nursing Program or Aaniiih Nakoda College admission requirement.

Advanced Placement for Licensed Practical Nurses (LPNs)

Applicants who hold a current, unencumbered Licensed Practical Nurse (LPN) license may be eligible for advanced placement in the Aaniiih Nakoda College Associate of Science in Nursing (ASN) Program.

Admission to Aaniiih Nakoda College does not guarantee admission to the ASN Program. LPN applicants must meet all applicable Nursing Program admission and prerequisite requirements and successfully complete the ASN application, selection, and advanced placement validation requirements.

Eligibility for Advanced Placement

To be considered for LPN advanced placement, the applicant must:

- Hold a current, unencumbered LPN license;
- Meet all Nursing Program admission and prerequisite requirements;
- Submit official transcripts from all previously attended colleges or nursing programs;
- Provide documentation necessary to determine the equivalency of previous nursing education, including course syllabi when requested; and
- Successfully complete the Nursing Program's LPN Advanced Placement Validation Process.

Previous nursing coursework will be evaluated for comparability and alignment with the Aaniiih Nakoda College ASN curriculum. The Nursing Program may request additional documentation when necessary to complete the evaluation.

LPN Advanced Placement Validation Process

LPN applicants seeking advanced placement must demonstrate current knowledge, clinical judgment, medication safety, and nursing skills appropriate to the point of entry into the ASN curriculum.

The validation process may include established Nursing Program assessments in the following areas:

- Nursing knowledge and clinical judgment;
- Clinical skills and laboratory competency;
- Mathematics for medication administration;
- Medication administration and safety;
- Clinical communication and SBAR; and
- Simulation or other competency-based evaluation, as applicable.

The specific assessments, required passing standards, and procedures for successful validation are established by the Nursing Program and communicated to applicants prior to the validation process. All LPN applicants seeking advanced placement will be evaluated using the same established standards and criteria.

Award of Advanced Placement

Upon successful completion of all admission and LPN Advanced Placement Validation requirements, eligible students may be awarded advanced placement credit for:

- NRSB 232 – Foundations of Nursing
- NRSB 233 – Foundations of Nursing Laboratory

Credit will be awarded and documented in accordance with Aaniiih Nakoda College policies and procedures governing transfer credit, prior learning, and/or credit by examination or competency, as applicable.

Advanced placement recognizes previously acquired nursing education and demonstrated competency and does not waive any remaining ASN Program requirements.

Unsuccessful Validation

An applicant who does not successfully meet the established LPN Advanced Placement Validation requirements will not receive advanced placement credit for NRSB 232 and NRSB 233. The applicant may be considered for admission through the traditional ASN curriculum and, if admitted, must successfully complete NRSB 232 and NRSB 233 before progressing to nursing courses for which these courses are prerequisites.

All advanced placement decisions and validation results will be documented and administered consistently in accordance with published Aaniiih Nakoda College and Nursing Program policies.

Transfer of Nursing Coursework

Additional nursing coursework completed at another institution may be considered for transfer credit when it is determined to be substantially equivalent in content, clinical experiences, learning outcomes, clinical hours, and academic rigor to the Aaniiih Nakoda College Nursing curriculum.

Transfer credit is granted only after review and approval by the Nursing Program and must comply with Aaniiih Nakoda College policies, Montana University System Board of Regents requirements, Montana Board of Nursing regulations, and applicable accreditation standards.

Previous Nursing Program Enrollment

Applicants who have previously failed or withdrawn from two (2) nursing courses, or two (2) attempts of the same nursing course, at Aaniiih Nakoda College or another nursing program may be ineligible for advanced placement or progression in the ASN Program. These applicants will be evaluated on an

individual basis, considering the circumstances surrounding previous academic performance and the applicant's demonstrated ability to successfully meet current Nursing Program requirements.

Progression Following Admission

LPN applicants admitted to the ASN Program will be held to the same academic, clinical, progression, graduation, and Nursing Student Handbook policies as all other students enrolled in the Nursing Program.

Admission Concerns

Questions or concerns regarding admission to the Aaniiih Nakoda College Grow Our Own Nursing Program should be directed to the Registrar. Admission concerns will be reviewed in accordance with College policy and, when appropriate, referred to the Nursing Admissions Committee for consideration. Admission decisions are made in accordance with the Nursing Program Admission Policy and established selection criteria.

Clinical Compliance Requirements

Clinical education is an essential component of the Aaniiih Nakoda College Associate of Science Nursing Program. Students are assigned to a variety of healthcare facilities throughout Montana, and participation in clinical learning experiences is contingent upon meeting the requirements established by the Nursing Program and each clinical agency. Clinical agencies establish these requirements to protect patients, students, healthcare personnel, and the public. Failure to meet required compliance standards may prevent participation in clinical experiences and delay or prevent progression in the Nursing Program.

Students are responsible for maintaining current compliance with all Nursing Program and clinical agency requirements throughout their enrollment in the Nursing Program.

Financial Responsibility

Students are responsible for all costs associated with meeting Nursing Program and clinical agency compliance requirements, including, but not limited to:

- Criminal background checks and fingerprinting
- Drug screening
- Basic Life Support (BLS) for Healthcare Providers certification
- Immunizations and vaccinations
- Tuberculosis (TB) screening
- Laboratory testing or immunity titers
- Any additional health or compliance requirements required by the Nursing Program or assigned clinical agencies

These costs are the sole financial responsibility of the student unless otherwise specified by Aaniiih Nakoda College.

Required Clinical Compliance Documentation

Students must provide documentation of the following before participating in clinical experiences and maintain current documentation throughout enrollment in the Nursing Program.

- Professional Liability Insurance

- Professional liability insurance is required for all nursing students. Coverage is provided through the Nursing Program and included in student program fees.
- Criminal Background Checks and Drug Screening
- Students must successfully complete criminal background checks, fingerprinting, and drug screening as required by the Nursing Program and assigned clinical agencies.
- Some clinical agencies require annual or periodic criminal background checks, fingerprinting, or drug screening as a condition of student placement. Students are responsible for completing all required screenings within the established deadlines. Failure to comply may result in the student being ineligible to participate in clinical experiences.
- Basic Life Support (BLS)
- Students must maintain a current Basic Life Support (BLS) for Healthcare Providers certification from the American Heart Association or another Nursing Program-approved provider. Online-only certification courses that do not include an in-person skills evaluation are not accepted unless specifically approved by the Nursing Program.
- Health Insurance
- Students are responsible for maintaining personal health insurance throughout enrollment in the Nursing Program. Students who experience illness, injury, or occupational exposure during clinical experiences should seek immediate medical evaluation and may be financially responsible for associated medical expenses.
- Immunization and Health Requirements
- Students must provide documentation of the following
 - Measles, Mumps, and Rubella (MMR): Documentation of two (2) MMR vaccinations or laboratory evidence of immunity (positive MMR titers).
 - Varicella (Chickenpox): Documentation of two (2) Varicella vaccinations or laboratory evidence of immunity (positive Varicella titer).
 - Tetanus, Diphtheria, and Pertussis (Tdap): Documentation of one current adult Tdap vaccination in accordance with current CDC recommendations.
 - Hepatitis B: Documentation of completion of the Hepatitis B vaccination series or laboratory evidence of immunity when accepted by the clinical agency.
 - Tuberculosis (TB) Screening: Documentation of a current negative TB screening or other testing required by the Nursing Program or assigned clinical agency. Students with a positive TB test must provide documentation of appropriate medical evaluation and clearance consistent with current clinical agency requirements.
 - Annual Influenza Vaccination: Documentation of the current seasonal influenza vaccination when required by the Nursing Program or assigned clinical agency (Proof to be turned into the Nursing Dept annually in October).
 - Additional Clinical Agency Requirements: Students must comply with any additional immunization, vaccination, laboratory testing, health screening, or documentation requirements established by assigned clinical agencies as a condition of clinical placement.

Ongoing Compliance

Students are responsible for monitoring expiration dates and ensuring all required documentation remains current throughout their enrollment in the Nursing Program. Documentation requiring periodic renewal includes, but is not limited to:

- Basic Life Support (BLS) certification
- Annual Influenza vaccination
- Tuberculosis (TB) screening
- Criminal background checks
- Drug screening
- Any additional documentation required by the Nursing Program or assigned clinical agencies

Students must submit updated documentation before expiration or by deadlines established by the Nursing Program.

Failure to maintain current compliance may result in the student being ineligible to participate in clinical, laboratory, simulation, or other required learning experiences until all requirements have been satisfied.

The Nursing Program cannot guarantee an alternative clinical placement for students who fail to meet the requirements of a clinical agency. Because successful completion of all required clinical experiences is mandated by the Montana Board of Nursing and is required for successful course completion and graduation, students who are unable to participate in assigned clinical experiences due to failure to maintain required compliance may experience a delay in progression or may be unable to progress in the Nursing Program.

Nursing Program Committees and Academic Advising

Admission, Progression, and Graduation Committee

The Admission, Progression, and Graduation Committee consists of the Director of Nursing, Nursing Faculty, and other Nursing Program personnel, as designated. The Committee meets as needed to review and make recommendations regarding student admission, progression, readmission, graduation, and other student matters in accordance with Nursing Program policies.

Nursing Advisory Committee

The Nursing Advisory Committee serves in an advisory capacity to the Aaniiih Nakoda College Associate of Science Nursing Program. The Committee provides guidance and recommendations regarding program quality, curriculum, student learning outcomes, workforce development, community health needs, grant implementation and progression, community partnerships, and continuous program improvement.

The Committee is composed of representatives from the College, healthcare agencies, Tribal programs, community organizations, and other stakeholders. Membership may include Elders, Nursing Faculty, faculty from other academic disciplines, College administrators, the NACTEP Director, clinical partners, employers, alumni, students, and community representatives.

The Nursing Advisory Committee meets one to two times each year and may meet more frequently as needed to provide guidance and recommendations to the Nursing Program.

The Nursing Advisory Committee serves solely in an advisory role. Responsibility for program administration, student admission, progression, graduation, curriculum, academic policies, and

operational decisions remains with the Director of Nursing, Nursing Faculty, and Aaniiih Nakoda College in accordance with College policies, accreditation standards, and Montana Board of Nursing regulations.

Nursing Academic Advising

The Nursing Program is committed to providing academic advising and student support throughout the program.

- Pre-nursing students may receive academic advising from the Nursing Department as needed.
- Upon admission to the Associate of Science Nursing Program, each student is assigned a Nursing Faculty advisor.
- Nursing students will receive formal academic advising at the beginning and end of each semester.
- Monthly advising sessions are available throughout the academic year. Students are responsible for scheduling an appointment with their assigned Nursing Faculty advisor during the first week of each month, as needed, or at the request of the student, advisor, or Director of Nursing.
- Nursing Faculty teaching during the summer semester and the Director of Nursing are available to provide advising during the summer term.

Academic advising is intended to support student success; however, students are ultimately responsible for understanding and complying with all Nursing Program, College, and graduation requirements, including course registration, progression requirements, and published deadlines.

Academic Advising

Each nursing student is assigned a Nursing Program faculty advisor. Students are encouraged to meet with their advisor regularly to discuss academic progress, course planning, and program requirements. Students experiencing academic or clinical difficulty should promptly meet with the course instructor and faculty advisor to develop a plan for success. Early communication and use of available College support services are strongly encouraged.

Student Success and Retention Services

Students experiencing academic, financial, personal, or other barriers to success are encouraged to utilize available College support services, including the Retention Counselor and Student Success Center. Referrals may be initiated by the student or Nursing Program faculty. Participation in support services is intended to promote student success and does not alter the academic, clinical, or progression standards of the Nursing Program.

Progression

Nursing Program Progression and Dismissal

Students must meet all Nursing Program progression requirements to remain enrolled in the Aaniiih Nakoda College Nursing Program. Students who fail to meet any of the following requirements may be ineligible to continue in the Nursing Program.

Progression Requirements

To remain in good standing and progress in the Nursing Program, students must:

- Successfully complete all required nursing and general education courses with a grade of "C" or higher.

- Achieve a minimum average of 75% on all required examinations and quizzes in each nursing course. Students who do not achieve the required examination average will not pass the course, regardless of assignment, laboratory, simulation, or clinical grades.
- Successfully complete both the didactic and the corresponding laboratory/clinical course during the same semester. If either course is not successfully completed, both courses must be repeated together.
- Successfully complete all required laboratory, simulation, and clinical learning experiences and meet the passing criteria for all evaluation components.
- Successfully complete all required standardized testing, ATI requirements, dosage and medication calculation examinations, competency assessments, and any additional testing required by the Nursing Department.
- Meet all academic, clinical, professional, and progression requirements established by the Nursing Program.

Students May Not Continue in the Nursing Program For Any of the Following Reasons

- Failure of the same nursing course twice.
- Failure, or withdrawal/failure, of two (2) nursing courses.
- Withdrawal from the same nursing course twice.
- Failure to earn a grade of "C" or higher in any required nursing or general education course.
- Failure to achieve the required 75% examination and quiz average in a nursing course.
- Failure to successfully complete both the didactic and corresponding laboratory/clinical course in the same semester.
- Failure to successfully complete required standardized testing, ATI requirements, dosage and medication calculation examinations, competency assessments, or other Nursing Department requirements.
- Failure to meet Nursing Program progression requirements or demonstrate the knowledge, clinical judgment, skills, and professional behaviors necessary for safe nursing practice.

Nursing Course Progression

Nursing courses are sequential. Students who earn less than a "C" in a nursing course must successfully repeat that course before progressing to the next course in the curriculum.

To successfully complete a laboratory or clinical course, students must meet the passing criteria for all required evaluation components. All didactic, laboratory, simulation, and clinical requirements must be successfully completed to earn a final course grade of "C" or higher.

Immediate Dismissal from the Nursing Program

A student may be immediately dismissed from the Nursing Program or administratively withdrawn, with approval of the Academic Dean and Nursing Program Director, for any of the following:

- Conduct that compromises or has the potential to compromise the safety of patients, students, faculty, staff, or the public, including unsafe clinical practice. Students demonstrating unsafe clinical performance will be immediately removed from the clinical setting.

- Unprofessional, incompetent, unethical, or illegal conduct in the classroom, laboratory, simulation, or clinical setting, including violations of the NSNA Code of Ethics, NSNA Code of Academic and Clinical Conduct, Nursing Program policies, College policies, or clinical agency requirements.
- Academic dishonesty, including cheating, plagiarism, falsification of records, improper documentation, or falsification of clinical activities.
- Failure to maintain current health requirements, immunizations, CPR certification, professional liability insurance, background check, drug screening, or any other documentation required for participation in the Nursing Program.
- Reporting to class, laboratory, simulation, or clinical under the influence of alcohol, illegal drugs, cannabis when prohibited by program or clinical agency policy, or any substance that impairs safe performance. Students will be immediately removed from the clinical setting.
- Failure to immediately report a patient care error, medication error, or other safety event to the clinical instructor.
- Fraudulent, false, or misleading documentation or charting in a patient's medical record or other official Nursing Program documentation.
- Failure to maintain patient confidentiality or violations of HIPAA, privacy, confidentiality, or information security requirements.

Immediate removal from a learning environment, temporary suspension from clinical activities, course failure, or dismissal from the Nursing Program may occur without prior issuance of a Performance Improvement Plan when warranted by the seriousness of the student's conduct or when required by Nursing Program policies, clinical agency requirements, Montana Board of Nursing regulations, accreditation standards, or applicable College policies. Serious safety, ethical, legal, or professional violations are not subject to the three (3) Performance Improvement Plan process and may result in immediate disciplinary action, including dismissal from the Nursing Program.

Readmission Following Loss of Progression

Students who are unable to progress in the Nursing Program are no longer considered enrolled in the Nursing Program and must apply for readmission in accordance with Nursing Program policies.

The Nursing Department may require supporting documentation as part of the readmission process. Applicants seeking readmission must demonstrate readiness to successfully return to the Nursing Program by:

- Explaining the circumstances that prevented successful progression;
- Identifying the corrective actions taken to address those circumstances;
- Providing evidence that the issues affecting academic or clinical success have been satisfactorily resolved; and
- Demonstrating the ability to successfully meet current Nursing Program progression requirements.

Applications for readmission must be submitted in consultation with the Nursing Program Director and in accordance with established Nursing Program deadlines and procedures. Readmission is not guaranteed and is subject to space availability and Nursing Program approval.

Readmission

Students who withdraw or fail to successfully complete any nursing course must apply for readmission into the program. This application should be in the form of a letter detailing

- Classes student needs to retake
- What semester and year student did not successfully pass nursing classes
- Plan of study for how the student plans to successfully complete required classes, including those that are needing to be retaken
- When student wants to be readmitted to semester and year

Any failed nursing course may be repeated one time only with faculty and Dean approval. A second failure in any nursing course means that the student must withdraw from the program.

The program director, in consultation with nursing faculty, has the right to approve or disapprove readmission letters; previous documented educational, behavioral, or civility concerns may be considered for readmission to the program.

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.

Due to the complexity of the Nursing Program, safety and a commitment to graduating competent nurses, some coursework will likely need to be retaken and/or reviewed before or as the student returns to the curriculum. Students will work with the program director and faculty to create a plan of study. If this plan of study is not completed as agreed upon, the student will be dismissed from the program.

Students who are requesting readmission may be required to take exams to measure competency, including performance of care and skills for a simulated patient.

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.

Upon approval of readmission a student may only retake needed courses during semesters they are regularly offered. Readmission into these courses may be dependent on availability within the cohort.

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.

The Nursing Program must be completed within 5 years from original starting date of the program.

Associates of Nursing Curriculum - Prerequisites

Aaniiih Nakoda College Prerequisite Courses that must be completed before admission into the Associates of Science Grow Our Own Nursing Program.

Nursing Prerequisites and Curriculum 2026

Prerequisite courses comparison (ANC vs. State Curriculum) as of July 2024

Nursing Prerequisites and Curriculum Table 2026

Prerequisite Courses Comparison (ANC vs. State Curriculum) as of July 2024			
ANC Prerequisites	Credits	State Curriculum Prerequisites	Credits
BIOH 201/BIOH L201 - A&P I with lab	4	BIOH 201/BIOH L201	4
BIOH 211/BIOH L211 - A&P II with lab	4	BIOH 211/BIOH L211	4
CHMY 141/L141 College Chemistry I and Lab or CHMY 121/L121 - Intro to General Chemistry and Lab	4	CHMY 121/L121	4
M 121 - College Algebra	3-4	M 121	3
AIS 100 - Intro to American Indian Studies	3		
ANL 155/150 - Aaniiih or Nakoda Language I - another Tribal language could substitute from another Tribal College	3		
SOCL 100 - Intro to Sociology	3	SOCL 100	3
WRIT 101 - College Writing	3	WRIT 101	3
NUTR 221 - Basic Human Nutrition	3	NUTR 221	3
PSYX 100 - Intro to Psychology	3	PSYX 100	3
BIOM 250/L250 - Microbiology for Health Sciences and Lab	4		
Total Hours	37-38	Total Hours	27

ANC Nursing Program Associate Degree of Nursing Curriculum					
Course Number	Course Name	Didactic Credits	Lab Credits	Clinical Credits	Total Credits
Program Requirements 3 credits					
NRSG 256	Pathophysiology	3			3
Semester I (Fall 2026) 13 credits					
NRSG 130/L130	Fundamentals of Nursing and Lab	4	3		7
NRSG 135/L135	Pharmacology and Lab	3	1		4
NRSG 138/L138	Adult Nursing I and Clinical	1		1	2
Total Credits Semester I		8	4	1	13
Semester II (Spring 2027) 13 credits					
NRSG 140/L140	Adult Nursing II and Clinical	3		3	6
NRSG 142/L142	Maternal/Child Nursing I	2		1	3
NRSG 258/L258	Mental Health Nursing	3		1	4
Total Credits Semester II		8		5	13
Semester III (Summer 2027) 3 credits					
NRSG 252/L252	Maternal/Child Nursing II	2		1	3
Total Credits Semester III		2		1	3
Semester IV (Fall 2027) 12 credits					
NRSG 262/L262	Adult Nursing III, Clinical and Lab	3	1	2	6

NRSG 266/L266	Managing Client Care	2		2	4
NRSG 298	Professional Practice and NCLEX Preparation	2			2
Total Credits Semester IV		7	1	4	12
Total ANC Nursing Program Credits		28	5	11	44

Total credits proposed: 44 + 37(38) prerequisite credits = 81-82

NURSING - REVISED COURSE DESCRIPTIONS - SPRING 2025 FOR CATALOG

NRSG 130/L130 Fundamentals of Nursing and Lab (7 credits - 4 theory, 3 lab)

Prerequisites: Associate of Science of Nursing prerequisite classes

Course Description: This course introduces learners to the clinical skills essential for fulfilling the nursing role. Students will explore, in a holistic manner, the complex concepts and behaviors of holistic and culturally safe nursing care. The context of nursing care will be the nursing process, which includes balancing both theoretical and practical concepts of nursing skills required to meet the multi-dimensional needs of the culturally diverse individual, family, and/or community in a variety of settings.

NRSG 135/L135 Pharmacology (4 credits total - 3 credits theory, 1 credit lab)

Prerequisites: Associate of Science of Nursing prerequisite classes

Course Description: Students will learn a structured and systematic approach to the holistic study of drug therapy. Students will learn to apply multi-dimensional care to drug therapy and medication administration to ensure balanced care and cultural safety.

NRSG 138/L138 Adult Nursing I and Clinical (2 credits - 1 credit theory, 1 credit clinical)

Prerequisites: Associate of Science of Nursing prerequisite classes

Course Description: This course introduces the student to the skills and knowledge needed to provide multi-dimensional care to elders, keeping cultural safety a priority as they move through the aging process. Holistic considerations of elders are explored utilizing the Medicine Wheel Paradigm.

NRSG 140/L140 Adult Nursing II and Clinical (6 credits - 3 theory, 3 clinical)

Prerequisites: NRSG 130/L130, NRSG 135/L135, NRSG 138/L138

Course Description: This course prepares the student to care for clients experiencing common alterations in health and well-being. Students are introduced to standardized nursing procedures, culturally competent nursing, and collaborative therapeutic modalities. Recognition and emergent treatment of rapidly changing conditions will be introduced, keeping cultural context in mind.

NRS 142/L142: Maternal/Child Nursing I (3 credits - 2 credits theory, 1 credit clinical)**Prerequisites:** NRS 130/L130, NRS 135/L135, NRS 138/L138

Course Description: Emphasizing caring, communication, professionalism, and critical thinking, the course provides information about fetal development, prenatal and postnatal care of the mother and newborn. The 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 child. The clinical component includes experience in maternal, pediatric, and family nursing.

NRS 256: Pathophysiology (3 credits theory)**Prerequisites:** Instructor approval

Course Description: This course will introduce the student to the significance of pathophysiology in the holistic care of patients. Pathophysiology of the most common alterations to bodily systems will be explored incorporating latest developments in research.

NRS 258/L258 Mental Health Nursing (4 credits - 3 credits theory, 1 credit clinical)**Prerequisites:** NRS 130/L130, NRS 135/L135, NRS 138/L138

Course Description: This course explores the holistic factors associated with Mental Health/Illness affecting individuals, families & communities 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 holistic and culturally appropriate plan of care for an individual who has been diagnosed and treated for a mental illness.

NRS 252/L252 Maternal/Child Nursing II (3 credits - 2 credits theory, 1 credit clinical)**Prerequisites:** NRS 130/L130, NRS 135/L135, NRS 138/L138, NRS 142/L142

Course Description: This course explores holistic nursing care for childbearing families and children who experience complex alterations in their health and well-being. The course will use a multi-dimensional approach to care for special needs, complications, and disease processes during birth, postnatal, childhood and adolescence.

NRS 262 Adult Nursing III (7 credits - 3 credits theory, 2 credits clinical, 1 credit lab)**Prerequisites:** NRS 130/L130, NRS 135/L135, NRS 138/L138, NRS 140/L140

Course Description: This course prepares the student to provide nursing care to adult clients experiencing acutely changing conditions in settings where the outcome is less predictable. Emphasis is placed on the nurse's response to complex medical/surgical care, emergent, life-threatening, and rapidly changing conditions. The student will be prepared to carry out complex nursing care within the context of holistic multi-dimensional care that encompasses the Medicine Wheel Paradigm.

NRS 266 Managing Client Care (4 credits - 2 theory, 2 clinical)

Prerequisites: NRS 130/L130, NRS 135/L135, NRS 138/L138, NRS 140/L140, NRS 142/L142, NRS 252/L252, NRS 258/L258, NRS 256

Course Description: This course explores leadership and management in nursing and how to transition to the professional nursing role. The course requires students to integrate the concepts of the Medicine Wheel Paradigm as they develop their professional identity as a Registered Nurse.

NRS 298 NCLEX Preparation - (2 credits theory) - Prerequisite: Instructor Approval

Prerequisite: Instructor approval

Course Description: This course prepares nursing students for the National Council of State Boards Licensure Examination for Registered Nurses (NCLEX-RN). Students will apply concepts acquired in previous class to practice questions, develop study methods specific to NCLEX-preparation, utilize test preparation materials, develop a study plan, and apply self-care practices in preparation for the exam and prepare documents required for licensure application.

Required Equipment for Clinical Sites and Lab

- Stethoscope
- Bandage scissors
- Penlight
- Non-erasable blue or black ink pens
- Name tag (provided)
- Small pocket notebook
- Watch or timepiece access with second hand
- Calculator (provided)
- Laptop computer
- Required books

Travel

Students may be required to travel for clinical experiences, conferences, or other Nursing Program activities. Students are responsible for arranging transportation, arriving on time, being prepared for all scheduled activities, and complying with all Nursing Program and clinical agency requirements.

Students are responsible for ensuring their personal vehicle is in safe operating condition before traveling to and from Nursing Program activities.

When travel reimbursement is provided, students must comply with Aaniiih Nakoda College travel policies, including:

- Completing all required travel authorization documents before and after travel.
- Submitting all required receipts and supporting documentation for reimbursement within five (5) business days of returning from travel, unless otherwise required by College policy.

- Completing all required travel reports and forms within established deadlines.
- Completing all required course and clinical assignments.

Failure to comply with College travel policies or submit required documentation may result in denial of reimbursement, repayment of travel funds, and/or loss of eligibility for future travel reimbursement. Students are responsible for arranging childcare, personal obligations, and adequate rest before traveling for clinical experiences. Family members, friends, and other guests are not permitted to accompany students during clinical experiences. While participating in Nursing Program travel, students represent Aaniiih Nakoda College and are expected to demonstrate professional conduct at all times. Students are responsible for respecting all lodging accommodations, following facility and housing rules, and leaving all accommodations clean and in the same condition in which they were found. Students may be held financially responsible for damages resulting from misuse or neglect of College-provided or contracted housing.

State Licensure

Graduates of the Associate of Science Nursing Program must successfully pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and meet all Montana Board of Nursing licensure requirements before practicing as a Registered Nurse (RN).

Information regarding the NCLEX-RN application process will be provided prior to graduation. Additional information is available from the Montana Board of Nursing at www.nurse.mt.gov or by contacting:

Montana Board of Nursing
301 South Park Avenue
P.O. Box 200513
Helena, MT 59620-0513
Phone: (406) 841-2300

Licensure in Other States

Montana participates in the Nurse Licensure Compact (NLC), which allows eligible nurses who hold a multistate license to practice in other participating compact states in accordance with NLC requirements.

Students planning to seek initial licensure in a state other than Montana are responsible for verifying that the Aaniiih Nakoda College nursing curriculum meets that state's educational and licensure requirements. Nursing licensure requirements vary by state, and it is the student's responsibility to contact the applicable Board of Nursing before applying for licensure.

Additional information regarding the Nurse Licensure Compact is available through the National Council of State Boards of Nursing (NCSBN).

Criminal History and Nursing Licensure

The Montana Board of Nursing reviews all applications for licensure on an individual basis. Applicants with a criminal history are required to disclose all criminal convictions and provide any supporting court documents requested by the Board. The Board considers each application individually and evaluates a variety of factors, including evidence of rehabilitation, before making a licensure determination.

Although a criminal history does not automatically prevent licensure in Montana, the Board may require additional review, probationary licensure, participation in the Nurses' Assistance Program, or other conditions before granting an unrestricted nursing license.

Many healthcare facilities require criminal background checks as a condition of participation in clinical education. As a result, the Nursing Program requires criminal background checks and other compliance requirements as outlined in this handbook.

Applicants and students with a criminal history are solely responsible for contacting the Montana Board of Nursing or the Board of Nursing in the state where they intend to seek licensure to determine how their criminal history may affect eligibility for licensure. Neither Aaniiih Nakoda College nor Nursing Program faculty can determine an individual's eligibility for licensure or intervene in the Board's licensure review process.

Questions regarding criminal history and nursing licensure should be directed to the Montana Board of Nursing at (406) 841-2300, nurse@mt.gov, or www.nurse.mt.gov.

IV. EVALUATION OF STUDENTS

Attendance Policy

Regular attendance and active participation in classroom, laboratory, simulation, and clinical experiences are essential for student success and the development of safe nursing practice. Students are expected to attend all scheduled learning activities, arrive on time, remain for the duration of the scheduled experience, and actively participate in all required course activities.

Students are responsible for all course content, assignments, announcements, examinations, laboratory competencies, simulation experiences, and clinical requirements regardless of attendance.

Excused Absences

Authorized or approved absences do not relieve students of the responsibility to complete all required coursework, laboratory activities, simulation experiences, clinical hours, examinations, or assignments. Students are responsible for contacting the course instructor as soon as possible and making arrangements to complete any required make-up work.

Cultural and Ceremonial Leave

The Aaniiih Nakoda College Nursing Program recognizes the cultural importance of traditional ceremonies, funerals, and other significant cultural events. Students requesting an absence for cultural or ceremonial purposes should notify the course instructor as soon as possible. The Nursing Program will work with the student to determine appropriate make-up requirements while ensuring all course outcomes, clinical competencies, and required clinical hours are successfully completed.

Laboratory, Simulation, and Clinical Attendance

Attendance at all scheduled laboratory, simulation, and clinical experiences is mandatory. Students are required to complete all required laboratory, simulation, and clinical hours to successfully complete the course.

Students who miss laboratory, simulation, or clinical experiences must notify the course instructor and, when applicable, the Clinical Resource Registered Nurse (CRRN) or clinical preceptor as soon as possible. Make-up experiences will be scheduled at the discretion of the course instructor based on course requirements, faculty availability, and clinical site availability.

Failure to complete required laboratory, simulation, clinical hours, or required competencies may result in failure of the course or inability to progress in the Nursing Program.

Attendance Concerns

Students who miss two (2) or more scheduled classroom, laboratory, simulation, or clinical experiences may be required to meet with the course instructor and/or the Director of Nursing Education to develop an academic success plan designed to support successful course completion.

Personal Appointments

Students are expected to schedule personal appointments outside of scheduled classroom, laboratory, simulation, and clinical hours whenever possible. When an unavoidable conflict occurs, students are responsible for notifying the course instructor in advance and following all Nursing Program attendance and make-up policies.

Grading and Testing

Students are responsible for meeting all course objectives and maintaining satisfactory academic progress. Nursing courses require significant preparation outside of scheduled classroom, laboratory, simulation, and clinical experiences. Faculty are available to provide academic support, tutoring, remediation, and guidance during office hours or by appointment.

Students should plan to study approximately 3–4 hours outside of class for every one hour of classroom instruction, in addition to completing required assignments, readings, laboratory preparation, and clinical preparation.

Course-specific grading policies, testing procedures, and assignment requirements are published in each course syllabus and are considered part of the Nursing Program Handbook.

Examinations may be administered in person or through approved electronic testing platforms and will be proctored by Nursing Program faculty or authorized personnel.

The Nursing Program reserves the right to modify testing methods, assignment formats, instructional delivery, or evaluation methods as necessary to meet accreditation standards, Montana Board of Nursing requirements, clinical agency requirements, or other unforeseen circumstances. Students will be notified of any changes in a timely manner.

To graduate from Aaniiih Nakoda College, students must maintain the cumulative GPA required by College policy. To progress within the Nursing Program, students must:

- Earn a minimum grade of C (75%) in every required nursing and prerequisite course.
- Successfully complete each required didactic, laboratory, simulation, and clinical course with a minimum grade of C (75%) or a Pass, as applicable. Didactic, laboratory/simulation, and clinical courses are graded separately and must each be successfully completed. Grades are not averaged or combined for progression.
- Meet all progression requirements outlined in the Nursing Program Handbook.

A nursing course may be attempted no more than two (2) times, subject to the Nursing Program admission, progression, and readmission policies. Students who do not successfully complete a nursing course must reapply for readmission in accordance with the Nursing Program Readmission Policy. Readmission is not guaranteed and is contingent upon eligibility, available space, and program requirements.

Nursing Program Grading Scale

College students are responsible for their own study procedures. This material in the Nursing Program is quite extensive and detailed. Skill building labs, clinical tutoring, and additional help are available by contacting the course instructor. Course testing and policies are noted on each individual course

syllabus. Early attention to learning needs both in and outside the classroom, and use of available resources will serve students well. Tests may be online or paper tests.

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

Grading System:

A= 92 - 100%

B= 84 - 91%

C= 75 - 83%

D= 68 - 74%

F= 0 - 67%

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

Standardized Testing

The Nursing Program utilizes Assessment Technologies Institute (ATI) as its standardized testing and learning platform. ATI assessments, focused reviews, remediation activities, tutorials, and proctored examinations are integrated throughout the curriculum.

ATI requirements and grading criteria are outlined in each course syllabus. Students are expected to complete all required ATI activities by the published deadlines. ATI remediation requirements must be completed in accordance with ATI policies, course syllabus requirements, and instructions provided within the ATI Learning Management System.

ATI Requirements

Assessment Technologies Institute (ATI) is an integral component of this course. Students are required to complete all assigned ATI assessments, tutorials, focused reviews, remediation activities, and proctored examinations by the published deadlines. ATI remediation requirements must be completed in accordance with ATI policies, course requirements, and instructions provided within the ATI Learning Management System.

Late Assignments and Work Completion Policy

Assignments are due on the date and time specified in the course syllabus or as otherwise communicated by the course instructor.

Failure to submit an assignment by the published deadline will result in the following:

- A deduction of 10% of the total possible points will be applied for each 24-hour period the assignment is late.
- Assignments submitted more than five (5) calendar days after the due date and time will receive a grade of zero (0).
- Unless otherwise stated in the course syllabus, all required assignments must be submitted to successfully complete the course, even if the assignment receives a zero due to late submission.

- Assignment extensions are granted solely at the discretion of the course instructor and are not guaranteed. Requests for an extension must be submitted before the published due date and time and should include the reason for the request.
- If an extension is approved, the assignment must be submitted by the revised deadline. Assignments not submitted by the approved extension date and time will receive a grade of zero (0) unless additional accommodations have been approved in accordance with College policy.
- Students with approved accommodations through the College's disability services will receive accommodations consistent with their approved accommodation plan.

Faculty reserve the right to enforce these policies consistently to ensure fairness, maintain academic standards, and support student accountability.

Missed Examinations

Students are expected to complete all examinations on the scheduled date and time.

If a serious illness, emergency, or other unavoidable circumstance prevents a student from completing a scheduled examination, the student must notify the course instructor before the examination whenever reasonably possible, or as soon as reasonably possible thereafter.

A make-up examination may be approved when circumstances reasonably prevent the student from completing the examination as scheduled. The instructor may request supporting documentation when appropriate and consistent with Aaniiih Nakoda College and Nursing Program policies.

An approved make-up examination must be completed within five (5) business days of the originally scheduled examination, unless an exception is required by Aaniiih Nakoda College policy or an approved accommodation. The instructor will determine the date and time of the make-up examination.

To maintain examination integrity, a different examination, version, or format may be administered for the make-up examination. The make-up examination will evaluate the same applicable course content and student learning outcomes as the originally scheduled examination.

A student who fails to notify the instructor as required, does not receive approval for a make-up examination, or fails to complete the approved make-up examination within five (5) business days may receive a grade of zero (0) for the examination, unless otherwise required by Aaniiih Nakoda College policy or an approved accommodation.

High-Stakes Testing

The Aaniiih Nakoda College Nursing Program does not use a single standardized examination or other single examination as the sole determining factor for course passage, program progression, or graduation. Student achievement and progression are evaluated through multiple curriculum-aligned assessment methods established within the Nursing Program and individual courses.

The Nursing Program follows current ACEN standards, criteria, definitions, and applicable testing guidance when developing and evaluating its assessment and progression practices.

Use of Classrooms, Skills Laboratory, and Simulation Laboratory

The Nursing Program classrooms, skills laboratory, and simulation laboratory are instructional environments designed to support student learning and competency development. When not scheduled for instruction, these areas may be available for supervised practice with prior approval from the course instructor.

Students are expected to comply with the following requirements:

- Instructor approval is required before using the laboratory outside of scheduled class or laboratory hours.
- Students are responsible for the proper use, cleaning, and return of all equipment, supplies, and work areas. Assigned cleaning responsibilities must be completed before leaving the laboratory.
- Nursing Program equipment, supplies, and instructional materials may not be removed from the laboratory without written authorization from the Director of Nursing Education or designee.
- Students are expected to operate all equipment safely and according to faculty instruction. Damaged or malfunctioning equipment must be reported immediately.
- An instructor, Simulation/Laboratory Coordinator, or other authorized Nursing Program representative must be present whenever students are using the simulation laboratory.
- The simulation laboratory shall remain secured when not in use. Access is limited to authorized Nursing Program personnel unless a nursing instructor or Simulation/Laboratory Coordinator is present.

Failure to comply with laboratory or simulation policies may result in removal from the learning environment, implementation of a Performance Improvement Plan (PIP), disciplinary action, or failure to meet required course or clinical learning outcomes, which may affect successful course completion.

Professional Appearance and Conduct

Nursing students represent Aaniiih Nakoda College, the nursing profession, and the clinical agencies in which they learn. Students are expected to maintain a professional appearance, demonstrate professional conduct, and comply with all Nursing Program and clinical agency policies. Students who fail to meet these standards may be dismissed from the classroom, laboratory, simulation, or clinical setting and may be subject to disciplinary action.

Professional Appearance

Students are expected to maintain a clean, neat, and professional appearance always.

- Wear the approved Aaniiih Nakoda College nursing uniform during all required laboratory, simulation, and clinical experiences unless otherwise directed by faculty.
- Uniforms must be clean, wrinkle-free, properly fitted, and in good condition.
- The official Nursing Program patch and student name badge must be worn on the right sleeve, three inches below the shoulder.
- White laboratory jackets may be worn during approved clinical activities outside of scheduled clinical hours.
- Only white, black, or neutral-colored long-sleeved shirts may be worn under the uniform.
- Closed-toe, closed-heel, non-slip shoes in white or gray must be worn.
- Jeans, sweatpants, hoodies, sweatshirts, boots, shorts, or other non-professional attire are not permitted with the nursing uniform.

Faculty have the final authority regarding appropriate professional attire. Students not meeting dress code requirements may be required to correct deficiencies before participating.

Hair, Nails, and Personal Grooming

- Hair must be clean, neatly groomed, and secured away from the face.

- Hair extending below the shoulders must be tied back during patient care.
- Artificial nails, nail extenders, and chipped or dark nail polish are prohibited.
- Natural nails must be clean and no longer than one-quarter inch.
- Makeup should be conservative.
- Perfume, scented lotions, cologne, and aftershave should not be worn in clinical settings due to patient sensitivities.

Jewelry, Tattoos, and Personal Hygiene

Jewelry should be minimal and professional. Wedding rings, one pair of small stud earrings, and a watch are permitted unless prohibited by the clinical agency.

Facial and oral piercings are not permitted during clinical experiences.

Visible tattoos must not be offensive or inappropriate and may be required to be covered in accordance with Nursing Program or clinical agency policies.

Students are expected to maintain good personal hygiene and present themselves in a clean, professional manner.

Professional Conduct

Students are expected to conduct themselves professionally in the classroom, laboratory, simulation, clinical settings, and all Nursing Program activities.

Students are expected to:

- Demonstrate respect, civility, honesty, and professionalism toward patients, families, faculty, staff, peers, and healthcare professionals.
- Follow all Nursing Program, College, and clinical agency policies.
- Maintain patient confidentiality in accordance with HIPAA and applicable laws.
- Use professional language at all times.
- Profanity, disrespectful behavior, harassment, discrimination, bullying, or disruptive conduct will not be tolerated.
- Refrain from smoking, vaping, or using tobacco products during clinical hours, including breaks, in accordance with clinical agency policies.
- Refrain from chewing gum while providing patient care or in simulation or laboratory activities unless approved for a medical reason.
- Notify the instructor immediately of illness, emergency, absence, or tardiness.
- Schedule personal appointments outside of class, laboratory, simulation, and clinical hours whenever possible.

Students are expected to comply with the Aaniiih Nakoda College Student Code of Conduct, the Montana Board of Nursing standards for professional conduct, and the National Student Nurses' Association Code of Academic and Clinical Conduct.

Electronic Devices and Social Media

Cell phones and other electronic devices may be used only when authorized by faculty for educational purposes.

Students may not text, make personal phone calls, or use personal electronic devices in patient care areas or during class, laboratory, simulation, or clinical experiences unless specifically authorized by the instructor. This includes not using cell phone in patient care areas such as patient rooms, hallways, or the nurses station.

During Zoom classes or virtual meetings, students are expected to:

- Keep cameras on unless otherwise approved by the instructor.
- Mute microphones when not speaking.
- Follow course and instructor expectations for participation and professional etiquette, found in the instructors course syllabus.

Students must comply with all Nursing Program, College, clinical agency, HIPAA, and social media policies.

Posting, transmitting, or sharing confidential, clinical, or patient-related information on social media or electronic platforms is strictly prohibited and may result in disciplinary action, including dismissal from the Nursing Program. <https://www.dropbox.com/s/a229ong58d5jx4p/Code%20of%20Ethics.pdf?dl=0>

Cell Phone, Smart Watch, and Electronic Device Policy

The Nursing Program recognizes that electronic devices are valuable communication and learning tools; however, inappropriate use may disrupt learning, compromise academic integrity, patient privacy, and patient safety.

The following expectations apply:

- Cell phones and smart watches must be silenced and stored during class unless authorized by the instructor for educational purposes.
- During examinations, all electronic devices, including cell phones, smart watches, earbuds, headphones, and other communication devices, are prohibited unless specifically authorized as part of an approved accommodation.
- Clinical agency policies regarding electronic devices supersede Nursing Program policies and must be followed at all times.
- Electronic devices may be used in clinical settings only with instructor approval for approved educational or patient care purposes (e.g., drug references or clinical resources).
- Students shall not photograph, record, copy, transmit, or store patient information, medical records, clinical documents, staff, patients, or clinical environments using personal electronic devices. Violations of patient privacy or confidentiality may result in disciplinary action, course failure, dismissal from the Nursing Program, and/or legal consequences under applicable federal and state law, including HIPAA.
- Personal phone calls, texting, social media use, earbuds, headphones, and other non-academic use of electronic devices are prohibited during clinical experiences except during scheduled breaks in designated non-patient care areas. This prohibition includes the use of electronic devices in patient care areas, nurses' stations, hallways, or other clinical work areas unless specifically authorized for patient care or educational purposes. Students who anticipate

emergency communications should consult the CRRN or clinical instructor before the start of the clinical experience to obtain the appropriate facility contact number for family members.

- If illness or an emergency prevents attendance at class, laboratory, simulation, or clinical, the student must notify the course instructor and, when applicable, the CRRN or clinical preceptor at least two (2) hours before the scheduled start time whenever possible. If advance notice is not possible due to an emergency, notification must occur as soon as reasonably possible.

Failure to comply with this policy may result in removal from class, laboratory, simulation, or clinical; implementation of a Performance Improvement Plan (PIP); an unsatisfactory clinical evaluation; disciplinary action; or other consequences consistent with College and Nursing Program policies.

Student Scope of Practice for the Nursing Program

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

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

- Practice within their student scope of practice which also falls under the nursing scope of practice per the Montana Statutes, Rules and Declaratory Rules 24.159.1204: <http://www.mtrules.org/gateway/RuleNo.asp?RN=24%2E159%2E1204>
- If the student is not sure whether an action is within the nursing scope of practice in Montana, and within the skills, abilities, and knowledge as a nursing student, then the action should not be performed by the student
- Be directly supervised by a clinical instructor or registered nurse for medication administration
- Avoid giving or adjusting the following medications: blood (do not even co-sign), chemotherapy, coagulation factors, heparin, experimental drugs, oxytocin, epidural medications, nitroglycerin, PCA pumps, IV potassium chloride boluses, IV push narcotics, conscious sedation. When giving narcotics via any route, students need to make sure to follow the policy for students in the facility and Aaniiih Nakoda College guidelines. Refer to the Can and Cannot do list in the *Nursing Handbook* on page 64.
- Avoid taking doctors' orders verbally, in person or by telephone and avoid acknowledging orders. Get a registered nurse to do this if orders are needing to be given.
- Avoid obtaining consent from patients and families for procedures.
- Avoid completing patient admission and discharge procedures without direct oversight by a clinical instructor and/or the patient's assigned nurse for discharge.
- Know the standards of care of the facility students are in and for each unit students are assigned.

Medication Administration

Students are expected to function at the level of education and experience according to specified Nursing Program's course competencies. This will be provided by the Nursing Program prior to a student assignment.

General guidelines that all students must follow are:

- All students must review the agency's medication policies prior to administering medication on the unit.
- All students must follow the principles of safe medication administration using the 6 Rights of Medication Administration:
- Right Medication
- Right Dose
- Right Client
- Right Route
- Right Time
- Right documentation

The verification of 6 rights is done 3 times:

- Medication administration record (MAR) is reviewed
- A second time as medication is prepared
- Third time just prior to administration to patient, pending the facility procedure/policy

In addition, the students are to:

- Use 2 patient identifiers at bedside
- Check expiration date of the medications and physician orders
- Document after medication has been given
- All students must follow the agency's policies and procedures for medication administration.
- All students must demonstrate competency in calculating medications prior to administering medication.
- Students must report all medication errors to the CRRN immediately.
- The CRRN reserves the right to limit a student's medication administration experience.
- Students must follow the "Can and Cannot do" list during clinical rotations.

Responsibilities of Students Attending Clinical

Refer to general policies related to clinical experience included with syllabus and clinical schedules and guidelines provided by instructors.

- You are expected to arrive at least 15 minutes prior to your scheduled clinical times to review charts, prepare for report, meet nurses you will be working with, etc.

- Students should plan to listen to reports for all patients on unit and have all patients' names with room numbers on report sheet and record during report unless instructed otherwise. Record specific information on your patients.
- Make sure you have necessary equipment and materials to care for your patients.
- If a patient refuses a student, you must pick another patient in collaboration with the clinical resource RN (CRRN). If you should be on a unit to gather information (with permission from instructors) prior to assigned clinical time, please wear lab coats, name tags, nice clothing (no jeans). Do not go on the floors one hour before or one hour after report.
- Preparation for clinical must be completed satisfactorily when arriving in the clinical area. Required assignments must be current and updated prior to each clinical day.
- Students must be prepared to utilize and apply information and skills learned from previous classes and clinicals to current classes and clinicals. Students may be required to review diagnoses and procedures prior to attending clinicals to be informed about client populations being cared for.
- Complete all required clinical hours as assigned. Make-up days are provided in accordance with availability of instructor and clinical facility. If a day is shortened by the nurse the student is working with, the student must contact the clinical instructor or CRRN prior to leaving a clinical site.
- Students must leave the clinical site when their assigned CRRN or preceptor leaves the facility.
- Students must notify his/her clinical instructor (CRRN) prior to doing any procedures. Should questions or problems arise, students must call the CRRN. Remember clinical instructors are there to help you.
- Parking is generally restricted in healthcare facilities. Students are expected to park in designated employee areas, unless otherwise informed.
- You must have a current flu immunization, Hepatitis B immunization (or starting the sequence), a current CPR card, AND PPD done within the last year, BEFORE coming to the clinic unit. Upon completion of these requirements, students will be provided with a signed clinical preparation card to document such. Students are to keep this card with them at all times during clinical experiences, and if asked, can show this card to clinical facility staff.
- Each facility will have its own communication regarding the emergency code system (for CPR). Further explanation will be given during clinical orientation. You must know where the code cart is located.
- Students are not allowed to use mechanical lifts without the assistance of facility staff.
- Students will be required to participate in facility-specific confidentiality training, to include signing waivers and agreements to follow their policies as per training provided.
- STUDENTS ARE TOTALLY RESPONSIBLE AND ACCOUNTABLE FOR THEIR OWN ACTIONS AND NURSING CARE. REMEMBER A PATIENT'S LIFE IS IN YOUR HANDS.
- Failure to comply with any requirements for *professional conduct*, *professional appearance*, *scope of practice* and *responsibilities* will result in failure of the clinical course.

Clinical Grading

For any nursing course that includes both a didactic component and a laboratory and/or clinical component, students must earn a passing grade in each component to successfully complete the course. Failure of either the didactic or laboratory/clinical component constitutes failure of the course.

A student who fails a nursing course with a required laboratory and/or clinical component must repeat both the didactic and laboratory/clinical components in accordance with Nursing Program progression and readmission policies.

Formative Clinical and Laboratory Evaluation

Students will be evaluated during each clinical and/or laboratory day using the approved Formative Clinical Evaluation Tool included as an addendum to this handbook. The instructor, with input from the preceptor when applicable, will assign a rating of Satisfactory (S) or Unsatisfactory (U) for each applicable competency.

To receive a satisfactory evaluation for a clinical or laboratory day, the student must earn a Satisfactory rating on at least 75% of the applicable competencies evaluated that day.

Three Unsatisfactory ratings in the same competency row across separate clinical and/or laboratory dates will result in an unsatisfactory grade for the clinical component of the course.

Final Clinical Evaluation

The instructor will determine the final clinical grade using the Clinical Evaluation Tool for Final Clinical Grade included at the end of this handbook. This tool provides the summative evaluation of the student's clinical performance.

To pass the clinical component of the course, the student must achieve a Satisfactory rating on 100% of the required competencies identified on the final clinical evaluation tool.

Technology Requirements

Students are expected to demonstrate basic computer and technology skills necessary for successful completion of the course.

Required technology includes:

- Regular access to a computer or laptop with reliable internet access.
- Microsoft Word for written assignments.
- Access to Moodle for course materials, announcements, assignments, examinations, and grades.
- Access to ATI and other required instructional platforms identified in the course syllabus.
- Use of the Aaniiih Nakoda College Library databases (e.g., CINAHL) to locate current peer-reviewed evidence for course assignments.

Students experiencing technology difficulties should contact ANC Information Technology (IT) Services and notify the course instructor as soon as possible.

Students at Risk

The Aaniiih Nakoda College Nursing Program is committed to promoting student success through the early identification of academic, clinical, professional, and behavioral concerns. Students who demonstrate performance or behaviors that place them at risk for unsuccessful course completion, unsafe clinical practice, or failure to progress in the Nursing Program may be required to participate in a Performance Improvement Plan (PIP).

A Performance Improvement Plan is intended to assist students in identifying barriers to success, developing strategies for improvement, and accessing available resources. The implementation of a PIP is a student success intervention and is not considered disciplinary action; however, it does not preclude additional action when warranted under Nursing Program, College, clinical agency, or regulatory policies.

A Performance Improvement Plan may be initiated by the course instructor and/or Nursing Program Director. Circumstances that may result in a Performance Improvement Plan include, but are not limited to, the following.

The examples below are intended to provide guidance and are not all-inclusive. Nursing faculty retain the professional authority to initiate a Performance Improvement Plan for any academic, clinical, professional, behavioral, or safety concern that, in the judgment of the nursing faculty, may interfere with a student's ability to meet course outcomes, provide safe patient care, demonstrate professional nursing behaviors, comply with Nursing Program or clinical agency requirements, or successfully progress in the Nursing Program.

Academic Performance

A Performance Improvement Plan may be initiated for, including but not limited to:

- Exam, quiz, ATI, assignment, or overall course performance below program expectations, including an exam average below 75%, when applicable.
- Failure to complete assignments, ATI remediation, required coursework, clinical paperwork, care plans, reflections, required preparation, or other learning activities by established deadlines.
- Low performance on standardized examinations or required program assessments.
- Failure to demonstrate satisfactory progress toward course or program outcomes.
- Failure to complete required remediation, tutoring, advising, or academic support activities as directed by faculty.
- Academic dishonesty or misconduct that does not otherwise warrant immediate disciplinary action under College or Nursing Program policies.

Attendance and Participation

A Performance Improvement Plan may be initiated for, including but not limited to:

- Missing more than one (1) scheduled didactic class.
- Missing any scheduled clinical, laboratory, simulation, skills validation, competency assessment, examination, or other required Nursing Program activity.
- Missing a scheduled examination without prior approval or documentation as required by Nursing Program policy.
- Repeated tardiness to class, examinations, laboratories, simulations, clinical experiences, or other required Nursing Program activities.
- Leaving class, laboratory, simulation, or clinical early without prior faculty approval.
- Failure to notify the appropriate instructor according to Nursing Program attendance policies when absent or tardy.
- Failure to actively participate in required classroom, laboratory, simulation, clinical, or group learning activities.

- Failure to attend required conferences, debriefings, remediation sessions, advising appointments, or mandatory Nursing Program meetings.

Clinical Performance and Patient Safety

A Performance Improvement Plan may be initiated for, including but not limited to:

- Receiving an Unsatisfactory rating on a daily clinical evaluation.
- Demonstrating unsafe clinical practice or behavior that jeopardizes or has the potential to jeopardize the safety of patients, students, faculty, staff, or the public.
- Failure to adequately prepare for clinical, laboratory, or simulation experiences, including completion of required pre-clinical assignments or preparation.
- Failure to follow instructor direction, clinical objectives, Nursing Program policies, clinical agency policies, or standards of care.
- Failure to demonstrate clinical competency appropriate to the student's level in the Nursing Program.
- Failure to follow medication administration, patient identification, infection prevention, documentation, or other patient safety procedures.
- Violation of patient confidentiality or privacy requirements, including HIPAA or clinical agency confidentiality policies.
- Performing nursing skills beyond the student's level of preparation or without required faculty supervision.
- Refusal to participate in assigned learning experiences or failure to complete required clinical assignments.

Professional Conduct and Civility

A Performance Improvement Plan may be initiated for, including but not limited to:

- Incivility or unprofessional behavior toward students, faculty, staff, patients, families, clinical agency personnel, or others in the learning environment.
- Disruptive behavior during class, laboratory, simulation, clinical experiences, examinations, meetings, or other Nursing Program activities.
- Disrespectful communication, intimidation, bullying, harassment, retaliation, inappropriate language, threatening behavior, or conduct that interferes with a safe, respectful, inclusive, and professional learning environment.
- Failure to demonstrate professional, respectful, and civil communication in person, electronically, or through social media when interacting with students, faculty, staff, patients, families, clinical agency personnel, or while representing the Nursing Program.
- Failure to maintain professional boundaries, confidentiality, integrity, honesty, accountability, or ethical standards expected of nursing students.
- Failure to follow faculty direction or demonstrate professional behaviors expected of nursing students.
- Failure to comply with the NSNA Code of Ethics, NSNA Code of Academic and Clinical Conduct, or other professional standards adopted by the Nursing Program.

Clinical Preparation and Professional Appearance

A Performance Improvement Plan may be initiated for, including but not limited to:

- Failure to comply with the Nursing Program dress code or professional appearance requirements.
- Arriving at clinical, laboratory, simulation, or other required activities without the required Nursing Program uniform.
- Failure to wear the official Aaniiih Nakoda College Nursing Program name badge, clearly visible at shoulder height on the lab jacket or uniform, as required by Nursing Program policy.
- Failure to properly display the required Nursing Program patch sewn to the uniform sleeve in accordance with the Nursing Student Handbook.
- Failure to comply with requirements related to footwear, jewelry, artificial nails, nail polish, hair, facial hair, tattoos, piercings, fragrances, personal hygiene, or other appearance standards outlined in the Nursing Student Handbook or required by the clinical agency.
- Failure to bring required equipment or supplies necessary for safe participation in clinical, laboratory, or simulation experiences.
- Reporting to clinical, laboratory, or simulation unprepared or not physically or mentally able to safely participate in learning activities or patient care.

Program and Policy Compliance

A Performance Improvement Plan may be initiated for, including but not limited to:

- Failure to maintain current health requirements, immunizations, CPR certification, background check, drug screening, or any other required documentation necessary for participation in classroom, laboratory, simulation, or clinical experiences.
- Failure to comply with policies contained in the Aaniiih Nakoda College Student Handbook, Nursing Student Handbook, course syllabi, clinical agency policies, or other Nursing Program requirements.
- Failure to respond to required faculty communications or complete required program documentation within established timeframes.
- Failure to attend or complete mandatory orientations, trainings, or other Nursing Program requirements.
- Failure to comply with clinical agency policies regarding confidentiality, technology use, identification, documentation, or professional conduct.
- Any academic, clinical, behavioral, or professional concern that, in the judgment of the nursing faculty, may interfere with safe practice, successful course completion, or progression in the Nursing Program.

Performance Improvement Plan Process

A Performance Improvement Plan (PIP) will be developed during a meeting with the student. The meeting may include the course instructor, the Nursing Program Director, and/or another nursing faculty member, as determined appropriate by the Nursing Program.

The Performance Improvement Plan will identify the specific performance concerns, establish measurable expectations for improvement, identify available resources and support strategies, specify

required actions, establish timelines for completion, and identify the consequences of failing to meet the expectations outlined in the plan. Students will have the opportunity to discuss the identified concerns and participate in developing the Performance Improvement Plan.

The completed Performance Improvement Plan will be submitted to the Nursing Program Director and maintained in the student's Nursing Program file. Students are responsible for completing all requirements of the Performance Improvement Plan within the established timelines and participating in all required follow-up meetings and remediation activities.

Aaniiih Nakoda Nursing Program Performance Improvement Plan (PIP) form

Student's Name:		Date:
Class:		Semester:
Instructor(s) name(s):		
Specific Performance Concern (cite examples):		
<i>Areas of student conduct that are in violation (state specific points from Aaniiih Nakoda Handbooks, NSNA Code of Conduct, and/or NSNA Code of Ethics):</i>		
Performance standards the student must consistently meet to pass the course:		
Support and resources to assist the student in meeting performance expectations:		
<i>Student will...</i>		
<i>Instructor will...</i>		
Plan for providing feedback to the student:		
Meeting (with whom and how often):		
Measurements used to evaluate progress:		
Possible consequences if performance expectations are not met, including the relevant Nursing Student Handbook reference:		
Student Comments:		
Student signature:		Date:
Instructor signature:		Date:
Copies (3): Student, Student's file, Director of Nursing Program		

Performance Improvement Plan (PIP) Limit

A student may receive no more than three (3) Performance Improvement Plans (PIPs) during enrollment in the Aaniiih Nakoda College Nursing Program.

Each Performance Improvement Plan represents one documented occurrence requiring formal intervention. Multiple deficiencies or policy violations identified during the same incident, class session, examination, laboratory, simulation, clinical day, or faculty meeting may be addressed within one (1) Performance Improvement Plan at the discretion of the course instructor. The purpose of the Performance Improvement Plan is to address all concerns associated with a single occurrence through one comprehensive improvement plan.

Repeated or subsequent incidents, regardless of whether they involve the same or different academic, clinical, professional, or behavioral concerns, may result in an additional Performance Improvement Plan. The issuance of a Performance Improvement Plan is based upon the occurrence of documented performance concerns and is not dependent upon whether the concerns are academic, clinical, professional, or behavioral in nature.

Examples include, but are not limited to:

- Performance Improvement Plan #1: A student arrives late to clinical, is not wearing the required uniform, fails to display the required Nursing Program name badge and Nursing Program patch, and has not completed the required pre-clinical assignment. Because these deficiencies occurred during the same clinical experience, they are documented within one (1) Performance Improvement Plan.
- Performance Improvement Plan #2: At a later date, the same student again arrives late to clinical, demonstrates unprofessional communication with faculty, or fails to comply with another Nursing Program policy. Because this is a separate occurrence, a second (2nd) Performance Improvement Plan may be issued.
- Performance Improvement Plan #3: Later in the Nursing Program, the student demonstrates another academic, clinical, professional, or behavioral deficiency requiring formal intervention. This constitutes a third (3rd) Performance Improvement Plan and will result in a formal review of the student's status in the Nursing Program.

Review Following a Third Performance Improvement Plan:

Upon issuance of a third (3rd) Performance Improvement Plan, the student's overall academic, clinical, professional, and behavioral performance will be formally reviewed by the Nursing Program Director in consultation with the nursing faculty.

The review will include, but is not limited to:

- The number, nature, severity, and frequency of documented concerns.
- The student's compliance with previous Performance Improvement Plans.
- Evidence of improvement or continued deficiencies.
- Clinical safety and professional conduct.
- The student's ability to successfully meet course and program outcomes and safely provide nursing care.

Following this review, the Nursing Program Director, after consultation with the nursing faculty, will determine the appropriate course of action. Actions may include, but are not limited to:

- Continued enrollment with additional conditions or remediation;
- Placement on Nursing Program probation;
- Suspension from the Nursing Program; or
- Dismissal from the Nursing Program.

The decision will be based upon the student's overall academic, clinical, professional, and behavioral performance, compliance with Nursing Program policies, demonstrated progress, ability to provide safe, ethical, and competent nursing care, and ability to meet Nursing Program outcomes. The decision will be communicated to the student in writing and is subject to the College's established grievance and appeal procedures.

Immediate Safety and Professional Conduct

Nothing in this policy limits the authority of nursing faculty or the Nursing Program Director to immediately remove a student from a classroom, laboratory, simulation, or clinical learning environment when the student's conduct presents a risk to patient safety; violates professional, ethical, or legal standards; breaches patient confidentiality; demonstrates unsafe clinical practice; constitutes academic misconduct; or significantly disrupts the learning environment.

Immediate removal from a learning environment, temporary suspension from clinical activities, course failure, or dismissal from the Nursing Program may occur without prior issuance of a Performance Improvement Plan when warranted by the seriousness of the student's conduct or when required by Nursing Program policies, clinical agency requirements, Montana Board of Nursing regulations, accreditation standards, or applicable College policies. Serious safety, ethical, legal, or professional violations are not subject to the three (3) Performance Improvement Plan process and may result in immediate disciplinary action, including dismissal from the Nursing Program.

Failure to comply with the requirements of a Performance Improvement Plan, failure to demonstrate satisfactory improvement, or continued academic, clinical, behavioral, or professional concerns may result in additional action in accordance with Nursing Program and College policies, including, but not limited to, an Unsatisfactory clinical evaluation, course failure, ineligibility to participate in clinical experiences, suspension, or dismissal from the Nursing Program.

Students who report to a clinical, laboratory, or simulation experience without meeting Nursing Program dress code, identification, preparation, or safety requirements may be denied participation in the scheduled learning experience. Time missed due to noncompliance may be considered an unexcused absence and may result in an Unsatisfactory clinical evaluation, implementation of a Performance Improvement Plan, or other action consistent with Nursing Program policies.

Unsafe Clinical Practice

Any action or omission that, in the judgment of the nursing faculty, places or has the potential to place a patient, peer, faculty member, staff member, or the public at risk for physical, emotional, psychological, legal, or ethical harm; violates accepted standards of nursing practice; exceeds the student's educational preparation or scope of student practice; or fails to comply with Nursing Program policies, clinical agency requirements, Montana Board of Nursing regulations, or applicable laws

Immediate Clinical Concerns

Students who identify an immediate concern involving patient safety, clinical learning, or the clinical environment must immediately notify the Clinical Resource Registered Nurse (CRRN), clinical instructor, or preceptor. Concerns affecting patient safety will be addressed promptly and communicated to the course instructor and, when appropriate, the Director of Nursing Education for review and follow-up.

V. STUDENT APPEALS POLICY

Student Concerns, Grievances, and Appeals

Upholding Nursing Program Policies and Professional Standards

Students are expected to comply with all Aaniiih Nakoda College and Nursing Program policies governing academic, laboratory, simulation, and clinical performance. Professional behaviors, including honesty, integrity, accountability, respect, and safe nursing practice, are expected in all learning environments. Students are responsible for knowing and following all College and Nursing Program policies. Lack of knowledge of a policy does not exempt a student from compliance or the consequences of policy violations.

Resolution of Student Concerns

The Nursing Program encourages students to resolve concerns at the lowest appropriate level through professional communication. Before initiating a formal grievance or appeal, students are expected to follow the chain of communication below:

- Meet with the course instructor or Clinical Resource Registered Nurse (CRRN), as appropriate, to discuss the concern.
- If the concern is not resolved, meet with the student's Academic Advisor.
- If resolution is still not achieved, schedule a meeting with the Director of Nursing Education.
- If the concern remains unresolved, schedule a meeting with the Dean of Academic Affairs.
- If the matter remains unresolved after completing the Nursing Program and College administrative review process, the student may utilize the College Appeals and Grievance Policy for formal review.

Students are expected to follow this process unless circumstances warrant immediate referral under College policy.

Formal Appeals and Grievances

The College Appeals and Grievance Policy serves as the formal process for reviewing student concerns that cannot be resolved through the Nursing Program and College administrative chain of communication. A student may submit a formal appeal regarding a complaint, disciplinary action (including a Performance Improvement Plan [PIP]), or a final course or clinical grade in accordance with College policy.

The purpose of the appeals process is to provide the student with an opportunity to present relevant evidence supporting their position. The formal review will consider all documentation submitted by the student and the Nursing Program before a decision is made. The existence of an appeal does not suspend or invalidate Nursing Program policies, academic standards, clinical requirements, disciplinary actions, or progression decisions unless otherwise determined through the official appeals process.

The Nursing Program reserves the right to uphold academic, clinical, professionalism, and patient safety standards consistent with College policy, Nursing Program policies, Montana Board of Nursing regulations, and accreditation requirements.

Student Participation in Program Improvement

The Nursing Program values constructive student feedback and encourages students to participate in continuous quality improvement through course evaluations, program surveys, meetings with faculty, and established College processes. Student feedback is considered during ongoing program evaluation and curriculum review.

This policy is consistent with the National Student Nurses' Association (NSNA) *Student Bill of Rights and Responsibilities* and *Grievance Procedures*, which recognize students' rights to due process while also affirming their responsibility to prepare adequately for academic, laboratory, simulation, and clinical learning and to practice safely under the supervision of nursing faculty and clinical instructors.

Students are expected to address concerns in a timely manner and in good faith through the established chain of communication. Failure to follow this process may result in the concern or appeal being returned to the appropriate administrative level for review before a formal appeal is considered.

VI. APPENDICES

Appendix A: NSNA Core Values and Code of Academic and Clinical Conduct

National Student Nurses Association [Code of Ethics.pdf \(dropbox.com\)](#) which guide student academic and clinical conduct expectations throughout the program

CORE VALUES

LEADERSHIP and AUTONOMY

- Definition: A process of social influence which promotes innovative problem solving to move an autonomous, independent organization forward by providing a clear vision, maximizing the efforts of others, by respecting each individual and in collaboration with other appropriate resources.
- Interpretive Statement: NSNA promotes each member to build their democratic leadership skills with conflict resolution through shared governance and community, with respect for others. Student nurses in leadership positions of NSNA make their own decisions based on fiduciary research, and historical and current evidence along with membership input when appropriate. NSNA chapter leaders establish and acknowledge their autonomy and independence in bylaws, policies and procedures.

QUALITY EDUCATION

- Definition: An act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for a profession
- Interpretive Statement: NSNA informs, prepares, and inspires members to develop continuous, life-long learning and ethics of the profession. Nursing students are encouraged to take full advantage of their education and develop their professional leadership skills as members of NSNA.

ADVOCACY

- Definition: An activity or process to work on behalf of self and/or others to raise awareness of a concern and to promote solutions to the issue
- Interpretive statement: The nursing profession is based on advocating for patients and families in order to help facilitate the healing process; NSNA serves as an advocate for nursing students by representing them as one united voice.

PROFESSIONALISM

- Definition: Characteristics that describe an individual striving to maintain the highest standards for one's chosen path – honesty, integrity, responsibility and conducting oneself with responsibility, integrity, accountability, and excellence.

- Interpretive Statement: As NSNA members, it is important to create a culture of professionalism in our organization and to uphold the values of professionalism in order to conduct ourselves and our organization in the most respectful, honest way. This value translates into respecting our patients and maintaining the ethics of our profession.

CARE

- Definition: A feeling and exhibiting concern and empathy for others while showing or having compassion for others.
- Interpretive Statement: Caring is a fundamental value of registered nurses and the nursing profession. The NSNA cultivates a climate of caring in its publications, programs, relationships, and leadership development. NSNA members care for their patients, peers and the future of the profession.

DIVERSITY

- Definition: Differences that can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, nationality or other ideologies.
- Interpretive Statement: Each individual is unique, and we recognize our individual differences through acceptance and respect. We explore these differences in a safe, positive and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Adopted in March 2015 by the 2014-15 NSNA Board of Directors.

National Student Nurses' Association, Inc.® Code of Ethics: Part II

Code of Academic and Clinical Conduct and Interpretive Statements

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 breaching confidentiality and violating HIPAA regulations; this includes appropriate selection of the time and place of discussion, people attending the discussion, and omitting data that is not necessary to the purpose of the discussion or that discloses the client's personal identity.

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.

Appendix B: ANA Tips for Nurses Using Social Media

6 Tips for Nurses Using Social Media

Social Media Principles (from [ANA at https://www.nursingworld.org/social/](https://www.nursingworld.org/social/))

Social media is a part of all our lives. It is entertaining and informative, allowing us to connect with individuals and brands, and to access and share timely news. Social media has such enormous power, it's critical to use basic etiquette while interacting with other users. Best practices are merely a high-tech version of old-school manners, from avoiding heavy self-promotion to maintaining a respectable presence on a social platform. However, because the online world moves at a much faster pace than the physical world, it's vital to consider the impact of our words, photographs, and videos before sharing them with hundreds or thousands of people.

Social media helps to increase the visibility of the nursing profession and the critical role that nurses are playing in our health care systems and communities worldwide. With that in mind, the American Nurses Association (ANA) has created a set of principles to help nurses get the best out of social media while safeguarding themselves, the profession, and their patients:

- Be aware of your audience. Make sure that the content of your posts is appropriate for the people who will be seeing it and may share it with others.
- Maintain your professionalism. Avoid posting anything that could be considered unprofessional or inappropriate, such as photos or videos of patients.
- Know your social media policy. Familiarize yourself with your employer's social media policy and adhere to it across all the social media platforms that you choose to use.
- Secure your social media profiles. Review and set-up the respective privacy settings for the social media platforms that you choose to use.
- Share credible information only. The dissemination of credible and reliable information protects the health and well-being of the public.
- Engage with respectful content. Do not share content that is harmful, disparaging, racist, homophobic, or derogatory.

6 Tips to Avoid Problems

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

References:

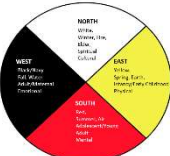
- American Nurses Association. (n.d.) Social media principles; Our principles for social networking; Social media tips. Retrieved from <https://www.nursingworld.org/social/>
- American Nurses Association. (2011, September). Principles for social networking and the nurse. Silver Spring, MD: Author. National Council of State Boards of Nursing. (2011, August). White Paper: A nurses's guide to the use of social media. Chicago, IL: Author
- More Social Media Resources
- [Policy Statement: Dissemination of Non-scientific and Misleading COVID-19 Information by Nurses](#) (As of November 21, 2021)
- [The Code of Ethics for Nurses with Interpretive Statements](#)

Appendix C: Critical Thinking Map

Name:

Assignment:

Date:

Concept / Related Concept(s)	Potential and actual complications from treatments / procedures (Physiological Adaptation / Reduction of Risk Potential)	Labs and Diagnostics (Reduction of Risk Potential)
		1.
	1.	2.
Exemplar(s)	2.	3.
	3.	Nursing Interventions (*Basic Care & Comfort / Safety & Infection Control)
	Assessments (Physiological Adaptation)	1.
Medicine Wheel Quadrant:	1.	2.
	2.	3.
	3.	Medications (Pharmacological & Parenteral Therapies)
	Risk Factors (Health Promotion & Maintenance / Reduction of Risk Potential)	1.
Medical Diagnoses:	1.	2.
	2.	3.
	3.	Patient Teaching (Health Promotion & Maintenance / Safety & Infection Control / Management of Care)
Brief Pathophysiology (Physiological Adaptation)	Psychosocial Concerns (Psychosocial Integrity)	
1.	1.	1.
2.	2.	2.
3.	3.	3.

Appendix D: Critical Thinking Map Rubric

Student Name: _____ Date: _____ NRSg Course: _____ Instructor: _____

Domain	Max	Not Proficient	Partly Proficient	Proficient	Advanced	Score
Concept, exemplar, diagnoses	2	Missing or unrelated; diagnoses absent or clinically unclear.	Identifies some elements but relationships are incomplete or partially inaccurate.	Identifies appropriate concept, exemplar, and diagnosis connections.	Clearly connects concept, exemplar, diagnosis, and patient-specific significance.	
Pathophysiology	3	Missing, copied without understanding, or inaccurate.	Basic description present but incomplete or weakly connected to the patient.	Accurately explains key pathophysiology related to the patient condition.	Concise, accurate explanation connects disease process to assessment findings and priorities.	
Assessment data & risk factors	3	Assessment data and risk factors are missing, unsafe, or mostly unrelated.	Includes limited data or risk factors with gaps in relevance or completeness.	Identifies relevant assessment data and risk factors that support clinical thinking.	Prioritizes focused assessment data and risk factors with clear clinical significance.	
Complications, labs, diagnostics	3	Missing or not connected to patient risks.	Lists some items but clinical meaning is vague or incomplete.	Identifies relevant complications and diagnostic data with basic interpretation.	Explains likely complications and interprets labs/diagnostics in relation to priorities.	
Interventions, APA formatted references & medications	3	Missing, unsafe, or not patient-specific. APA formatted references are absent.	Includes general actions/medications with limited rationale or safety detail. Limited APA formatted references, or with several errors, used to support plan or interventions.	Selects appropriate interventions with some use of APA formatted references, with few errors, and medication considerations for the patient.	Prioritizes safe, evidence-informed interventions and medication monitoring with rationale, based on both credible information and integrated with accurate APA formatted references..	
Teaching & psychosocial concerns	2	Teaching and psychosocial concerns absent or unrelated.	Includes limited teaching or psychosocial content with minimal patient specificity.	Addresses relevant teaching needs and psychosocial concerns.	Individualizes teaching and psychosocial support based on patient needs, readiness, and barriers.	
Medicine Wheel integration	2	Medicine Wheel considerations absent or superficial.	Mentions one or more dimensions but with limited application to care.	Connects Medicine Wheel considerations to whole-person nursing care.	Respectfully integrates physical, mental, emotional, and spiritual/cultural considerations into priorities and teaching.	
Organization & judgment summary	2	Map is disorganized or summary does not identify a priority concern.	Organization is inconsistent; priority summary is present but underdeveloped.	Map is organized and identifies a reasonable priority and expected improvement data.	Map is clear, concise, and demonstrates strong clinical judgment linking data, priority, action, and evaluation.	

Total Points: _____ / 20 Percentage: _____ % Satisfactory = 75% or higher. Unsatisfactory = Below 75%

If unsatisfactory, revisions are required and must be resubmitted by the following Monday.

Appendix E: Nursing Care Plan Guidelines

Care Plan Component	Points to think about
1. Assessment Data - Client data that you collect - Which data fit with your client's diagnosis? - Keep in mind what is subjective and objective data.	- Make sure your data relates to the diagnosis - Organize it by system to get started, but realize that assessment data for one system can cross over into assessment data for another. - Also, assessment data for one problem/diagnosis can cross over into another problem/diagnosis - What are some of the risk factors noted in your assessment data that contribute to the patient's potential to develop a problem or diagnosis?
2. Nursing Diagnosis - Related to....(etiologies associated with a diagnosis) - As Evidenced By (AEB).... (defining characteristics or secondary characteristics which are assessment data that support the nursing diagnosis) <i>**Consider psychosocial/cultural diagnoses as well.</i>	- What is the focus of nursing care? - What setting can we expect care for this problem to occur? - Is it an actual or potential diagnosis (see your <i>Fundamentals</i> text). - Is this a possible, collaborative, or wellness diagnosis? - Identify gaps and inconsistencies – what are some questions you have or further information you are needing about this patient? - Prioritize the diagnosis – what are the top 3 diagnoses that need to be addressed? In what order? - Think about airway, breathing, circulation and think about safety. - Think about Maslow's hierarchy of needs
3. Planning outcomes (or goal statements)– common and expected for your patient Need to be specific and measurable as well as patient-centered.	- What is your desired outcome or goal for this client? What are the client's goals? Are the goals realistic? - What does the client need right now? - What might the client need for discharge? - Is the goal/outcome long-term or short-term? - Each goal statement should have a subject, action verb, performance criteria (how, what when, where something is to be done).
4. Planning therapeutic interventions (both independent and collaborative) Provide a Rationale for each intervention as well as a citation of a source for each intervention.	- Is your intervention an independent nursing action, collaborative nursing action or dependent nursing action. Note I, C or D on your care plan. - Are you observing, preventing or treating or, are you promoting health? - Do the interventions you use (the strategies that you have), are they directed by your goals? - Are your interventions individualized for your client? Do they make sense for your client?
5. Evaluation – Were the goals met, not met, partially met? Why or why not? <i>*This is not noted on your careplans, but is something to consistently think about as you plan care from shift-to-shift and day-to-day.</i>	- How effective were your nursing actions and your nursing care plan overall? - What is the client's progress toward his/her goals? - What is the quality of the client's care – are there barriers to implementation of the planned interventions? - Do you need to go back and reassess any areas of concern at this point? - Look in your <i>Fundamentals</i> text about reflecting critically about your plan of care.

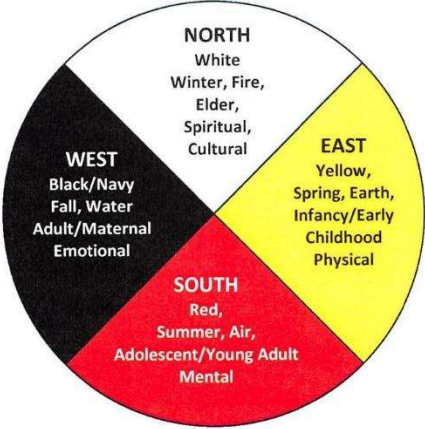
Appendix F: Nursing Care Plan

(Based on NurseTim Template)

Student Name: Client Number (1,2,3): Age/DOB: Allergies: Ht/Wt: BMI:	Date of Admission: Date of Care: Anticipated discharge (if known): Admitting Diagnosis: Planned Treatments/Procedures:
---	--

****Do not use client name or initials – assign your initials with a number**

Co-morbidities: Chief Reason for seeking care: <i>Complete 1 page patho paper on this.</i>	History of Present Illness: Brief medical history:
---	---

	<u>Assess:</u> Where are the imbalances? - What imbalances are a priority to the patient? - Do they align with the patient? <u>Diagnosis:</u> What is causing the imbalances and does the patient agree? <u>Implementation:</u> How can the best possible balance be achieved for this person? <u>Planning:</u> Does the patient agree with the plan? - What are we doing to achieve balance? Explain. <u>Evaluate:</u> Is balance achieved? - Is what we are doing effective? Why? - Is what you are doing not effective? Why? - Did we get to try everything we had planned with the patient? Explain?
---	---

Allergies (in red):	
Medications	Reason for taking (attach additional sheet if needed)

Vital Signs & Pertinent Lab Trends	
START of the Shift Analysis	END of the Shift Analysis
Nursing Assessment Data	
<u>Neurological/HEENT</u> <u>Cognition/Coping/Adaptation/Function:</u> <u>GI/Nutrition/Elimination:</u> <u>GU/Reproductive</u> <u>Fluid/Electrolytes/Acid-Base:</u> <u>Resp & Cardiac: Gas Exchange/Perfusion:</u>	<u>Pertinent Labs & Glucose Regulation</u> <u>Health Promotion/Developmental Stage:</u> <u>Skin/Infection/Immunity/Inflammation:</u> <u>Mobility/Musculoskeletal:</u> <u>Pain/Comfort/Tissue Integrity:</u> <u>Safety:</u>

Note one Nursing Diagnosis at beginning of shift:

Note a second Nursing Diagnosis at the end of shift:

START of Care (or Shift) Priorities		
Priority Assessment or Cues	Priority Labs & Diagnostics	Priority Nursing Interventions – <i>note I, C, D (see guidelines)</i>
1.	1.	1.
2.	2.	2.
3.	3.	3.
Priority Medications	Priority Potential & Actual Complications	Priority Collaborative Goals – interdisciplinary care needs
1.	1.	1.
2.	2.	2.
3.	3.	3.

Mid-Shift Purposeful Clinical Judgment
Answer these questions about today's client: 1. Recognize Cues – Explain the assessment changes since the start of the shift. 2. Analyze Cues - How are the changes important or significant? 3. Prioritize Hypothesis – What could be causing the changes? 4. Generate Solutions - What can/should you do about these changes? 5. Take Action – What did I do about it? 6. Evaluate Outcomes – Did my actions make a difference? Why or why not? What should have been done differently?

END of Care (or Shift) Priorities –

Were there any changes to the following from the start of shift to the end of shift? If so, what was deleted, what was added?

Priority Assessment or Cues	Priority Labs & Diagnostics	Priority Nursing Interventions
○ <i>Additions</i> ○ <i>Deletions</i>	○ <i>Additions</i> ○ <i>Deletions</i>	○ <i>Additions</i> ○ <i>Deletions</i>
Priority Medications	Priority Potential & Actual Complications	Priority Collaborative Goals / interdisciplinary care needs
○ <i>Additions</i> ○ <i>Deletions</i>	○ <i>Additions</i> ○ <i>Deletions</i>	○ <i>Additions</i> ○ <i>Deletions</i>

Nursing Note:**Wrap up and Debriefing:**

1. Any skills performed or observed by the student (indicate whether performed or observed)
2. Compare this client with one you cared for previously in clinical, simulation, or a class case study. What things were the same and what was different related to their condition, assessment findings, provider prescriptions, medications, etc.?
3. Compare this client with the “textbook” notation of what such a client might present with or look like. What was the same and was different?
4. Clinical Pearl/Jewel: Identify what you think went well in caring for your patient. Identify areas for improvement or additional learning opportunities you would like to pursue in caring for future patients.

Appendix G: Care Plan Grading Rubric

Student Name: _____ Date: _____ NRSNG Course: _____ Instructor: _____

Domain	Max	Not Proficient	Partly Proficient	Proficient	Advanced	Score
Patient story, safety context, and Medicine Wheel priority	6	Missing, unsafe, or not patient-centered.	Some key context present; priority or safety risks are vague.	Mostly complete story and safety context; patient preference included but may need more detail.	Complete, concise patient story; safety alerts clear; respectful patient-stated Medicine Wheel priority is integrated.	
Start-of-shift clinical judgment priorities	6	Priorities missing, copied, or clinically unsafe.	Priorities are listed but weakly ranked or incompletely connected to cues.	Priorities are appropriate but one cue, action, or recheck time needs strengthening.	Three priorities are clearly ranked by risk/urgency and supported by cues, actions, and recheck times.	
Focused nursing assessment data	6	Major required assessment categories are missing or inaccurate.	Several categories are present but incomplete, overly general, or weakly connected to priorities.	Most required categories are documented and mostly connected to priorities/NANDA Diagnoses.	Separate required categories include pertinent positives, relevant normals, trends, risks, and priority/NANDA Diagnosis links.	
Priority medications, labs, and diagnostics	6	Missing or unsafe medication/lab/diagnostic thinking.	Items listed but incomplete or not clearly prioritized.	Priority items mostly complete; minor gaps in teaching, monitoring, or rationale.	Priority items include indication, nursing considerations, teaching/response, and monitoring implications.	
Nursing diagnoses, outcomes, and interventions	6	Diagnoses/interventions missing, inaccurate, or unsafe.	Diagnoses or interventions are partially correct but weakly connected to evidence.	Diagnoses and interventions are appropriate with minor gaps in measurability or specificity.	Diagnoses are cue-based; outcomes are measurable; independent/collaborative/dependent interventions are specific and safe.	
Rationale, evidence, APA references and patient-centered plan	5	Rationales absent or unsupported. Citations / References missing or not in format.	Rationales are general, incomplete, or weakly tied to the patient. Limited references, multiple formatting errors	Rationales are appropriate but need stronger source connection or patient-centered explanation. APA formatted references used, some errors.	Rationales are evidence-based and connect textbook/facility guidance with patient preference and Medicine Wheel connection. Integrates credible sources and APA references accurately.	
Mid-shift evaluation, handoff, and reflection	5	Missing evaluation/handoff or unsafe omissions.	Evaluation or handoff is incomplete, vague, or not linked to outcomes.	Evaluation and handoff are adequate with minor gaps in follow-up or reflection.	Student evaluates changes, updates risks, gives a concise SBAR handoff, and identifies a meaningful learning need.	

Total Points: ____ / 40 Percentage: ____ % Satisfactory = 75% or higher. Unsatisfactory = Below 75% If unsatisfactory, revisions are required and must be resubmitted by the following Monday.

Appendix H: Reflection Journal

Student Name:	
Course Name: NRSRG	Clinical Site:
Clinical Date:	Clinical Instructor:
Student: Reflect and complete prior to your clinical experience describing the following: • How do you plan to engage in the clinical environment and explore the role of the nurse in this setting? • What are things you can do to prepare for this experience?	
Comments:	
Student: Reflect on your clinical experience: • What nursing roles were you able to observe? • Describe some of the responses you assessed patients to have regarding illness? • What assessments did you observe being performed and who performed them? • The Medicine Wheel represents balance in physical, emotional, mental, and spiritual aspects of life. How did you observe or promote balance in patient care during your clinical experience? Were there moments when you saw an imbalance in a patient's care or well-being? How might you help restore balance in future practice? • What examples of professional communication did you observe? • What examples of unprofessional behavior did you observe? How would you have acted differently? • What opportunities did you find that could improve the care of the resident?	
Comments:	
Student: Reflect after your clinical as you are completing your patient care paperwork on each of the following: • What were you able to "take away" from this experience to improve your nursing practice? • What went well during this clinical? • What did not go as planned? • What goals do you have to improve your nursing practice? • Did you encounter any cultural beliefs or practices that influenced patient care? How did you respond, and what did you learn? • Did you consider the patient's physical, emotional, mental, and spiritual well-being? Were any of these aspects overlooked? • How did you demonstrate respect for each patient's cultural background, values, and beliefs? • Did this experience challenge any of your own beliefs or assumptions? If so, how might this change your approach in future care?	
Comments:	

Appendix I: Reflection Journal Grading Rubric

Student Name: _____ Date: _____ NRSB Course: _____ Instructor: _____

Domain	Max	Not Proficient	Partly Proficient	Proficient	Advanced	Score
Preparation Before Clinical	2	Minimal/no preparation.	Basic preparation with limited detail.	Prepared and identified appropriate goals.	Thoughtful, specific plan linking preparation, safety, professionalism, and learning.	
Clinical Reflection	2	Limited or inaccurate reflection.	Describes observations with limited connection.	Describes nursing roles, assessments, patient responses, and care.	Insightful analysis connecting observations to patient needs and nursing practice.	
Medicine Wheel / Whole-Person Care	2	Does not address whole-person care.	Mentions one or more dimensions.	Reflects on physical, emotional, mental, spiritual, cultural needs.	Integrates Medicine Wheel concepts and culturally responsive nursing actions.	
Professional Communication	1.5	Little or absent reflection.	Limited discussion of communication/professionalism.	Explains communication and appropriate professional behavior.	Analyzes communication, accountability, confidentiality, and future practice.	
Patient Reflection & Growth	1.5	Little reflection or learning.	General learning with few specifics.	Reflects on patient experience and influencing factors.	Strong self-awareness with specific improvement goals.	
Writing & Confidentiality	1	Unclear or breaches confidentiality.	Generally understandable but lacks detail.	Clear, organized, professional, maintains confidentiality.	Concise, insightful, professional, and fully protects confidentiality.	

Total Points: _____ / 10 Percentage: _____ % Satisfactory = 75% or higher. Unsatisfactory = Below 75%

If unsatisfactory, revisions are required and must be resubmitted by the following Monday.

Appendix J: Laboratory / Simulation Rubric

Student Name: _____ Date: _____ NRSB Course: _____ Instructor: _____

Domain	Max	Not Proficient	Partially Proficient	Proficient	Advanced	Score
Preparation & Organization	2	Unprepared, significantly disorganized, or unable to proceed appropriately. (0)	Prepared in limited ways but organization or sequence is incomplete; requires prompting to proceed. (1)	Prepared equipment, verifies supplies, organizes workspace appropriately, and follows sequence efficiently. (1.5)	Consistently prepared and organized; anticipates supplies, maintains efficient sequence, and adapts appropriately while preserving safety. (2)	
Patient Identification & Safety	2	Fails required patient identification or safety check, or creates an unsafe situation. (0)	Performs some safety behaviors but misses or delays a noncritical step; requires cueing or correction. (1)	Correctly identifies patient, verifies relevant information, performs required safety checks, and maintains patient safety throughout. (1.5)	Independently prioritizes patient identification and safety; recognizes potential hazards and prevents or corrects risk promptly. (2)	
Infection Prevention	2	Significant break in infection-control technique or contamination that is not appropriately addressed. (0)	Performs basic infection prevention but has minor technique errors requiring correction. (1)	Performs hand hygiene and uses PPE/aseptic technique correctly throughout the procedure. (1.5)	Maintains infection prevention consistently and explains or anticipates contamination risks during the procedure. (2)	
Assessment & Clinical Judgment	2	Misses a significant finding or demonstrates unsafe clinical judgment. (0)	Performs limited assessment or has minor omission/delay that does not compromise safety. (1)	Performs required assessments accurately and recognizes/responds appropriately to relevant findings. (1.5)	Integrates assessment findings with clinical reasoning, prioritizes responses, and explains patient-specific rationale. (2)	
Technical Skill	2	Unable to perform a required step correctly or performs the skill in an unsafe manner. (0)	Completes parts of the skill but has minor technical errors requiring correction. (1)	Performs required skill correctly, in correct sequence, using appropriate technique. (1.5)	Performs skill smoothly and accurately, maintains safety throughout, and adapts technique appropriately to the scenario. (2)	
Communication	2	Communication is inappropriate, significantly incomplete, or compromises patient care. (0)	Communicates basic information but omits some explanation or uses limited professional language. (1)	Communicates clearly, professionally, respectfully, and appropriately with patient/instructor; explains relevant steps. (1.5)	Uses clear therapeutic/professional communication, verifies understanding, and adjusts communication to patient needs and safety. (2)	
Professionalism	2	Behavior compromises professionalism, dignity, privacy, accountability, or safety. (0)	Shows minor lapse in professionalism that does not affect safety or patient dignity. (1)	Maintains professional behavior, respects patient dignity/privacy, accepts feedback, and demonstrates accountability. (1.5)	Consistently demonstrates accountability, respect, privacy, composure, ethical behavior, and constructive use of feedback. (2)	
Completion & Evaluation	2	Fails to complete an essential part of the procedure or leaves an unsafe situation. (0)	Completes procedure with minor omission that does not affect safety or requires correction. (1)	Completes procedure correctly, evaluates outcome, documents/reports appropriately, and leaves patient/environment safe. (1.5)	Completes, evaluates, documents/reports, and identifies appropriate follow-up or learning needs with strong clinical judgment. (2)	

Total Points: _____ / 16 **Percentage:** _____ % **Satisfactory:** 12 points or higher / 16 (75% or higher), no critical safety error, and all competency-specific critical steps demonstrated. **Unsatisfactory:** Below 12 points / 16, critical safety error, or missing critical step.

If unsatisfactory, remediation is required according to course policy before a second attempt or continued progression in the competency.

Laboratory / Simulation Check-Off Guidelines

Passing Standard

- Student earns 12 points or higher out of 16 total points (75% or higher).
- No critical safety error occurs.
- All competency-specific critical steps are successfully demonstrated.
- Student recognizes and corrects a minor error when appropriate.
- Required communication, patient identification, infection-control, and safety behaviors are demonstrated.

Automatic Failure / Critical Safety Errors

- Incorrect patient identification that is not recognized/corrected.
- Procedure performed on the wrong patient or wrong site.
- Medication error that creates a significant patient-safety risk.
- Failure to perform a required safety verification.
- Aseptic technique violation that creates significant contamination and is not appropriately addressed.
- Failure to recognize an immediately dangerous patient condition.
- Procedure performed in a manner that could reasonably cause significant patient harm.
- Failure to stop when an unsafe condition is identified.
- Serious breach of patient privacy or dignity that compromises safety or professional standards.
- Any other competency-specific critical error identified in writing by course faculty before testing.

Lab Rubric Competency-Specific Critical Steps

Critical Step	Required?	Demonstrated?	Notes
	Yes ☐	☐ Yes ☐ No	
	Yes ☐	☐ Yes ☐ No	
	Yes ☐	☐ Yes ☐ No	
	Yes ☐	☐ Yes ☐ No	
	Yes ☐	☐ Yes ☐ No	

Rule: Critical steps should be based on patient safety and competency requirements

Lab Rubric Evaluator Summary

Domain	Score	Student Acknowledgment / Evaluator Signature
Preparation & Organization	___ / 2	Student:
Patient Identification & Safety	___ / 2	
Infection Prevention	___ / 2	Date:
Assessment & Clinical Judgment	___ / 2	Evaluator:
Technical Skill	___ / 2	
Communication	___ / 2	Date:
Professionalism	___ / 2	Strengths:
Completion & Evaluation	___ / 2	
Total	___ / 16	Specific Areas Requiring Improvement:
Critical safety error	☐ No ☐ Yes	
Final Result		
☐ PASS ☐ UNSUCCESSFUL - Remediation Required		

Evaluator comments:

Appendix K: Students Clinical Can and Cannot Do List

Students CAN (under the direct supervision of Faculty, CRRN, preceptor):

- Start IVs
- Flush IVs with saline
- Remove IVs
- Perform venous blood draws from arms/IVs/portacaths/PICC lines
- Place foleys
- Remove foleys
- Insert NG tubes
- Remove NG tubes
- Do accu checks and vitals (on assigned patients-may assist with other patients if time allows). Results must be shown to RN or CRRN before documenting.
- Give SubQ and IM injections (EXCEPT narcotics)
- Administer oral medications
- Hang bags of maintenance IV fluid and IV piggybacks (EXCEPT potassium & blood products)
- Do wound care/dressing changes
- Document medications, assessments and procedures completed (MUST be co-signed by faculty, CRRN or unit RN).
- Go with patient to radiology procedures if approved by unit RN in charge of patient
- Administer breathing treatments under direct RN or RT supervision

This list is not all inclusive, check with faculty, CRRN, or preceptor if uncertain

Students CANNOT:

- Perform any of the above-mentioned skills without first checking off with the CRRN the first time (after this, they can perform skills with supervision of their assigned nurse).
- Perform any arterial blood draws.
- Flush or draw blood from dialysis catheters
- Administer narcotics in any form
- Give IV medications containing potassium
- Administer blood products
- Administer Heparin
- Use of the facility internet for anything unrelated to their current patients/diagnoses being reviewed.

If the student or Preceptor are uncertain if a task can be performed, stop and confirm with the assigned CRRN.

Updated 07/09/2026 LS

Appendix L: Nursing Student Formative Clinical Evaluation

Students must take a copy of the form with them to each lab/simulation/clinical shift and have completed by instructor PRIOR to leaving for the day. Submit to Moodle following your clinical shift.

Student: _____ Total Hours: _____ Location: _____

Course: _____ Semester: _____

1. The instructor will mark an *S/U* for each of the 16 criteria listed **for each clinical/lab day**. 75% of **each column** must be *satisfactory* and competencies must be met to earn a *satisfactory* for that clinical day. Throughout the semester if a student receives Three (3) unsatisfactory in any given criteria equals an *unsatisfactory* and *not passing grade* for the entire clinical portion of this class.
2. **Satisfactory (complete or 75% or higher) = S Unsatisfactory (not complete or less than 75%) = U**
3. *If ≥75% of 16 criteria (≥12 "S"), circle S; otherwise circle U.* Two (2) unsatisfactory clinical days results in a non-passing grade for the clinical portion of the course.

Write in Clinical Sites >>		
Patient Preparation (Total 4 points, 1 per numbered line)	Date/ instructor initials	Date/ instructor initials
Preparation completed prior to clinical day-Was student able to answer questions related to patient diagnosis, medications, activities, holistic beliefs/needs?		
Identifies needs of patients and family including maintenance, prevention and education.		
Clinical day or laboratory class completed.		
Follows directions and receives feedback well during clinical/lab/simulation shift		
Multidimensional and Balanced Patient Care (Total 8 points, 1 per numbered line)		
Demonstrates sensitivity to holistic beliefs of patients, families, peers, health care team members, and others.		
Protects the patient's cultural safety and privacy and preserves human dignity while providing care.		
Communicates therapeutically with patients utilizing verbal and nonverbal skills.		
Identifies physiological changes and nursing assessment for patients.		
Demonstrates time management skills.		
Exhibits timely, legally accurate, and appropriate documentation that is complete and approved by instructor/CRRN/preceptor.		
Holistic needs of patient & family are identified & incorporated into plan of care considering cultural safety.		
Actively seeks new learning experiences.		
Patient Safety (Total 2 points, 1 per numbered line)		
Demonstrates 6 rights of medication administration consistently.		
Performs patient care safely in accordance with program guidelines.		
Professional Responsibility (Total 2 points, 1 per numbered line)		
Demonstrates ability to always function in a professional manner.		
Practices within the legal boundaries and ethical framework of the Student Nurse scope of practice.		
Add total number of "S" ratings. Daily Score: If ≥75% of 16 criteria (≥12 "S"), circle S for that day; otherwise, circle U . Overall Score: To receive an S over both days, for ≥ 75% of 32 scores, (≥ 24 "S"), Circle S below. Overall Score Both Days: S U	Score: /16= S U	Score: /16= S U

Instructor/CRRN/Preceptor Signature: _____ Date: _____

Student Signature: _____ Date: _____

What did the student do well?

What does the student need to focus on improving?

(Please feel free to write any additional comments on back of form)

Appendix M: Final Grade Evaluation

CLINICAL and SIMULATION LAB SUMMATIVE EVALUATION TOOL FOR FINAL LAB or CLINICAL GRADE

Student :		Faculty:
Course:	Year:	**See Formative Evaluations & Schedule for Clinical sites

- Introduction: This clinical and simulation laboratory summative evaluation tool:
- Consists of five essential competencies with specific performance criteria drawn from Aaniiih Nakoda College Medicine Wheel Paradigm, Aaniiih Nakoda College Nursing Program end-of-program Student Learning Outcomes, NLN Competencies for Graduates of Nursing Programs, and Quality and Safety Education in Nursing (QSEN).
- The performance criteria for each competency include cognitive, affective, and psychomotor domains of learning and provide a thorough evaluation of an individual student's lab or clinical performance.
- Makes it possible to determine whether a student has met the required competencies for the course and the Nursing Program each midterm (if needed) and end-of-semester.
- Provides standard measures for student, course, and program evaluation, and assists the program in determining if students are meeting the nursing end-of-program student learning outcomes is utilized at midterm to provide feedback to a student (with use of formative evaluation tool) if deemed by instructor that it's needed.
- Is utilized at the conclusion of a rotation or a course that has a lab or clinical component.
- The formative evaluation will be:
- Utilized for day-to-day clinical evaluation to determine progression of a student in a specific lab or clinical.
- Attached to this summative evaluation tool The course-specific formative evaluation will be attached to this summative evaluation to further determine if the student is meeting the required competencies required to progress in the Nursing Program.

Instructions:

Faculty will discuss the tool with students at the beginning of each lab and clinical rotation and describe how and when it will be used.

To determine the performance level for each competency, faculty will consider student performance on the formative evaluation tool.

Students will rate themselves and faculty will rate each student on each of five competencies using the designated performance level scale (page 2), considering the quality of the performance (*Almost Never Exhibits* to *Almost Always Exhibits*) and the amount of guidance required (*Almost Always Requires* to *Almost Never Requires*). Referring to the scale below, as students improve in accuracy, safety, and efficiency, it is expected that they will require less guidance.

Faculty and students may also include comments related to each competency.

On the final page of this evaluation tool, it will be determined if a student meets criteria for satisfactory or unsatisfactory and written in the grade based on the summative and formative evaluation tools. This may be done at midterm, if needed, and at end of semester.

Faculty may include summary comments and document recommendations for further development/improvement.

Faculty will review the evaluation with the student and document the date of the meeting.

The student should be provided with a copy of the evaluation.

The Performance Level Scale

Amount of Guidance

Quality of Performance

Self-Directed (Level IV) – Semester 4			
Almost Never Requires		Almost Always Exhibits	
- direction - guidance	- monitoring - ongoing support	- a focus on the patient or system - accuracy, safety, and skillfulness - assertiveness and initiative	- efficiency and organization - an eagerness to learn
Supervised (Level III) – Semester 2, 3, 4			
Occasionally Requires		Very Often Exhibits	
- direction - guidance	- monitoring - support	- a focus on the patient or system - accuracy, safety, and skillfulness - assertiveness and initiative	- efficiency and organization - an eagerness to learn
Assisted (Level II) – Semesters 1, 2, 3			
Often Requires		Often Exhibits	
- direction - guidance	- monitoring - support	- a focus on the patient or system - accuracy, safety, and skillfulness - assertiveness and initiative	- efficiency and organization - an eagerness to learn
Novice (Level I) – Semester 1			
Very Often Requires		Occasionally Exhibits	
- direction - guidance	- monitoring - support	- a focus on the patient or system - accuracy, safety, and skillfulness - assertiveness and initiative	- efficiency and organization - an eagerness to learn
Dependent (Level 0)			
Almost Always Requires		Almost Never Exhibits	
- direction - guidance	- monitoring - support	- a focus on the patient or system - accuracy, safety, and skillfulness - assertiveness and initiative	- efficiency and organization - an eagerness to learn

Meeting expected level of performance for student's current semester is required for each of the competencies listed below. For the summative evaluation, students must achieve the minimal expected level of performance for each competency and a minimum of 75% from the course-specific simulation laboratory/clinical formative evaluation tool in order to pass the course and progress in the program.

NOTE: In these competencies, patient is defined as the recipient of professional nursing services and may be an individual, family, or group.

Competencies, Performance Criteria, and Comments

Competency 1: Patient Preparation: Student...

Performance Criteria - Preparation complete prior to each lab/clinical day. - Care plans complete. Identifies multi-dimensional needs of the patient including maintenance and prevention. - Develops holistic plan of care based on analysis of assessment data. - Accurately determines priorities for care and cultural safety. - Communicates priorities and rationale for decisions to instructor.		- Considers needs/preferences and cultural safety of the patient in planning multi-dimensional care. - Establishes realistic goals/expected outcomes to ensure balanced care. - Identifies appropriate resources to inform care planning. - Clinical day or laboratory class complete. - Corrections to care plans completed on time as assigned
Faculty Comments		Student Comments
Performance Level (from page 2 – Level 0,I,II,III,or IV):		Performance Level (from page 2 – Level 0,I,II,III,or IV):

Competency 2: Multi-dimensional Patient Care - Exhibits relationship-centered care to facilitate balanced health care. Student...

Performance Criteria Demonstrates sensitivity to holistic beliefs of patients, families, peers, health care team members, and others. Incorporates cultural safety and multi-dimensional factors to ensure delivery of balanced care. Encourages family and/or significant others' participation in care as appropriate.		Assists patients with coping and adaptation strategies to ensure well-being. Protects the patient's cultural safety and privacy, and preserves human dignity while providing care. Communicates therapeutically with patients utilizing verbal and nonverbal skills.
Faculty Comments		Student Comments
Performance Level (from page 2 – Level 0,I,II,III,or IV):		Performance Level (from page 2 – Level 0,I,II,III,or IV):

Competency 3: Balanced Patient Care: Student...Performance Criteria

- Identifies physiological changes and nursing assessment for patients.
- Demonstrates initiative to gather evidence-based research to incorporate balanced care.
- Evaluates sources of data for appropriateness, usefulness, and accuracy.
- Uses correct techniques for assessment.
- Relates pathophysiology and epidemiology of disease(s) to patients' assessment findings, medications, laboratory and diagnostic test results, medical and nursing interventions.
- Interprets laboratory/diagnostic test results.
- Incorporates data from patient, family/support persons and health care team members.
- Reports changes in patient status to instructor and primary nurse; reports off when leaving unit.
- Evaluates nursing interventions and care based on evidence-based practices and goals/expected outcomes and revises in consultation and collaboration with health care team, patient and family.
- Demonstrates time management skills.
- Exhibits timely, legally accurate, and appropriate documentation that is complete and approved by instructor/preceptor.
- Holistic needs of patient and family are identified and incorporated into plan of care considering cultural safety.
- Demonstrates and promotes innovation and creativity in providing holistic care to patients.
- Utilizes appropriate principles of teaching/learning when implementing a teaching plan with consideration of cultural safety and balanced care.
- Actively seeks new learning experiences.
- Integrates concepts of health promotion and disease prevention into patient care.
- Demonstrates interest in growing and improving nursing practice.
- Integrates multi-disciplinary theory and practice to enhance patient care.

Faculty Comments

FINAL

Student Comments

Performance Level (from page 2 – Level 0,I,II,III,or IV):

Performance Level (from page 2 – Level 0,I,II,III,or IV):

Competency 4: Patient Safety. Student...Performance Criteria

- | | |
|---|---|
| <ul style="list-style-type: none"> • Demonstrates 6 rights of medication administration consistently. • Performs patient care safely in accordance with program guidelines. • Plans and implements evidence-based interventions that are consistent with assessment data. • Considers cultural safety of patients when providing care by collaborating with patient, family, and health care team members to ensure a safe environment. • Performs nursing skills and therapeutic procedures safely and competently for skill and educational level. | <ul style="list-style-type: none"> • Follows principles of infection control. • Recognizes own limitations related to nursing skills or technologies and takes appropriate steps for improvement • Demonstrates flexibility in adapting to changing patient care situations • Reports abnormal data and changes in patient condition to instructor or appropriate health team members. • Honors and promotes the cultural safety of patients, family, and community by advocating for them. • Documentation is clear, relevant, thorough and organized, to ensure clear communication and patient safety. |
|---|---|

Safe Behavior Criteria: The student is required to practice professional nursing safely in specific patient-centered situations with lab/clinical supervision according to the Aaniiih Nakoda College Student Nursing Handbook. Students will be dismissed from the Nursing Program if the following occurs:

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

Faculty Comments	FINAL	Student Comments
Performance Level (from page 2 – Level 0,I,II,III,or IV):		Performance Level (from page 2 – Level 0,I,II,III,or IV):

Competency 5. Professional ResponsibilityPerformance Criteria

Student:

- Demonstrates ability to function in a professional manner at all times.
- Follows college and facility policies.
- Maintains professional appearance.
- Arrives on time for lab/clinical.
- Notifies faculty prior to start of lab/clinical day if he/she will be absent or late.
- Completes preparation for lab/clinical practice.
- Assumes accountability for own actions and practices.
- Demonstrates initiative in seeking learning opportunities and resources for lifelong learning.
- Analyzes personal strengths and limitations in providing care to patients.
- Incorporates constructive feedback for performance improvement.

- Communicates to instructors, patients, health care team members, and families clearly and consistently. Protects patient rights (privacy, autonomy, confidentiality).
- Listens attentively and respectfully to others.
- Is actively involved in team building, fostering collegiality, and encouraging cooperation.
- Works collaboratively with the health care team to facilitate holistic health of patients.
- Practices within the legal boundaries and ethical framework of the practice of nursing.
- Treats all individuals with dignity/respect.
- Demonstrates cultural sensitivity and safety.
- Identifies situations in which assistance is needed OR appropriately seeks assistance.
- Arrives at lab/clinical prepared to provide a professional standard of patient care, free of drug/alcohol impairment.

Faculty Comments

FINAL

Student Comments

Performance Level (from page 2 – Level 0,I,II,III,or IV):

Performance Level (from page 2 – Level 0,I,II,III,or IV):

Midterm Evaluation Comments (if completed at midterm)

Student's level of performance (from page 2) _____

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

Final Evaluation

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

- Student's level of performance (from page 2) _____
- Student's lab or clinical grade percentage (from course-specific evaluation tool) _____

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

- Student's level of performance _____
- Student's lab or clinical grade percentage (from the course-specific evaluation tool) _____

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

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

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

**References Used for Tool Development

Adapted from Chapel Hill Clinical Evaluation Tool

*NLN Competencies for Graduates of Nursing Programs**Quality and Safety Education for Nurses* Competencies based on the Institute of Medicine competencies for Nursing

Holaday, S., & Buckley, K. (2008). A standardized clinical evaluation tool-kit: Improving nursing education and practice. In M. H. Oermann & K. T. Heinrich (Eds.), *Annual Review of Nursing Education*, Vol. 6. New York: Springer Publishing. Revised 06/2021

Appendix N: What will I need to include for APA format?

APA 7 format includes the following:

- ☐ Title page with running head and page numbers
- ☐ Lines are double-spaced
- ☐ 1-inch margins on all sides
- ☐ Times New Roman 12-point font
- ☐ Headings – JUST THE FIRST 3 LEVELS OF HEADINGS REQUIRED FOR CLASS
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_headings_and_serialization.html
- ☐ In-text Citations
- ☐ Reference page

How do we document sources used?

Citations are needed for both paraphrasing and using quotations. A references page should include complete information about each source used in your citations.

How do you use citations when paraphrasing?

Paraphrasing is using the author's ideas in the student's words. You do not add any new ideas. If the author states, "The grass is green," you might paraphrase by writing either of the following:

- Green is the color of the grass (Author surname, year).
- According to Author (year), green is the color of the grass.
- Make sure to pay attention to punctuation – it's very important in APA style!

How do you cite a quote?

Quoting is using the author's ideas and exact words. Do not add or change words. For the quotation, "The grass is green," you might cite this quotation in either of the following formats:

- According to Author surname (year), "the grass is green" (p. xx).
- "The grass is green" (Author surname, year, p. xx).

What does a reference page look like?

A few things to keep in mind: A reference page should be double-spaced with no added spaces between lines and in alphabetical order, based on the first author of each source. The second line of each reference should be indented (Hanging indent). Here's an example:

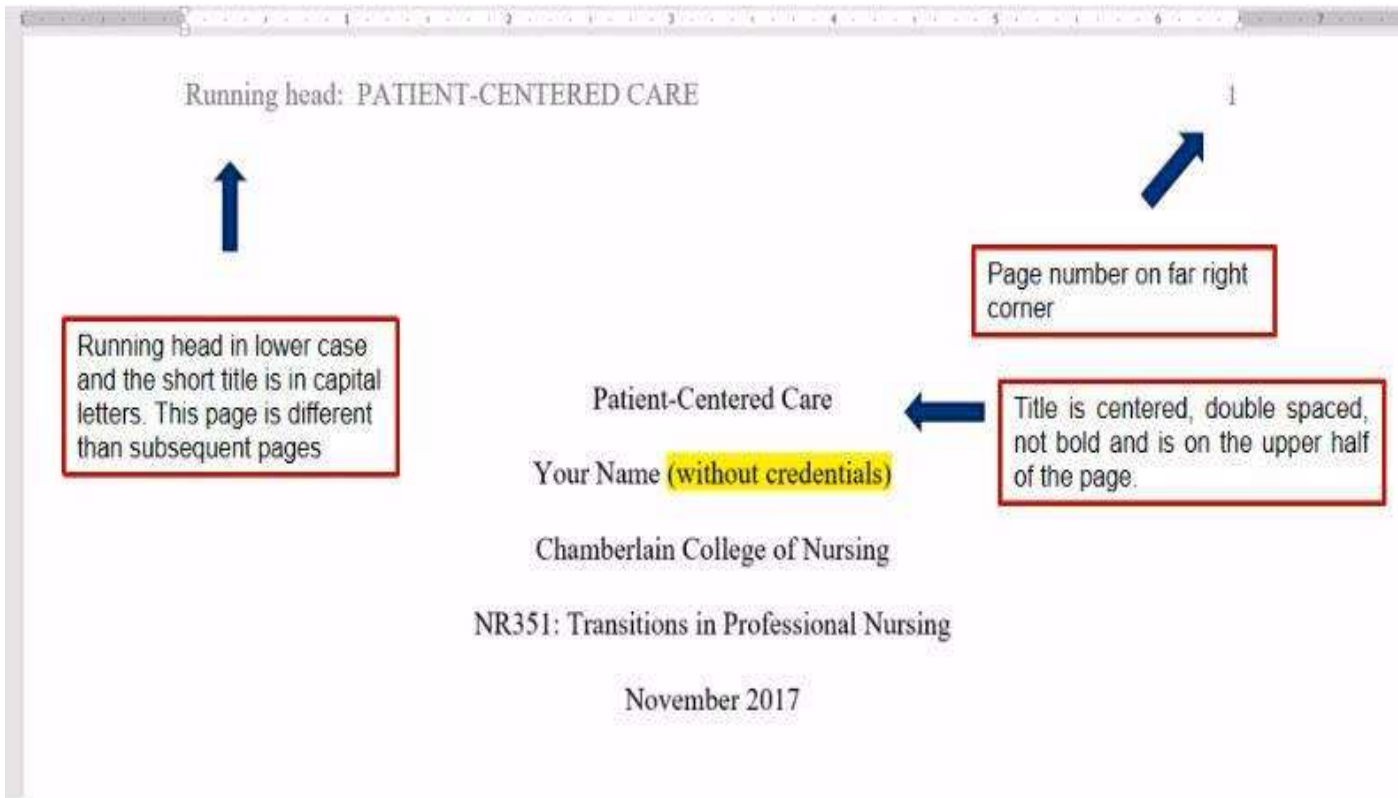
References

Fewster-Thuente, L. (2015). Working together toward a common goal: A grounded theory of nurse-physician collaboration. *MEDSURG Nursing, 24*(5), 356-362.

Park, J., Hawkins, M., Hamlin, E., Hawkins, W., & Bamdas, J. M. (2014). Developing positive attitudes toward interprofessional collaboration among students in the health care professions. *Educational Gerontology, 40*(12), 894-908.
doi:10.1080/03601277.2014.908619

What should the title page look like?

Check out this example and notes to see what a title page should look like:



LINKS

https://owl.purdue.edu/owl/purdue_owl.html

Appendix O: Tuberculin Skin Testing

PPD testing based on CDC recommendations and [Montana Department of Health and Human Services](#) and [TB Screening and Testing of Health Care Personnel | TB | CDC](#) unless known exposure or ongoing transmission

Information from the baseline individual [TB risk assessment](#) should be used to interpret the results of a TB blood test or TB skin test given upon admission.

People who cannot get a PPD test due to allergy, TB vaccine history, or additional concerns can get a TB blood tests (interferon-gamma release assay or IGRA – QuantiFERON-TB Gold Plus or T-SPOT TB test ([cdc.gov, 2024](#))).

Health care personnel with a positive TB test result should receive a symptom evaluation and a chest x-ray to rule out TB disease. Additional work-up may be needed based on those results.

**Based on Montana DPPHS guidelines: [Tuberculosis \(mt.gov\)](#) and [Hospital - TB Risk Assessment Worksheet \(mt.gov\)](#) (2008). For the purposes of the *Student Nursing Handbook*, Employee = student nurse.

- If a 2-step tuberculin skin test (TST) is required, please follow the directions for #1-5 below.
 - If a 1-step is required, please follow the directions for #1, #2, and #5 below.
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).

Indications for Two- Step Tuberculin Skin Testing - TST

Employee & Resident TST Situation	Recommended TST Testing
1. No previous TST result	1. Two-step baseline TST if 18 years old (see #4 if ≤18 years)
2. Previous negative TST result >12 months before new employment	2. Two-step baseline TST
3. Previous documented negative TST result ≤12 months before employment	3. Single TST needed for baseline testing; this will be the second-step
4. ≥2 previous documented negative TSTs and most recent TST >12 months before employment; resident/employee is ≤18 years old	4. Single TST; two-step is not necessary
5. Previous documented positive TST result	5. No TST; need TB symptom screen and baseline X-ray
6. Previous undocumented positive TST result	6. Two-step baseline TST
7. Previous BCG vaccination – BCG effect on TST results usually wanes after 5 years	7. Two-step baseline TST



Health Care Personnel (HCP) Baseline Individual TB Risk Assessment

HCP should be considered at increased risk for TB if any of the following statements are marked "Yes":

	Temporary or permanent residence of ≥ 1 month in a country with a high TB rate Any country other than the United States, Canada, Australia, New Zealand, and those in Northern Europe or Western Europe	YES ☐ NO ☐
OR		
	Current or planned immunosuppression, including human immunodeficiency virus (HIV) infection, organ transplant recipient, treatment with a TNF-alpha antagonist (e.g., infliximab, etanercept, or other), chronic steroids (equivalent of prednisone ≥ 15 mg/day for ≥ 1 month) or other immunosuppressive medication	YES ☐ NO ☐
OR		
	Close contact with someone who has had infectious TB disease since the last TB test	YES ☐ NO ☐

Abbreviations: HCP, health-care personnel; TB, tuberculosis; TNF, tumor necrosis factor.

Individual risk assessment information can be useful in interpreting TB test results (see Lewinsohn DM, Leonard MK, LoBue PA, et al. Official American Thoracic Society/Infectious Diseases Society of America/Centers for Disease Control and Prevention Clinical Practice Guidelines: Diagnosis of tuberculosis in adults and children. Clin Infect Dis 2017;64:111-5).

Adapted from: Risk assessment form developed by the California Department of Health, Tuberculosis Control Branch.

Sosa LE, Njie GJ, Lobato MN, et al. Tuberculosis Screening, Testing, and Treatment of U.S. Health Care Personnel: Recommendations from the National Tuberculosis Controllers Association and CDC, 2019. MMWR Morb Mortal Wkly Rep 2019;68:439-43. <https://www.cdc.gov/mmwr/volumes/68/wr/mm6819a3.html>



Centers for Disease Control and Prevention
National Center for HIV/AIDS,
Viral Hepatitis, STD, and TB Prevention

Appendix P: Approved Resources for citations and references for Aaniiih Nakoda College's Nursing Program

These are the books and resources that are appropriate for use in citing and referencing work completed in your nursing courses. Additional books would include any books/articles that are provided as a part of any nursing course/Aaniiih Nakoda College course. Any other resources need to be approved by your instructor in advance of the assignment.

APA resources:

- Purdue University Online Writing Lab (OWL). (2023). *APA style (7th edition)*. [APA Style Introduction // Purdue Writing Lab](#)
- *ATI ebooks: All ebooks are approved – below are 2 examples*
- ATI. (2020-2025). Assessment Technologies Institute, LLC. <https://atinursing.com> or <https://atitesting.com>
- ATI. (2022). *Boardvitals*. atinursing.com
- Holman, H.C., Williams, D., Sommer, S., Johnson, J., Ball, B.S., Morris, C., Leehy, P., and Hertel, R. (2019). *Fundamentals for nursing review module edition 10.0*. [eBook edition]. Assessment Technologies Institute, LLC (ATI). <https://atinursing.com/>
- Holman, H.C., Williams, D., Sommer, S., Johnson, J., Ball, B.S., Morris, C., Wheless, L., McMichael, M.G., Roland, P., Leehy, P., and Hertel, R. (2019). *RN Pharmacology for nursing review module edition 8.0*. [eBook edition]. Assessment Technologies Institute, LLC (ATI). <https://atinursing.com/>
- Nursing Books – ebook resources
- F.A. Davis. (2024). *Davis nursing consult*. F.A. Davis Company. [Davis Nursing Consult - F.A. Davis Company](#)
- Ernstmeyer, K. & Christman, E. (Eds.)(2023). *Nursing pharmacology 2e*. XanEdu. ISBN: 9781957068039 found on Flex Ed Classroom with XanEdu Inc. (2022). *FlexEd courseware*. <https://flexed.xanedu.com/-/login>
- Openstax [Nursing - OpenStax](#)
- Open Education Resources [Open RN - Open Resources for Nursing | Chippewa Valley Technical College](#)
- Open Textbook Library [Search results for "nursing" - Open Textbook Library](#)

Other electronic resources:

- Government resources such as:
- American Heart Association, Inc. (AHA). (2025). *Resources*. <https://www.heart.org/>
- U.S. Centers for Disease Control and Prevention (CDC) (n.d.). *Featured topics*. <https://www.cdc.gov/>
- Registered Nurse RN. (2025). *ReigsterednurseRN.com with nurse Sarah*. <https://www.registerednursern.com/>
- Cleveland Clinic. (2025). *Health library*. <https://my.clevelandclinic.org/health>
- Mayo Foundation for Medical Education and Research. (1998-2024). *Mayo Clinic diseases and conditions*. <https://www.mayoclinic.org/diseases-conditions>
- StatPearls. (2025). *QBank, Practice yest and CME/CE finder*. <https://www.statpearls.com/>

Appendix Q: Department of Nursing Student Acknowledgement and Consent Form

A signed copy will be retained by Nursing Office by the first day of class. Please initial each line and sign at the bottom:

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

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

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

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

_____ Any equipment provided to me by the Nursing Program for utilization in the Nursing Program, including, but not limited to computers, textbooks, stethoscopes, BP cuffs, etc. will be returned upon request from the Nursing Program.

_____ I have read, understand and agree with the guidelines set in the nursing handbook regarding the use of social media.

_____ By signing I agree I have thoroughly read both the Nursing program and Aaniiih Nakoda College Handbook's.

Printed Name: _____

Date: _____



_____ n Official: _____ (Print Name)

Date: _____

Appendix R: Aaniiih Nakoda College – Nursing Program Photo Consent and Release Form

Participant Name: _____

Date: _____

Purpose

Throughout your participation in the 'Grow Your Own' nursing program, photographs may be taken to document program activities, student participation, and program achievements. Please review the options below and indicate your preferences. Your decision is voluntary and will not affect your admission to, enrollment in, or successful completion of the nursing program.

Part 1: Grant Management and Program Documentation

I authorize **Aaniiih Nakoda College and Partners** to photograph me throughout my participation in the nursing program for the purpose of documenting activities and participation related to grant-funded program operations.

I understand that photographs may be used for grant reporting and compliance, program documentation, monitoring and audits, recordkeeping, reports to funding agencies or authorized oversight entities, and other administrative purposes related to the management of grant-funded programs.

I understand that this authorization remains in effect for the duration of my participation in the nursing program unless I revoke it in writing. Any revocation will apply only to future photographs and will not affect photographs already taken or previously used in accordance with this consent.

Please select one

_____ **YES**, I give permission for my photograph to be used for grant management and program documentation.

_____ **NO**, I do not give permission for my photograph to be used for grant management and program documentation.

Acknowledgment

I have read and understand this Photo Consent and Release Form. I understand that granting either or both permissions is voluntary and that my decision will not affect my admission to, enrollment in, or successful completion of the nursing program.

Participant Name: _____

Participant Signature: _____ Date: _____

Appendix S: Needlestick Policy and Post-Exposure Plan

Students must immediately report any exposure to pathogens to their clinical instructor or nurse preceptor. The student will be evaluated in the nearest emergency or occupational health facility. The Needle Stick Policy and Post-Exposure prophylaxis regimen will conform to current CDC guidelines. These guidelines can be accessed at <https://www.cdc.gov/niosh/topics/bbp/emergnedl.html>. A copy of this document is on file in the Nursing Program office.

Financial Responsibility

Financial responsibility for any recommended testing and treatment rests with the student alone. All students must show proof of health insurance prior to enrollment each year. This is uploaded to student CastleBranch account.

A student who suspects or has a confirmed accidental exposure to blood and/or body fluids must follow this protocol and immediately report the exposure.

An accidental exposure is defined as a

- Needle stick or cut caused by a needle or sharp instrument that was actually or potentially contaminated with blood or body fluids.
- Mucous membrane (splash to the eye or mouth) exposure to blood or body fluids.
- Cutaneous exposure involving large amounts of blood or prolonged contact with blood, especially when the exposed skin was chapped, abraded, or afflicted with dermatitis.

Upon exposure the immediate procedure is:

For a needlestick or other broken skin exposure

- Wash needlesticks and cuts with soap and water.
 - Flush splashes to the nose, mouth, or skin with water.
 - Irrigate eyes with clean water, saline, or sterile irrigants.
 - Report the incident to your supervisor
 - Following first aid treatment, notify your clinical instructor. If in a precepted clinical setting or community site, immediately notify your clinical preceptor, and then notify your clinical instructor or the Nursing Program.
 - You must be seen by medical personnel within one hour following exposure. You will follow the protocol at each of these institutions for accidental exposure. It is imperative that you are seen within one hour following exposure.
 - The hospital protocols will allow for an assessment of the exposure risk, post-exposure prophylaxis (PEP), and counseling. Follow-up counseling and evaluation will be available for at least 6 months after exposure.
 - The financial responsibility for any recommended testing and treatment rests with the student.
 - On the next required class day, the student must contact the MSU-Northern Nursing Program Accidental Exposure designated officer (Jaime Duke) to complete required paperwork.
 - Students should tell others about their exposure only on a need-to-know basis. The source of exposure and any patient information you have must be kept confidential. Link to paperwork to be filled out with the MSU-Northern Director of Nursing: <https://rmt.d.mt.gov/claims/reportincidentform>
- By signing the student understands this policy and their financial responsibility: Signature of ASN Student:

_____ Date: _____

Appendix T: Aaniiih Nakoda College Nursing Pledge

As I enter the nursing profession I pledge:

To the East to care for all children so that they flourish and bloom like flowers in the spring.

To the South for youth as they transition into adulthood, healthy in body and mind. To mentor and guide them so that they grow, learn and gain confidence.

To the West to care for new mothers and fathers as they have cared for us.

To the North for the Elders – to treat them as they would be in their community; to protect and carry the knowledge and culture of our ancestors while respecting all cultures in my care.

To build on my education to advance science, innovation, research, and policy and hold in professional confidence all the personal information entrusted to me.

I pledge to treat everyone as a whole – the person not the disease and to honor my own well-being while caring for all in the circle of life.

Aaniiih Nakoda College Nursing Class of 2022