



***Miles Community  
College  
Nursing Student  
Handbook***

***2009-2010***

Welcome to the Miles Community College Registered Nursing Program! You are embarking on a journey that takes you from novice to beginner to expert. The journey begins with your basic nursing education and continues throughout your nursing career.

Your enrollment in the Miles Community College Nursing Program initiates a two-way partnership between the nursing faculty and you, the student nurse, to acquire a basic education in Registered Nursing. In this partnership, the nursing faculty's responsibility is to serve as facilitators of learning, providing a supportive environment in which concepts are applied to a variety of problem-solving situations. Faculty provides evaluation to the student and direction for further learning. As a student, your responsibility within this two-way partnership is to utilize all of the available resources to learn and to apply the concepts presented and to seek counsel from the nursing faculty regarding academic and clinical practice needs.

The purpose of the policies provided in the Miles Community College Nursing Program Student Handbook is to provide a learning environment that is supportive, equitable and safe for all involved in the learning process. We wish you success in your pursuit of the Associate of Science Degree in Registered Nursing!

The Miles Community College Nursing Faculty and Staff

## TABLE OF CONTENTS

MCC Registered Nursing Program Mission .....	4
Nursing Program Philosophy .....	4
Nursing Practice .....	4
Nursing Education .....	4
The Associate Degree Registered Nurse Graduate .....	5
Program Purposes .....	5
Program Objectives.....	5
Conceptual Framework .....	6
Process Concepts .....	6
Content Concepts .....	6
Clinical Progression .....	7
Provider of Care .....	7
Manager of Care .....	9
Member within the Discipline .....	10
Nursing Curriculum Sequence .....	11
General Policies .....	12
Length of Program .....	12
Nursing Program Admissions .....	12
Nursing Admissions Committee .....	13
Background Check Requirement.....	13
Math Requirement .....	16
CPR Requirement .....	16
Health History, Immunizations, Basic Health Screening .....	16
Insurance .....	17
Students with Disabilities .....	17
Faculty Academic Advisors.....	17
Faculty Student Coordinating Committee.....	17
Children in the Classroom.....	18
Cell Phones and Pagers .....	18
Pregnancy.....	18
Formatting of Written Work.....	18
Abbreviations .....	18
Academic Standards .....	19
Academic and Student Conduct .....	19
Academic Dishonesty .....	20
Nursing Course Syllabi .....	20
Nursing Course Grades .....	20
Student Complaints .....	21
Theory Components of Nursing Course Grades .....	22
Tests .....	22
Make-up Tests .....	22
Test Reviews .....	23
Assignments .....	23
Calculators .....	23
Clinical Components of Nursing Course Grades .....	23
Student responsibility.....	23
Abbreviations in clinical setting.....	23

Grading of Student Skills and Performance.....	24
Progress Reports .....	25
Return Demonstrations (NR 101 & NR 102) .....	26
Transition Experience .....	26
Assessment (ATI) Tests.....	27
Attendance .....	27
Absences .....	27
Absence Procedures .....	27
Completion of All Clinical Assignments .....	28
Requests for Written Assignment Extensions.....	28
Requests for Rescheduling of Clinical Experiences .....	28
General Clinical Policies .....	29
Confidentiality .....	29
Professional Conduct .....	29
Transportation.....	29
Use of Medical Records Departments .....	30
Dress Code and Appearance .....	30
Removal of Nursing Students from Clinical Settings .....	31
Readmission to the Nursing Program .....	32
Grievance Procedure .....	33
ITV System.....	33
Warning, Probation, and Expulsion.....	33
MCC Nursing Pin .....	34
Appendix	
A: Student Request for Changes to Clinical Schedule and Due-Dates Form .....	35
B: Student Tardy or Absent Form .....	36
C: Warning, Probation, and Dismissal Form.....	37
D: Student acknowledgement signature page.....	38

## **MILES COMMUNITY COLLEGE REGISTERED NURSING PROGRAM**

### **Mission**

The Miles Community College Nursing Program reflects and supports the mission and objectives of the College. Miles Community College promotes student success and lifelong learning through accessible, quality programs and community partnerships. The College's strategic initiatives are to 1) foster quality leadership, 2) provide a quality student experience, 3) provide quality academic programs, 4) cultivate quality community relationships, 5) recruit and retain students, 6) nurture a healthy College environment and 7) actively seek sustainable funding.

### **Nursing Program Philosophy**

#### **Assumptions**

People are biopsychosocial beings who grow, develop, and adapt throughout the lifespan. The faculty of the Nursing Program believes that people, as members of the global society, are endowed with intellects and capacities which direct them toward uniqueness, autonomy, and self-fulfillment with dignity. People have rights, privileges, and responsibilities as members of the family, the community, and the global society. Individuals are further impacted by economics; urban or rural settings; and cultural, ethnic, or religious orientation.

Health is a dynamic state which fluctuates within a wellness-illness continuum with optimal-level wellness as the goal. The Nursing Program curriculum addresses acute and chronic health needs and wellness throughout the lifespan.

#### **Nursing Practice**

Nursing is a caring profession. The goal of nursing is to facilitate, maintain, or restore optimal-level wellness as perceived by the client or to provide support for the dying. Nursing care is delivered within the context of the family and the community. Nursing as a discipline draws from a body of evidenced based behavioral and scientific disciplines as well as experiential knowledge. The practice of nursing involves utilizing the Nursing Process, communication, caring, teaching, collaboration, managing care, and upholding the American Nurse's Association nursing standards of practice and Code of Ethics all within the legal boundaries of nursing.

The three roles of the Associate Degree Registered Nurse (ADRN) are Provider of Care, Manager of Care, and Member within the Discipline. The ADRN provides holistic care for individuals with alterations in health in a variety of health care settings.

The ADRN communicates effectively, collaborates with clients and health care team members and serves as a client advocate. The ADRN prioritizes, delegates, and evaluates the delivery and outcomes of nursing care based on Nursing Process, critical thinking, and communication.

## **Nursing Education**

Nursing education is a sequence of planned activities and dynamic experiences by which students learn and are socialized into the profession of nursing. The optimal learning environment supports caring, self-assurance, critical thinking, professionalism, and striving for excellence.

The process of nursing education is based on professional interaction and mutual respect between the student and the teacher. Faculty members serve as role models and facilitators of learning. Faculty strives to provide clinical experiences in which students can apply nursing concepts to a variety of clients in various settings. Nursing concepts are presented and revisited in greater complexity throughout the curriculum. Through knowledge and experience, students are expected to progressively apply concepts in order to reach a level to where they can critically analyze a situation, synthesize and implement a plan of care, and evaluate outcomes. Lifelong learning is valued and necessary owing to the rapid changes in the health care environment, including increased client acuity, increased demands for knowledge, and the explosion of technology.

Faculty members serve as facilitators of learning, providing a learning environment in which nursing concepts are applied in a variety of situations and practice settings. The learning environment stimulates within the student the ability to recognize nursing concepts and use the concepts to critically analyze a situation, synthesize and implement an intervention and, finally, to evaluate the outcomes.

## **The Associate of Science in Nursing Graduate**

The Associate of Science in Nursing (A.S.N.) graduate is a valuable member of the health care team and the nursing profession. The roles of the Associate Degree Nurse are provider of care, manager of care, and member within the discipline of nursing.

Within the three roles, the A.S.N. graduate's practice includes professionalism, written and spoken communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, managing care, concern for safety for both the client and the health care team, utilization of technology, client advocacy, nursing diagnoses, prioritization, planning, implementation, delegation, evaluation of outcomes, maintenance of ethical and legal standards, practicing in a cost-effective manner, providing for continuity of care, and discharge planning.

## **Program Purposes**

The purposes of the Miles Community College Registered Nursing Program are to:

- Provide for fulfillment of the requirements for the Associate of Science in Nursing Degree.
- Establish the graduate's educational preparation for application to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN).
- Facilitate an acceptance of responsibility and accountability as a member within the discipline of nursing.
- Provide an environment that fosters critical thinking and encourages the application of knowledge to practice.

## **Program Objectives**

The objectives of the College's Associate Degree Nursing Program are to graduate individuals who are prepared to:

- Apply to take the NCLEX-RN licensure examination
- Fulfill the Associate of Science in Nursing graduate roles of provider of care, manager of care, and member within the discipline of nursing

- Be successfully employed in beginning-level staff positions upon licensure, as evidenced by employment as a Registered Nurse, employer satisfaction, and graduate satisfaction.

## Conceptual Framework

The curriculum is organized around three process concepts and three content concepts. The process concepts are the Nursing Process, Critical Thinking, and Communication. The content concepts are the Associate Degree Registered Nurse roles which are Provider of Care, Manager of Care and Member within the Discipline of Nursing. It is the combination of the process and content concepts that provide the conceptual framework for the Miles Community College nursing curriculum.

### Process Concepts

**The Nursing Process** is a five step problem-solving strategy which includes assessment, diagnosis, planning, implementation, and evaluation. The Nursing Process is an exercise in critical thinking and communication which guides the nurse in the delivery of nursing care.

**Critical thinking** requires that individuals think beyond a single solution and creatively synthesize scientific knowledge and experience in order to safely solve problems. Critical thinking leads to individualized client care.

**Communication** includes several components: written, verbal and non-verbal communication along with collaboration and advocacy. It is necessary that the nurse be prepared to communicate clearly and consistently in a variety of ways in order to facilitate the best possible nursing care management.

### Content Concepts

The **Associate Degree Registered Nurse** roles include Provider of Care, Manager of Care and Member within the discipline of Nursing. The content concepts form the basis for the student's clinical progression (please refer to the clinical evaluation tool following this section).

The **Provider of Care** effectively employs The Nursing Process to provide direct care to clients.

The **Manager of Care** effectively employs The Nursing Process, communication and decision-making to manage care in collaboration with other health care team members. A holistic team approach to client-centered care is used.

The **Member within the Discipline of Nursing** effectively practices within the ethical and legal framework of nursing. As members of the nursing profession, students demonstrate values commensurate with the practice of nursing.

## Clinical Progression

As students progress through the semesters of ADRN clinical nursing education, integration of previously learned concepts and skills with new concepts and skills is expected. The following chart identifies the levels of expected performance in a cumulative manner.

### PROVIDER OF CARE

1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	3 <sup>rd</sup> Semester	4 <sup>th</sup> Semester
<p><b>Assessment</b> Begins to obtain data through health records and bio-psychosocial assessments of a singular client.</p> <p>Demonstrates bio-psychosocial assessment techniques.</p> <p>Begins to contribute information to database through instructor or staff member.</p>	<p><b>Assessment</b> Obtains data through health records &amp; bio-psychosocial assessment of departures from normal of a singular client.</p> <p>Begins to discriminate between essential and non-essential assessment data for a singular client.</p> <p>Contributes information to database through reporting and charting.</p>	<p><b>Assessment</b> Relates bio-psychosocial assessment data to the pathophysiology of multiple clients in various structured settings.</p> <p>Discriminates between essential and non-essential assessment data for multiple clients.</p> <p>Efficient in the use of established assessment tools.</p>	<p><b>Assessment</b> Synthesizes the bio-psychosocial assessment data in caring for multiple clients in numerous structured settings.</p> <p>Independently discriminates between essential and non-essential assessment data for multiple clients.</p> <p>Develops and analyzes a data base utilizing established assessment tools.</p>
<p><b>Diagnosis</b> Begins to formulate actual nursing diagnoses for identified health care needs of a singular client.</p>	<p><b>Diagnosis</b> Formulates actual and high risk nursing diagnoses for the identified health care needs of a singular client.</p>	<p><b>Diagnosis</b> Formulates actual, high risk, possible and wellness nursing diagnoses based on the analysis &amp; interpretation of data for multiple clients in various structured settings.</p>	<p><b>Diagnosis</b> Consistently formulates actual, high risk, possible and wellness nursing diagnoses on the basis of analysis and interpretation of data for multiple clients in numerous structured settings.</p>
<p><b>Planning</b> Begins to formulate appropriate and realistic goals, outcome criteria, &amp; nursing interventions in the development of a care plan for a singular client.</p> <p>Begins to recognize the client's rights in making decisions regarding their own care.</p> <p>Begins to identify priorities for care planning of singular client.</p>	<p><b>Planning</b> Formulates appropriate and realistic goals, outcome criteria, &amp; nursing interventions in the development of a individualized care plan for a singular client.</p> <p>Integrates into the plan of care the client's right to make decisions regarding their own care.</p> <p>Identifies priorities for care planning of singular client.</p>	<p><b>Planning</b> Formulates appropriate and realistic goals, outcome criteria, &amp; nursing interventions to include individualized health teaching, discharge planning &amp; rehabilitation for multiple clients in various structured settings.</p> <p>Collaborates with clients, family members &amp; interdisciplinary health care team in development of individualized care plans.</p> <p>Identifies priorities for care planning of multiple clients.</p>	<p><b>Planning</b> Independently formulates appropriate and realistic goals, outcome criteria &amp; nursing interventions to include individualized health teaching, discharge planning &amp; rehabilitation for multiple clients in various structured settings.</p> <p>Independently collaborates with clients, family members &amp; interdisciplinary health care team in development of individualized care plans.</p> <p>Independently identifies priorities for care planning of multiple clients.</p>
<p><b>Implementation</b> Demonstrates safety in the</p>	<p><b>Implementation</b> Demonstrates safety in the</p>	<p><b>Implementation</b> Demonstrates safety in the</p>	<p><b>Implementation</b> Independently demonstrates</p>

1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	3 <sup>rd</sup> Semester	4 <sup>th</sup> Semester
<p>performance of basic skills for a singular client.</p> <p>Begins to utilize nursing's body of knowledge to support interventions in caring for singular clients.</p>	<p>performance of advanced skills for a singular client.</p> <p>Utilizes nursing's body of knowledge to support interventions in caring for singular clients.</p>	<p>performance of advanced skills for multiple clients in various structured settings.</p> <p>Consistently utilizes nursing's body of knowledge to support interventions in caring for multiple clients in various structured settings.</p>	<p>safety in the performance of advanced skills for multiple clients in various structured settings.</p> <p>Independently utilizes nursing's body of knowledge to support interventions in caring for multiple clients in numerous structured settings.</p>
<p><b>Evaluation</b> Begins to demonstrate critical thinking by collecting &amp; interpreting data regarding a singular client's progress toward the stated goals/expected outcomes.</p> <p>Begins to formulate evaluation statements for stated goals/expected outcomes.</p> <p>Begins to identify factors that positively or negatively influence goals/expected outcomes.</p>	<p><b>Evaluation</b> Demonstrates critical thinking by collecting &amp; interpreting data regarding a singular client's progress toward the stated goals/expected outcomes.</p> <p>Consistently formulates evaluation statements for stated goals/expected outcomes.</p> <p>Identifies factors that positively or negatively influence goal/expected outcomes.</p>	<p><b>Evaluation</b> Demonstrates critical thinking by collecting &amp; interpreting data regarding multiple client's progress toward the stated goals/expected outcomes.</p> <p>Continually evaluates nursing interventions in relation to the client's progression toward stated goals/expected outcomes.</p> <p>Begins to modify the plan of care as needed based on the client's response and established standards of practice.</p>	<p><b>Evaluation</b> Independently demonstrates critical thinking by collecting &amp; interpreting data regarding multiple clients' progress toward the stated goals/expected outcomes.</p> <p>Independently participates with the client, family, significant others &amp; members of the health care team in the evaluation of the clients' progress toward goals &amp; expected outcomes.</p> <p>Independently and collaboratively modifies the plan of care based on individual response and established standards of practice.</p>

## MANAGER OF CARE

1 <sup>ST</sup> Semester	2 <sup>nd</sup> Semester	3 <sup>rd</sup> Semester	4 <sup>th</sup> Semester
<p>Begins to communicate with other members of the health care team in a collegial manner.</p> <p>Begins to practice in a cost effective manner.</p> <p>Is accountable for direct nursing care of a singular client.</p> <p>Begins to identify the roles of each member of the health care team.</p> <p>Begins to apply interpersonal and therapeutic communication techniques in caring for a singular client.</p> <p>Begins to recognize the need to provide for continuity of care of a singular client.</p> <p>Begins to verbalize understanding of the role of the nurse as an advocate for a singular client.</p> <p>Identifies current technology &amp; available resources for client care.</p>	<p>Communicates with other members of the health care team in a collegial manner.</p> <p>Practices in a cost effective manner.</p> <p>Is accountable for direct nursing care of a singular client.</p> <p>Identifies the roles and functions of each member of the health care team.</p> <p>Applies interpersonal and therapeutic communication techniques in caring for a singular client.</p> <p>Provides for continuity of care for a singular client through interaction with other members of the health care team.</p> <p>Begins to serve as an advocate for a singular client.</p> <p>Utilizes current technology &amp; available resources to increase efficiency in the care of a singular client.</p>	<p>Collaborates with other members of the healthcare team in a collegial manner.</p> <p>Begins to identify concerns about cost containment and strategies needed to preserve resources.</p> <p>Is accountable for direct nursing care of multiple clients.</p> <p>Begins to delegate aspects of nursing care to other members of the health care team.</p> <p>Applies interpersonal and therapeutic communication techniques in caring for a multiple clients in various structured settings.</p> <p>Provides for continuity of care and initiates referrals for multiple clients.</p> <p>Begins to serve as an advocate for multiple clients.</p> <p>Utilizes current technology &amp; available resources to increase efficiency in caring for multiple clients in various structured settings.</p>	<p>Utilizes effective communication to lead the health care team.</p> <p>Independently identifies concerns about cost containment and strategies needed to preserve resources.</p> <p>Is accountable for own practice and for multidisciplinary care delegated to others.</p> <p>Independently delegates aspects of nursing care to other members of the health care team.</p> <p>Independently applies fundamental, interpersonal and advanced therapeutic communication techniques for multiple clients in numerous structured settings.</p> <p>Independently provides for continuity of care and initiates referrals for multiple clients.</p> <p>Independently serves as an advocate for multiple clients.</p> <p>Participates in the utilization and evaluation of current technology &amp; available resources to increase efficiency in caring for multiple clients in numerous structured settings.</p>

## MEMBER WITHIN THE DISCIPLINE OF NURSING

1 <sup>ST</sup> Semester	2 <sup>nd</sup> Semester	3 <sup>rd</sup> Semester	4 <sup>th</sup> Semester
Begins to identify the ethical and legal aspects of nursing and the student nurse role in the care of a singular client.	Practices within the ethical & legal framework of nursing and the student nurse role in the care of a singular client.	Practices within the ethical & legal framework of nursing and the student nurse role in the care of multiple clients in various structured settings.	Practices within the ethical & legal framework of nursing and the student nurse role in the care of multiple clients in various structured settings. Recognizes the scope of the nurse practice act.
Maintains confidentiality of information involving client care.	Maintains confidentiality of information involving client care.	Maintains confidentiality of information involving client care.	Maintains confidentiality of information involving client care.
Recognizes the need to report concerns regarding quality of care to the appropriate person.	Reports concerns regarding quality of care to the appropriate person.	Begins to recognize and utilize the political processes appropriate to system to improve patient care, nursing practice, and the context of health care.	Uses political processes appropriate to the system to improve patient care, nursing practice, within the context of health care.
Begins to identify professional nursing values.	Conforms to professional nursing values.	Incorporates professional nursing values into nursing practice.	Promotes a professional image by consistently demonstrating nursing values.
Begins to establish collaborative relationships with peers, faculty and staff.	Establishes collaborative relationships with peers, faculty and staff.	Establishes and maintains collaborative relationships.	Independently establishes and maintains collaborative relationships.
Begins to utilize the performance review (self evaluation) process to improve nursing care.	Utilizes the performance review (self-evaluation) process to improve nursing care.	Consistently utilizes the performance review (self-evaluation) process to improve nursing care.	Implements the performance review (self-evaluation) process to improve nursing care.
Begins to identify nursing research.	Identifies the value of nursing research.	Accurately interprets research findings.	Incorporates interpreted research findings into nursing practice.
Begins to utilize the nursing body of knowledge for implementation strategies in caring for a singular client.	Utilizes the nursing body of knowledge for implementation strategies in caring for a singular client.	Utilizes the nursing body of knowledge for implementation strategies in caring for multiple clients in various structured settings.	Independently utilizes the nursing body of knowledge for implementation strategies in caring for multiple clients in numerous structured settings.
Begins to identify current issues and trends in nursing and health care.	Identifies current issues and trends in nursing and health care.	Responds to the impact of current issues and trends in nursing and health care.	Independently responds to the impact of current issues and trends in nursing and health care.
Begins to recognize the significance of nursing history.	Recognizes the significance of nursing history.	Begins to utilize nursing history to shape nursing practice.	Independently utilizes nursing history to shape nursing practice.
Begins to identify the role of professional nursing organizations.	Identifies the role of professional nursing organizations.	Begins to value the role of professional nursing organizations.	Values the role of professional nursing organizations.
Begins to identify learning resources other than required textbooks.	Identifies learning resources other than required textbooks.	Demonstrates responsibility for professional lifelong learning.	Independently demonstrates responsibility for professional lifelong learning.

Reviewed

## ASSOCIATE OF SCIENCE IN NURSING

YEAR SEMESTER & COURSE	CREDITS
<b>FIRST YEAR</b>	
<b>Fall Semester</b>	
SC 204 Anatomy & Physiology I	4
CAPP 120 Introduction to Computers	3
PSYX 101 Introduction to Psychology	3
WRIT 101 College Writing I	3
NR 101 Fundamentals of Nursing I	<u>5</u>
<b>Total Credits 18</b>	
<b>Spring Semester</b>	
SC 205 Anatomy & Physiology II	4
PSYX 230 Developmental Psychology	3
NR 104 Introduction to Pharmacology for Nurses	1
NR 103 Pathophysiology	3
NR 102 Fundamentals of Nursing II	5
NR 112 Math for Meds	<u>1</u>
<b>Total Credits 17</b>	
<b>SECOND YEAR</b>	
<b>Fall Semester</b>	
SC 211 Introduction to Microbiology	4
NR 204 Pharmacology II	3
NR 201 Adult Nursing *or	9 or 7
NR 202 Maternal and Child Health Nursing*	
M 105 Contemporary Math**	<u>3</u>
<b>Total Credits 19 or 17</b>	
<b>Spring Semester</b>	
CA 112 Public Speaking	3
NR 202 Maternal Child Health Nursing* or	7 or 9
NR 201 Adult Nursing*	
NR 203 Psychiatric Mental Health Nursing	4
NR 205 Professional Issues	1
HU 215 Introduction to Ethics or HU 225 Medical Ethics and Law	<u>3</u>
<b>Total Credits 18 - 20</b>	
<b>Total Program Credits = 72 semester credits</b>	

A total of 39 (54%) credits of nursing course requirements

A total of 33 (46%) credits in non-nursing, general education course requirements

\*Students have a choice as to which semester they wish to complete the requirements of NR 201 Adult Nursing and NR 202 Maternal Child. These courses are not sequential.

\*\*Students may substitute STAT 216 Introduction to Statistics or M 121 College Algebra to meet this requirement.

## General Policies

The General Policies for the Miles Community College Nursing Program are in compliance with the Miles Community College Educational Policies found in the current Miles Community College Catalog and Student Planner/Handbook. Due to the nature of the nursing discipline, additional policies have been developed by the Nursing Faculty and are in agreement with the Miles Community College Academic Standards and Curriculum Committee.

### Length of Program

The Associate Degree Registered Nursing Program is designed to be completed in two academic years (four semesters), with a total of 72 semester credits. Freshmen nursing students are admitted to the nursing program in the Fall semester of each year. Students may elect to extend completion of the program requirements over a longer period. This is accomplished by completing all or some of the general education requirements prior to applying for admission to the nursing courses. However, once admitted to the nursing courses, the student must take the required nursing courses consecutively each semester or withdraw from the program. Students may apply for readmission but all nursing course work must be completed within a five year time frame. The five year rule applies to transfer students as well.

Credits are assigned to nursing courses in accordance with the National League for Nursing Accrediting Commission guidelines and the Miles Community College institutional policy which states; "College work is measured in terms of semester credits. A "credit" in (1) a lecture class involves one hour of classroom work and two additional hours of outside work or preparation; (2) a laboratory or clinical class involves two hours of classroom work and one hour of outside work OR three hours of classroom work; and (3) practicum or cooperative education courses involves six hours of work. These weekly guidelines are for a fifteen-week semester (i.e. a three-credit lecture class would meet for 45 lecture hours during the semester). The guidelines utilized are commonly referred to as Carnegie Units. Weekly instructional time is adjusted whenever the semester length does not cover a full 15 week period of time." (Please refer to the current Miles Community College Catalog.)

### Nursing Program Admissions

The Miles Community College Nursing Program has a limited enrollment based on the Montana State Board of Nursing approval process. Admission to the program is competitive and is based largely upon the students' score on two Assessment Technologies, Inc (ATI) exams: the ATI Test for Essential Academic Success (TEAS) and ATI Critical Thinking Entrance exam. The two exams are given via an online format twice per year in October and February at Miles Community College. Students must contact the Administrative Assistant at the Nursing office to request permission to take the ATI exams at sites other than Miles Community College. In this case, the student must request ATI send a copy of their exam scores to Miles Community College for consideration. A student overall grade point average of 2.5 or above is required.

Currently the program is approved to admit thirty freshmen students each fall in Miles City, eight students in Sidney and eight in Glendive. The complete list of policies and procedures for admission to the program can be found in the current Miles Community College Catalog. However, changes to policies since the last printing of the catalog may have occurred and students are encouraged to refer to the nursing web page at [www.milescc.edu](http://www.milescc.edu) for the most current information. Information for admission of LPNs with advanced standing is included in the policies. Transfer students, students applying for readmission and LPNs can be admitted any semester but on a space available basis only.

## The Nursing Admissions Committee

Decisions regarding student admission to the nursing program are made by the Miles Community College Nursing Admission Committee. The Committee is comprised of:

- The Director of Nursing, Chairperson
- The Miles Community College Registrar
- One member of the Nursing Faculty to be assigned annually by the Director of Nursing
- Two members of the Academic Division who is involved in non-nursing general education courses to be assigned annually by the Director of Nursing and Dean of Academic Affairs

The Nursing Admissions Committee must approve all admissions, re-admissions, transfers, and challenges related to the Registered Nursing Program. The committee meets each April to select applicant admissions for the following Fall and as needed during the remainder of the academic year.

## Background Check Requirement

**Purpose:** The purpose of the Miles Community College Nursing Program background check policy is to provide evidence to affiliating clinical agencies regarding the Nursing students' eligibility to participate in clinical activities. Eligibility of students pertains to clinical agency's requirements for all employees, volunteers and students delivering patient care (Joint Commission on the Accreditation of Healthcare Organizations Standard HR.1.20).

**Scope:** This policy applies to all students seeking admission or readmission to, or currently enrolled in, the Miles Community College Nursing program. Miles Community College has a permissible purpose in requiring a background check for nursing students who provide direct nursing care to vulnerable populations.

**Policy:** Background checks will be conducted, via a contractual arrangement with an outside vendor, as a condition of admission to and continuation in the nursing program. Enrollment in a nursing course with a clinical component and direct patient care is contingent upon the student's completion of the background check and subsequent approval of student's background check report by the Nursing Program Admissions Committee and the affiliated clinical agency/agencies. Students will incur the price of the background checks.

The investigation will include, but may not be limited to, a combination of the following screenings for every state and county of residence:

### County Criminal Record Search:

- 7 year search in unlimited jurisdictions  
Felony / Misdemeanor Convictions
- Social Security Report:  
Social Security Number Search  
Alias Name Search  
Residential History Search
- Montana Child Abuse Search:  
Includes Montana Child Abuse Information
- National Sex Offender Public Registry:  
Includes Sex Offender Registries from all 50 states
- FACIS® Level 1:  
Office of Inspector General Excluded Individuals/Entities  
General Service Administration List of Excluded Parties  
Includes OFAC Specially Designated Nationals List

**Confidentiality:** The handling of all records will be strictly confidential and revealed only to those required to have access. Any breach of confidentiality will be considered serious, and appropriate disciplinary action will be taken. Background check records will be securely stored for three (3) years after the student leaves Miles Community College and will then be shredded.

**Procedures:** Informing students of the Background Check policy:

In April of each year, detailed information regarding the background check policy will be provided to students initially accepted into the nursing program via the mailed nursing program acceptance letter. For the second-year nursing students, detailed information will be mailed in May with the Basic Health Update form. General notification informing potential students of the background check requirement will be included in the Miles Community College catalog nursing information section, available in hard copy or on the college website.

**Self-reporting prior to background check:** Prior to completion of the background check, students will be given the chance to self-report adverse information with an explanation, if desired. Questions regarding the student's background are included on the Nursing Program application form. The student's written explanation of the incident/s will be given consideration during the Nursing Admissions Committee decision making process.

**Completion dates:** Complete background checks must be less than 12 months prior to admission to the Nursing Program. Both freshman and sophomore students are required to complete the background check by July 15 of each year. Transfer students and students applying for readmission must complete the background check at least one month prior to the beginning of the semester. Once a student has been admitted to the program, an abbreviated background check must be completed by July 15, prior to the second year of nursing school. If a student is enrolled in the nursing program a third year (due to extenuating circumstances), the student must again update by July 15 prior to continuing into the third year.

**Permission to Conduct the Investigation:** A link to the background check vendor is provided on the Miles Community College website. Students pay for the background check online with a credit card or can arrange with the vendor for an alternate payment method. The student gives permission to conduct the required background investigation and subsequent release of information to the college (Disclosure and Authority to Release Information) via the website and the student's electronic mouse signature. A copy of the student's rights under the Fair Credit Report Act is available on the vendor's website through a link. The results of the background check are emailed to the student in about three to four working days. All of the students' results are available to the Nursing Program Director via the vendor's website and an access code.

**Background Checks with adverse reports:** If the background investigation results indicate adverse information, the Nursing Program Director (or representative) will notify the student within seven (7) business days via an "Adverse Letter of Notification." The student will have seven (7) business days of the date of this written notice to respond to the Adverse Letter of Notification. The student may:

- Contact the Nursing Program Director
- Provide a written explanation of the adverse information for the Admissions Committee.
- Contest the results of the investigation

Once the student's response has been received, or the seven business days have passed, the Miles Community College Nursing Admissions Committee meets to review any adverse student reports and determines the student's eligibility for clinical course participation and Nursing Program admission or continuation. Students and/or student representatives are not allowed to be present at the Nursing Admission Committee meeting.

The Nursing Admissions Committee gives consideration to:

- Number of offenses and repeat offenses
- Age of the student at the time of the offense
- Nature and seriousness of occurrence
- Time elapsed since the offense(s)
- Rehabilitation
- Relevance of the crime committed relative to nursing profession standards
- State or federal requirements relative to the nursing profession
- All known information regarding the student, including the written explanation
- Any other evidence demonstrating an ability to perform clinical and academic expectations competently and free from posing a threat to the health and safety of others.
- The student's written explanation of the adverse information

The Committee reserves the right to confer with legal counsel and the affiliated clinical agencies in determining the student's eligibility. When conferring with outside entities, the student's name is not used, only the adverse information itself. For example, the Committee may ask a clinical facility if someone (without revealing the student's name) who was convicted of a DUI eight years ago would be eligible to access patients in their facility.

The possible actions taken by the Nursing Admissions Committee include:

- Clearing the student for final admission (for students initially applying to the program, readmission and transfer students) or clearing the student for continuation in the program (for second and third year students)
- Denying the student final nursing program admission (for students who are initially applying, being readmitted, or transferring to the program), or dismissal of the student from the program (for second and third year students)

Following deliberation of Nursing Admissions Committee, the Nursing Program Director will notify the student of the outcome in writing within three (3) business days. Students who are denied admission to, or terminated from the Nursing program may request reconsideration in writing to the Nursing Admissions Committee within three business days of receipt of the notice of denial/termination. The student's letter of request shall include a statement of reasons why the student believes the decision should be reconsidered and may include any new supporting documentation. Students who feel the background check report is in error should request that the Committee's final decision be postponed pending the outcome of the re-investigation (please refer to next section). The Nursing Admissions Committee shall within five days of receiving the student's letter of request, consider the request and notify the student in writing of the Committee's decision. The Committee's decision is final.

**If the student feels the background check is in error:** If the student contests the results of the accuracy of the background check:

- The student must directly notify the vendor. Detailed vendor contact information will be provided in the letter of notification.
- The vendor is required to re-investigate the disputed information within thirty (30) business days from the date of the student's dispute of the report. The re-investigation report will be sent to the Nursing Program Director.

Please note: The vendor conducting the background investigation is not responsible for eligibility decisions.

**Students who refuse to complete the background check and/or sign the Disclosure and Authority to Release Information form will be denied admission and/or terminated from the nursing program.**

Student who are denied admission and/or terminated from the nursing program and question the Committee's final decisions are:

- Referred to the Miles Community College academic policies and grievance procedure
- Eligible to reapply for future admission at which time a current background check must be submitted. The results of the current background check will be used in the readmission decision.

***Failure to complete any part of this process in the described time frame will automatically result in dismissal from all clinical courses and the Miles Community College Nursing Program. Until a final decision is made, the individual will not be allowed to participate in clinical practicum courses.***

***Any identified misrepresentation, falsification, or material omission of information from the application discovered during the acceptance process and deliberation of clinical course eligibility may result in exclusion of the student from continued clinical participation or immediate dismissal.***

**Administration and Interpretations:** Questions about this policy and procedure may be directed to the Miles Community College Nursing Program Director and/or the Nursing Admissions Committee

**Amendments or Termination of this Policy:** Miles Community College Nursing reserves the right to modify, amend, or terminate this policy at any time.

### **Math Requirement**

Students must have completed M 095 Intermediate Algebra or higher (or equivalent) **PRIOR** to full admission to the program and NR 101. **If a student does not complete M 095 Intermediate Algebra or higher prior to fall semester of the first nursing semester, the student will not have met the standards for nursing admission completion and he/she will be dropped from NR 101 Fundamentals of Nursing.** Math practice materials and tutoring services are available to students through the Academic Development Center. Student's may challenge or CLEP-Exam M 095

### **CPR Requirement**

Prior to the first class meeting date of all nursing courses with a clinical component, students must show evidence of completion of Basic Life Support for Healthcare Providers by the American Heart Association. Presentation of card (documentation of completion) is required.

Students must maintain current CPR certification throughout the nursing program. Failure to do so will result in the student being barred from clinical activity and therefore dropped from the nursing program.

### **Health History, Immunizations, Basic Health Screening**

Completion of the components of the Basic Health Screening for freshmen students and the Health Screening update for the sophomores and re-admitted students is to ensure the safety of both the student and the clients in the affiliating health care agencies. Yearly PPD screenings are required. Hepatitis B and other Hepatitis immunizations are highly recommended for the student's safety but are not required.

**Freshmen** are required to complete the appropriate forms prior to August 1 of the current year of admission. If ALL items are not completed, the student is responsible to return to the primary health care provider (physician, physician's assistant, or nurse practitioner) and see that the form is properly completed. Any abnormalities will be reviewed by the nursing faculty and further releases may be required from the primary health care provider. Students may not begin clinical experiences in either an affiliated agency/service or the Miles Community College Nursing Arts Lab until the health screening forms are completed and approved by the Director of Nursing.

**Sophomores** are required to complete an update form prior to August 1 of the current year of admission.

Students may not begin clinical experiences until the form is completed and approved by the Director of Nursing. A delay in completion of this requirement may jeopardize the student's Nursing program admission status.

## **Insurance**

**Liability insurance** for both freshman and sophomore students is required and are paid for by the student at the beginning of fall semester each year with tuition and fees. Copies of the insurance are available at the student's request. The students are covered **ONLY while assigned to practice as an Miles Community College student nurse in an affiliated clinical facility/service. Students are required to notify their clinical instructor immediately of an injury in the affiliated clinical facility/service. The student and instructor will complete required documentation for the clinical facility/service as well as documentation (Student First Report of Injury) required by Miles Community College.**

**Medical insurance** is provided by each individual student and proof is required. Medicaid is considered adequate coverage. If the student cannot obtain insurance, a waiver must be signed releasing Miles Community College from responsibility of costs incurred by illness and/or injury. **Waiver forms** may be obtained from the Nursing Administrative Assistant, Room 111. Students are not covered by Worker's Compensation in the clinical settings and are responsible for all costs associated with personal injury such as needle sticks and back injuries.

## **Students with Disabilities**

"Miles Community College provides support services for otherwise qualified students with disabilities. The College is committed to providing reasonable accommodations within the scope of the College's programs and resources to ensure that qualified students with disabilities are able to enjoy the same rights and assume the same responsibilities as any other student.

Students with disabilities are required to provide documentation of their disability to the Disabilities Coordinator in order to arrange for appropriate accommodations. (Miles Community College Student Handbook.)

## **Faculty Academic Advisors**

Faculty academic advisors are assigned to each student to guide them through their academic experience at Miles Community College. Every nursing student will have an academic advisor assigned from the nursing faculty for the academic year. Students are expected to meet with their advisor a minimum of twice a semester to discuss grades, academic plans or problems, course changes, etc. The student or the advisor has the right to request a change in the faculty advising assignment to facilitate optimal communication. Students are encouraged to confer with advisors as academic problems, conflicts, or concerns arise. (Please refer to the Advising section in the current (Miles Community College Catalog.)

## **Faculty-Student Coordinating Committee**

The Faculty-Student Coordinating Committee provides a forum for the faculty and students to dialog regarding concerns, suggestions and questions regarding the nursing program, the curriculum and related issues. Meetings are scheduled once a month during the school year, with a second meeting if necessary being held in conjunction with the Nursing Faculty Meeting.

The committee is composed of a nursing faculty representative and elected students. Three students will be elected from the freshman class and four students from the sophomore class. The make up of the freshmen representatives will be two from Miles City, one from Glendive. The make up of the sophomore

representative will be two from Miles City, one from Glendive and one from Sidney. One alternate representative will be elected for the freshmen and the sophomores at each site. Meetings will be held over the ITV system.

The responsibility of the faculty representative includes:

- Reporting committee activities to the Nursing Program Faculty.
- Increasing student awareness regarding program direction and faculty concerns.
- Providing information and guidance regarding student concerns and participating in follow-up activities as indicated.
- Fostering student/faculty interaction during joint meetings.

The responsibility of each student representative includes:

- Increasing class awareness regarding committee activities.
- Soliciting student information for committee agendas.
- Participating in proposing methods to address agenda items.
- Implementing committee/faculty suggestions and reporting outcomes.
- Contributing to program policy development.

In addition to the above responsibilities, activities of this committee include participating in the curricular evaluation and modification process as well as the textbook evaluation and selection process.

### **Children in the classroom**

All students have a right to a learning environment free of distractions. Therefore, children and person's not enrolled in nursing are not allowed to attend any scheduled nursing activity. Students are encouraged to plan ahead and make arrangements for childcare including days when their children are ill. Students who bring children will be asked to leave and will be considered absent.

### **Cell phones and pagers**

Cell phones and pagers must be turned off during all scheduled nursing activities. Calls are to be limited to emergency situations only. In this case, the vibration mode must be used. Students must leave the area in order to answer a call. Texting during scheduled nursing activities is prohibited.

### **Pregnancy**

Students who are pregnant or suspect that they may be pregnant should not delay in informing their clinical instructor so that appropriate adjustments and precautions can be made regarding the student's assignment of clients.

### **Formatting of written work**

All written work will conform to the American Psychological Association (APA) Publication Manual format since APA is the format most widely accepted within nursing academia. Electronic references are included in the current APA style manual. Please refer to each syllabus for specific grading requirements. The APA Publication Manual is on reserve in the MCC Library.

### **Abbreviations**

Abbreviations (medical or otherwise) are not acceptable in college papers. Students will be graded down 1 point for inappropriate use of abbreviations.

## **Academic Standards**

Anatomy & Physiology I & II (SC 204 & 205) and Developmental Psychology (PSYX 230) must have been taken within the last five years immediately prior to admission to the Nursing Program in order to fulfill program requirements. However, for Anatomy & Physiology (A & P) credits over five years old, an “escrow” mechanism may be utilized. Students with A & P credits over 5 years old or taken at the “100” level will be allowed into NR 103 Pathophysiology and credits will be transferred through an “escrow” mechanism. The student’s previous A & P coursework will be held in “escrow” until the student has successfully completed Pathophysiology with a “C” (75%) or better. Upon successful completion of NR 103, the student will be granted credit for having met the A & P I & II requirements.

**All required nursing program courses must be completed with a “C” or higher grade. This includes all general education requirements.** General education courses may be repeated to achieve a “C” grade or above prior to the student’s admission to the nursing courses. Once admitted to the nursing courses, students must achieve a “C” or higher in all coursework, including nursing and general education courses, to continue in the nursing program. **Students achieving lower than a “C” grade in any course while admitted to the nursing program will be dropped from the program.** A cumulative GPA of 2.5 in all courses completed in the past 5 years is required for admission to the nursing program. Once enrolled in the nursing program, a 2.0 cumulative GPA is required to continue in the program.

Students must achieve 75% or higher in both theory and clinical components (where there are clinical components) of nursing courses. The theory component grade demonstrates the student’s acquisition of fundamental knowledge. The clinical component grade demonstrates the student’s ability to apply, analyze, and synthesize knowledge. Failure to achieve a minimum of 75% in the theory or clinical area results in the student failing the nursing course and the student will be dropped from the program.

Students can audit nursing courses only after taking the course for credit.

See “Nursing Course Grades” in this handbook for additional information. Also refer to each class syllabus for specific course requirements and grading criteria.

### **Academic and Student Conduct**

The following matters of academic and student conduct are handled in accord with the policies stated in the current Miles Community College Catalog and Student Planner/Handbook.

- Orientation
- Placement Testing
- Advising
- Standard of Student Conduct, Academic Conduct
- Student Access to Records
- Student Disciplinary Procedures
- Temporary Suspension Pending Hearing
- Hearing Procedure
- Student Grievance Procedures
- Drug and Alcohol Abuse

Students failing to comply with the Miles Community College general student policies of conduct or the Nursing Program policies will be placed on warning, probation or dismissal, depending on the severity of the infraction. This process is not necessarily progressive in nature i.e. students may be immediately placed on probation, or be dismissed/expelled from the nursing program. Refer to removal of Nursing Students from Clinical Settings for specific criteria regarding student behaviors in the clinical area.

### **Academic Dishonesty**

In any case of alleged and admitted academic dishonesty, including cheating and plagiarism, the instructor involved may deal with the matter appropriately, including the issuance of a failing grade for the course. The student may appeal the instructor's decision to the Director of Nursing.

In any case when, after being informed that a student is suspected of academic dishonesty, a student either denies the charge or elects to remain silent, the faculty member involved shall immediately notify the Academic Council who will review the situation and deal with the matter appropriately. (See the current Miles Community College Catalog and Student Planner/Handbook.)

While the Nursing Faculty encourages collaboration, "to work jointly with others especially in an intellectual endeavor" (Webster's New Collegiate Dictionary, 1999) it is considered plagiarism when the product of collaboration is represented as one individual's work, or the individual work of a number of students. Therefore, students are cautioned regarding practices which would violate appropriate academic conduct such as dividing an assignment among a group of students and then compiling each component to be used as the final work product of each individual student. This type of sharing decreases the learning opportunity for each student. The result is the development of a fragmented knowledge base upon which to build. These behaviors, in addition to the behaviors described the current Miles Community College Catalog and Student Planner/Handbook will be addressed as plagiarism.

Students are given the opportunity to review exams but are not allowed to keep or possess nursing exams. Students are **strictly prohibited** from printing, copying, emailing, taking photos, or by any means replicating exam questions and/or rationales. Students replicating exams and/or rationales will be issued a failing course grade and will be dropped from the nursing program. Students are also prohibited from ordering or obtaining test banks, answer keys, and other faculty resources.

### **Nursing Course Syllabi**

Nursing course syllabi are available on-line. **Students who want printed/hard copies of the syllabi must submit a written request to the Administrative Assistant in the Nursing office, Room 111.** There will be no fee for the printed syllabi. Each student is responsible for the material contained within the syllabus. **Required forms** such as Progress Notes and Care Plans forms may be purchased through the bookstore. Unless required by the instructor, the cost of any materials used by the student in relation to in-class presentations is solely the responsibility of the student. This includes, but is not limited to, posters, overhead transparencies, handouts, videotapes, computer equipment (power point) etc.

### **Nursing Course Grades**

Percentage grading is used throughout the nursing program. Grades will be evaluated on the following percentage scale:

<b>100 -92%</b>	<b>A</b>
<b>91 - 84%</b>	<b>B</b>
<b>83 - 75%</b>	<b>C</b>
<b>74 - 67%</b>	<b>D</b>
<b>66% and below</b>	<b>F</b>

Nursing course grades are composed of two components, theory and clinical. The weighted value of each component of the course is determined by the time spent in each component, which is reflected in the course credits according to Carnegie units as indicated in the Miles Community College Catalog. At the freshman level in NR 101 and NR 102 (5 credits each) 3/5 of the course grade is from theory and 2/5 from clinical.

At the sophomore level in NR 202 Maternal and Child Health Nursing (7 credits) 3/7 of the grade is from

theory and 4/7 is from clinical, in NR 201 Adult Nursing (9 credits) 4/9 of the grade is from theory and 5/9 of the grade is from clinical.

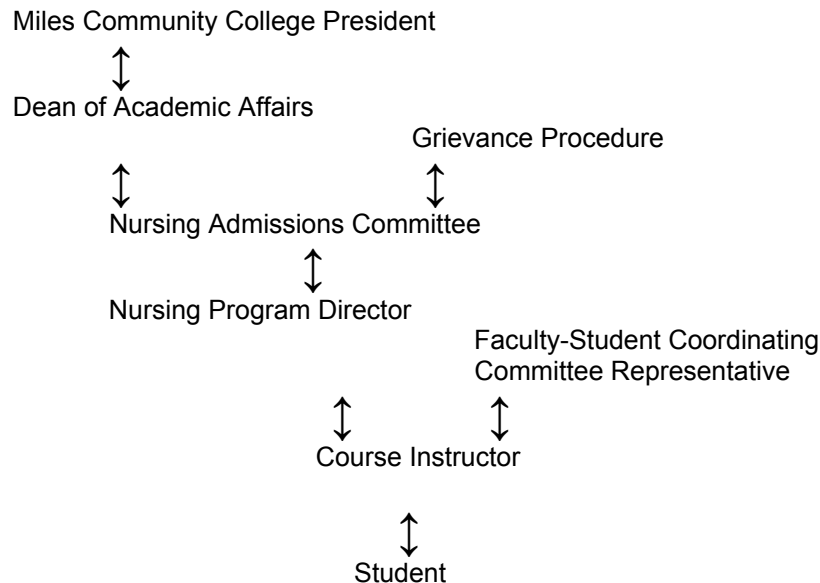
For Psychiatric Mental Health Nursing (NR 203), 3/4 of the grade is from theory and 1/4 is from clinical.

**A final grade of 75% or higher MUST be attained in BOTH the theory and clinical components of any nursing (NR) course in order for the student to pass the nursing course. If a student achieves less than 75% in either the theory or the clinical component, the student will receive a “D” or failing grade for the final course grade and will be dropped from the nursing program.**

All written work, clinical assignments and course requirements must be completed in order for the student to receive a final course grade. Students not completing all assignments and course requirements will receive an “I” incomplete grade and will not be able to progress to the next nursing courses until a “C” grade or better is achieved. The student may not continue in the nursing program until the failed course is successfully completed. Student’s failing to achieve a “C” or higher in any required course will be dropped from the program and must apply for readmission. Nursing courses (NR) may be taken only twice. Re-enrollment is on a space available basis in nursing courses with enrollment caps (such as, but not limited to, courses with clinical components). The student must meet with and obtain approval from the Nursing Admissions Committee prior to re-enrollment in a nursing course.

### Student complaints

It is expected that students will first discuss any and all concerns and complaints regarding academic issues with the course instructor. Open communication and the use of appropriate channels to resolve complaints are key to the student’s academic and professional success. If, after discussing a concern or complaint with the instructor the student feels that the issue is unresolved, the student may bring the issue to a representative of the Faculty-Student Coordinating Committee or request a meeting with the Nursing Program Director. The Nursing Program Director will meet with the student only after there has been validation that the student has met and discussed the issue with the course instructor. The appropriate channels for students to follow in resolving complaints are as follows:



Student’s who choose not to follow the appropriate chain of command will be placed on academic warning for immediate and subsequent correction of the behavior. Angry outbursts and/or disrespectful behaviors are unprofessional and may lead to warning, probation, and/or dismissal from the program.

## Theory Components of Nursing Course Grades

Theory grades are based on tests, quizzes, and required work as indicated in each course syllabus. Course tests will include unit tests and final exams as indicated in each nursing course syllabus.

### Tests

Theory tests may be general and/or specific in content. The format may include various question structures such as, but not limited to, multiple choice, multiple multiples, true and false, matching, situational, short answer and/or essay. Test grades and cumulative grades are posted via the internet with an assigned student identification number. Students not wishing their grade to be posted must convey their preference to the instructor and make arrangements to access grades privately. Due to the privilege of confidentiality, test grades and course grades cannot be released to anyone other than the student and cannot be released over the phone.

Most nursing tests are on-line and will only be given at the approved testing sites in Miles City, Sidney, and Glendive. The use of test proctors requires that students provide photo ID for identification purposes. Students will be asked, prior to the first nursing exam, to designate a testing site. The student will test only at the student's designated testing site. Any requests for changes in testing sites must be presented in writing to the course instructor at least 24 hours prior to the test time and date. Due to the complexities of arranging and communicating changes with proctors and ensuring access to a computer, changes in testing sites will be granted only in extreme circumstances.

If used, hard copy nursing tests and finals are scored according to a marked "scantron" sheet. The student's marked answers on the scantron will be used solely for grading purposes therefore students are encouraged to take extra care in marking the scantron sheet. The scantron is considered a legal document. Students who feel there is a discrepancy in their grade should arrange to meet one-on-one with the instructor for clarification.

Test anxiety is experienced by all students to some degree. Students experiencing test anxiety are encouraged to contact the Center of Academic Support at Miles Community College early in the program, for assistance. Ear plugs are encouraged if student is easily distracted by noise. Reasonable testing accommodations are available, but require professional documentation as to the student's disability before accommodations are implemented.

### Make-up Tests

Make-up tests must be taken within two school days after the student returns to class. **It is the student's responsibility to make the necessary arrangements with the instructor for a make-up exam.** The student must request a make up exam via email. Excused absences will be allowed for instances of illness or family emergencies only. In the case of illness or family emergencies tests may be made up after the scheduled test date. In the case of absences for things such as doctor appointments, athletic events, job interviews, family weddings and other *pre-scheduled* events, the students must take the exam **prior** to the absence. Students who have a scheduled absence are required to email the instructor at least one week in advance and receive instructor verification of new early test time and date. A different exam covering the same material may be substituted. Failure to make up the exam within the first two days may result in a lower test grade or, at the instructor's discretion, forfeiture of the exam points. Additionally, individual instructor's policies on make-up tests can be found in each current course syllabus.

**Students missing more than 1 scheduled exam in any nursing class will be required to appear before the nursing faculty to explain circumstances and submit a written plan for avoiding future absences. Habitual absences on scheduled exam days may result in the student being dropped from the nursing program.**

### Test Reviews

Test reviews will be given at the instructor's discretion. If given, the reviews will be scheduled as soon as possible after the test has been given to all students. Student note-taking during test reviews is at the instructor's discretion. Tests will **NOT** be available for individual student review unless the student has a valid reason for missing the scheduled test review, in which case an appointment must be made with the Nursing Administrative Assistant (Room 111). **Tests will NOT be available for review immediately before final exams** unless the instructor, at their discretion, schedules a review for all students. Due to the constraints of time and staffing no other test review times will be possible.

### Assignments

Due dates are specified in nursing course syllabi for all assignments. **Late papers** will be dropped one letter grade the first day and an additional 5% off the total points for each additional day late. Weekends and holidays are included as late days. After 7 late days, the student will receive 0 points for the assignment. However, **the student must still turn in the assignment to avoid receiving a grade of "I" or incomplete for the final course grade.** Late papers must be handed-in directly to the course instructor or the nursing administrative assistant. If assignments are mailed, the postmark will be the date of submission for purposes of lateness. This does not include extensions mutually agreed upon between the student and faculty member where extenuating circumstances exist. ***Students submitting more than 3 written assignments which earned a zero will receive a failing grade for the semester. No more than three (3) zero's (0's) for written assignments will be accepted per semester.*** If a student is having difficulty meeting a due date he/she should discuss the matter with the instructor BEFORE the assignment is due. **All extensions for written work (Appendix A) must be submitted by email or hard copy to the course instructor and clinical instructor (if different from course instructor). The student must propose a date and time for completion and keep a record or copy of the request, time and date. The course instructor will reply within two working days and will accept or deny request. No further extensions will be granted.**

**All** assignments must be completed for both theory and clinical in order to receive a course grade other than "I" (Incomplete).

### Calculators

The use of calculators during tests is permitted. However, the calculator must be a simple four function calculator. **Palm Pilots, PDAs, Blackberries, or Scientific Calculators on which data can be stored are not permitted.**

## Clinical Components of Nursing Course Grades

### Student Responsibility

The student must consistently demonstrate intellectual ability, responsibility, and emotional and physical stability throughout the program. Furthermore, the student must demonstrate a basic understanding of the moral, ethical, and legal responsibilities involved in client care. Failure to meet these criteria may result in endangerment of the client. Therefore, the student may be dropped from the Nursing Program. **Medication administration and performance of any invasive procedure requires the direct supervision of the nursing instructor or a designated registered nurse. Failure to comply may result in dismissal of the student from the Nursing Program. Additionally, failure to follow any of the Miles Community College Nursing policies may result in a warning, probation, and suspension.**

### Abbreviations in the clinical setting

Medical abbreviations for charting will be according to each affiliated agency's policies and procedures. The abbreviations presented in the current Fundamentals nursing textbook may be used.

## **Grading of Student Skills and Performance**

The intent of educational programs in nursing is to produce practitioners who have acquired a knowledge base, therapeutic and interpersonal skills, and values and attitudes that characterize the nursing profession, are safe for public practice and reflect the philosophy of the school. Standards are set by the profession and transmitted through the professional education process.

The grading of the skills and performance portion of clinical (including progress notes, return demonstrations and the clinical evaluation tool) is based on the student's level of competency and skill development. Quality of performance is based on degrees of skill development which encompasses the use of time, space, equipment and the expenditure of energy. The competencies are divided into five levels: Independent, Supervised, Assisted, Marginal, and Dependent.

At the **Independent** Level proficiency means unusual efficiency and implies exceptional deftness, use of subtle perceptual cues to modify the behavior to achieve the desired effect and exceptional coordination and integration. The sequence of movements and communication are fluid, even and intertwined. There is an economical use of movements, equipment, and conversation. The behavior is demonstrated within an expedient or minimal time period. The student appears confident and relaxed and only occasionally or subtly expends excess energy in performance. This level of performance is seen when the student focuses on the patient rather than on the skill that is being performed.

At the **Supervised** Level the student is efficient and coordinated but expends more of his/her energy or that of the patient in accomplishing the behavior. The student appears confident and focuses on the patient but can be distracted to the skill as it becomes more complex. The behavior is performed within a reasonable time period. Occasional supporting cues and, infrequently, a directive cue are needed.

At the **Assisted** Level the student is skillful in parts of the behavior while the rest of the performance is characterized by inefficiency and lack of coordination, thereby expending excess energy in movements, as in selecting inappropriate supplies in type or number. At times he/she appears anxious, worried or flustered, but makes an effort to appear confident. Accomplishment of the behavior takes longer and the end result is sometimes late. The student focuses more attention on the behavior or on self than on the patient. The student requires frequent verbal and occasional physical directions, in addition to supportive cues.

At the **Marginal** Level the student is skilled, inefficient and expends considerable excess energy in performance; little thought appears to have been given to the sequence of activities that is to be performed. Anxiety may be apparent or masked. Completion of the behavior is considerably delayed to the extent that other activities are disrupted or omitted. The student needs continuous verbal cues and frequent physical ones.

At the **Dependent** Level the student may attempt the procedure but is unsuccessful; unreasonable energy may be expended in attempting the procedure so the student appears unable to move. Verbal and physical cues are so directive and continuous that, essentially, it is the instructor who performs the behavior.

The criteria for clinical evaluation are based on a percentage scale as follows:

SCALE LABEL	STANDARD PROCEDURE	QUALITY OF PERFORMANCE	ASSISTANCE
<b>Independent</b> <b>A 100% - 92%</b>	Safe & accurate. Effect & affect appropriate each time	Proficient, coordinated, confident. Occasional expenditure of excess energy. Completed within expedient time period.	Without directive cues.
<b>Supervised</b> <b>B 91 - 84%</b>	Safe & accurate. Effect & affect appropriate each time.	Efficient, coordinated, confident. Some expenditure of excess energy. Completed within a reasonable time period.	Occasional directive cues.
<b>Assisted</b> <b>C 83 - 75%</b>	Safe & accurate each time. Effect & affect appropriate most of the time.	Skillful in parts of behavior. Inefficiency & uncoordinated efforts. Expendes excess energy. Completes within a delayed time period.	Frequent verbal & physical cues.
<b>Marginal</b> <b>D 73 - 67%</b>	Safe but not alone. Performs at risk. Not always accurate. Effect & affect occasionally appropriate.	Unskilled, inefficient. Considerable expenditure of excess energy. Prolonged time period needed for completion.	Continuous verbal & physical cues.
<b>Dependent</b> <b>F 66% and under</b>	Unsafe. Unable to demonstrate behavior.	Unable to demonstrate procedure behavior. Lacks confidence, coordination, and efficiency.	Continuous verbal & physical cues.

Adapted from Cottrell, B.H., Cox, B.H., Kelsey, S.K., Ritchie, P.H.J., Rumph, E.A. & Shannahan, M.K. (1996). A clinical evaluation tool for students based on the Nursing Process. JUNE, 25(7), pp. 270-274.

Summative clinical component evaluation is a dual process whereby the students evaluate themselves and then the instructor(s) evaluate the student using the same evaluation tool. The evaluation tool is found in each clinical syllabus. The student participation in the process facilitates development of self-evaluation skills.

### Progress Reports

The Progress Report provides a formative evaluation feedback for every clinical lab experience throughout the clinical rotation. (See sample Progress Report forms in Appendix A)

There are two types of progress reports; narrative and client care. Narrative progress reports are to be used for all activities that do not involve direct client care such as time spent in the Nursing Arts Lab and observation experiences. Client care progress reports are to be used whenever the student is assigned to direct client care.

On each progress note, the student evaluates his/her performance and then the instructor evaluates the student's performance. The Progress Report is then returned to the student for signature, at that point the two copies are separated, and the white copy is returned, signed, to the instructor while the yellow copy is retained by the student. The student's signature does not indicate agreement but indicates that the student has read and is aware of the information provided by the instructor. The Progress Reports provide formative evaluation which allows students to identify short term as well as long term clinical goals. On the summative, or final, clinical evaluation, the student must score at least a "C" for **EACH** evaluation statement in order the pass the clinical experience.

### Return Demonstrations (NR 101 and NR 102)

In NR 101 and NR 102 (Fundamentals of Nursing I & II) there are “return” demonstrations of selected skills which are evaluated utilizing the dependent to independent rating scale previously described. It is necessary that students achieve an overall “C” on “return demonstrations” in order to pass the clinical portion of the course. Furthermore, because the nursing faculty values client safety, critical components indicated by an (\*) must be demonstrated at the “B” level in order to pass the demonstration satisfactorily. Students may repeat the return demonstration twice (the original attempt and two additional attempts) if necessary. *The highest achievable average grade for the entire return demonstration on the second and third tries will be 75%.* **Practice is required** between the attempts in order to increase the level of performance. Students are responsible for making an appointment with the instructor for repeat attempts. Failure of the student to keep a mutually agreed upon appointment for a repeat attempt will be counted as one attempt. Skills requiring return demonstrations may not be practiced with clients until students have satisfactorily returned their demonstrations to the nursing faculty member.

Return demonstrations must be completed during the designated week by appointment with a nursing instructor. If a student is unable to satisfactorily complete the return demonstrations after three attempts he/she has failed the clinical component of the nursing course and will receive a failing course grade. The student may re-apply according to the readmission policy.

### **Transition Experience**

The transition experience is a capstone experience in the final clinical semester of the program. The transition experience is assigned during the fourth semester of clinical nursing courses, immediately prior to graduation. The transition experience may be implemented in either NR 201 Adult Nursing or NR 202 Maternal and Child Health Nursing. It is designed to facilitate the transition of the student to entry level practitioner within a hospital based setting. The focus of this clinical experience is on the movement of the student from performing in the sheltered environment of the educational setting into functioning within the reality of the work place.

### **Objectives**

- Employ The Nursing Process to re-prioritize needs and care for assigned group of clients/patients as conditions change.
- Establish priority of needs and determine a plan of care for assigned group of clients/patients for a 12 hour shift.
- Submit an appropriate written work plan for assigned group of clients/patients based on The Nursing Process and employing critical thinking.
- Give end-of-shift report for assigned clients/patients.
- Participate in the delegation of patient care activities/unit functions to staff members.
- Employ critical thinking and The Nursing Process to demonstrate appropriate decision-making in real clinical situations.
- Properly transcribe a physician’s order.
- Participate in discharge planning.
- Evaluate communication skills and methods to increase effectiveness in interpersonal relations.
- Set goals for continuing education after graduation.

Additional information regarding the transition experience is found in the “Transition Clinical Experience Packet”. The packet is distributed to final semester students and available in the Nursing Office.

### **Assessment Tests**

Students will be given standardized web-based assessment testing (ATI) multiple times throughout the curriculum. Students will be tested and compared to national standards immediately after completing Fundamentals of Nursing II, Pharmacology II, Adult Nursing/Community Nursing, Maternal Child Nursing, and Leadership/Management. Additionally, students will be assessed for critical thinking skills and learning styles.

The nursing program's philosophy for implementing the total curriculum testing program is to assist the student in identifying strengths and weaknesses early in the program and providing support and remediation for specific content areas when necessary. The nationally standardized tests provide feedback to the students throughout the program as to how they compare nationally to other registered nursing students. The standardized tests also provide feedback to the nursing faculty as to the overall course strengths and areas that need to be covered more thoroughly

The ATI testing consists of review books for each content area, non-proctored practice tests and a secure "proctored" test for each of the major nursing content areas. Students have access to the unsecured, non-proctored practice tests for each course throughout the semester. Towards the end of the nursing course, a "locked" or secure, proctored, assessment test will be given at a designated time. At the instructor's discretion, the non-proctored and/or the proctored ATI exams may be used as part of the course grade. Each course syllabi outline the course expectations and grading criteria.

## Attendance

### Absences

Due to the structure of the curriculum in the Associate Degree Nursing Program, every class and clinical assignment is an important learning experience which cannot be repeated in the same manner. Additionally, it is the program's objective to ensure that student's acquire professional, responsible, and accountable behavior. Therefore, it is important to be punctual and attend all classes. When absence occurs, the type of make-up assignment(s) will be determined by the instructor in order to meet the course objectives. "Persistent absenteeism from classes or from the college can also lead to disciplinary action by faculty members, the Financial Aid Director, the Registrar, and/or the Academic Affairs council." (See current [Miles Community College Catalog](#))

### Absence Procedures

If students are unable to attend the **clinical lab** they are required to **notify the clinical lab instructor at least one hour in advance** at the instructor's home phone number or cell number so client assignments can be adjusted. Make-up lab must be scheduled with the lab instructor within two days of the student's return from absence. The student is responsible to initiate this process. **Absences or tardiness affect the student's academic or clinical performances and will result in a lower grade or in the student being dropped from the nursing course/program.**

If students are unable to attend **theory class**, they must notify the theory instructor or the Nursing Administrative Assistant **before** the class begins. All assignments must be submitted by the student at the time designated by the instructor.

The nursing faculty values the students' socialization into the role of the professional nurse which includes dependability and accountability. **Therefore, students who are tardy or absent two or more times from theory and/or clinical experiences will be required to appear before the nursing faculty to submit a written explanation and a plan for improvement. Persistent or excessive absences may result in the student being dropped from the nursing program.** This is especially true for nursing courses with a clinical component when there may not be enough time remaining in the semester

for instructors to provide direct supervision make-up days while maintaining their regular class schedule.

A **Healthcare Provider release to return to class or clinical lab** is required if a student is **absent for three consecutive school days** due to illness. A physician's release may also be required at the instructor's discretion based on the type of illness and consequences to the student, peers, clients and/or other student contacts.

Students who are absent or tardy for clinical or theory need to complete and submit to their instructor the following form: Student Tardy or Absent Form: **Appendix B. This form is to be submitted the day of the absence (for being tardy) or when returning to class.**

### **Completion of all clinical assignments**

A student must complete all assigned clinical experiences and activities in order to achieve a grade for the nursing course. This requirement includes clinical experiences and activities for which there is no written assignment associated with the experience. The result of failure to complete all clinical experiences is an "I" or incomplete final course grade. Make-up for "I" grades will be scheduled the following semester at the discretion of the course instructor and if time allows.

### **Requests for written assignment extensions**

All written assignments are due as stated in the course syllabi. Nursing faculty recognize that circumstances may arise that are out of the student's control, and the need to request an extension is unavoidable. However, students should be mindful that requests for extensions require extra work on the part of the instructor. Requests for due-date extensions:

- Will be granted **only** on a case-by-case basis for illness, immediate family emergencies or at the instructor's discretion for extreme extenuating circumstances
- Must be submitted via the Student Request form (**See Appendix A**), in writing (email), and at least 24 hours prior to the due date as stated in the course syllabi

The instructor will reply to the student, either deny or accept the request. If the request is deemed to meet the criteria of illness or immediate family emergency, the instructor will set a new due date.

Students may request extensions for reasons other than illness, immediate family emergencies, or extreme extenuating circumstances. **However, if the request is deemed to be non-emergency request, the result is that one letter grade will be deducted from the final clinical course grade at the end of the semester. One letter grade level of the final clinical grade will be deducted for each non-emergency granted request.**

### **Requests for rescheduling of clinical experiences**

Once clinical schedules are distributed to students, requests for the rescheduling of clinical experiences will be granted only for extreme extenuating circumstances at the discretion of the faculty. It is the student's responsibility to submit the request in writing using the Request form (**See Appendix A**) AND make the necessary arrangements with the course instructor. **Missing a clinical experience without prior arrangements with the instructor will result in a one grade lower for the cumulative, end-of-semester, final clinical grade. One letter grade level of the final clinical grade will be deducted for each unexcused missed clinical.**

## **General Clinical Policies**

### **Confidentiality**

The Miles Community College Nursing Program abides by the privacy practices and regulations as mandated by the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and provides training for all students. Any documented breach of confidentiality may result in immediate dismissal from the Nursing Program. Any information resulting from the care of a client or contact with significant others and/or family members is confidential. It is unprofessional to discuss client care in the SUB, the halls, the dorm, or any other public place. It is also not acceptable to access medical or personal information of clients who are not assigned to the student. Written information is also a source for breach of confidentiality. Notes, care plans, and written assignments should never be exposed to public view, even in the home environment. Clients and health care providers **will not** be identified in written work. Client information should not be saved on a hard drive at home or at the college. Computer discs with assignments should be protected diligently and erased after the grades are final.

When a student has material typed by another individual, no personal information should be given to the typist in order to protect the client's rights. Since nursing students are required to have basic computer skills on admission, it is expected that they will process their own written work.

It is necessary to distinguish between appropriate professional communication and breaking confidentiality. Professional communication transpires between professionals who have a need to know information in order to deliver safe professional care. If a student is in doubt, ASK THE INSTRUCTOR!

People respect others who can keep confidences. Students are encouraged to strive to develop this refined sense of professional responsibility.

### **Professional Conduct**

Registered nursing in the State of Montana is regulated by the Montana State Board of Nursing in accord with the Montana Code Annotated (MCA) and the Rules derived thereof. It is reasonable that student nurses develop behaviors based on those deemed appropriate to the nursing profession and be disciplined based upon the grounds for unprofessional conduct as indicated in the current Montana Nurse practice Act (MCA section 37-1-316). A copy of the current Statutes and Rules Relating to Nursing is on reserve in the MCC library.

Documented demonstration of any unprofessional conduct as defined in these rules may lead to probation or dismissal from the MCC Nursing Program according to the procedures defined in the MCC institutional policy regarding student disciplinary procedures (current Miles Community College Catalog and Student Planner/Handbook). The development of professional behaviors begins during basic nursing education and continues throughout one's professional experience.

### **Transportation**

To maintain objectivity and therapeutic nurse-patient relationships, students are asked to refrain, when out of clinical labs, from **visiting clients**, except to obtain information for client care for specific assignments. If it is necessary for students to visit clients other than for assignments, it is essential for the students to contact the clinical instructor first. **Students must NOT use their personal car to transport clients.** Students may not accompany patients in ambulances or other patient transport vehicles.

### **Use of Medical Records Departments**

This section refers to the medical records departments of all affiliating agencies. With various clinical assignments students will need to utilize the medical records, departments of the clinical agencies. When working in this area students must wear either nursing student uniforms or lab coats with name pins so they can easily be identified. Students will be denied access to records if not appropriately attired or identified.

The student must schedule a medical records appointment through the instructor (with release signed by instructor) at least one day in advance and identify which client's chart is needed. Advanced planning is necessary in order to give the medical records department ample time to access the records. Students must have the client's full name, initials, date of birth, and address when making arrangements with the instructor as there are a number of clients who have similar identification.

It is a breach of confidentiality to photocopy or print out a client's medical record, or any portion thereof. If there are any further questions about the use of Medical Records contact the clinical nursing instructor.

### **Dress Code and Appearance**

Nursing students are expected to present a professional, well-groomed appearance when assigned to affiliated agencies, when picking up assignments, or when representing the school. The **uniform** must be clean and pressed. Dresses must be below the knee. Uniform tops must cover the buttocks. The student's **identification/name pin** must be 18 point font and include the student's full first and last name. The identification/name pin must be worn at all times when dealing with clients. The pin is to be affixed to the uniform or lab coat on the left upper chest.

**If the name pin is lost a report must be made to the Administrative Assistant (874-6189) in order that confidentiality of medical records may be maintained by notification of affiliated agencies and services.**

Uniforms and lab coats are **not to be worn at the college** with the exception of in the Nursing Arts Lab or at post-conferences. Students should NOT attend classes in either the uniform or the lab coat (without permission from instructor.)

Uniforms or white (3/4 length) lab coats with name pin are to be worn to clinical areas when **picking up assignments**. Students not appropriately dressed or wearing identification may be denied access by facility staff to client charts and records. **Jeans** (denim, blue, black, white or any other colors) are not appropriate to wear with the lab coat. **Shorts, sweats, sandals, baseball caps, scarves, hats or fanny packs** are not acceptable professional attire with the uniform or lab coat.

Adequate **white undergarments** must be worn with the uniform. Only white sweaters may be worn with the uniform. Wearing a lab coat over the uniform in the clinical area is discouraged as it impedes the client and staff's ability to distinguish you as a student nurse. Each uniform and lab coat must have the Miles Community College **Nursing Program patch** affixed to the left sleeve approximately 2 inches below the shoulder seam, in the center of the sleeve.

With the uniform and the lab coat, the **hair** must be neatly arranged, above the collar, and if long, in a hair net or up on top of the head. Hair color must be a natural shade and a modest style. Wigs may be worn if neat, clean and of the proper length. Hair clasps, decorative barrettes, ribbons, etc., are not considered professionally appropriate with the uniform. One pair of functional barrettes may be worn.

**Jewelry**, other than wedding and engagement rings may not be worn with the uniform. One small pair of plain small post or hoop earrings may be worn. Dangle earrings are not appropriate with the uniform. Other body jewelry in the nose, eyebrow or additional earrings, etc. is not appropriate. Students will be asked to remove additional jewelry and may be denied access to clients. Tattoos must be covered.

**Shoes** should be plainly designed to facilitate cleaning, with soft soles to reduce the noise level. Only

white shoes with white hose for women and white socks for men are professional. Shoes should be all white (except small logo). Leather athletic shoes with arch supports or white clogs with closed toe are acceptable for the clinical area. These shoes should be **reserved for clinical use ONLY** and **must be clean at all times**.

Overall good hygiene is expected. Light **make-up** is permitted. **Perfume** is not permitted as it may be offensive to ill clients (or cause allergic reaction.) Refrain from **gum chewing and eating** while in the client areas. Students must abide by the smoking regulations of each affiliated agency or service. Students must be aware that smoking odors are offensive, especially to ill clients, and should take precautions and/or necessary steps to avoid smelling of smoke.

**Fingernails** must be kept short to avoid client injury. **Nail polish** (including clear) or **acrylic nails** are not permitted since chips or rough edges are prone to harbor micro-organisms.

To safeguard **student valuables**, lockers may be provided while in the hospital. Do NOT take personal items to the clinical areas.

**If a student is employed by the same facility where they are assigned for a clinical experience, the student cannot be “clocked in” as an employee and a student simultaneously. Any deviations from the above policies may result in a lower clinical grade.**

#### **Removal of Nursing Students from Clinical Settings**

As professional practitioners, faculty members have an obligation to clients to ensure that nursing students who care for them are competent to do so without compromising client care standards. This legal responsibility also extends to the health agency administrator, to all licensed personnel providing care within that agency and, in fact, to the nursing students themselves, all in the interest of safeguarding client safety.

The student, upon admission to the Miles Community College Nursing Program, assumes the obligation of performing and behaving according to the standards set by the Nursing Program and the nursing profession. **MERE SATISFACTORY ACADEMIC PERFORMANCE WITHIN A CLINICAL COURSE DOES NOT, IN AND OF ITSELF, CONSTITUTE THE BASIS FOR PROGRESSION THROUGH THE NURSING PROGRAM.**

Where there is failure on the part of the student to meet reasonable standards of performance or behavior, or when in the judgment of the faculty member, the amount of supervision necessary to ensure client safety is unreasonable, **the faculty member has the authority to deny the student access to clients and to remove the student from the clinical setting.**

The criteria which will be considered in denying the student access to clients are:

- Breach of HIPPA standards
- Actions and/or events that demonstrate emotional instability in the student
- Threatened bodily harm to clients, staff, faculty, or peers
- Harassment of clients, staff, faculty, or peers
- Under the influence of alcohol or drugs
- Indifference or insensitivity to client safety, comfort, and right to privacy
- Lack of professional judgment
- Disregard for professional ethics
- Unsatisfactory or incomplete preparatory work
  
- Any health condition which makes it impossible for students to carry out their work without

- jeopardizing client or student safety and comfort, or
- Any other condition or circumstance which constitutes an unreasonable risk to the safety and well-being of the client and/or the student
- Arrest and conviction of a crime as per Montana State Board of Nursing
- Failure to abide by Miles Community College Nursing dress code and appearance policies

**Once a student has been denied access to clients, either the student will be put on nursing program warning or will be immediately dismissed from the nursing program.** The student shall be fully informed of the decision and its consequences and shall be afforded the right to a hearing according to the institutional grievance procedure. Students placed on probation may be required to meet special conditions such as counseling sessions or other professional help within a stated time frame. **Failure to comply with the written conditions of warning may result in the student being dismissed from the nursing program.**

### Readmission to the Nursing Program

Students may not be admitted to the nursing program more than twice (initial admission and one re-admission). A student could be considered for 3<sup>rd</sup> admission only if there are unusual circumstances, a recommendation by the nursing faculty, and the unanimous approval of the Nursing Admissions Committee. Situations that necessitate a student being dropped from the Miles Community College Nursing Program and require an application for readmission include:

- Failure to achieve a “C” or better in any required Associate of Science in Nursing courses.
- Withdrawal from any “NR” course.
- Failure to enroll in at least one “NR” course WITH A CLINICAL COMPONENT each consecutive semester (Fall and Spring) after initial admission.

Other situations that may result in a student being dropped from the program and would require application for readmission are:

- Failure to abide by Miles Community College general student conduct policies.
- Failure to abide by Miles Community College Nursing Program Policies as spelled out in this handbook.
- Excessive absences and/or tardiness.

Re-admission to the program will be considered by the Nursing Admissions Committee. Students wishing to apply for re-admission must send a letter to the Director of the Nursing Program and the Dean of Academic Affairs stating:

- Request for readmission (include specifics such as original semester and site)
- Reason for leaving the program.
- Measures that the student has taken to improve the student’s chance of success if granted a second opportunity to complete the program.
- Plan of program completion
- Contact information including current address, phone number, and email address

The information provided by the student in addition to the following information will be the basis for the Nursing Admissions Committee’s final decision:

- The Miles Community College and Nursing Program stated policies
- The student’s prior academic record and clinical evaluations.
- The student’s current cumulative GPA.
- Space available at time of enrollment
- The student’s request letter content

Students seeking readmission are required to meet with the Nursing Admissions Committee for a

question and answer meeting. The Nursing Admissions Committee reserves the right to deny 2<sup>nd</sup> admission of students for reasons other than grades such as un-professional behavior/s and/or attitude.

To avoid repeating courses, the most recent nursing course must be less than 1 year old. Courses taken more than a year before readmission must be repeated.

It is recommended that students who do not satisfactorily complete a nursing course make an appointment to talk with the Director of Nursing to identify causative factors and to explore educational options prior to meeting with the Nursing Admissions Committee. The Director of Nursing may be reached at (406) 874-6188.

## **Grievance Procedure**

The grievance procedure may be found in the current Miles Community College Student Handbook/Academic Planner. Before filing a grievance, it is required that students follow the chain of command and talk directly to the instructor and then, if not satisfied, to the Director of the Nursing Program.

## **Interactive Television System**

Miles Community College is grateful for the opportunity to provide outreach nursing education to students who would otherwise be unable to participate. Students at all sites are asked to join Miles Community College in making the distance learning experience positive for all persons involved. Technical difficulties are sometimes unavoidable and we ask for your patience. Please keep in mind that we are all in this experience together. Be respectful of other student's rights and keep noise to a minimum. Rude comments from one campus to another will not be tolerated and students may be asked to leave the classroom for rude and/or unprofessional behavior. Distance students are expected to abide by Miles Community College policies while attending a Miles Community College course. Policies for the ITV system are available on line or through the Miles Community College Center for Technology and Distributed Learning.

Distance students will be required to travel to the Miles City campus from time to time according to each course requirements. Weather in eastern Montana can be dangerous and unpredictable. In case of inclement weather, students are required to notify the instructor and/or the nursing administrative assistant.

## **Warning, Probation and Expulsion**

Due to the nature of nursing in dealing with patient lives and safety, the policies for Warning, Probation and Dismissal in the Miles Community College Catalog and Student Handbook are superseded by the Miles Community College Nursing Program policies.

Students who fail to abide by the Miles Community College Nursing program policies and/or the general Miles Community College student policies shall be placed on warning and/or probation or can be expelled immediately from the Nursing Program depending on the severity of the infraction. Once placed on warning for unprofessional behavior, the student will remain on warning until graduation. Suspension as described in the Miles Community College general student policies (student suspended for five days) is not an option for nursing students. If the student fails to meet the warning requirements, repeats the undesirable behavior, exhibits unprofessional behavior, or endangers self, patients, instructors, administration, staff, or fellow students, dismissal can occur immediately.

## **MILES COMMUNITY COLLEGE NURSING PIN**

In general the nurse's pin is a visible sign of an accomplishment in nursing, graduation from a nursing program. It is traditional and each school has a specific design. When students successfully complete the Miles Community College Nursing program of study, they will have earned the right to wear the Miles Community College Nursing pin. Preferably the pin is to be worn over the heart, on the left side of the uniform, signifying service.

The Miles Community College pin was designed by the first students in the program under the direction of the director of the program and with the assistance of Mr. Syd Sonneborn from the Art Department. The various components of the pin have special meaning.

The pin is shaped in the form of a shield, a defensive shield. This is significant as you, the nurse, will protect and shield society from ignorance, neglect, and disease. The torch represents your lifelong quest for truth and learning. You will pass this on to generations after you. The colors of the pin are blue and gold. The blue stands for loyalty. The gold signifies the precious enduring qualities of cheerfulness and joy.

The words are touch, teach, and reach. A former nursing instructor by the name of Miss Helen McTavish often repeated the words, touch, teach, reach and the students had the words designed into the pin. Through touch you will gently meet not only the physical needs but psychological and spiritual needs of people as well. You will teach patients, members of their families and others by your words and your example. You will reach for new reasonable goals and keep growing. Today is but another beginning.

Miles Community College identifies your parent institution and your Nursing Program. MCC has been arranged for symmetry in design. Wear your Miles Community College nursing pin with pride and professionalism.

Appendix A  
**Student Request Form**  
**For changes to clinical schedule and due-dates**  
**Miles Community College Nursing**

Requests for changes to the clinical/lab schedule and written assignment due-date extensions will be granted on a case-by-case basis **only for illness or immediate family emergencies** or at the instructor's discretion for **extreme extenuating circumstances**. A completed request form must be submitted for **each** clinical nursing course in which the student is currently enrolled and at least **24 hours prior** to the scheduled clinical experience or written work due date in order for the request to be valid.

<b>To be completed by the student:</b>		
Name of student:		
Student's signature: _____		
Name of course instructor:		
Today's date:	Time:	
(Verified through email record or through MCC employee verification)		
<b>My request is to reschedule a clinical experience:</b> (please circle)	<b>Yes</b>	<b>No</b>
Rationale for request:		
Date originally scheduled:		
Clinical experience description:		
Proposed solution:		
<b>My request is a written work due date extension:</b> (please circle)	<b>Yes</b>	<b>No</b>
Rationale for request:		
Original due date of written work:		
Written work description:		
Proposed solution:		

<b>To be completed by the Instructor:</b>		
<b>Student's request is:</b> (please circle)	<b>Accepted</b>	<b>Accepted but deemed not extreme extenuating circumstances</b>
(Please note: If request is "Accepted but deemed not extreme", the result is the deduction of one letter grade level of the final clinical grade; one grade level deduction for each request)		
<b>Reassignment of clinical experience and/or written work due date is as follows:</b>		

**Appendix B**  
**Student Tardy or Absent Form**  
**For Theory and/or Clinical**  
**Miles Community College Nursing**

**Tardiness and absence is excused only for illness or immediate family emergencies** or at the instructor's discretion for **extreme extenuating circumstances**. The student is expected to make every effort to notify the instructor prior to the occurrence in order for the tardiness or absence to be deemed "excused". **Unexcused tardiness and absenteeism in either theory or clinical is unprofessional and will negatively affect the student's clinical grade. An unexcused absence will result in the deduction of one letter grade level of the final clinical grade; one grade level deduction for each occurrence.** A completed tardy or absent form must be submitted for **each** nursing course in which the student is currently enrolled the day student returns to class and/or clinical activities.

<b>To be completed by the student:</b>		
Student's name printed: _____		
Student's signature: _____		
Name of course instructor: _____		
Today's date:	Time:	
(Verified through email record or through Miles Community College employee verification)		
Date/s of tardiness or absence: _____		
Rationale for tardiness or absence: _____		
Notified instructor prior to tardiness or absence:	Yes	No

<b>To be completed by the Instructor:</b>		
Tardiness or absence is: (please circle)	<b>Excused</b>	<b>Not excused</b>
Rationale: (please circle)	<b>Illness</b>	<b>Immediate family emergency</b>
	<b>Extreme extenuating circumstances</b>	<b>Non-extreme circumstances</b>
Today's date: _____		
Make-up work assignment: _____		



Appendix D

Student acknowledgement of  
Miles Community College Nursing Program Policies

I, \_\_\_\_\_ have carefully reviewed and  
(Print your first & last name)

understand the contents of the 2009-2010 Miles Community College

Nursing Student Handbook. I agree to conform to the standards and

requirements therein.

Student Signature: \_\_\_\_\_

(Student signature required each year)

Date: \_\_\_\_\_

Revised May 28, 2009 kl