

HELENA COLLEGE UNIVERSITY OF MONTANA
NURSING PROGRAM

2015-2016 SELF STUDY

**PREPARED FOR: ACCREDITATION COMMISSION FOR
EDUCATION IN NURSING**

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Accreditation Commission for Education in Nursing

General Information

1. Program type being reviewed, purpose and date of the visit.

Associate of Science in Nursing degree program, by Accreditation Commission for Education in Nursing (ACEN) for continuing accreditation in Spring, 2016.

2. Name and address of governing organization

Helena College University of Montana

1115 North Roberts Street

Helena, MT 59601

3. Name and title of the chief executive officer.

Daniel Bingham. Ph.D., Dean/CEO

1115 North Roberts Street

Helena, MT 59601

4. Name and address of accrediting organization.

Northwest Commission on Colleges and Universities

8060 165th Avenue NE, Suite 100

Redmond, WA 98052

Last review: March 19-21, 2014

Action: full accreditation

5. Name and address of the educational unit in nursing.

Helena College University of Montana

Nursing Department

1115 North Roberts Street

Helena, MT 59601

6. Name , credentials, title, telephone, fax number, and e-mail of the administrator of the unit in nursing.

Sandy Sacry, MSN, RN

Nursing Program Director

(406) 447-6984 (phone)

(406) 447-6395 (fax)

Sandra.sacry@umhelena.edu

7. Title and address of State Board of Nursing

Montana State Board of Nursing (MSBON)

301 South Park

PO Box 200513

Helena, MT 59620-0513

8. Date of last review and approval by Montana State Board of Nursing

Date of last review: Feb. , 2011

Action: Associate of Science Degree for Registered Nursing Program approval by the Montana State Board of Nursing through Feb. 2016.

9. Date of last review and approval status.

Feb. 2011

Approved by the Montana State Board of Nursing

NLNAC (now ACEN) full accreditation to Helena College University of Montana

Associate Nursing Program from Spring 2011 to Spring, 2016

10. Total number of Nursing Faculty members for Spring 2016.

Tenure	Full-time <u>1</u>	Part-time <u>0</u>	FTE <u>1.0</u>
Tenure Track	Full-time <u>3</u>	Part-time <u>0</u>	FTE <u>3.0</u>
Non-Tenure Track	Full-time <u>0</u>	Part-time <u>2</u>	FTE <u>1.0</u>
Administrative	Full-time <u>1</u>	Part-time <u>0</u>	FTE <u>1.0</u>
LOA/Sabbatical	Full-time <u>0</u>	Part-time <u>0</u>	FTE <u>0</u>

11. Total current student enrollment in nursing educational unit as of Spring 2016

<u>Program</u>	<u>Number of Students</u>	
ASN- 2 rd semester	Full-time <u>16</u>	Part-time <u>0</u>
Graduation: May 2016		
Summer Cohort		Part- time- 8

Graduation: August, 2016

Total Students-24

12. ACEN accreditation standards and criteria.

ACEN Accreditation Manual with Interpretive Guidelines by Program Type: for Associate Degree Nursing (2013 Edition).

EXECUTIVE SUMMARY

SECTION I

EXECUTIVE SUMMARY

HELENA COLLEGE UNIVERSITY OF MONTANA

Helena College University of Montana, a comprehensive public two year college, is located in the state's vibrant capital city near the headwaters of the Missouri River in the heart of the Northern Rocky Mountains. The College currently offers 36 associate degrees and certificates in general education/transfer, technical and trades programs of study, as well as developmental education and a variety of credit and non-credit continuing education courses for workforce training and personal enrichment. Helena College serves a large geographic area including Lewis & Clark, Jefferson and Broadwater counties and currently has an annual unduplicated enrollment of over 2,100 students. The College has grown dynamically during the past decade experiencing an 80% increase in fall headcount between 2004 and 2014.

The College was established in 1939 as the first vocational-technical institute in the state of Montana under joint control by the Office of Public Instruction and the Helena School District. In 1987, the state legislature authorized the transfer of the institution's governance to the Montana Board of Regents of Higher Education (BOR) along with four other vocational technical centers located throughout the state. The separate two- and four-year units of the Montana University System (MUS) were reorganized in 1997 resulting in the five vocational technical centers and four regional four-year colleges being affiliated with either the University of Montana or Montana State University, the state's flagship institutions. Helena College of Technology of the University of Montana or UM-Helena COT, retained its independent status and historical mission, but linked its resources and operations with the University of Montana in Missoula. Following the restructuring, the College expanded its educational programming to include Associate of Arts and Associate of Science transfer degrees, broadened its offerings of general

education courses, and began promoting its wider mission as a comprehensive two-year college to the Helena community under a five-year strategic plan adopted in 2006.

Following a campus-wide discussion forum and planning day in May 2011, a new strategic plan was developed and adopted by the College Council and implemented in the fall of 2012. The plan includes six broad strategic goals aligned with the College's new mission and core themes that informs and guides college-wide planning, assessment and resource development and allocation for the next decade. As a public two year institution, the College also participates in College!NOW, a multi-year initiative led by the MUS with funding support from the Lumina Foundation. The purpose of the initiative, which began in 2010, is to improve utilization of two-year higher education in the state of Montana. Two primary strategies of the initiative between 2011 and 2013 were the expansion of the comprehensive two-year mission to all of the state's five colleges of technology to include transfer education, workforce development, developmental and adult basic education, lifelong learning and community development followed by a rebranding campaign to improve public awareness of the new comprehensive identity of the state's two-year colleges. Since the College had already expanded its instructional offerings and operations to include most of the five areas identified in the comprehensive two-year mission plan, what remained was the identification and promotion of a new name in accordance with a naming convention developed for the five colleges of technology by the Office of the Commissioner of Higher Education (OCHE). On May 25, 2012, the BOR approved a name change from Helena College of Technology of the University of Montana to Helena College University of Montana. Helena College officially debuted its new name as part of the MUS two-year college rebranding campaign on July 26, 2012.

Helena College maintains two campuses which have undergone extensive expansion and renovation during the past eight years. The Donaldson Campus is the main facility which houses academic programs

including general education, accounting and business, computer and office technology, fire and rescue, and nursing as well as the majority of administrative operations, student support services, interior space planning and design, and continuing education. The Airport Campus, located two miles away, houses classrooms, labs, and shops for trade programs in automotive technology, aviation maintenance, computer-aided manufacturing construction, diesel technology, and welding. Administratively, the College is organized into three divisions including Academic Affairs, Fiscal and Plant, and Student Services, each of which are led by an assistant or associate dean who reports directly to the Dean/CEO. Helena College continues to expand its outreach to the community by strengthening its delivery of technical education and occupational programming and increasing its ability to provide rigorous general education courses for transfer purposes. Strong partnerships with industry continue to provide exciting opportunities for students in the career and technical education areas as well as a well-trained workforce for businesses. New collaborations with community organizations and local public school districts have amplified the connection between the College and the community in the transfer and personal enrichment areas.

A Decade of Transition

Changes from ten years ago will be evident in every aspect of Helena College. Transitions in executive leadership occurred in 2002, 2004, and 2005. Since 2005, stability in leadership has allowed for a consistent analysis of the institution which has created opportunities for growth and development. Helena College has always had a clear focus on the occupational education part of its mission; now it is better able to dedicate resources to develop the other components of its comprehensive mission.

Over the last five years, the number of students served by Helena College in credit and non-credit courses has more than doubled. In response to this growth and with the goal to facilitate further expansion, the college has made systematic efforts to strengthen its infrastructure and services. This has included a complete policy review, restructuring of the administrative organization, major facility renovations, upgrading of technical abilities, increased offerings in student support services, and additions and revisions in academic programming.

Through the policy review, new policies have been written to provide clearer and more consistent guidelines for the function of the institution. The policy review also has provided an opportunity to learn what other institutions are doing and to create a more “higher education” look and feel to Helena College than previously existed.

Facility renovations and upgrading of technical infrastructure have made an immeasurable impact on the appearance, efficiency, and capacity of the institution. Approximately 42,000 square feet of instructional, study, and work space has been added to Helena College’s campus starting in 2007 and has continued through 2014. This space includes classrooms, labs, shops, student support service areas, faculty and staff workspace, conference areas, and informational resource areas. The technical upgrades include better instructional equipment in labs and classrooms and increased access to computer services for students and staff. Significant growth in the library’s informational resources has added support to teaching and learning.

Helena College’s last full-scale evaluation visit by the Northwest Commission on Colleges and Universities (NWCCU) was in 2010 and was conducted under eligibility requirements and standards

published in the NWCCU's 2003 edition of the Accreditation Handbook. This evaluation resulted in four recommendations, and the College's accreditation status was reaffirmed by the Commission in July 2010. Under the Standards for Accreditation included in the new seven-year cycle, Helena College submitted a Year One Report in spring of 2011 which also included a response to the first of the four recommendations from the earlier full-scale evaluation visit. The College's Year Three Self-Evaluation Report was originally due in the spring of 2013, but was postponed one year at the direction of the NWCCU. This report included responses to the remaining recommendations from the 2010 full-scale evaluation as well as those arising from evaluation of the Year One Report and represents Helena College's continued participation in the NWCCU's current accreditation process. Following the Year Three evaluation in March of 2014, the College's accreditation was reaffirmed by NWCCU on July 31, 2014 with four recommendations that must be responded to by the end of the current accreditation cycle in the Year Seven Self-Evaluation Report due in April of 2017.

Nursing Program

License Practical Nurse (LPN) education has been offered at Helena College since the 1960's, and the program became part of UM Missoula when vocational-technical schools in Montana were merged into the Montana University System in 1994. The program initially was offered as a 54-credit certificate in practical nursing. Helena College offered an Associate of Applied Science in Practical Nursing from 2000 until 2003, when the program was converted back to a 45- credit certificate program with the adoption of the statewide curriculum in 2010. The certificate program was phased out with the last class

graduating in December, 2010, and the new Associate of Applied Science in Practical nursing degree began in the Fall of 2010.

In April and July 2003, the Montana State Board of Nursing (MSBON) accepted the Feasibility Study from the Practical Nursing Program at the University of Montana-Helena College of Technology. This study examined the need for and the feasibility of offering an Associate of Science leading to Registered Nursing (ASRN) at the University of Montana-Helena College of Technology. The study concluded that the ASRN program was supported by the employers in Helena and the surrounding area and overwhelming interest was expressed by potential students. In July 2004, the Montana Board of Regents (BOR) tentatively approved the transition of the Nursing Program at the University of Montana-Helena College of Technology from a four- semester Associate of Applied Science in Practical Nursing to a Certificate in Practical Nursing with an opportunity to progress to the Associate of Science degree leading to Registered Nursing pending the curricular approval by the Montana State Board of Nursing. Notification of pre-approval was received July 12, 2005.

In 2005 the BOR approved a model curriculum for Practical and Registered Nursing Programs in the Montana University System and the three (3) community colleges to satisfy mandates by the Legislative Audit Committee. The Montana BOR and the Nursing Coordinating Group designed the “state-wide” nursing curriculum. This 24-24-24 “state-wide” model curriculum is designed for Nursing Programs within the Montana University System. The first year of the model includes 24 common pre-nursing credits. The next two semesters include 24 credits at the core level in which students obtain an Associate of Applied Science for Practical Nurses and are eligible to sit for the National Council Licensure Practical Nurse (NCLEX-PN). The last year of the state-wide nursing curriculum includes 24 complex nursing credits. Upon completion of the last 24 credits, students will obtain the Associate of Science for

Registered Nursing degree and are eligible to sit for the National Council Licensure Registered Nurse (NCLEX-RN) exam. The model insures transferability between PN and RN degree programs in Montana.

The first class of Associate of Science leading to Registered Nursing graduates was admitted Fall 2005. There were 16 students admitted to the program, and 14 graduated from the program. Pass rate for the graduates who sat for the state boards licensure examination was 78.57%. The second graduation of the ASRN program was in the spring of 2007 with 24 graduates receiving a NCLEX_RN pass rate of 58.33%. A site visit from the MSBON occurred in April 2007 with the result being that the ASRN program was put on hiatus by the governing organization both because of low pass rates under the national average and other noted deficiencies by the survey. In June of 2008, a Nursing Program director was hired and an action plan was presented to the MSBON. This plan was accepted and admissions to the ASRN program were re-instated. In the fall of 2008, 16 students were admitted with 13 graduating in the spring of 2009. This class received a NCLEX- RN pass rate of 100%. In the fall of 2009, 16 students were admitted to the statewide curriculum ASRN program with 14 graduating. The 2009 graduating class received a NCLEX-RN pass rate of 100%. Since the last accreditation visit, 5 ASRN cohorts have graduated from the program with an average NCLEX pass rate of 93%.

In 2014, the Montana Board of Nursing approved the Summer cohort expansion of the Helena College RN program by eight (8) students. The Summer cohort students take the required courses over a three(3) semester, one year program rather than a two (2)semester program.

Three of the four courses that require clinicals are given during the summer months in a block format to the summer RN cohort students. Although both RN cohorts begin in the fall, the Regular cohort graduates in May while the Summer cohort graduates in August.

The following timeline illustrates the implementation of nursing education into Helena College's degree offerings:

Helena College Department of Nursing Education Timeline

Year	Occurrence
1960's	Certificate Program implemented for Practical Nursing
2000-2003	Certificate program changed to Associate of Applied Science in Practical Nursing
2004	Board of Regents (BOR) approved a change to a 4- semester program with a certificate in Practical Nursing and an Associate of Science in Registered Nursing (ASRN)
2005	Montana Board of Nursing approved the ASRN program First ASRN class admitted in Fall 2005 Model curriculum for both PN and RN programs approved by the BOR
2006	Spring RN class graduated- NCLEX pass rate 78.57% Second RN class admitted in Fall 2006
2007	Second class graduated from RN program in Spring 2007- NCLEX pass rate of 58.33% April site visit from MSBON- program put on conditional approval Admission to RN program put on hold for Fall admission
2008	New Nursing Program Director hired June 2008 3 rd class of RN students admitted to ASRN program
2009	3 rd class of RN students graduate Spring semester with 100% NCLEX pass rate MSBON give full approval to Helena College COT Nursing Programs 4 th RN class admitted to ASRN program Statewide curriculum implemented in ASRN program Fall 2010

Year	Occurrence
2010	4 th RN class graduated in Spring 2010 with 100% NCLEX pass rate 5 th RN class admitted in Fall 2010
2011-2015	6 th – 10 th RN class graduated- Average NCLEX pass rate- 93.7%
2013- 2014	Name change of organization to Helena College University of Montana July,2012 Summer Cohort added to RN program, Fall 2014
2015	First Summer Cohort (8 students) graduate in August, 2015 with 100% NCLEX pass rate

Summary of Standards and Criteria

Standard 1: Mission and Administrative Capacity

The Nursing Department’s mission, philosophy, and conceptual framework recognize and support the strong heritage, mission, and vision of Helena College. The philosophy supports the belief that professional nursing is best served by highly educated members who meet the ever-changing health care needs of the population they serve.

The program objectives are appropriate to post-secondary education in nursing , consistent with the Montana State Board of Nursing legal requirements and scope of practice, and current with professional standards of nursing as defined by American Nurses Association Scope and Standards of Practice and Professional Performance and NLN’s Outcomes and Competencies for Associate Degree RN graduates.

The program's purpose and objectives are clearly stated and easily accessible. The nursing unit and the institution are committed to cultural, racial, and ethnic diversity.

The Nursing Advisory Board is made up of those partners who enhance the program by promoting excellence.

The nursing faculty and students are active participants in the governance of the parent organization, including input into budgetary matters.

The nursing education unit is administered by a nurse who is academically and experientially qualified, and has authority and responsibility for developing and administering the program resources and budget.

Most policies of the nursing education unit are consistent with those of the governing organization. Rationale has been provided for those policies that differ.

Standard 2: Faculty and Staff

Helena College's Nursing Department currently employs 4 full-time master's prepared faculty . The nursing faculty is qualified to accomplish the nursing education unit's purposes and strengthen its educational effectiveness. Faculty members are academically and experientially qualified and maintain expertise in their area of responsibility. The number and use of faculty meet the educational unit needs, and faculty performance is evaluated to assure ongoing development and competence.

Preceptors are academically qualified and receive orientation, mentoring and direction from the full time faculty.

Faculty are oriented, mentored and assessed on a yearly basis in areas of responsibility. Faculty are supported through the budget and professional development funds for ongoing instructional development.

The Nursing Department employs one three quarter time Administrative Associate who is responsible for the administrative, budgetary, and office duties of the department. The Administrative Associate meets the needs of the students, faculty, and program. A performance review is conducted annually by the Director, with input from various sources.

Standard 3: Students

The teaching and learning environments at Helena College University of Montana are conducive to student academic achievement. The Donaldson Campus at 1115 Roberts Street serves students enrolled in Associate of Applied Science for Practical Nursing and Associate of Science in Registered Nursing Programs. The Nursing Department offices are currently located in room 107 at the Donaldson Campus.

Many of the nursing education unit's student policies are congruent with those of the governing organization including policies concerning program complaints and grievances. Differences (e.g., increased rigor because of demands of the profession to ensure success) are justified by the education unit purposes.

With the use of the Nursing web page, the Nursing Information page, global orientation, and student-faculty forum, the students have accurate, clear, consistent and accessible information about the program and its accreditation status as well as changes in policies or procedures.

Nursing students have access to a variety of support services, which are administered by qualified individuals, assisting them in obtaining academic achievement. This includes technological support.

Finally, policies related to educational and financial records are established and followed to assure student confidentiality. The college is in compliance with the Higher Education Reauthorization Act Title IV, which includes a written student loan repayment program, information on ethical responsibilities regarding financial aid, and accurate record keeping.

Standard 4: Curriculum

Helena College's Nursing Department has developed a conceptual framework that provides guidance in the development and implementation of the nursing curricula.

The nursing faculty has identified the following elements to the entry program registered nursing program including student learning outcomes/role specific competencies, program outcomes, integrating concepts and core values.

The ASRN curriculum flows from the nursing education unit's mission/philosophy through the conceptual framework into a logical progression of student outcomes, course outcomes and learning activities to achieve desired program objectives/outcomes. The program design provides an opportunity for students to achieve program objectives and acquire knowledge, skills, and values necessary for nursing practice. The selected learning environments provide opportunities for a variety of learning options for contemporary nursing.

The curriculum, which includes 8 pre-requisite courses, is regularly reviewed by the faculty. The curriculum reflects current standards of practice as well as educational theory. The methods for evaluation insure the achievement of the student learning outcomes.

Clinical sites allow the students to achieve their student learning outcomes and program outcomes by experiencing evidence-based practice for patient health and safety. Current contracts are established with all clinical sites to insure expectations of all parties as well as protecting the students.

The length of the program and the required credits allows for attainment of the student learning outcomes as well as the program outcomes.

Standard 5: Resources

Fiscal resources are sufficient to support the nursing education unit's purposes. Program support services are sufficient for the operations of the nursing education unit. Learning resources are comprehensive, current, developed with nursing faculty input, and accessible to faculty and students.

Helena College administration supports plans to increase resources to accommodate for growth in the ASRN program, as evidenced by the recent addition of the Summer Cohort.

Standard 6: Outcomes

Helena College Nursing faculty has developed a “Systematic Plan for Program Evaluation” that guides the nursing education unit in ongoing program development and improvement. The systematic plan is reviewed biannually by the nursing faculty and includes evaluation of student learning outcomes, program outcomes, graduate completion and ACEN standards. The systematic plan demonstrates how the program is attaining ACEN and MSBON standards and criteria. Student academic achievement is evaluated by graduation rates, NCLEX pass rates, job placement rates, and student and employer program satisfaction. Data is collected, analyzed, aggregated, and trended. Nursing faculty use data results to implement strategies for improvement and shares the data and improvements with the community of interest.

ANALYSIS AND SUMMARY OF STRENGTHS AND AREAS NEEDING IMPROVEMENT

In addition to the areas of strengths previously identified, the Nursing Department is fully supported by its governing organization. The administration recognizes that nursing education is best provided by qualified faculty who maintain expertise in nursing practice. The administration supports nursing faculty in meeting professional development needs that contribute to the enhancement of nursing education and clinical expertise.

Nursing faculty members are experientially qualified and maintain expertise in their area of responsibility through per diem employment, private practice, and professional development. Also, faculty is familiar with community resources that enhance learning opportunities (e.g., acute medical

and psychiatric hospital, senior centers, long term care facilities, clinics, Urgent Care facilities, Helena Indian Alliance, and Community Health Centers).

Summary of Strengths:

1. Nursing Program supported by Administration
2. Nursing Program has qualified faculty
3. Quality program as evidenced by NLCEX pass rates, low attrition rates, employment rates and leadership consultation within the state.
4. The nursing program is meeting the needs of the students and community as evidenced by the development of the Summer cohort and mentoring program.

Identified Areas in Need of Improvement

1. Coordination and partnerships with other programs and facilities to coordinate funds and equipment to collaborate in a simulation laboratory.
2. Continue to analyze data (e.g., NCLEX pass rates and standardized assessment exam tools) in order to identify areas in the curriculum that can be strengthened.
3. Continue to improve communication between program/faculty/ administration, pre-nursing students and current nursing students.
4. Continue to assess the evaluation methods to determine effectiveness.
5. Promote RN to BSN completion of ASRN students.

Future plans for the Nursing Department

1. Expansion of the nursing program to include a new building with simulation lab.
2. Revise/Review statewide curriculum through the TAACCCT IV grant
3. Utilize statewide nursing faculty by means of a statewide distance learning program.

STANDARDS 1, 2, 3, 4, 5

SECTION II

STANDARD 1

MISSION AND ADMINISTRATIVE CAPACITY

“The mission of the nursing education unit reflects the governing organization’s core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.”

The Nursing Department’s mission, philosophy, and conceptual framework recognize and supports the strong heritage, mission, and vision of Helena College. The philosophy supports the belief that professional nursing is best served by highly educated members who meet the ever-changing health care needs of the population in which they serve. The program objectives are appropriate to post-secondary education in nursing, consistent with the Montana State Board of Nursing’s legal requirements and scope of practice and current with professional standards of nursing as defined by American Nurses Association (ANA) Scope and Standards of Practice and Professional Performance and National League for Nurse’s (NLN) outcomes and competencies for an Associate Degree graduate. The program’s purpose and objectives are clearly stated and easily accessible. The nursing unit and the institution are committed to cultural, racial, and ethnic diversity.

The nursing faculty and students are active participants in the governance of the parent organization. The nursing education unit is administered by a nurse who is academically and experientially qualified. Most policies of the nursing education unit are consistent with those of the governing organization. Rationale has been provided for those policies that differ.

1. 1 – The mission/philosophy and program outcomes of the nursing education unit are congruent with the core values and mission/goals of the governing organization.

The Nursing Department’s mission, philosophy, and conceptual framework recognize and support the strong heritage, mission, and vision of Helena College. The philosophy also supports the belief that professional nursing is best served by highly educated members who meet the ever-changing health care needs of the population they serve. The conceptual framework outlines concepts that graduates are expected to integrate into their role as a professional nurse.

Mission Statement of Helena College University of Montana

“Helena College University of Montana, a comprehensive two-year college, provides access to and support of lifelong educational opportunities to our diverse community.”

Vision Statement

Helena College will be recognized as a responsive regional provider of comprehensive educational opportunities, as a partner in economic and community development, and as a diverse and accessible community of learners. Helena College will promote excellence in education, maintain fiscal and operational integrity; and cultivate an environment of fellowship, inclusiveness, and respect.

Core Themes

Through an inclusive campus and community-wide discussion of Helena College’s purpose and goals, three core themes have been identified as key aspects defining the College’s mission:

- *Provide access and support*; high quality educational activities and programs important to achieving student success.
- *Demonstrate academic excellence*; a high degree of integrity, quality and reliability in all academic and non-academic programming.
- *Strengthen the community*; meeting regional workforce needs, strengthening employee knowledge and skills, providing a bridge to additional educational attainment through advanced degrees, and serving as a facilitator for cultural enrichment.

Strategic Goals

On May 9, 2011 a strategic planning day was held at Helena College. From this campus-wide event including all faculty, staff and administrators, six themes emerged that were further developed by the College Council into the following primary strategic goals identified in this plan:

- Partner for student success
- Integrate assessment and planning
- Attain excellence
- Support the community
- Advance the institution
- Develop resources

The College's current mission statement was developed with input from internal and external constituencies and approved by the College Council in January 2011. The Montana Board of Regents of Higher Education reviewed and approved the new statement on May 20, 2011. The mission statement accurately reflects the expanding comprehensive nature of the College and its intent to serve its diverse community of learners who possess a broad range of educational goals and levels of academic preparedness.

The mission statement provides guiding direction for decision-making at all levels from the current ten year strategic plan to annual planning, assessment, and budgeting at the departmental and program levels. The statement is widely available to the community via the college website as well as a number of published documents including the 2012-22 Strategic Plan, annual reports, the academic catalog, faculty, staff and student handbooks, as well as documentation used for program planning and assessment.

Mission Statement of Helena College Department of Nursing

“The mission Helena College University of Montana Department of Nursing is to provide quality nursing education that prepares competent, safe generalists and to model and encourage life-long learners who are prepared for successful employment and leadership in the community.”

The purpose of the HC Nursing Department is to prepare qualified nurses for entry level positions to meet community workforce needs.

The HC Nursing Department mission is based on the following::

The Entry Level nurse should be able to:

1. Provide safe care that is culturally and developmentally appropriate and that is centered on building and sustaining positive, healthful relationships with individuals, families, groups and communities.
2. Practice within a legal, ethical, and professional scope that is guided by acceptable standards of practice.
3. Continually learn and grow as professionals whose practice is supported by evidence.
4. Advocate for access to and quality of health care.

CONCEPTUAL FRAMEWORK

The nursing faculty has identified the following elements to the entry level registered nurse program, including student learning outcomes/ role specific competencies, program outcomes, integrating concepts and core values.

STUDENT LEARNING OUTCOMES/ROLE SPECIFIC COMPETENCIES FOR ASRN ARE AS FOLLOWS:

PROFESSIONAL BEHAVIORS, COMMUNICATION, ASSESSMENT, CLINICAL/DECISION MAKING, CARING INTERVENTIONS, TEACHING AND LEARNING, COLLABORATION, MANAGING CARE.

Upon completion of the Helena College RN Nursing Program, the graduate will be able to demonstrate/incorporate the following components identified by NLN for graduates of the ASRN program:

Program Outcomes:

1. Human Flourishing
2. Nursing Judgement
3. Professional Identity
4. Spirit of Inquiry

Integrating Concepts:

1. Context & Environment
2. Knowledge & Science
3. Personal/Professional Development
4. Quality & Safety
5. Relationship-Centered Care
6. Teamwork

Core Values:

1. Caring
2. Diversity

3. Ethics
4. Excellence
5. Holism
6. Integrity
7. Patient Centeredness

ASRN GRADUATE COMPETENCIES INCLUDE:

1. **HUMAN FLOURISHING:** ADVOCATE FOR PATIENTS AND FAMILIES IN WAYS THAT PROMOTE THEIR SELF-DETERMINATION, INTEGRITY, AND ONGOING GROWTH AS HUMAN BEINGS.
2. **NURSING JUDGEMENT:** MAKE JUDGEMENTS IN PRACTICE, SUBSTANTIATED WITH EVIDENCE, THAT INTEGRATE NURSING SCIENCE IN THE PROVISION OF SAFE, QUALITY CARE AND PROMOTE THE HEALTH OF PATIENTS WITHIN A FAMILY AND COMMUNITY CONTEXT.
3. **PROFESSIONAL IDENTITY:** IMPLEMENT ONE'S ROLE AS A NURSE IN WAYS THAT REFLECT INTEGRITY, RESPONSIBILITY, ETHICAL PRACTICES, AND AN EVOLVING IDENTITY AS A NURSE COMMITTED TO EVIDENCE-BASED PRACTICE, CARING, ADVOCACY, AND SAFE, QUALITY CARE FOR DIVERSE PATIENTS WITHIN A FAMILY AND COMMUNITY CONTEXT.
4. **SPIRIT OF INQUIRY:** EXAMINE THE EVIDENCE THAT UNDERLIES CLINICAL NURSING PRACTICE TO CHALLENGE THE STATUS QUO, QUESTION UNDERLYING ASSUMPTIONS, AND OFFER NEW INSIGHTS TO IMPROVE THE QUALITY OF CARE FOR PATIENTS, FAMILIES AND COMMUNITIES.

EXPECTED PROGRAM OUTCOMES FOR THE ASRN GRADUATE

1. Graduates will meet or exceed the national average for first time takers for the NCLEX-RN (National Council Licensure Examination for Registered Nurses).
2. Eighty percent (80%) of students admitted to the program will complete the program within one (1) academic year (two semesters).

3. Ninety (90%) of graduates actively seeking employment will be employed as an RN within one year of graduation.
4. Ninety (90%) of the surveys returned by graduates will indicate that they are satisfied with their education.
5. Ninety (90%) of the surveys returned by employers will indicate satisfaction with the graduate's performance.

National League for Nursing. (2010). *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing* (pp. 7-37). New York, New York: National League for Nursing.

Conceptual Framework Figure 1.1.1

Mission Congruency Map Figure 1.1.2

Conceptual Framework
Helena College Department of Nursing Education

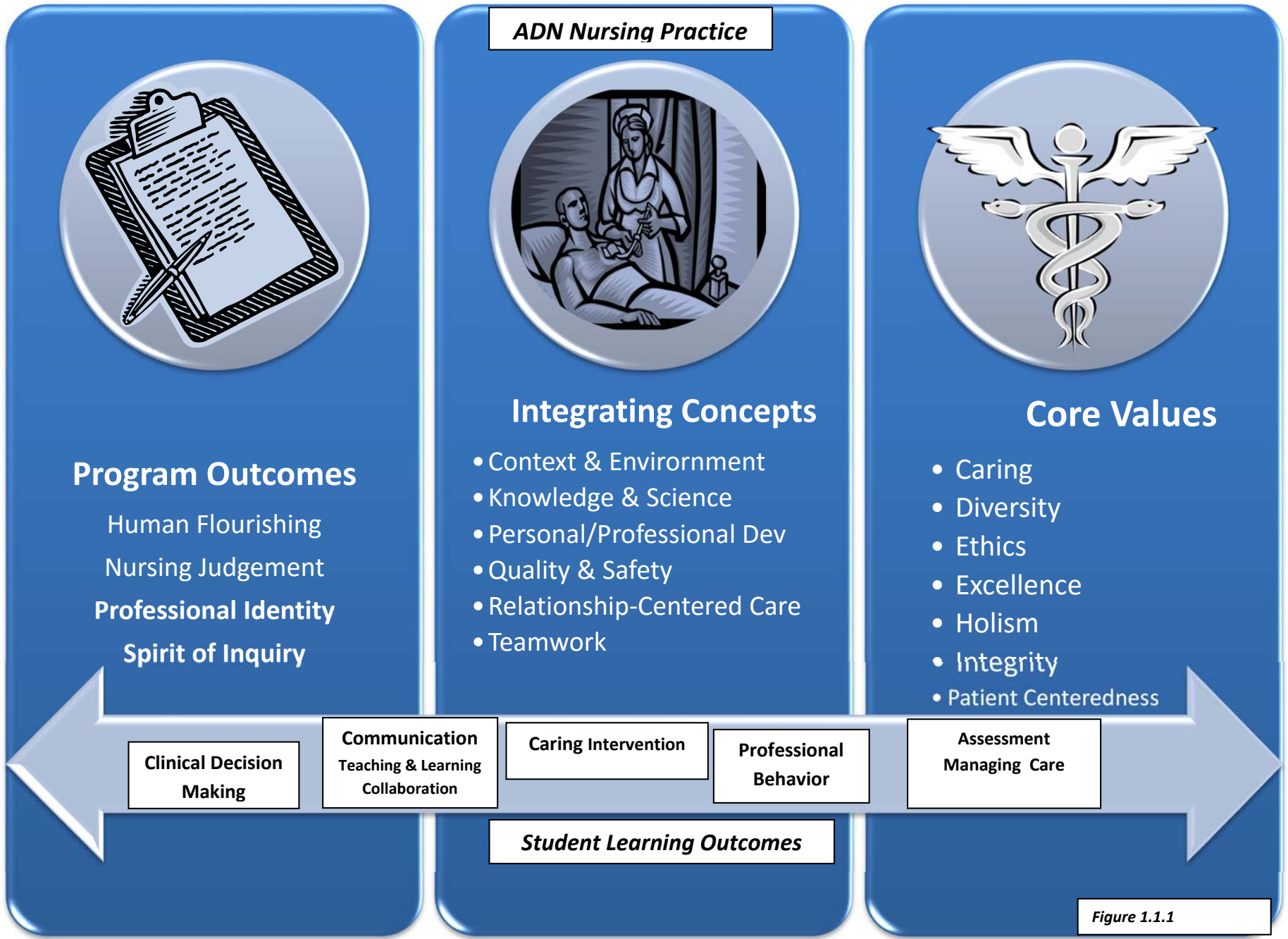


Figure 1.1.1

Mission Congruency Map Figure 1.1. 2

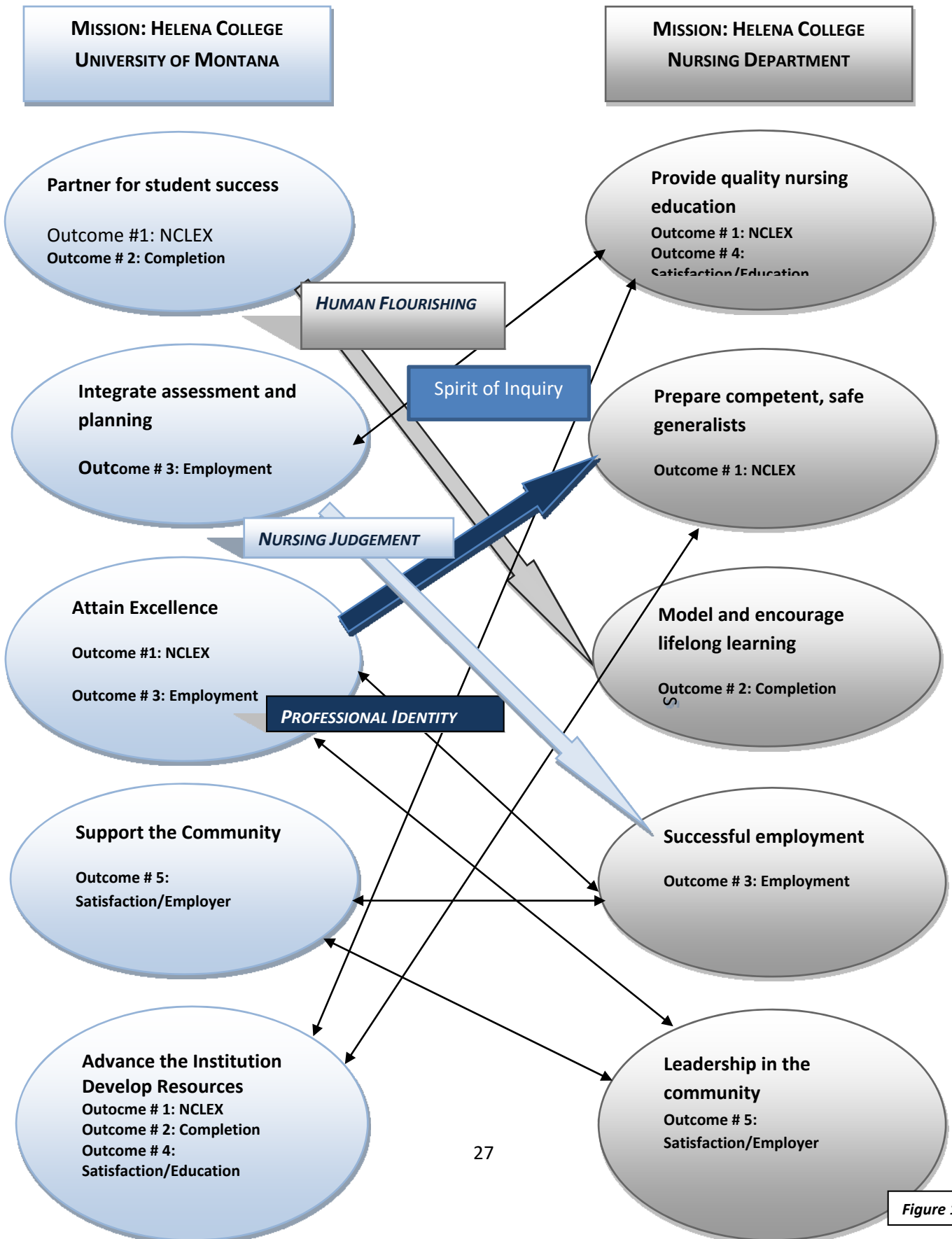


Figure 1.1.2

1.2 The governing organization and nursing education unit ensure representation of the nursing administration and nursing faculty in governance activities; opportunities exist for student representation in governance activities.

The reporting relationships of all academic, administrative, and support functions of Helena College are shown in the Helena College Organizational Chart listed on the next page in figure 1.2.1.

Helena College Organizational Chart Figure 1.2.2

The reporting relationships of the Helena College Nursing Department are shown in the following Nursing Department Organizational Chart:

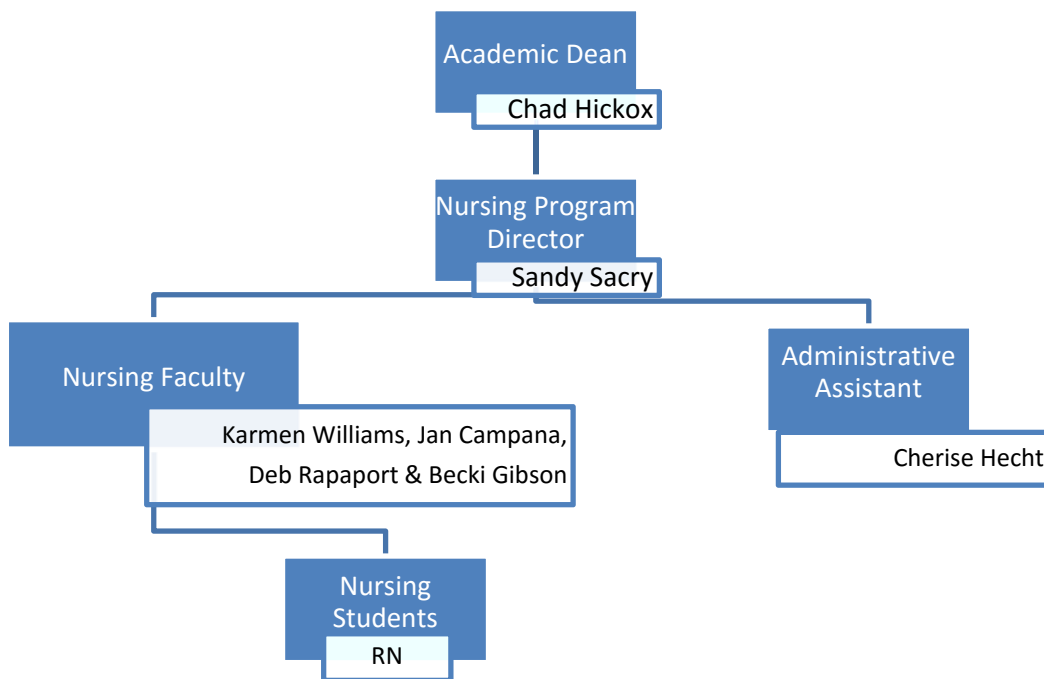
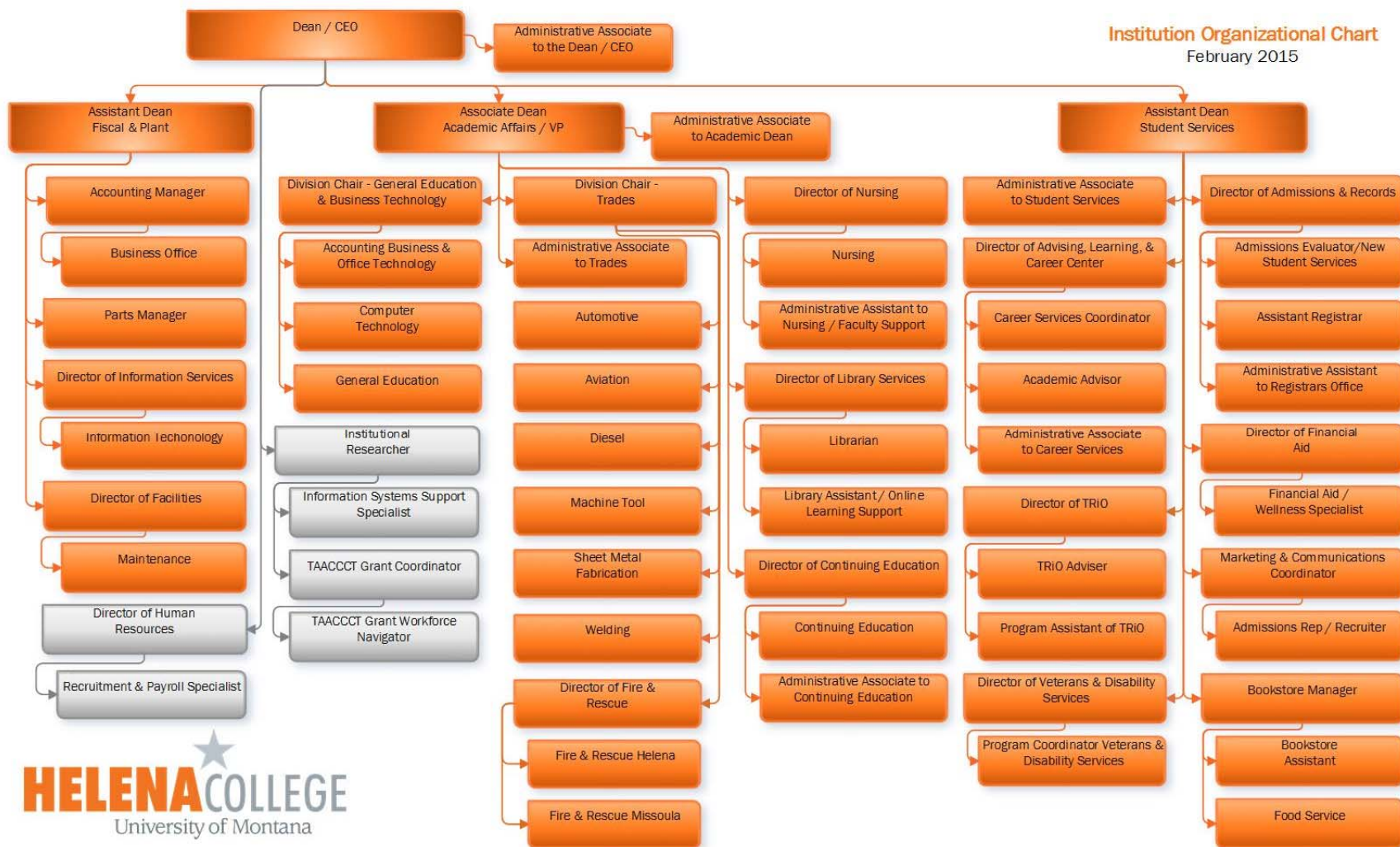


Figure 1.2.1

Figure 1.2.2



Helena College has five organized bodies that collectively form the governance structure of the institution: the Leadership Team, the College Council, the Faculty Senate, the Staff Senate, and the Student Senate. The Leadership Team consists of the Dean/CEO, and the senior administrators of the College's three primary organizational units including the Associate Dean of Academic Affairs, the Assistant Dean of Fiscal & Plant and the Assistant Dean of Student Services. College Council, a representative body responsible for governance and information sharing, consists of members from the other four bodies as well as the chairs of all formally recognized institutional committees. To improve focus and effectiveness, oversight of institutional planning and assessment functions has been reassigned from the College Council to the Strategic Planning and Assessment group effective in the fall of 2013. This newly formed group includes the Leadership Team, Director of Institutional Research, Division Chairs, as well as representatives from Academic Affairs and Student Services.

The Faculty, Staff, and Student Senates all have constitutions and bylaws that clearly define their authority, roles, and responsibilities and are available to their constituents either via the college website or shared internal network drives. Participation of faculty and staff members in college governance and decision-making structures also is elaborated in the collective bargaining agreements negotiated regularly with the Montana Education Association/Montana Federation of Teachers (MEA/MFT) which represents faculty and the Montana Public Employees Association (MPEA) and the International Union of Operating Engineers, Local #400 (IUO) which represent classified staff.

Helena College nursing faculty, who are members of the faculty at large, participate in governance of the parent organization through serving on various committees such as the Academic Standards and Curriculum Review (ASCR) Committee, Faculty Senate, Facility and Safety Committee, Grant

Development Committee, Diversity Committee, Program Assessment Committee, and Academic Standards for Nursing Committee. All faculty is kept updated on institutional matters through Helena College e-mail. Faculty is encouraged to provide input through e-mail and/or during faculty meetings. All minutes of the various committees can be found on the Helena College web page under faculty/committees.

Table 1.2.3 Illustrates Faculty Involvement with College Committees

Faculty	Committee
Sandy Sacry	ASCR, Budget, Strategic Planning Association, Retention, Campus Advisory Counsel, Library Advisory Board, Academic Leadership, TAACCCT IV Steering Committee, Nurses Dept. Meeting, Student Faculty Forum, Academic Standards for Nursing, Nursing Advisory Board
Janet Campana	Facilities & Safety, TAACCCT IV Chair of ASRN Curriculum, Faculty Senate, Nurses Dept. Meeting, Student Faculty Forum, Academic Standards for Nursing, Nursing Advisory Board
Becki Gibson	Faculty Senate, TAACCCT IV PN Curriculum, Nurses Dept. Meeting, Student Faculty Forum, Academic Standards for Nursing, Nursing Advisory Board
Deb Rapaport	Diversity, TAACCCT IV Diversity Committee, Faculty Senate, Nurses Dept. Meeting, Student Faculty Forum, Academic Standards for Nursing, Nursing Advisory Board
Karmen Williams	Facilities & Safety, TAACCCT IV Admissions Committee, Faculty Senate, Nurses Dept. Meeting, Student Faculty Forum, Academic Standards for Nursing, Nursing Advisory Board

Table 1.2.3

All Helena College faculty has a voice in the development of curricula. The ASCR Committee minutes are placed on the web page for all faculty to review. The faculty member from the Nursing Department who serves on this committee, or any institutional committee, brings any input back to the Nursing Department meetings.

Students have a voice in the governance of the parent organization by serving as a member of the Student Senate. Student Senate is the student governance body at Helena College. The Student Senate by-laws clearly state the role of students in governance, planning, budgeting, and policy development. Student Senate meetings are publicized on the campus reader boards and in the campus newsletter,

Information Express. All students are welcome at Student Senate meetings. Students also participate in committees such as Academic Standards and Curriculum Review, The College Council, and a variety of hiring committees. Any changes in student fees must go through Student Senate to ensure student input regarding decisions with fiscal implications. The purpose of this organization is, in part, to advance the interest and promote the welfare of Helena College and its students and to foster and maintain harmony among those connected with or interested in Helena College.

Nursing Department Student Representation

Students from each cohort will be selected by their peers to serve as student representatives for participation in the Student Faculty Forum Committee for program review and communication. Student representatives are expected to attend monthly Student Faculty Forum meetings to provide input and receive updated information.

1.3 Communities of interest have input into program processes and decision making

The Helena College Academic Leadership Committee, the Academic Standards of Nursing Committee, the ASCR committee, the Nursing Advisory Board, the clinical affiliates, and the Montana State Board of Nursing all have input into the Nursing Program's decision making processes, as illustrated by Table 1.3.1

Communities of Interest	Program Processes	Decision Making
<p>Academic Leadership Committee <i>Helena College</i></p>	<ul style="list-style-type: none"> ♦ Dean, Associate Dean, Assistant Dean Fiscal/Plant, Dean of Student Services, Executive Director of Academic and Workforce Development collaborate and plan ♦Nursing Program Director participates in department head meetings 	<ul style="list-style-type: none"> ♦Institutional policy implementation, review and update ♦Institutional wide strategic planning
<p>Academic Standards of Curriculum Review Committee <i>Helena College</i></p>	<ul style="list-style-type: none"> ♦Deans, Department Heads, students, and faculty review curricular changes 	<ul style="list-style-type: none"> ♦Review and vote to accept or deny curricular changes
<p>Academic Standards of Nursing Committee <i>Helena College</i></p>	<ul style="list-style-type: none"> ♦Nursing Program Director, Nursing Faculty and staff, Admissions faculty, Registrar, and General Education Representative review nursing applications and admissions process, review policies, student grievances, and issues 	<ul style="list-style-type: none"> ♦Implement new policy's specific to the Nursing Program ♦Review and evaluate current polices ♦Process and act on student grievances
<p>Nursing Advisory Board</p>	<ul style="list-style-type: none"> ♦Members of the community gather for biannual meetings to discuss needs of the community and issues and trends in nursing 	<ul style="list-style-type: none"> ♦Review program progress and board results ♦Incorporate needs, trends and issues in nursing from the community into the nursing curriculum
<p>Clinical Affiliates</p>	<ul style="list-style-type: none"> ♦Ongoing faculty communication with clinical affiliate staff regarding identification of strengths and areas of improvement and evaluation of clinical courses. 	<ul style="list-style-type: none"> ♦Complete program evaluation after each clinical completed
<p>Montana State Board of Nursing</p>	<ul style="list-style-type: none"> ♦Program Evaluation ♦Prescribe standards for the evaluation of nursing education programs <p>Assure safe standards of nursing practice through licensure</p> <ul style="list-style-type: none"> ♦Control the practice of nursing ♦Collaborate and cooperate with other appropriate agencies to assure public safety 	<ul style="list-style-type: none"> ♦Approval of Nursing Education Programs

Table 1.3.1

1.4 Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.

The Nursing Department has several partnerships that the department is engaged in. Currently, there are several clinical sites in the Helena area that the program is affiliated with. They include the following:

- ✦ ***St. Peter's Hospital-*** a medical/surgical facility where ASRN students complete clinicals for NRSG 252 Maternal/Child Client, NRSG 262 Adult Client, NRSG 266 Managing Client Care
- ✦ ***Helena Surgical Center in Helena-*** an outpatient surgery center where ASRN students complete clinical rotation for NRSG 266 Managing Client
- ✦ ***Montana Surgical Center in Helena-*** an outpatient surgery center where ASRN students complete clinical rotation for NRSG 266 Managing Client
- ✦ ***Shodair Children's Hospital in Helena-*** a children's psychiatric inpatient treatment center where ASRN students complete clinical rotations for NRSG 266 Managing Client Care and also do clinical rotations for NRSG 254 Mental Health
- ✦ ***Frontier Home Health & Hospice in Helena and Rocky Mountain Hospice in Helena-*** - two home care/hospice centers where ASRN students complete clinical rotation for NRSG 266a geriatric facility where ASRN program graduates work in the educational department.
- ✦ ***Bacchus Network-*** a grant administered by the Nursing Program to promote healthy living through tobacco cessation programs. Currently student leaders are from the Nursing Program. As a result of their efforts, Helena College has a tobacco free campus as of June, 2010.
- ✦ ***Indian Health Alliance-*** students provide flu shot clinics. Nursing Director is on the Advisory Board which meets monthly.
- ✦ ***Phi Theta Kappa (PTK)-*** an honorary association whose current sponsor by a General Education faculty member. Many student nurses are members of this association.
- ✦ ***Lewis & Clark Public Health/Home Visits*** – where ASRN student complete clinical rotations for NRSG 266.

- ✦ **Helena College Career Fair-** where the Nursing Department teams up with Career Services and hosts a career fair of between 10-14 agencies who are looking to employ RN graduates.

1.5 The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.

The Associate of Science in Registered Nursing Program is administered by a full-time director who possesses a master's in nursing from a nationally recognized, accredited program. (Resume, transcripts, position description available in exhibit room.) The Nursing Director, Sandy Sacry, was employed in June of 2008. She holds a Master's Degree in Nursing Education from University of Phoenix and has 12 years experience in nursing education.

1.6 The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.

Orientation and mentoring occurred at the time of hire in 2008 of the Nursing Director in Helena College. Currently the nurse administrator of Helena College mentors newly hired program directors in the state. Mentoring has occurred with Great Falls College, Missoula College, and Blackfeet Community College. Additionally, in 2014, the Helena College program director consulted with Havre's nursing program to help with issues they were having with students and pass rates.

Rule: 24.159.650 of the Rules and Statutes for nursing education from the Montana Board of Nursing states the following for a nurse administrator of an RN program:

PROGRAM DIRECTOR

(1) A program must be administered by a full-time program director who shall possess the following qualifications:

(a) a current unencumbered license to practice as a registered nurse in the state of Montana;

(b) a graduate degree in nursing from a nationally recognized accredited program;

(c) at least two years of experience in nursing practice;

(d) at least two years of experience in nursing education; and

(e) educational preparation or experience in curriculum development and administration.

(2) The program director is responsible for:

(a) ensuring that all faculty, CRRNs, and preceptors meet the requisite qualifications and maintaining current records of those qualifications and performance evaluations;

(b) ensuring that clinical agency contracts are executed periodically, according to institutional or program policy;

(c) faculty assignments and evaluations;

(d) managing educational resources; and

(e) compliance with board rules.

(3) All program directors shall have appropriate rank, position and authority to carry out the duties set forth above.

The Nursing Program Director of Helena College meets all of the rules of the BON as evidenced by her job description, transcripts, and personnel file that are located in the resource room.

1.7 N/A

1.8 The nurse administer has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.

The nursing director is responsible for all levels of nursing education at Helena College. Responsibilities include, but are not limited to, budgeting, scheduling faculty workload allocations, coordinating class schedules, compiling annual and accreditation reports for MSBON, ACEN, as well as advising students. Currently, the Nursing Program Director has no teaching responsibilities, which allows for adequate time to fulfill the responsibilities of the position. The Director has a twelve- month contract compared to faculty contract periods of nine months. This additional time allows the Director to compile reports, review and evaluate faculty contracts and evaluations, and analyze end-of-program results.

1.9 The nurse administrator has the authority to prepare and administer the program budget with faculty input.

Helena College budgets on a biennial basis with separate budgets for each fiscal year of the biennium to match the legislative biennial funding process. The campus budget is developed by the Budget Committee from budget requests and justifications submitted by all departments and then forwarded to the Leadership Team for final review and approval. A zero-based budget model is used to create the individual department operating budgets. Personnel costs are carried forward from one year to the next unless changes are warranted and justified by the department. Individual program requests and justifications require demonstration of alignment to core themes, strategic goals, and program outcomes. Through its membership, the Budget Committee represents all campus constituencies including administration, faculty, staff, and students, as well as the primary division units of Academic Affairs, Student Services, Fiscal and Plant, and the Dean's Office. Training for budget development is provided on a regular basis and documentation on the guidelines and processes for financial planning and budget development are made available to all budget managers each year well in advance of the request submission deadline.

The Nursing Director is part of the Budget Committee and establishes the Nursing Programs yearly budget with the assistance of the nursing faculty to present to the Budget Committee. Budget discussions take place in the Nursing Department meetings and are a standing agenda item.

1.10 Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.

The Nursing faculty adheres to policies as outlined in the Helena College Faculty and Staff Handbook. These policies address: faculty appointment/hiring, academic rank, grievance procedures, promotion, salary and benefits, tenure, and workload. Salaries and benefits are individualized based on national salary indexes, faculty credentials, and academic/research experience. The Nursing Program Director determines workload allocation by using the workload calculation formula set forth by the Collective Bargaining Agreement (CBA). Full-time faculty workload is determined by contact hours, which include student advising.

The Nursing Department policies are specific to nursing education. The policies that pertain to students follow guidelines outlined in the MSBON statutes and rules, ACEN accrediting guidelines, and the ANA standards of practice. In addition, specific policies exist that address confidentiality, standard precautions, blood-borne pathogens, and latex allergies.

Summary and Conclusion for Standard 1

The Nursing Department faculty believes that documentation confirms the mission and philosophy of the Nursing Program are congruent with that of the governing organization. The program objectives are

appropriate to post-secondary education in nursing, and are consistent with the MSBON legal requirements and scope of practice, and are contemporary with beliefs of the profession. The program's purpose and objectives are clearly stated and easily accessible. The nursing unit and the institution are committed to cultural, racial, and ethnic diversity.

Work Cited

Self-Study Report for the Reaffirmation of Accreditation by the Northwest Commission on College and Universities. The University of Montana-Helena.

STANDARD 2

FACULTY AND STAFF

“Qualified and credentialed faculty are sufficient in number to ensure the achievement of the student learning outcomes and program outcomes. Sufficient qualified staff are available to support the nursing education unit.”

Helena College’s Nursing Department currently employs 4 full-time master’s prepared faculty. The nursing faculty is qualified to accomplish the nursing education unit’s purposes and strengthen its educational effectiveness. Faculty members are academically and experientially qualified and maintain expertise in their area of responsibility. The number and use of faculty meet the educational unit’s needs, and faculty performance is evaluated to assure ongoing development and competence.

The Nursing Department employs one ¼ time Administrative Associate who is responsible for the administrative, financial, and office duties of the department. The Administrative Associate meets the needs of the students, faculty, and program. A performance review is conducted annually by the Director, with input from various sources.

2.1 Full-time faculty hold a minimum of a graduate degree with a major in nursing. Full-and part-time faculty include those individuals teaching and/or evaluating student in classroom, clinical or laboratory settings.

All full-time faculty at Helena College’s Nursing Department have a minimum of a Master’s degree with a major in nursing and maintain expertise in their areas of responsibility. The faculty profile form for the 2015/2016 academic year and the faculty contact hours for the 2015-2016 academic year are included

in tables 2.1.1 and 2.1.2. Professional development for faculty and other additional information will be available in the exhibit room.

Table 2.1.1 Helena College Department of Nursing Faculty Profile

Faculty Name	Full Time or Part Time	Date of Initial Appointment	Rank	Baccalaureate Degree and Name of Institution Granting Degree	Master's Degree and Name of Institution Granting Degree	Areas of Clinical Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
<i>Sandy Sacry</i>	Full Time	June 2008	Nursing Program Director	Bachelor of Health Psychology Graceland University	MSN University of Phoenix	Education/Mental Health	(T) N/A	Administration Student Advising
<i>Janet Campana</i>	Full Time	August, 2012	Instructor	Bachelor of Science in Nursing Viterbo College	Master of Science in Nursing-Adult Primary Care Syracuse University	Medical/Surgical	Pathophysiology Medical/Surgical	Student Advising
<i>Karmen Williams</i>	Full Time	August 2000	Instructor Tenured	BSN University of Wyoming	MSN Walden University	Obstetrics/Pediatrics	Maternal/Child	Student Advising
<i>Deb Rapaport</i>	Full Time	August, 2013	Instructor	BSN California State University	MSN Capella University	Medical/Surgical, Gerontology, Leadership	Leadership Gerontology	Student Advising

Faculty Name	Full Time or Part Time	Date of Initial Appointment	Rank	Baccalaureate Degree and Name of Institution Granting Degree	Master's Degree and Name of Institution Granting Degree	Areas of Clinical Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
<i>Becki Gibson</i>	Full Time	August, 2012	Instructor	BSN Carroll College	MSN American Sentinel University	Medical/Surgical	Fundamentals of Nursing LPN Program	Student Advising
<i>Tara Wells</i>	Part Time	January, 2011	Instructor/CRRN	BSN Chamberlain College	MSN Chamberlain College	Medical/Surgical Mental Health	Medical Surgical Clinicals Mental Health Clinicals	
<i>Christine Schultz</i>	Part time	August, 2013	Instructor	BSN Carroll College	N/A	Mental Health	Only LPN Mental Health	
<i>Theresa Huschka</i>	Part Time CRRN	January, 2015	CRRN	BSN Montana State University		Maternal/Child	Maternal/Child Clinicals	

Faculty Name	Full Time or Part Time	Date of Initial Appointment	Rank	Baccalaureate Degree and Name of Institution Granting Degree	Master's Degree and Name of Institution Granting Degree	Areas of Clinical Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
<i>Kristina Kenning</i>	Part Time CRRN	January, 2016	CRRN	BSN Creighton University		Medical/Surgical	Med/Surg clinicals	

Table 2.1.1

Table 2.1.2 RN Nursing Faculty Contact Hours

First Semester RN Courses								
Course Number	Course Name	Instructor	Lecture Credits 1=15 hours	Lab Credits 1=30 hours	Clinical Credits 1=45hours	Total Contact Hours	Full-time Faculty Hours	Clinical Adjunct Hours
NRSG 250	LPN to RN Transition	Deb Rapaport	3	0	0	45	45	0
NRSG 252	Complex Care Needs of Maternal/Child Client (4 groups)	Karmen Williams, MSN	2	0	1	210	135	105 Theresa Hushka, BSN
NRSG 254	Complex Care Needs of Mental Health Client (2 groups)	Tara Wells, MSN	1	0	1	105	105	105 Tara Wells, MSN
NRSG 256	Pathophysiology	Jan Campana, MSN, ARNP	3	0	0	45	45	
Second Semester RN Courses								
Course Number	Course Name	Instructor	Lecture Credits 1=15 hours	Lab Credits 1=30 hours	Clinical Credits 1=45hours	Total Contact Hours	Full-time Faculty Hours	Clinical Adjunct Hours
NRSG 262	Complex Care Needs – Adult Client (3 groups) 2 classes	Jan Campana MSN. ARNP	2	0	2	240	120	120 Tara Wells MSN Kristina Kenning, BSN
NRSG 265	Advanced Clinical Skills (3 groups)	Karmen Williams MSN	0	1	0	90	90	0
NRSG 266	Managing Client Care (2 groups- preceptor)	Deb Rapaport MSN	2	0	2	210	210	0

Table 2.1.2

The 8 Summer cohort students have the following courses in a block format in the summer. The faculty are off contract so they receive additional compensation for the summer sessions and these sessions are not include in their yearly contact hours.

Summer Block Program								
Course Number	Course Name	Instructor	Lecture	Lab	Clinical	Total Contact Hours	Full-time Faculty Hours	Clinical Adjunct Hours
NRSG 252	Mat/Child(2 groups)	Karmen Williams	2	0	1	120	45	75
NRSG 254	Mental Health	Tara Wells	1	0	1	90	90	
NRSG 266	Managing Client care	Deb Rapaport	2	0	2	120	120	

All of the full time nursing faculty also teach in the LPN program. Table 2.1.3 shows the additional contact hours that the faculty have as a result of the LPN program.

First Semester LPN Courses								
Course Number	Course Name	Instructor	Lecture	Lab	Clinical	Total Contact Hours	Full-time Faculty Hours	Clinical Adjunct Hours
NRSG 130 & 131	Fundamentals of Nursing (2 groups)	Becki Gibson, BSN	4	3	0	240	240	0
NRSG 135	Nursing Pharmacology	Karmen Williams RN, MSN	3	0	0	45	45	0
NRSG 138	Gerontology (2 groups)	Deb Rapaport RN, MSN	1	0	1	105	60	45

<i>Second Semester LPN Courses</i>								
NRSG 140	Core Concepts of Adult Nursing (2 groups)	Jan Campana MSN, ARNP	4	0	3	330	225	165
NRSG 142	Core Concepts of Maternal/Child Nursing (4 groups)	Karmen Williams RN, MSN	2	0	1	210	135	105
NRSG 144	Core Concepts of Mental Health Nursing	Christine Schultz BSN	2	0	0	30	30	0
NRSG 148	Leadership Issues (2 groups- preceptor)	Deb Rapaport MSN	1	0	1	105	105	0

Table 2.1.3

2.2 Part-time faculty hold a minimum of a baccalaureate degree with a major in nursing; a minimum of 50% of the part-time faculty also hold a graduate degree with a major in nursing.

There is currently one part-time faculty within the Nursing Department. She has a Master's degree. The Nursing Department has three adjunct clinical faculty (CRRN's) for the 2015/2016 academic year.

Adjunct faculty are those faculty who are not tenure track and include part-time faculty paid on a per course basis. During the 2015/2016 academic year, both Fall semester and Spring semester, 50% of part-time nursing faculty (including three CRRN's) were Master's prepared.

Helena College's adjunct clinical faculty/ CRRN's provide supervision, demonstration, and evaluation of direct patient care in the clinical and/or laboratory setting. The adjunct/CRRN's are not considered to be a faculty member of the Program. The master's prepared full-time faculty assigned to the course is responsible for the safe, accessible, and appropriate supervision as well as the lecture and clinical/laboratory portion of the course. The ASRN program currently has 50% master's prepared adjunct clinical /CRRN faculty.

2.3 Faculty (full-and part-time) credentials meet governing organization and state requirements.

Helena College's nursing faculty credentials meet the requirements set forth by the Montana State Board of Nursing (MSBON). These requirements specify that all faculty members, including part-time faculty for an ADN program, must hold an unencumbered license as a registered nurse in Montana, have preparation for teaching in their respective area of responsibility including at least two years of registered nursing practice; and hold at least a graduate degree in nursing from a nationally accredited program. (MSBON 24.159.659)

Qualified faculty members are hired in their field of professional expertise, with the appropriate credentials and experience necessary to provide a quality educational environment for students. Faculty are hired with the understanding that their primary commitment is to the institution. Helena College maintains compliance with Board of Regents Policy 730-Minimum 50 Qualifications for Faculty in Two-Year Degree Programs, which states:

1. ***Faculty in transfer programs/disciplines.*** The minimum requirement for faculty teaching general education or career/technical coursework designed for transfer as part of the Board of Regents' general education transfer policy, the Associate of Science degree or the Associate of Arts degree shall be a master's degree in the teaching field or a closely related academic discipline with at least nine (9) graduate-level semester credits in the academic discipline. General education faculty who teach related instruction or developmental course work need not have a master's degree, but must have a bachelor's degree in the teaching field or a closely related discipline.

2. ***Faculty in career/technical disciplines/programs.*** Minimum qualifications for career/technical faculty shall be three years' experience in the occupation to be taught or an equivalent number of years of postsecondary education in the career/technical discipline, combined with work experience in the career/technical discipline. Faculty members retain mandatory licenses or certificates specific to their academic area. Many faculty members instruct classes in which they have professional expertise and they bring that experience with them into the classroom.

2.4 Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.

The following are major portions of the Helena College Nursing preceptor handbook:

PRECEPTOR GUIDELINES

Purpose: In accordance with Montana State Administrative rule 24.159.665 (Clinical Preceptors) and to satisfy ACEN Standard 2.4, the following preceptor guidelines have been established for Helena College Associates Degree Registered Nurse program.

Definitions:

Preceptor – qualified person in clinical setting of affiliated clinical site. Per state administrative rule, “Clinical preceptors may be used to enhance, but not replace, faculty-directed clinical learning experiences” (Montana Administrative Rule 24.159.665).

Preceptee/Student- Helena College nursing student

Instructor- Didactic or clinical instructor from Helena College Nursing Program

Time Requirements:

2 or 3 days per week according to course schedule; 8, 10, or 12 hours shifts

Shifts may vary between days or afternoon shift depending on the assigned preceptor’s schedule

PRECEPTOR’S ROLE

The preceptor:

- 1) Will meet with the Helena College instructor and/or the nurse manager in the participating facility prior to assuming the role of preceptor, to review the preceptor packet (syllabus, objectives, and preceptee/student assessment tool).
- 2) Will review the preceptee’s daily learning objectives and assist preceptee in meeting these objectives.
- 3) Will involve the preceptee as a member of the health care team and will respond to any interaction with other members of the team when it is appropriate.
- 4) Will contact the Helena College Nursing instructor, or his/her designee, at any time during the shift for questions, clarification, and/or guidance.
- 5) Will provide timely feedback to the preceptee.
- 6) Will evaluate the preceptee using the assessment tool and encourage preceptee feedback.
- 7) Will communicate with the Helena College Nursing instructor and share information regarding the assessment of the program in his/her area.

PRECEPTOR OBJECTIVES

- 1) Receives explanation of the preceptorship program and copy of preceptor packet.
 - a. Activity: Will review preceptor packet and ask questions of instructor as necessary

- 2) Includes preceptee as part of the unit.
 - a. Activity: Introduce the preceptee to the entire staff. Makes rounds with the preceptee and includes him/her in all aspects of the job and the decision-making. Refers preceptee to appropriate designee as necessary to insure adequate supervision and effective learning.
- 3) Provide the preceptee feedback on a regular basis.
 - a. Activity: Develop an attitude of positive reinforcement. Provide a forum for the preceptee to communicate during the shift, away from patient areas or rooms. Review with the preceptee strong and weak points as they relate to the stated objectives.
- 4) Give the preceptee responsibility within stated objectives.
 - a. Activity: Allow the preceptee to have input on clinical experiences. For example, allow preceptee to participate in care plan revision, staffing assignments, or other nursing roles as available.
- 5) Maintain open communication with preceptee (student) and instructor.
 - a. Activity: Complete assessment tool and review with student; Preceptor should assess growth in the preceptee and modify or help restructure any areas of learning that may be needed; Preceptor maintains a consistent approach with preceptee, while modeling professional behaviors.
- 6) Identifies outcomes, interventions, and evaluations that will facilitate the preceptee learning experience.
 - a. Activity: Actively participates with preceptee in application of the nursing process.
- 7) Complete the preceptee assessment form at the end of the clinical experience.
 - a. Activity: Completes the assessment tool, reviews with preceptee, and forwards to Instructor.
- 8) Responsible for appropriate level of supervision for the preceptee.
 - a. Activity: Preceptor is responsible for assessing the knowledge level of the preceptee and providing appropriate level of supervision while preceptee is in the clinical setting.
- 9) Role and responsibility as preceptor.
 - a. Activity: Preceptor is accountable and responsible for their assigned duty as preceptor.

PRECEPTEE ROLE

- 1) The preceptee will identify daily goals/objectives to meet course outcomes, and will share these with the preceptor. It is important that the preceptee sets attainable goals/objectives so that outcomes can be met.
- 2) The preceptee will work under the guidance of the preceptor and will consult with other team members as needed for consultation. Preceptee will seek appropriate level of supervision.
- 3) The preceptee will complete a self-evaluation using the weekly assessment tool. Self-evaluation is an essential element in the learning experience.

- 4) The preceptee will contact, prior to the start of shift assigned, both the preceptor and the Helena College Nursing instructor, in the event of an illness or any reason he/she may have to be absent.

PRECEPTEE OBJECTIVES

- 1) Demonstrates assessment skills. (*Student Learning Outcomes-SLO: Assessment, Clinical decision-making*).
 - a. **Activity:** Performs assessments, recognizes assessment Activity as related to patient's diagnosis; collects data obtained and places in appropriate information flow area. Also recognizes changes in patient's condition that requires immediate reporting to preceptor.
- 2) Demonstrates the ability to use the nursing process. (*SLO: Collaboration, Caring Interventions*)
 - a. **Activity:** Volunteers information or suggestions during patient care conferences and/or nursing reports. Makes positive suggestions and probable nursing interventions for nursing diagnosis. Will complete any nursing care plans or case studies assigned by the instructor, at the completion of the clinical.
- 3) Develops proficiency in technical skills. (*SLO: Managing Care*)
 - a. **Activity:** Demonstrates efficient use of time to complete nursing procedures without compromising technique or patient comfort. Organizes equipment and is not wasteful in the use of supplies and performs treatments in a timely fashion.
- 4) Develops skills in administering patient care. (*SLO: Professional Behaviors, Caring Interventions, Managing Care*)
 - a. **Activity:** Sets priorities to meet individual patient's needs as well as those of groups of patients. This includes direct cares, medication administration, assigning and delegating, and other skills as related to unit specific situations.
- 5) Effectively communicates with patients, families, staff, and instructor. (*SLO: Communication, Teaching and Learning, Collaboration*)
 - a. **Activity:** Develops therapeutic relationship with patient, families, and staff using appropriate skills; uses effective verbal and non-verbal communication; uses appropriate terminology when communication with others; informs the preceptor of changes in patient status; records information accurately. Is able to identify the informational needs of the patient and develop a teaching plan that involves the patient and family members as part of the patient care plan.
- 6) Demonstrates professional responsibility by recognizing the professional characteristics of stability, dependability, initiation, judgment, integrity, and professional appearance and behavior. Selects area of learning need based on self-examination and participates in formulating a meaningful clinical experience. (*SLO: Professional Behaviors*)
 - a. **Activity:** Is punctual, well groomed; is reliable in carrying out assignments; accepts constructive criticism and is accountable for his/her nursing actions.
- 7) Recognizes the importance of institutional policies and procedures. (*SLO: Managing Care*)

- a. **Activity:** Locates policy and procedure manuals (either electronically or physically) and familiarizes self with institutional policies.
- 8) Develops leadership skills. (*SLO: Professional Behaviors, Collaboration, Managing Care*)
- a. **Activity:** Collaborates with preceptor to effectively identify patient acuity and staffing needs for the unit. Demonstrates beginning leadership skills when offering assistance; works with preceptor as a supervisor of care, provider of care, recognizes own limitations and seeks assistance when needed; understands and uses opportunities for positive feedback.
- 9) Demonstrates skill in anticipating patient education needs and initiating patient teaching and discharge plans when appropriate. (*SLO: Teaching and Learning, Collaboration, Managing Care*)
- a. **Activity:** Identifies patient education needs and initiates individualized teaching plan that incorporates patient learning style and readiness to learn. Recognizes the philosophy of discharge planning as it relates to the progress of the patient.
- 10) Meets weekly with preceptor to evaluate experience. (*SLO: Professional Behaviors, Communication*)
- a. **Activity:** Discusses willingly his/her progress in relation to the previous week's activities and feedback. Feels free to express satisfaction or dissatisfaction with the particular learning situation and suggests ways to facilitate personal learning. Preceptee accepts constructive feedback and engages in dialogue to further enhance his/her learning experience.

HELENA COLLEGE NURSING INSTRUCTOR

The Nursing instructor shall be responsible for selecting and organizing the learning objectives and experiences for the precepted clinical program. The Helena College Nursing instructor will be a liaison between the preceptor, the preceptee, the facility, and the school.

INSTRUCTOR

- 1) Will collaborate with facility education coordinator, nurse unit manager and/or preceptor to identify qualified and engaged preceptors to provide educational experiences that assist the student in meeting his/her objectives.
- 2) Will uphold Helena College Mission and Vision statements along with the Nursing program Mission statement and Conceptual Framework.
- 3) Will orient the preceptor to the program objectives by way of a Preceptor Packet, which includes preceptor guidelines, course objectives, and assessment tools.
- 4) Will be available to preceptor and preceptee as resource at all times during preceptorship via telephone and email. The instructor, or designee, communicates with preceptor via phone, email or in person as needed to check on status of preceptee, and will make additional site visits as requested by the preceptor or preceptee.

- 5) Will evaluate the effectiveness of the preceptor program with faculty and the Director of the Nursing program at end of each semester and as needed.

INSTRUCTOR RESPONSIBILITIES AND OBJECTIVES

- 1) Provide a clinical educational experience for the student to meet his/her objectives.
 - a. Activity: Will provide academic guidance to the student as it applies to the program while in this rotation. Will participate in the selection of the preceptors for the learning experience who will be compatible with the stated preceptor role. Will review the preceptee's written goals and assist them as necessary.
 - b. Activity: Assess the client population/clinical setting to ascertain that there is enough variety of experiences to attain preceptor objectives; evaluate past students' evaluations of facilities, reassess clinical setting as needed for future preceptee placements.
- 2) Ensure Helena College Mission and Vision statements along with the Nursing program Mission statement and Conceptual Framework are upheld.
 - a. Activity: Provide Mission and Vision statements, as stated on page 1 of these guidelines, and Conceptual Framework as addendum.
- 3) Model professional and leadership behaviors for preceptee and preceptor
 - a. Activity: Serve as role model for professional behaviors and leadership. Use leadership and management skills to constructively evaluate the effectiveness of the preceptor and clinical site in relationship to the specific clinical objectives.
 - b. Activity: Provide preceptor packet to all preceptors and clarify preceptor role as needed.
- 4) Will evaluate the effectiveness of the preceptor program at semester end and as needed to ensure best clinical experience for the preceptee.
 - a. Activity: Review student assessments of clinical sites and clinical preceptors at the end of each semester.
 - b. Activity: Discuss these assessments with Nursing Program Director and Nursing Faculty and revises the program as warranted.

Preceptors are used in NRS 262, NRS 254 and NRS 266.

In order to enhance the student learning, out-rotations have been developed for both NRS 262

Med/Surg and NRS 254 Mental Health. NRS 266 Managing Client Care is all preceptor led. Out-

rotation evaluation form will be present in the resource room.

2.5 The number of full-time faculty is sufficient to ensure that the student learning outcomes and program outcomes are achieved.

The following table shows the student/faculty ratio's for each of the nursing courses which meets the requirements set by the MSBON and is sufficient to ensure that all student learning outcomes and program outcomes are achieved.

Table 2.5.1 ASRN Student to Faculty Ratio and Current Enrollment

Course Number	Course Title	Credits	Didactic	Clinical/ Lab	Enrollment	Student/Faculty Ratio
NRSG 250	LPN to RN Transition	3	3	0	16	1:24
NRSG 252	Complex Care Needs of Maternal/Child Client	3	2	1	16	Lecture 1:16 Clinical 1:4
NRSG 254	Complex Care Needs of Mental Health Client	2	1	1	16	Lecture 1:16 Clinical 1:8
NRSG 256	Pathophysiology	3	3	0	16	1:24
NRSG 262	Complex Care Needs- Adult Client	4	2	2	16	Lecture 1:16 Clinical 1:8
NRSG 265	Advanced Clinical Skills	1	0	1	16	Lab 1:8
NRSG 266	Managing Client Care	4	2	2	16	Lecture 1:16 Clinical 1:16 preceptor based clinical

Table 2.5.1

2.6 Faculty (full and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.

The faculty maintains expertise through professional development activities such as attending professional meetings and participating in continuing education. Other professional development is obtained through committee responsibilities within the institution as well as within the community. Institutional and departmental committees are assigned based on need, election, and/or faculty interest.

In addition, faculty members take every opportunity possible to maintain community partnerships. For example, the Nursing Department facilitates an advisory committee meeting twice a year in order to better understand community needs. These meetings, which include community leaders and employers within Helena and the surrounding areas, help support the Nursing Program through community awareness and participation.

As a teaching, rather than research, institution, Helena College's faculty engage in scholarship that revolves mostly around professional development, including but not limited to maintaining certifications, keeping current in new technology, attending workshops, presenting at conferences, and responding to community needs. Deb Rapaport has been published in the Montana Nursing publication, *The Pulse* on two different occasions during the 2015-16 academic year. Sandy Sacry, Nursing Program Director, was presented with the *Excellence in Nursing Education* award by the Montana Nurses Association at their annual convention in Oct., 2015.

Helena College provides opportunities and support for professional development through a variety of means, including an institutional professional development fund, departmental resources, annual faculty excellence awards provided through the League for Innovation in the Community College and

previously the National Institution for Staff and Organizational Development (NISOD), training in online course design and delivery, and access to online training modules provided through Human Resources .
Helena College University of Montana Year Three Self-Evaluation

In 2008, the College moved from primarily departmentally based resources for professional development to an annual institutional fund of \$35,000 made available to the faculty, staff, and administrators by application. The fund was increased to \$40,000 in 2011 and again to \$45,000 in 2013 with supplemental funding provided by the Montana University System's Carl D. Perkins grant allocated for professional development in career and technical instruction. A standing committee comprised of members representing the faculty, professional, and classified staff in addition to the chair and the Director of Human Resources oversees the application process, notifies applicants of their funding status, monitors expenditures, and disseminates reports to the College. Initially this funding opportunity for professional development was predominately used by staff and administrators; however, given recent changes in the promotion and tenure process, faculty members have taken advantage of this funding source. These funds are also available to the adjunct faculty based on eligibility criteria for service and the relevance of the proposed activity. In 2013, the guidelines and application process were revised to provide more clarity with regard to how professional development is defined, to facilitate more equitable access to funding, and to objectify the criteria for awarding requests. Support for professional development also has been provided through departmental budgets. Those departments that have mandatory licensing, certification, or continuing education requirements to deliver instruction or services for students have traditionally included professional development funds in their individual budget requests. This is true of the nursing department which has an annual allocation of \$1000 per full time faculty member per year. If the faculty exceeds this amount, they request funds from the institutional fund.

Table 2.6.1 Continuing Professional Development for Last Academic Year

Rebecca Gibson	2012		
	N500 Health Care Systems		7/16-09/09/12
	N550 Legal and Ethical Issues in Health Care Management		09/17-11/11/12
	American Sentinel University, Denver, CO	6	2012-2013
	2014		
	American Sentinel University, Denver, CO	6	2013-2014
	N531 Curriculum Design and Learning Outcomes		1/20-3/16/2014
	N537 Organizational Dynamics of Higher Education		1/20-5/11/2014
	N534 Distance Education		5/19-7/13/2014
	N533 Assessment of Learning		5/19-9/14/2014
American Sentinel University, Denver, CO	6	2014-2015	
Shaking Up Nurse Education—Annual Nurse Educators Conference 2014		6/19/2014	
2015			
Women Veterans Healthcare, by MNA	6.61	11/12/2015	
N555E Education Capstone		5/18-9/13/2015	
N532 Teaching to Diverse Learning Styles		9/21-11/15/15	
American Sentinel University, Denver, CO	6	2015-2016	
Tara Barnes/Wells	2014		
	What's Your Line: Overview of Fluids, Central Lines & PICCs		3 3/28/2014
	Postoperative Care of the Bariatric Surgery Patient		2 3/28/2014
	PN Writing Panel	27.6	9/15-9/18/15
	2015		
	Lab Values: Interpreting Chemistry and Hematology for Adult Patients	2	3/1/2015
	Ergonomics and Safe Patient Handling and Mobility (SPHM) for Nurses	2	3/1/2015
	A Comprehensive Guide to Hepatitis C: Infection, Testing, and Treatment	2	3/1/2015
	Management of Sepsis in the Adult	2	3/1/2015
	PN Item Writing Panel	27.6	9/14-9/17/15

Name	Courses	Credits	CEU	Date
Karmen Williams	2013			
	Nursing Grand Rounds: Hyperlipidemia: Insights into Current & Emerging Therapies			2/13/2013
	Nursing Grand Rounds: A Brief Tutorial on Understanding the Psychology of The Mass Shooting			4/10/2013
	Elsevier Webinar: SimChart Training			8/22/2013
	Pediatric Video Conference: "Hot Topics in Pediatrics"			10/8/2013
	2014			
	Nursing Grand Rounds: Reducing Warfarin-Induced Coagulopathy: The Emerging Role of PCC			3/12/2014
	Medscape: Most Patients Misinformed about Penicillin "Allergy" History			5/12/2014
	Women Much More Vulnerable to Alzheimer's Disease			5/12/2014
	UM Helena Safe Colleges Training: General Ethics in the Workplace			9/3/2014
	UM Helena Safe Colleges Training: FERPA: Confidentiality of Records			9/15/2014
	St. Peter's Hospital HealthStream Competencies for Clinicals -Student Orientation, Kardex, Multiple Compliance Courses, Sexual Harassment			9/19/2014
	Medscape: AAP Releases New Guidelines on Management of Bronchiolitis			12/1/2014
	Concept Maps in Nursing Education			12/29/2014
	Certified Nurse Educator CM Prep Course			12/30/2014
	Clinical Assessment 1: Medication Administration & Evaluation			12/30/2014
	The Clinical QSEN Connection: Where the Rubber Meets the Road			12/30/2014
	Becoming a Nurse Entrepreneur			12/30/2014
	Interactive Testing Technologies			12/31/2014
	Your Gifts Are Moving Us Forward			12/31/2014
	2015			
	Montana Perinatal Association Conference			4/24-25/2015
	Simulation User Network (SUN) by Laerdal Workshop			4/30/2015
Janet Campana	2012			
	NLN Preparation Course for Certification as a Nurse Educator			7/18/2012
	Nursing Education in the Rockies			7/19-21/2015
	2013			
	Certified Nurse Educator Exam Prep Course			1/2-5/2013
	Practical Approach to Teaching Clinical Reasoning			1/2-5/2013
	Elsevier Faculty Development Conference (Pt.1)			1/2-5/2013
	Elsevier Faculty Development Conference (Pt. 2)			1/2-5/2013
	2013 Cardiovascular Health Summit			4/12/2013
	HPSN World 2013 (simulation workshops)			6/30-7/2/13
	Missoula Medical Conference			10/18-19/13
	2014			
	Stroke: The Race Against Time			4/23/2014
	Cardiac Medications: Management of Complex Cardiovascular Diseases			5/5/2014
	Understanding Dementia			5/15/2014
	Shaking Up Nurse Education—Annual Nurse Educators Conference 2014			6/19/2014
	2014 Medical-Surgical Nursing Review Course			11/10-11/14
	2015			
	Introduction to a CBC			6/4/2015
	2015 CBC Symposium			6/5/2015
Debra Rapaport	2013			
	Assessment/Evaluation in HealthCare	4		10/7-12/13/13
	Nursing Capstone	4		10/7-12/13/13
	Curriculum Theory, Framework, design	4		7/8-9/13/13
	Information Systems for Nurse Educators	4		7/8-9/13/13
	2014			
	Cardiac Medications		6.3	5/5/2014
	Concept-based Teaching: Six Strategies		1.25	6/1/2014
	Clinical Assessment 1: Med Admin & Eval		1.25	6/3/2014
	Teaching IOM for the Nursing Classroom		1.25	6/6/2014
	Nursing Education Summit 2-days		9	6/9 & 10/14
	Shaking Up Nurse Education		7	6/19/2014
	2015			
	ANA #iAMaNURSE in a social media world		1	4/30/2015
	Hybrid Classrooms: Mix-Match-Magic		1.25	5/20/2015
	Concept-Based Curriculum, Pt 1 & 2		2.5	5/26/2015

2.7 The number, utilization, and credentials of staff and non-nurse faculty within the nursing education unit are sufficient to achieve the program goals and outcomes.

The nursing department has one ¾ time Administrative Assistant, who is considered staff and who's file and credentials are located in the nursing office.

The following table describes the non-nursing faculty who teach the pre-requisite courses in the Associate of Science in Registered Nursing Degree Program. All faculty Curriculum Vitae's (CV), transcripts, etc. are available for review in the Human Resource office in room 102D.

Non-Nursing Faculty Profile Table 2.7.1 is located on the following page:

Table 2.7.1 Non-Nursing Faculty Profile

Faculty Name	FT/PT	Date of Initial Appointment	Rank (Instructor/Adjunct)	Highest Degree Obtained	Institution Granting Degree	Area of Expertise	Teaching Responsibilities
Tammy Burke	FT	2010	Instructor	MS	University of Wyoming	Kinesiology	BIOL201 & 202
Nina Heinzinger	FT	2012	Instructor	PHD	UC Davis	Microbiology	BIOL201 & 202
Tammy Burke	FT	2010	Instructor	MS	University of Wyoming	Kinesiology	BIOL211 & 212
Viktor Shchuchinov	FT	1997	Instructor	PHD	Moscow Institute of Physic & Technology	Technical Science	M121
Joyce Y. Walborn	FT	2005	Instructor	M.Ed	University of Montana	Curriculum and Instruction	M121
John George	PT	2014	Adjunct	MS	University of Mt.	Math	M121
Curtis Peterson	FT	2013	Instructor	PHD	Walden	Psychology	PSYX100
N. Munn	FT	Spring 2006	Instructor	MD	U of Washington Seattle	Psychology and consciousness studies	PSYX100
Lisa Teberg	PT	2014	Adjunct	MFA	Portland State University	Creative Writing-Fiction	WRIT101
Ben Nickol	FT	2013	Instructor	MFA	University of Arkansas	Creative Writing	WRIT101
Jonna Schwartz	PT	2013	Adjunct	MA	Northern Illinois University	English	WRIT101
Steven M. Lewis	FT	2009	Instructor	MA	Florida Atlantic University	English	WRIT101
Nina Heinzinger	FT	2012	Instructor	PHD	UC Davis	Microbiology	NUTR 221
John Hartman	FT	2010	Instructor	PHD	MSU	Chemistry	Chem 121 &122
Phillip Sawatzki	PT	2012	Adjunct	MS	Wt Michigan Univ	Biological Sciences	Chem 121 &122
M. Patrick	PT	2009	Adjunct	M.Ed	University of North Florida	Vocational/Technical Teaching	NRSRG 100

2.8 Faculty (full- and part-time) are oriented and mentored in their areas of responsibilities.

All new nursing faculty are oriented and mentored by a senior nursing faculty department member.

They have access to the Helena College Faculty Handbook, which can be located online on the Helena College web page, and the Nursing Faculty Handbook, which includes the main explanations of job responsibilities for the nursing program as well as job functions. Mission, conceptual framework and various other topics are covered in this handbook. A check-off list is also included.

Because Helena College nursing department has such a small full-time nursing faculty, all members of the faculty mentor the new faculty. Weekly nurses meetings are used as informational sessions for all new faculty.

All newly hired clinical nursing faculty have orientation hours incorporated into their first contract along with all appropriate clinical orientations. New faculty, including part-time and adjunct, participate in an orientation process in which the full-time faculty directing the course is responsible for the orientation. The new clinical faculty (CRRN's) receive the syllabus for the course as well as the evaluation forms for each clinical. All CRRN's are mentored by the course instructor who holds meetings for the CRRN's before a clinical begins and as needed throughout the course. All new faculty receive an electronic copy of the *Nursing Student Handbook* which contains nursing policies relating to the students. An orientation check list is supplied for the mentor and new employee to complete. The *Faculty Handbook* is available on the Helena College web page by clicking on faculty/staff, then HR, then faculty handbook. The web page is as follows: www.umhelena.edu

2.9 Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.

To ensure quality instruction, evaluation of all faculty has two components: course assessment by students, and class observation. Faculty assessment is conducted on an annual basis for non-tenured (probationary) faculty and once every three (3) years for tenured faculty. Adjunct faculty are also evaluated on a regular basis. Faculty or administration may request an additional evaluation for purposes of consideration for merit, tenure, and promotion. Full- time tenured faculty receive a course assessment every semester for each class. Probationary faculty also receive a course assessment every semester for each class.

The Nursing Program Director completes all nursing faculty evaluation.

Currently, the Nursing Department has one tenured faculty. The policy states that they receive evaluation every three years. However, all nursing instructors are evaluated by the students at the end of each semester. Three full- time faculty are currently non-tenured and are evaluated on a yearly basis, according to the Bargaining Unit contract. The Faculty Staff Handbook is available in the exhibit room and thoroughly discusses evaluation of employees and the process that employees go through to apply for and receive a tenured position.

STANDARD 3

STUDENTS

“Student policies and services support the achievement of the student learning outcomes and program outcomes of the nursing education unit.”

The teaching and learning environments at Helena College University of Montana are supportive of student academic achievement. The Donaldson Campus at 1115 Roberts Street serves students enrolled in Associate of Applied Science for Practical Nursing (AASPN) and Associate of Science in Registered Nursing (ASRN) Programs. The Nursing Department offices are currently located in room 107

Many of the nursing education unit student policies are congruent with those of the governing organization. Differences (e.g., increased rigor because of demands of the profession to ensure success) are justified by the education unit purposes. Nursing students have access to a variety of support services, which are administered by qualified individuals, assisting them in obtaining academic achievement. Finally, policies related to educational and financial records are established and followed to assure student confidentiality.

3.1 Policies for nursing students are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied;

differences are justified by the student learning outcomes and program outcomes of the nursing education unit.

Nursing Department policies that pertain to students are published in the Helena College *Nursing Student Handbook* and are accessible to the faculty, general public, prospective students, current students, employers, etc., through the Helena College website, under “Current Students,” Helena College Nursing (www.umhelena.edu) . The Helena College *Student Handbook* is also available through the Nursing Information page. The *Nursing Student Handbook* is reviewed during the Nursing Program Global Orientation and each student is required to sign the *Nursing Student Handbook* acknowledgment sheet that he/she has read and agrees to abide by the policies, requirements, and information in the handbook. The *Nursing Student Handbook* is located on the Nursing Information page. A copy of the *Nursing Student Handbook* will be in the resource room

Many of the Nursing Department’s student policies are congruent with those of the governing organization. Differences (e.g., increased rigor because of the demands of the profession) are justified by the nursing education unit purposes. Nursing students have access to a variety of support services (at either campus), which are administered by qualified individuals, in order to assist them in obtaining academic achievement. Finally, policies related to educational and financial records are established and followed to assure student confidentiality.

Table 3.1.1 shows the congruency, availability, and accessibility of student policies with the governing organization and Nursing Department. These are not all inclusive.

Table 3.1.1 Congruency Demonstration : Helena College Policies and Nursing Department Policies

Helena College <i>Student Handbook</i> ♦policies that are the same♦	Helena College <i>Nursing Student Handbook</i> ♦policies that differ♦
Selection and Admission into Helena College	Selection and Admission into Nursing Program
Academic Dishonesty	Grading and Assignments
Retention	Testing
Withdrawal/dismissal	Student Progression
Grievance/Complaints/Appeal procedure	Attendance
Graduation Requirements	Appearance/Uniforms
Financial Aid	Background check
Non-discrimination	Professional Behavior Rubric
Academic Dishonesty	Confidentiality
FERPA	Blood Borne Pathogens
Transfer of Credits	Functional Abilities
Recruitment	Physical Examination

Table 3.1.1

The Nursing Department follows the Helena College policy on non-discrimination (300.4) which states:

“Helena College University of Montana is committed to providing an equal opportunity for education, employment and participation in college activities and prohibits discrimination on the basis of race, color, sex, national origin, age, physical or mental disability, marital or family status, religion or creed, sexual orientation, political beliefs, or status as a veteran. Prohibited sex discrimination includes sexual harassment and sexual violence. The college also prohibits retaliation against a person for bringing a complaint of prohibited discrimination, for assisting someone with a complaint of discrimination, or for participating in any manner in an investigation or resolution of a complaint of discrimination.

All Helena College policies adhere to and are consistent with relevant federal and state laws, rules, and regulations; with Board of Regent policies and procedures; and with The University of Montana policies and procedures.”

Students who have physical disabilities that may limit their ability to provide safe and effective care are encouraged to meet with a nursing advisor to determine if nursing is a feasible course of study. The *Functional Abilities* form outlines the activities that each nursing student is required to perform and is located in the *Nursing Student Handbook*.

Table 3.1.2 illustrates the demographic profile of students who have completed the ASRN program or who are currently enrolled.

Table 3.1.2 ASRN Student Demographic Profile

Year	Students	Gender		Ethnicity		
		F	M	Caucasian	NA	Hispanic
2011/2012	16	14	2	16		
2012/2013	16	14	2	15		1
2013/2014	16	14	1	16		
2014/2015	24	21	3	23		1
2015/2016	24	20	4	24		

Table 3.1.2

The Helena College Nursing Department encourages all prospective students who are interested in attending to apply for admission. Applications for admission are accepted from in-state, out of state, and international students. However, admission to Helena College does not guarantee acceptance into the Nursing Program. Students entering Helena College with the intent on becoming a registered nurse may declare a major in professional nursing upon admission to Helena College ,however, acceptance into the ASRN program does not occur until after completion of all pre-requisite courses, completion of an LPN program, and submission of a formal application.

During the first year of study, students are considered to be Pre-Nursing students. The second year of study requires admission into the LPN program. The third year of study requires a formal application and selection process into the ASRN program which occurs on an annual basis for the fall semester. Students are made aware of the admission process through the Helena College website, the *Helena College Catalog*, Helena College e-newsletter, the Admission Office, visits, advising sessions, and general orientation/registration sessions.

In addition to Helena College general admission policies, students must meet certain criteria in order to be eligible for acceptance into the Nursing Program. The following process is found on the Helena College web page and admission packets located in the Nursing Office.

**Registered Nursing Program Application Process
Helena College University of Montana**

Helena College Department of Nursing Education uses a point system to evaluate and select RN program applicants for program entry. The point system that has been developed is used as a screening tool to measure the necessary competencies and skills in a candidate that will contribute to success in an accelerated program.

RN program applications are scored using three elements:

1. **Prerequisite (PRE-REQ) courses:** Semester 1 GPA + Semester 2 GPA divided by 2 for average Prerequisite GPA. It is then divided by 4.0 (maximum score).
2. **LPN Program GPA:** Semester 1 GPA + Semester 2 GPA divided by 2 for average LPN-GPA. LPN-GPA is then divided by 4.0 (maximum score).

**RN Application Scoring Formula: (prerequisite GPA% divided by 4.0) + (LPN GPA% divided by 4.0)
= Total divided by 2 + 1% if Helena College LPN graduate**

3. All Helena College LPN graduates will receive 1% added to their score

Program applicants must receive a “C” grade or higher in all established prerequisite courses to be eligible for program entry. All RN Program applicants must have an LPN Licensure or have completed an LPN program which uses the Montana Statewide curriculum.

Required Prerequisite Courses

Course Number	Course Name
BIOH 201/202	Anatomy & Physiology with lab I
M 121	College Algebra
PSYX 100	Introduction to Psychology
WRIT 101	College Writing
BIOH 211/212	Anatomy & Physiology with lab II
NUTR 221	Basic Human Nutrition
CHMY 121	General & Inorganic Chemistry
CHMY 122	General & Inorganic Chemistry lab
NRSNG 100	Introduction to Nursing

Program applicants that receive total scores ranking among the group’s top 24 will be eligible for admission into the RN program. The amount of points an applicant must acquire to be among the top 24 will vary each application period based on the scores of each applicant group. In the event of a tie in scores, the candidate who submitted the application earliest will be offered the position. Those that score highest are given first choice of cohort preference. The Regular Cohort begins in fall with 16

students, who then complete the 27 credit program in 2 semesters. The Summer Cohort begins in fall and has classes on Tuesdays and Thursdays through fall and spring semesters, and completes the majority of their clinicals in the summer semester to total 3 semesters. The Summer Cohort students are considered part-time students.

APPLICATION REQUIRMENTS

Sample Grading Matrix:

Prerequisite GPA: (GPA ÷ 4)	3.8 ÷ 4= 95%
LPN GPA: (GPA ÷ 4)	3.2 ÷ 4= 80%
GPA totals ÷ 2	87.5
Helena College LPN Graduate: Total +1%	88.5
TOTAL SCORE:	88.5

Program applicants must apply and be accepted into Helena College before the Nursing Program application deadline.

The following items are required and must be submitted along with the Registered Nursing Application Form by the established application deadline.

- ✓ Physical Form I and II completed within the last 3 months (form provided with application)
- ✓ Prerequisite courses completed **with proof of grade**
- ✓ Proof of LPN Licensure or proof of graduation from a Montana statewide curriculum LPN program
- ✓ Transcripts displaying LPN GPA
- ✓ Immunization Records including childhood immunizations, TB and Influenza

***Please note that prerequisite transfer credits will be subject to evaluation of an official transcript submitted to the Admissions Office prior to the Nursing Program application deadline.**

APPLICATION DATES

Applications to the Registered Nursing Program will be accepted starting the last Monday in April though the second Monday in May. Accepted applicants will begin the program Fall semester.

*Nursing Program Applications are available online, in the Nursing Department or can be sent upon request, please call (406) 447-6985 for inquiry.

RN Application Preference

If chosen for the Helena College RN program, please give us your preference as to which cohort would be your first choice and which cohort would be your second choice:

Regular cohort: This cohort starts in August and the students will graduate in May

First choice Second choice

Summer Block cohort: This cohort starts in August and the students will graduate the following August. The fall and spring semesters will consist of those courses that do not require clinical hours. During the summer, the students will be in a block program taking the courses that do require clinical hours. During the blocks, students will complete all didactic and clinical hours, including all tests and homework, before moving on to the next course.

First Choice Second choice

Name: _____

The Advising Fact Sheet also gives an overview of the nursing requirements.

Pre-Nursing						
Complete 8 Prerequisite Courses:						
<i>Course Number</i>	<i>Course Name</i>	<i>Credits</i>		<i>Course Number</i>	<i>Course Name</i>	<i>Credits</i>
BIOL 201/202	*Anatomy & Physiology with Lab I	4		NUTR 221	*Nutrition	3
M 121	*College Algebra	3		CHMY 121 & 122	*General & Inorganic Chemistry with lab	4
PSYX 100	*Introduction to Psychology	3				
WRIT 101	*College Writing I	3		NRSNG 100	Introduction to Nursing	1
BIOL 211/212	*Anatomy & Physiology with Lab II	4				

Associate of Applied Science Practical Nursing Program (Requires acceptance by application)					
Semester 1			Credits		
<i>Course Number</i>	<i>Course Name</i>		<i>Didactic</i>	<i>Lab</i>	<i>Clinical</i>
	NRSNG 130 & 131	Fundamentals of Nursing	4	3	0
	NRSNG 144	Core Concepts of Mental Health Nursing	2	0	0
	NRSNG 135	Nursing Pharmacology	3	0	0
	NRSNG 138	Gerontology for Nursing	1	0	1
Semester 2			Credits		
	NRSNG 140	Core Concepts of Adult Nursing	4	0	3
	NRSNG 142	Core Concepts of Maternal/Child Nursing	2	0	1
	NRSNG 148	Leadership Issues	1	0	1
Associate Degree Registered Nursing Program- Regular Cohort (Requires acceptance by application)					
Fall Semester			Credits		
<i>Course Number</i>	<i>Course Name</i>		<i>Didactic</i>	<i>Lab</i>	<i>Clinical</i>
Gen Ed	*SOCI 101	*Introduction to Sociology	3	0	0
Clinical Portion	NRSNG 250	LPN to RN Transition	3	0	0
	NRSNG 252	Complex Care Needs of Maternal/Child Client	2	0	1
	NRSNG 254	Complex Care Needs of Mental Health Client	1	0	1
	NRSNG 256	Pathophysiology	3	0	0
Spring Semester			Credits		
Gen Ed	*BIOM 220 *BIOM 221	*Microbiology *Microbiology Lab	4	0	0
Clinical Portion	NRSNG 262	Complex Care Needs- Adult Client	2	0	2
	NRSNG 265	Advanced Clinical Skills	0	1	0
	NRSNG 266	Managing Client Care	2	0	2

Required Prerequisite Course Layout		
Course Number	Course Name	Credits
BIOH 201/202	Anatomy & Physiology with Lab	3 Didactic ♦ 1 Lab
M 121	College Algebra	3 Didactic
NUTR 221	Basic Human Nutrition	3 Didactic
WRIT 101	College Writing I	3 Didactic
Semester 2		
BIOH 211/212	Anatomy & Physiology with Lab II	3 Didactic ♦ 1 Lab
PSYX 100	Introduction to Psychology	3 Didactic
NRSX 100	Introduction to Nursing	1 Didactic
CHMY 121 & 122	General & Inorganic Chemistry with Lab	3 Didactic ♦ 1 Lab

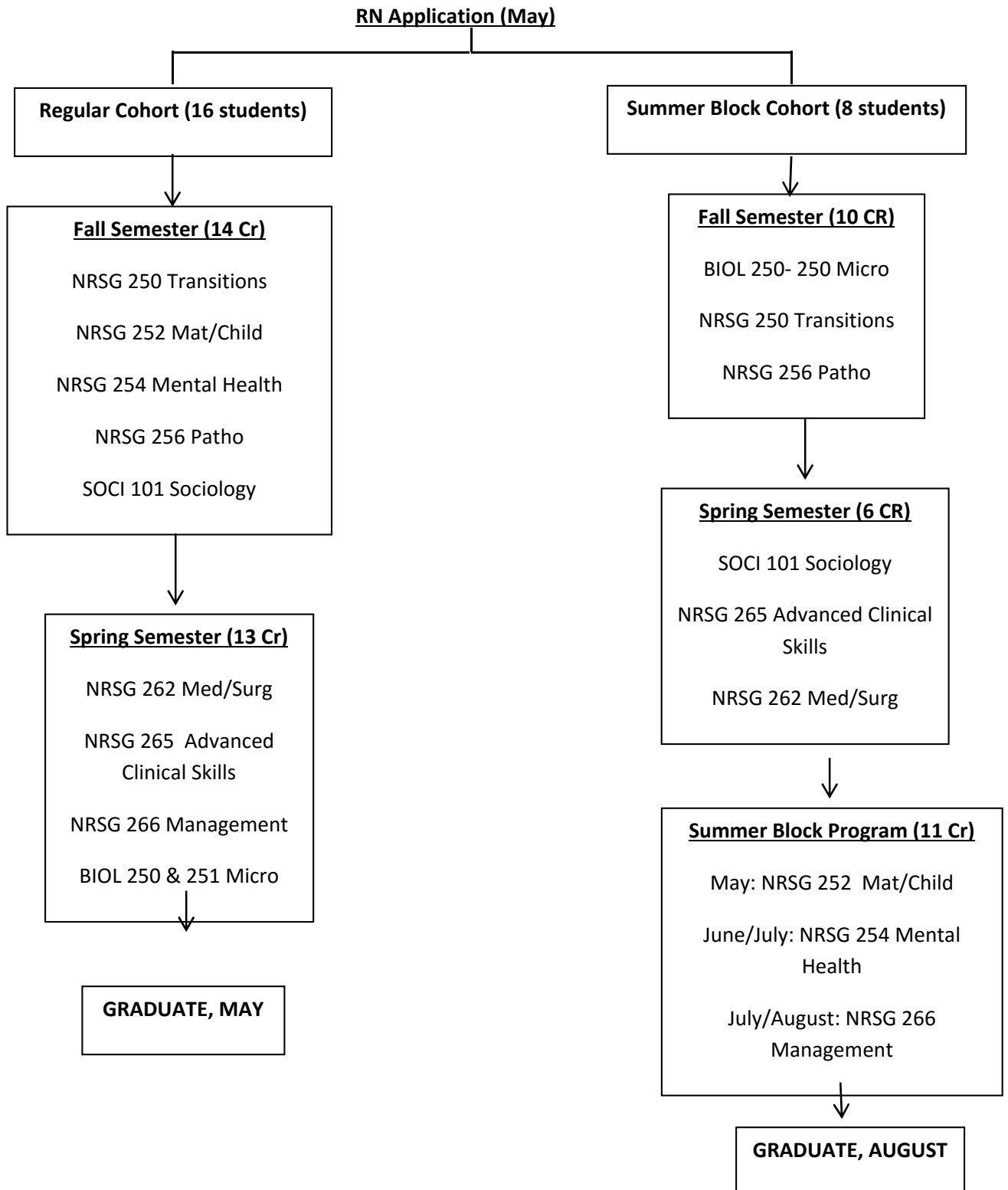
Additional Requirements to meet eligibility for RN Program:

- ✓ Successful Completion of Montana Statewide Curriculum PN Program *or*
- ✓ PN Licensure

Registered Nursing Summer Block Program Course Layout		
Fall Semester		
Course Number	Course Name	Credits
NRSX 250	LPN to RN Transition	3 Didactic
NRSX 256	Pathophysiology	3 Didactic
SOCI 101	Introduction to Sociology	3 Didactic
Spring Semester		
NRSX 265	Advanced Clinical Skills	1 Lab
BIOL 250/251	Microbiology with Lab	3 Didactic Lab
NRSX 262	Complex Care Needs of Adult Client	2 Didactic 2 Clinical

Registered Nursing Summer Block Program			
Month	Course Number	Course Name	Credits
May/June (4 weeks)	NRSX 252	Complex Care Needs of Maternal/Pediatric Client	2 Didactic 1 Clinical
June/July (4 weeks)	NRSX 254	Complex Care Needs of Mental Health Client	1 Didactic 1 Clinical
July/August (5 weeks)	NRSX 266	Managing Client Care	2 Didactic 2 Clinical

Overview of RN Program



Policies outlining ASRN program requirements once admitted into the Nursing Program are outlined in the *Nursing Department ASRN Student Handbook* and the advising sheet.

Examples of policies that are congruent and non-congruent with governing organization

Academic progression

The Nursing Department *Student Handbook* outlines requirements regarding progression through the program. This handbook is available on the website or in the Nursing Department. Each course syllabus outlines requirements for the course, as well as for progression through the ASRN program. The information is reviewed with the students during the first day of class. (Syllabi are available in the exhibit room). To assure progression through the program, a student must meet all academic and clinical requirements. Students must demonstrate a continuing ability to assure client safety and welfare. Therefore, satisfactory classroom academic performance does not, in and of itself, assure progression through the program.

Student evaluation/grading

Many Nursing Department standards and requirements, such as attendance and clinical requirements, are more rigorous than those of the governing organization. Students must complete all nursing courses within the curriculum with a grade of C or higher. All non-nursing courses must be completed with a grade of C or higher. If any nursing course grade is less than a C, the student must withdraw from the ASRN program. These students may apply for reentry at a later date.

Table 3.1.3 Grading Scale

Grade	Percentage
A	93-100
B+	90-92
B	87-89
B-	85-86
C+	81-84
C	78-80

Table 3.1.3

Attendance

Attendance is monitored for students enrolled in courses that have a clinical component. The maximum amount of time that a student can miss lab/clinical per semester is two days. Some lab/clinical attendance is based on the clinical hours assigned for each course and whether or not the student can still meet the objectives of the lab/clinical assignment. Attendance is monitored by the faculty member assigned to each clinical rotation. Communication regarding missed lab/clinical days and student performance occurs among faculty members at the weekly faculty meeting. The Administrative Associate is responsible for documenting clinical/lab absences. Students are informed of the attendance policy during the formal orientation day at the beginning of each semester. The information is also posted in the *Nursing Department Student Handbook*.

Academic and clinical performance is evaluated in an ongoing manner, and students are informed of successes and concerns as they occur. The student is in constant communication with the faculty member assigned to each course. Informal evaluation occurs daily at each clinical site. A faculty member or advisor also may hold individual conferences with a student at any time to discuss student progress (*Nursing Department Student Handbook*). A formal evaluation occurs at the end of each course.

Retention/Withdrawal/Dismissal

Academic advising plays a key role in retaining Helena College nursing students. Students who declare nursing as their major are advised by the Director of Retention and Student Advising to review program requirements. Once the student is accepted into the Nursing Program, a nursing faculty is assigned as an advisor and follows the student through the entire program.

Withdrawal policies of the nursing education unit are congruent with those of the governing organization. Any student may request to withdraw from one or more courses prior to the 45th day of instruction. The withdrawal procedure is outlined in the policy. The nursing courses are offered in a sequential manner and progress from basic to complex. Completion of prior courses is necessary to continue within the program. Students may apply to return to complete the program the following year. All policies are reviewed with the students during Global Orientation that is scheduled on the first day of each semester. Each student has access to a copy of the *Nursing Program Student Handbook* located on the Nursing Information page and his or her signature is obtained to indicate his or her understanding of the policies.

Grievance/ complaints and appeal process

The Nursing Department policies are congruent with those of the governing organization in regard to grievance, complaint and appeal processes. The process is outlined in *the Helena College Student Handbook* and the *Nursing Department Student Handbook*. Students are informed of the policies during Global Orientation at the beginning of each semester. They also are reminded of the process when any type of corrective action is taken.

Graduation Requirements

Policies regarding graduation requirements are congruent with those of the governing organization. The only additional policy is that ASRN students are required to complete an end-of-program comprehensive predictor assessment exam. The purpose of this assessment is to improve the graduate's ability to pass NCLEX-RN examination. Results of the exam are reviewed individually with each student.

Recommendations are provided for areas of focus for study. Resources for further NCLEX review are also provided to the students. These requirements are outlined in the *Nursing Student Handbook*.

Financial Aid

Policies related to financial aid for students in the Nursing Program are the same as those for the governing organization. Policies are publically accessible and can be found in the *Helena College Catalog*. Financial aid consists of scholarship and grants, loans, and employment. This is funded from a number of sources, and the amount of money provided is dependent on a multitude of factors. Various grants are available to the nursing students, and applications are made available to them in the Nursing Office. Announcements for grades are also published on the Nursing Information page.

Transfer of credit and validation of prior learning/articulation

In regard to transfer of credit and other college course-work policies, Helena College reserves the right to make the final decision in regard to evaluation and approval of course work presented for transfer of credit. Any student can have prior training evaluated for possible transfer of credit. The policies related to transfer of credit are outlined in the *2015-2016 Helena College Catalog* on page 15. In addition to these general policies, all nursing courses are evaluated for transfer of credit by the Nursing Department, in order to determine content equivalence and student performance in the course. A case-by-case evaluation will be completed by the nursing faculty on each nursing student who requests transfer of nursing courses.

Rationale for policies that differ from the governing organization policies

Helena College's ASRN program stresses that fulfillment of the minimum admission requirements does not guarantee acceptance into the Nursing Program. All candidates who meet application requirements will be considered for acceptance. The number of students accepted into the Nursing Program is limited, as determined by Montana State Board of Nursing and availability of clinical and faculty resources. If the number of qualified applicants exceeds available spaces, not all qualified applicants will be accepted. The grade received in the pre-requisite courses and the GPA obtained while in an LPN program will be used as the primary selection criteria. Students are made aware of this through the Nursing Department website, advising fact sheet and *Helena College Catalog* (pg. 95). Since the competitive selection is based on these specific criteria, the students with the highest scores will be admitted into the program.

Admission and academic progression policies are established by faculty who teach in the ASRN program. Nursing faculty meet prior to the beginning of fall semester to review all policies and make any necessary changes. Faculty review student input from the previous semester, which provides some feedback regarding the program policies. Also, MSBON requirements, governing organization requirements, and professional nursing standards are reviewed at this time and provide guidance for policy development and revision. Policy revisions are incorporated into the *Nursing Student Handbook*, and website prior to distribution at the beginning of fall semester. Curriculum review is done on an on-going basis throughout the year and is included as a standing agenda item for every faculty meeting.

3.2 Public information is accurate, clear, consistent, and accessible including the program's accreditation status and the ACEN contact information.

Program information that is provided in the *Helena College Catalog* and website and program information provided by the Nursing Department are current and congruent. Program information is reviewed and updated annually prior to the beginning of the semester and again in February as the new college catalogue is being developed.

3.3 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

Policies are reviewed during Global Orientation with nursing students following their acceptance into the program. Review of the *Nursing Student Handbook* takes place at that time. Student signatures are required in order to verify student understanding of program policies and requirements. The Nursing Information page, e-mail and the student mailboxes located in the nursing office are other forms of communication between students and faculty.

Other means of communication about program policies include monthly **Student/Faculty Forum** meetings that student representatives from all nursing co-horts attend each month and are chosen by each cohort. The student representatives are selected by their peers at the beginning of each semester. The representatives are given time during class to update the students of any program changes. Policy changes are also distributed through email to all nursing students and/or in the student mailboxes that are located in the nursing offices.

Program information materials are reviewed and updated annually so that all policies are current. Any program changes are communicated to all students at Global Orientation or when necessary through written and electronic communication and face-to-face meetings.

3.4 Student services are commensurate with the needs of students including those receiving instruction using alternative methods of delivery.

Helena College provides a broad range of services and resources to students that are consistent with and supportive of the institution's mission and goals. The services and functions of the institution are divided into the following administrative areas according to function: Marketing & Recruitment, Admissions and New Student Services, Financial Aid, Disability Services, Advising, Learning and Career Center, and Retail services.

Through collaborative planning, integration, and assessment of services and resources the various administrative areas within Student Services support the college overall mission and goals. From a student's first contact with the college through degree completion and/or attainment of the student's educational goals, Student Services is organized to holistically facilitate student success by providing responsive service and access to resources that enhance the college's learning environment, encourage community involvement, and support regional workforce development. The adequacy and effectiveness of Student Services and each administrative area within the division is regularly measured through the institutional assessment process as well as a number of different instruments that are used to evaluate student participation in and satisfaction with programs, services, and resources at key points in their enrollment at the college.

Marketing & Recruitment is responsible for promoting the institution across the local community, region, and state by providing communications and activities that inform prospective students and the general public about the institution's mission, goals, and programs. Communications and activities include media relations and advertising, electronic and print publications, website content, participation in college fairs, high school outreach, collaboration with public agencies, information programs, and hosting individual and group campus visits.

Admissions and New Student Services facilitates enrollment of new and returning students through providing information on admissions requirements and procedures, processing admission applications and transcript evaluations for incoming transfer students, and coordinating new student orientation programs.

A variety of resources are available to students with disabilities at Helena College. These resources include alternative testing, adaptive and assistive equipment, electronic texts, campus and mobility orientation, physical modifications such as more comfortable chairs, note taking and scribing, supplemental academic advising, and other services by request. The services offered to each student are determined by the student's needs and documentation. Services for students with disabilities are provided at Helena College under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Access to the College's programs is provided for all qualified students regardless of ability or disability, and discrimination based on disability against any student is specifically prohibited under these laws.

The **Office of Financial Aid** provides access to a range of institutional, state and federal aid programs as well as scholarships to assist students. Financial aid staff provides individual counseling on debt management and hosts a number of presentations and workshops designed to improve students' financial literacy in collaboration with the Office of Advising and Retention. In Fall 2009 the institution entered in to a partnership with the Student Assistance Foundation of Montana to locate an outreach office on the college's Donaldson Campus that provides assistance to students as well as the greater Helena community in the areas of paying for college, student loans, debt management, and financial literacy.

Helena College provides both initial academic advising for new students and ongoing academic advising for continuing students based upon their intended program of study. Advising of students is a shared responsibility between the faculty and student services staff. Staff members in the **Advising, Learning, and Career Center (ALCC)** are responsible for advising new and returning students, developmental education cohort students, and students on academic plans due to academic or financial aid suspensions. During the academic year, the faculty is responsible for advising continuing students.

The **ALCC** responds to students needs by introducing them to the various support resources available at Helena College and within the local community to facilitate their success and enhance their educational experience. The Director coordinates First Semester Advising sessions for new and readmitting students prior to class registration for each semester. Retention efforts focus on identifying the factors that inhibit students' academic success and persistence as well as what programs, services and resources are used by students who successfully achieve their educational goals.. The **ALCC** collaborates with faculty

to identify at-risk students through Starfish and works closely to respond to students' need for educational support outside the classroom.

Helena College's auxiliary **Retail Services** include the bookstore, café and coffee counter located on the main Donaldson Campus. The bookstore operates year round providing students the ability to purchase textbooks, instructional materials, supplies, computer hardware and software, beverages and snack items. The café and coffee counter operate during the fall and spring semesters providing food and beverage service Monday through Thursday from 8 am to 6 pm and Fridays from 8 am to 3 pm.

The Student Support Center (part of the ALCC), provides academic support services for Helena College students. This is done through a fully networked computer lab and a full staff of tutors who are available during all hours of operation. Our tutors are highly qualified students and staff who receive training on an ongoing basis. They maintain high standards of academic integrity and customer service. Tutoring services are free to students.

Helena College provides and maintains facilities that well support its mission ensuring quality learning and working environments for its community of students, employees, and visitors that are adequate, accessible, safe, and secure. College facilities are situated at two locations within the city of Helena.

The Donaldson Campus provides 89,256 square feet for administrative offices, primary student support services, the library, retail services, as well as instructional space for general education/transfer and technical programs. The Airport Campus provides 88,801 square feet of instructional space for trades programs as well as administrative offices and limited student support services. Section 600 of the

Helena College Policy and Procedures Manual provides several policies which govern the operation of the College's physical plant.

Based on current enrollment trends and course scheduling demands, Helena College facilities at both campus locations are sufficient in quantity for present instructional needs. Instructional facilities are assigned based on specific course requirements including pedagogy, necessary physical and technological resources, and enrollment capacity. Seating arrangements in classrooms are configured to allow 25 square feet/person to ensure ample space and a comfortable learning environment. Space for administrative offices and support services on the Donaldson Campus is approaching maximum capacity. Future expansion of staffing, programs, or services would require development of new facilities and/or other College-owned property adjacent to the Donaldson Campus. Recent expansions, renovations, improvements to climate control equipment, and regular upgrades of instructional technology all provide for high quality learning, support services, and working environments across both campus locations.

3.5 Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.

The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Student records are kept in a secure safe for five years with limited access by registrar personnel. The College's record retention schedule was implemented in 2006 and subsequently approved by the

Montana Secretary of State in 2007.

Student records maintained on Banner, the student information system, are backed up daily by the Information Technology department at the University of Montana campus in Missoula. Helena College has a continuous protection server which provides hourly back up and weekly storage tapes. The Disaster Recovery Plan provides for next-day delivery of storage tapes held off-site. Student financial aid records are stored in fire-proof cabinets in a secure area and student admissions records are stored in locking cabinets in the office of the assistant registrar.

Staff and faculty follow guidelines specified in the Family Education Rights to Privacy Act (FERPA) and the Registrar monitors the release of student records. FERPA guidelines are published in the catalog, student handbook and on the website. They are also available in the faculty and staff handbooks. Access to the student information system is controlled by a security plan administered by the Registrar and Information Technology managers.

3.6 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.

All certification requirements to remain eligible for Title IV funding is maintained both electronically through the Department of Education's E-App website, as well as paper form within a locked fireproof cabinet in the Director of Financial Aid's office. Title III eligibility and the annual Fiscal Operations Report and Application to Participate (FISAP) documentation are also maintained in this manner. Default rates are documented electronically on the National Student Loan Database System (NSLDS). Annual audits of the financial aid awards are conducted by state auditors via the Business Office and then reported to

The University of Montana.

3.6.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

The Financial Aid Office regularly monitors student loan programs and the institutional loan default rate.

Loan entrance counseling, which is required by the Department of Education prior to requesting a student's loan, is provided for all first-time loan borrowers. Loan exit counseling sessions are offered each semester for students who are graduating, transferring or leaving the institution, or who have dropped below six credits of enrollment. Financial aid provides individual face-to-face entrance and exit counseling for students whenever possible. During all loan counseling, students are directed to keep track of their student loans and servicers by accessing the National Student Loan Database System (NSLDS). All students who wish to increase his or her loan amounts must meet with a financial aid administrator. Students are also required to meet with Financial Aid prior to completely withdrawing from all courses. At the time of withdrawal, students are provided a copy of the Federal Return of Title IV Funds calculation indicating how much aid will be returned to the Department of Education, and notifying them they will receive a final billing statement from the Business Office within 10 business days for any balance owed the institution.

In recent years due to economic conditions as well as growth in both enrollment and borrowing amounts, the College's loan default rate has been increasing significantly. Consequently a number of initiatives have been implemented to address this concern. Starting in the fall of 2013, disbursement of financial aid is being held until after the 15th day of classes or enrollment census day of each semester, at which time students receive their grant aid and half of their loan amount with the balance disbursed at midterm. To provide for initial expenses on books and supplies, students are able to secure a book voucher paid against their pending financial aid disbursement. Additionally, a Financial Wellness Coach

has been hired to provide financial literacy programming including orientation, advising sessions, College success courses, workshops, and one-on-one counseling regarding budgets, loan repayment, savings, etc.

Helena College also has a Memorandum of Understanding (MOU) with the Student Financial Services (SFS) Division of the Office of Commissioner of Higher Education (OCHE) to work with students who are delinquent on their student loans prior to default. Helena College has given written permission for OCHE to receive information from the various Federal student loan servicers in order to assist students in the best way possible.

3.6.2 Students are informed of their ethical responsibilities regarding financial assistance.

The form used to define the Terms and Conditions for students who receive financial aid can be located in the records room under 3.6.2.. The students are presented this and must agree to the terms when accepting their financial aid. It is also on the website. Students hear of these rights and responsibilities during face-to-face loan entrance counseling at the required orientation. All policies are posted on the website, as well as the catalog.

3.6.3 Financial aid records are maintained in compliance with the policies of the governing organization, state, and federal guidelines.

Any student specific hard copy documentation that is unable to be retained in an electronic file are kept in students' files in a fireproof locking file cabinet inside a locked room that only Financial Aid personnel have access to in accordance with Federal Regulations. Hard copy files are maintained for three years

after the last date of attendance by a student. After three years have passed after the last date of attendance for a student, their file is shredded. All student specific electronic documentation is hosted within the school's Banner system and the Department of Education's systems – COD, NSLDS and CPS.

This is all stated in the Financial Aid Policy and Procedures Manual. Note: The minimum length of time to keep student records by the Federal Department of Education is three years.

3.7 Records reflect that program complaints and grievances receive due process and include evidence of resolution.

Current nursing applications, nursing appeals, corrective action plans for nursing students, and nursing student files are all located in a locked file cabinet in the Nursing Program Director's office.

There have been no complaints or grievances received for the ASRN program. However, a policy which includes an explanation of the process and resolution is located in the Nursing Student Handbook and the Helena College Student Handbook.

3.8 Orientation to technology is provided and technological support is available to students.

Helena College, through its Information Technology department, provides technology systems, infrastructure, and technical support that are adequate and appropriate for instructional delivery, operations, and student support services. The IT department's mission is to provide accessible, secure, and dependable information technology services responsible to the needs of the students, faculty, and staff of Helena College to support the life-long educational goals of learners. The College's IT network system is segmented which increases efficiency and security by separating various user groups. In addition to wired network access located in faculty and staff offices and at 8 computer labs and kiosks, high bandwidth wireless connectivity is also available for the students, faculty, and staff in all areas on

both the Donaldson and Airport campuses. In 2012, the College implemented a Central Authentication Service (CAS) which allows students, faculty, and staff to access a variety of electronic resources through a single sign-on to the college network.

The IT department provides access and technical support to the campus community through expanded staffing and extended hours of operation during the academic year, as well as email and live chat. Areas of concern currently being addressed by the department include improving captioning for compliance with section 508 of the American Disabilities Amendment Act (ADAA), better facilities and equipment for recording video to support online and hybrid instructional delivery, and more efficient management system to host video content.

When a new process is implemented, the IT department orients faculty and students to the new Process/technology. An example of this is when Moodle was implemented. The IT department held workshops for both faculty and students.

Guidelines for acceptable use of electronic resources are made available to the campus community on the college website, in the student handbook, and the academic catalog. The Director of IT Services has worked with the Leadership Team in drafting a comprehensive set of Institutional policies and procedures to address acceptable use, IT security, and website standards for approval and implemented them in the 2013-14 academic year.

3.9 Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.

Full and hybrid online instruction at Helena College is delivered through Moodle, a learning management system (LMS) that is managed by the designated online educators with support from the IT department. The mission of the Office of Online Learning is to facilitate, support, and promote excellence in teaching and learning through the online environment. Currently, the College offers more than 100 online and hybrid courses during the regular academic year with a quarter to a third of all students enrolling in at least one online course each semester. The nursing program does not currently have any online courses

Summary and Conclusion for Standard 3

The Nursing Department faculty believes that the teaching and learning environment at Helena College is conducive to student academic achievement. Helena College has a comprehensive student support services that student can access. Many of the nursing education unit's student policies are congruent with those of the governing organization. Differences (e.g. increased rigor because of demands of the profession to ensure success) are justified by the education unit's purposes. Nursing students have access to a variety of support services, which are administered by qualified individuals, assisting them in obtaining academic achievement. Finally, policies related to educational and financial records are established and followed to assure student confidentiality.

STANDARD 4

CURRICULUM AND INSTRUCTION

“The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.”

At the core of any mission in higher education lies teaching and learning. Helena College manifests its commitment to student learning through a variety of ways but primarily in its focus on providing excellent learning opportunities in its academic programs. In order to achieve this portion of the mission, sufficient resources are provided, educational programs are supported and evaluated, and new courses and programs are developed and implemented to meet the changing demands and needs of the community. Helena College currently offers 36 credentials in 14 different program areas.

The Nursing Programs prepares graduates to function as members of the health care team in various health care environments. The curricula focus on preparation for employment and articulation. The Nursing Program consists of an Associate of Applied Science in Practical Nursing and a completion program for Licensed Practical Nurses to earn an Associate of Science in Registered Nursing degree (ASRN) which leads to licensing as a Registered Nurse. The Nursing Program is approved by the Montana State Board of Nursing. The Associate of Applied Science in Practical Nursing teaches specialized knowledge and skills that meet the health care needs of people in a variety of settings under the direction of qualified health professions. The ASRN degree program prepares graduates to function as members and leaders of the health care team in various health care environments. Students learn nursing skills through independent study, lectures, simulation demonstrations, and practice in the skills

lab as well as in the real-life clinic and hospital settings. Both programs are competitive and by application only, with the LPN program accepting 32 students and the ASRN program accepting 24 students each year. The number of students in the Nursing 100 course, which is the gateway course to the program, has exceeded 100 students each year. The Nursing program is in high demand from students and fills a tremendous need for skilled health care workers in the local community.

Helena College's Nursing Department has developed a conceptual framework that provides guidance in the development and implementation of the nursing curricula. The nursing faculty has identified the components that are essential for the entry program registered nurse program which includes program outcomes, integrated concepts, core values and student learning outcomes.

4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes consistent with contemporary practice

CONCEPTUAL FRAMEWORK

The nursing faculty has identified components that are essential for the entry registered nurse program which includes program outcomes, integrated concepts, core values and student learning outcomes.

STUDENT LEARNING OUTCOMES/ROLE SPECIFIC COMPETENCIES FOR ASRN ARE AS FOLLOWS:

PROFESSIONAL BEHAVIORS, COMMUNICATION, ASSESSMENT, CLINICAL/DECISION MAKING, CARING INTERVENTIONS, TEACHING AND LEARNING, COLLABORATION, MANAGING CARE.

Upon completion of the Helena College RN Nursing Program, the graduate will be able to demonstrate/incorporate the following identified by NLN for graduates of the ASRN program:

Program Outcomes:

1. Human Flourishing
2. Nursing Judgement
3. Professional Identity
4. Spirit of Inquiry

Integrating Concepts:

1. Context & Environment
2. Knowledge & Science
3. Personal/Professional Development
4. Quality & Safety
5. Relationship-Centered Care
6. Teamwork

Core Values:

1. Caring
2. Diversity
3. Ethics
4. Excellence
5. Holism
6. Integrity
7. Patient Centeredness

ASRN GRADUATE COMPETENCIES INCLUDE:

- 1. HUMAN FLOURISHING:** ADVOCATE FOR PATIENTS AND FAMILIES IN WAYS THAT PROMOTE THEIR SELF-DETERMINATION, INTEGRITY, AND ONGOING GROWTH AS HUMAN BEINGS.
- 2. NURSING JUDGEMENT:** MAKE JUDGEMENTS IN PRACTICE, SUBSTANTIATED WITH EVIDENCE, THAT INTEGRATE NURSING SCIENCE IN THE PROVISION OF SAFE, QUALITY CARE AND PROMOTE THE HEALTH OF PATIENTS WITHIN A FAMILY AND COMMUNITY CONTEXT.
- 3. PROFESSIONAL IDENTITY:** IMPLEMENT ONE'S ROLE AS A NURSE IN WAYS THAT REFLECT INTEGRITY, RESPONSIBILITY, ETHICAL PRACTICES, AND AN EVOLVING IDENTITY AS A NURSE COMMITTED TO EVIDENCE-BASED PRACTICE, CARING, ADVOCACY, AND SAFE, QUALITY CARE FOR DIVERSE PATIENTS WITHIN A FAMILY AND COMMUNITY CONTEXT.
- 4. SPIRIT OF INQUIRY:** EXAMINE THE EVIDENCE THAT UNDERLIES CLINICAL NURSING PRACTICE TO CHALLENGE THE STATUS QUO, QUESTION UNDERLYING ASSUMPTIONS, AND OFFER NEW INSIGHTS TO IMPROVE THE QUALITY OF CARE FOR PATIENTS, FAMILIES AND COMMUNITIES.

EXPECTED PROGRAM OUTCOMES FOR THE ASRN GRADUATE

1. Graduates will meet or exceed the national average for first time takers for the NCLEX-RN (National Council Licensure Examination for Registered Nurses).
2. Eighty percent (80%) of students admitted to the program will complete the program within one (1) academic year (two semesters).
3. Ninety (90%) of graduates actively seeking employment will be employed as an RN within one year of graduation.
4. Ninety (90%) of the surveys returned by graduates will indicate that they are satisfied with their education.
5. Ninety (90%) of the surveys returned by employers will indicate satisfaction with the graduate's performance

Table 4.1.1 Congruency between Conceptual Framework and ASRN Program Outcomes

Conceptual Framework/Student Learning Outcomes	ASRN Program Outcomes
<i>Concept of Clinical Decision Making</i>	<p>3. PROFESSIONAL IDENTITY: IMPLEMENT ONE’S ROLE AS A NURSE IN WAYS THAT REFLECT INTEGRITY, RESPONSIBILITY, ETHICAL PRACTICES, AND AN EVOLVING IDENTITY AS A NURSE COMMITTED TO EVIDENCE-BASED PRACTICE, CARING, ADVOCACY, AND SAFE, QUALITY CARE FOR DIVERSE PATIENTS WITHIN A FAMILY AND COMMUNITY CONTEXT.</p> <p>4. SPIRIT OF INQUIRY: EXAMINE THE EVIDENCE THAT UNDERLIES CLINICAL NURSING PRACTICE TO CHALLENGE THE STATUS QUO, QUESTION UNDERLYING ASSUMPTIONS, AND OFFER NEW INSIGHTS TO IMPROVE THE QUALITY OF CARE FOR PATIENTS, FAMILIES AND COMMUNITIES.</p>
<i>Concept of Communication</i>	<p>1. HUMAN FLOURISHING: ADVOCATE FOR PATIENTS AND FAMILIES IN WAYS THAT PROMOTE THEIR SELF-DETERMINATION, INTEGRITY, AND ONGOING GROWTH AS HUMAN BEINGS.</p> <p>4. SPIRIT OF INQUIRY: EXAMINE THE EVIDENCE THAT UNDERLIES CLINICAL NURSING PRACTICE TO CHALLENGE THE STATUS QUO, QUESTION UNDERLYING ASSUMPTIONS, AND OFFER NEW INSIGHTS TO IMPROVE THE QUALITY OF CARE FOR PATIENTS, FAMILIES AND COMMUNITIES.</p>
<i>The Concepts of Teaching and Learning</i>	<p>1. HUMAN FLOURISHING: ADVOCATE FOR PATIENTS AND FAMILIES IN WAYS THAT PROMOTE THEIR SELF-DETERMINATION, INTEGRITY, AND ONGOING GROWTH AS HUMAN BEINGS.</p> <p>3. PROFESSIONAL IDENTITY: IMPLEMENT ONE’S ROLE AS A NURSE IN WAYS THAT REFLECT INTEGRITY, RESPONSIBILITY, ETHICAL PRACTICES, AND AN EVOLVING IDENTITY AS A NURSE COMMITTED TO EVIDENCE-BASED PRACTICE, CARING, ADVOCACY, AND SAFE, QUALITY CARE FOR DIVERSE PATIENTS WITHIN A FAMILY AND COMMUNITY CONTEXT.</p> <p>4. SPIRIT OF INQUIRY: EXAMINE THE EVIDENCE THAT UNDERLIES CLINICAL NURSING PRACTICE TO CHALLENGE THE STATUS QUO, QUESTION UNDERLYING ASSUMPTIONS, AND OFFER NEW INSIGHTS TO IMPROVE THE QUALITY OF CARE FOR PATIENTS, FAMILIES AND COMMUNITIES.</p>
<i>The Concept of Collaboration</i>	<p>1. HUMAN FLOURISHING: ADVOCATE FOR PATIENTS AND FAMILIES IN WAYS THAT PROMOTE THEIR SELF-DETERMINATION, INTEGRITY, AND ONGOING GROWTH AS HUMAN BEINGS.</p> <p>4. SPIRIT OF INQUIRY: EXAMINE THE EVIDENCE THAT UNDERLIES CLINICAL NURSING PRACTICE TO CHALLENGE THE STATUS QUO, QUESTION UNDERLYING ASSUMPTIONS, AND OFFER NEW INSIGHTS TO IMPROVE THE QUALITY OF CARE FOR PATIENTS, FAMILIES AND</p>

Conceptual Framework/Student Learning Outcomes	ASRN Program Outcomes
	COMMUNITIES.
<i>The Concept of Caring Intervention</i>	<p>1. HUMAN FLOURISHING: ADVOCATE FOR PATIENTS AND FAMILIES IN WAYS THAT PROMOTE THEIR SELF-DETERMINATION, INTEGRITY, AND ONGOING GROWTH AS HUMAN BEINGS.</p> <p>2. NURSING JUDGEMENT: MAKE JUDGEMENTS IN PRACTICE, SUBSTANTIATED WITH EVIDENCE, THAT INTEGRATE NURSING SCIENCE IN THE PROVISION OF SAFE, QUALITY CARE AND PROMOTE THE HEALTH OF PATIENTS WITHIN A FAMILY AND COMMUNITY CONTEXT.</p> <p>3. PROFESSIONAL IDENTITY: IMPLEMENT ONE’S ROLE AS A NURSE IN WAYS THAT REFLECT INTEGRITY, RESPONSIBILITY, ETHICAL PRACTICES, AND AN EVOLVING IDENTITY AS A NURSE COMMITTED TO EVIDENCE-BASED PRACTICE, CARING, ADVOCACY, AND SAFE, QUALITY CARE FOR DIVERSE PATIENTS WITHIN A FAMILY AND COMMUNITY CONTEXT.</p>
<i>Concept of Professional Behavior</i>	<p>3. PROFESSIONAL IDENTITY: IMPLEMENT ONE’S ROLE AS A NURSE IN WAYS THAT REFLECT INTEGRITY, RESPONSIBILITY, ETHICAL PRACTICES, AND AN EVOLVING IDENTITY AS A NURSE COMMITTED TO EVIDENCE-BASED PRACTICE, CARING, ADVOCACY, AND SAFE, QUALITY CARE FOR DIVERSE PATIENTS WITHIN A FAMILY AND COMMUNITY CONTEXT.</p>
<i>Concept of Assessment</i>	<p>1. HUMAN FLOURISHING: ADVOCATE FOR PATIENTS AND FAMILIES IN WAYS THAT PROMOTE THEIR SELF-DETERMINATION, INTEGRITY, AND ONGOING GROWTH AS HUMAN BEINGS.</p> <p>2. NURSING JUDGEMENT: MAKE JUDGEMENTS IN PRACTICE, SUBSTANTIATED WITH EVIDENCE, THAT INTEGRATE NURSING SCIENCE IN THE PROVISION OF SAFE, QUALITY CARE AND PROMOTE THE HEALTH OF PATIENTS WITHIN A FAMILY AND COMMUNITY CONTEXT.</p>
<i>Concept of Managing Care</i>	<p>3. PROFESSIONAL IDENTITY: IMPLEMENT ONE’S ROLE AS A NURSE IN WAYS THAT REFLECT INTEGRITY, RESPONSIBILITY, ETHICAL PRACTICES, AND AN EVOLVING IDENTITY AS A NURSE COMMITTED TO EVIDENCE-BASED PRACTICE, CARING, ADVOCACY, AND SAFE, QUALITY CARE FOR DIVERSE PATIENTS WITHIN A FAMILY AND COMMUNITY CONTEXT.</p> <p>4. SPIRIT OF INQUIRY: EXAMINE THE EVIDENCE THAT UNDERLIES CLINICAL NURSING PRACTICE TO CHALLENGE THE STATUS QUO, QUESTION UNDERLYING ASSUMPTIONS, AND OFFER NEW INSIGHTS TO IMPROVE THE QUALITY OF CARE FOR PATIENTS, FAMILIES AND COMMUNITIES.</p>

Table 4.1.1

Table 4.1.2 Congruency between Professional Standards, ASRN Course/Content and Learning Activity

ANA Scope & Standard of Practice	Course/Content	Learning Activity
<p>1. Assessment: The registered nurse collects comprehensive data...</p>	<p>NRSG 252 Maternal/Child Maternal/Pediatric Assessments</p> <p>NRSG 254 Mental Health Client Mental Health Assessment</p> <p>NRSG 262 Adult Client</p>	<p>Testing, Patient Assessment at clinical settings and St Peter's OB Floor</p> <p>Physical Assessment lab/clinical Montana State Hospital/Shodair</p> <p>Testing, Patient Assessment at Med/Surgical floors. <i>Case Study Analysis/Patient Scenario's</i></p>
<p>2. Diagnosis: The registered nurse analyzes the assessment data...</p>	<p>NRSG 262 Adult Client Review Med/Surg Problems (e.g. respiratory, cardiac)</p> <p>NRSG 250 Transitions Nursing Process</p>	<p>Patient Assessment/Identify Nursing Diagnosis/ Care Plan</p> <p>Develop Problem Statements from Assessment Data</p>
<p>3. Outcomes Identification: The registered nurse identifies expected outcomes...</p>	<p>NRSG 262 Adult Client Review Medical/Surgical Problems and Relate to Nursing Process</p>	<p>Clinical Assignment, Clinical Course Packets and Care Plan Assignment</p>
<p>4. Planning: The registered nurse develops a plan that prescribes strategies...</p>	<p>NRSG 254 Mental Health Client Mental Illness Care at Montana State Hospital</p> <p>NRSG 252 Maternal/Child Client Children with Acute Healthcare Needs</p>	<p>Develop a Therapeutic Treatment Plan for an assigned psychiatric patient</p> <p>Develop Nursing Care Plan of an acutely ill pediatric patient</p>
<p>5. Implementation: The registered nurse implements the plan. 5A: Coordination of Care 5B: Health Teaching & Health Promotion</p>	<p>NRSG 256 Pathophysiology</p> <p>NRSG 262 Adult Client Review Medical/Surgical Problems and Relate to Nursing Process</p> <p>NRSG 252 Maternal/Child Client Care of the post partum mother</p>	<p>Supervised Direct Patient Care in Med/Surg Clinical Environment and Simulation lab</p> <p>Perform patient education related to breastfeeding, newborn care, post partum changes, and discharge instructions</p>
<p>6. Evaluation: The registered nurse evaluates progress...</p>	<p>NRSG 254 Mental Health Client Mental Illness/ Nursing Process Review side effects of psychotropic medications</p> <p>NRSG 252 Maternal/Child Client</p>	<p>Clinical Assignment/ Identification of Nursing Process Use in an Psychiatric Hospital/ Reflective Journaling Development of drug cards Perform Abnormal Involuntary Movement Scale (AIMS) to evaluate for extra pyramidal side effects</p>

ANA Scope & Standard of Practice	Course/Content	Learning Activity
	Breast Feeding video review	
7. Quality of Practice: The registered nurse systematically enhances...	NRSG 262 the Adult Client Concept Mapping/ Critical Thinking in Client Care	Pathophysiology Paper/ Develop Concept Map/ Clinical Assignment
8. Education: The registered nurse attains knowledge and competency...	NRSG 252 Maternal/Child Client Watch a video on the stages of labor NRSG 254 Mental Health Client Schizophrenia-Atypical antipsychotic side-effects	Observe an actual birth, test on stages of labor, assessments and fetal monitor stripe review in lab setting. Attendance at group therapy sessions, development of drug cards and teaching plan specific to assigned patient and drug cards side effects of anti-psychotics.
9. Professional Practice Evaluation: The registered nurse evaluates one's own practice...	NRSG 266 Managing Client Care Nursing Practice and the law NRSG 262 Adult Client Nursing Process Applied to Illness (e.g. Assessment of Diabetic Patient)	Review and discussion of ANA Standards of Practice, Advanced Directives, and Documentation Guidelines. In-service by Diabetic Faculty, glucose monitoring in the clinical setting, administration of insulin, patient teaching on self-injection.
10. Collegiality: The registered nurse interacts with and contributes...	NRSG 252 Maternal/Child Client Roles of Nurses in Community and Hospital Settings NRSG 254 Mental Health Client Interdisciplinary treatment team	Obstetric clinical rotations at the acute care facility Participation in treatment team meeting with the interdisciplinary teams at the psychiatric clinical site.
11. Collaboration: The registered nurse collaborates...	NRSG 252 Maternal/Child Client Perspectives in Pediatric Nursing: Community/Family Collaboration NRSG 254 Mental Health Client Psychotherapeutic Management in the Continuum of Care	Nursing Care Plan, Patient Teaching Reading, Discussion, Post clinical conferencing and development of a teaching project.
12. Ethics: The registered nurse integrates ethical provisions...	NRSG 266 Managing Client Care Code of Ethics for Nursing Patient Rights, Ethical Principles, Self Determination	ANA Code of Ethics interpretative statements and application, case studies. Discussion, Case Studies, Advanced Directive, Code status, Power of Attorney, and Restraint Free Facility.

ANA Scope & Standard of Practice	Course/Content	Learning Activity
13. Research: The registered nurse integrates research finding into to practice	NRSRG 265 Advanced Clinical Skills Blood transfusion, wound care and infusion therapy based on Infusion Nursing Society Standards and Wound Care Standards	Review most recent evidence-based practice related to blood transfusion, wound care, and infusion therapy.
14. Resource Utilization: the registered nurse considers factors related to safety, effectiveness, cost, and impact on practice in the planning and delivery of nursing service.	NRSRG 266 Managing Client Care Delegation and prioritization of client care, quality, safety, and allocation of resources	Case studies relating to the condition of the patient, potential for harm, complexity of the task, and predictability of outcome. Review of the Institutes of Medicine, quality reports, quality assurance process, and economics in the health care system.
15. Leadership: The registered nurse provides leadership...	NRSRG 266 Managing Client Care Team Building, Leadership, Healthy Workplace Professional Organization NRSRG 262 Adult Client Team Leader role	Lecture and class discussion and case studies regarding conflict resolution, leadership theories, needle stick injuries, back injuries, and violence. Access to ANA & MNA website. Team leader assignment in clinicals.

Table 4.1.2

Table 4.1.3 Congruency between NLN Educational Competencies: ASRN Course/Content & Learning Activities

NLN Competency	ASRN Course/Content	Learning Activity
1. Professional Behaviors	New and continuing nursing student orientation NRSRG 266 Managing Client Care Professional responsibilities/member of the discipline	Code of Conduct Communication Confidentiality Lecture and critical thinking exercises Class discussion pertaining to professional behaviors Exams covering content Representative from Montana State Board of Nursing
2. Communication	NRSRG 254 Mental Health Client Therapeutic milieu Therapeutic Communication and nurse/client relationship	Role play –therapeutic communication with lab triad Acute psychiatric clinical rotation Exams and lecture Class discussion
3. Assessment	NRSRG 266 Adult Client Signs, symptoms of common disorders NRSRG 252 Maternal/Peds	Physical assessment of an acutely ill adult patient in the clinical setting Clinical simulations

NLN Competency	ASRN Course/Content	Learning Activity
4. Clinical Decision Making	NRSG 262 Adult Client prioritization and delegation of nursing diagnosis and interventions	Physical Assessment Documentation Nursing Diagnosis Nursing Interventions Client Story Concept mapping Team Leader Role Formulation of a comprehensive care plan
5. Caring Interventions	NRSG 252 Maternal Child Client Holistic care of the child and family	Client assignment Completion of a data base Total patient care in the geriatric environment Lecture Clinical assignment
6. Teaching and Learning	NRSG 252 Maternal /Child Client High risk mother and newborn NRSG 266 Advanced Clinical Skills Diabetes education for self-management	Patient Education focusing on discharge Instructions relating to the mother and infant and breastfeeding education Patient Education Course presentations Complete a case study relating to diabetes and DKA
7. Collaboration	NRSG 262 Adult Client Interdisciplinary team roles NRSG 266 Managing Client Care Introduction of the leadership role and coordination of client care	Care maps Team Leadership Role, Patient data base development Preceptorship with a registered nurse in various health care settings Lecture and discussion Guest lectures Discussion on care needs of spinal cord injury and CVA patients
8. Managing Care	NRSG 262 Adult Client Care management of clients with various disease processes NRSG 266 Managing Client Care Montana State Board of Nursing delegation, prioritization	Prioritization of problems Team Leader role Interdisciplinary collaboration Explore the role of the registered nurse as provider of care, manager of care, and member of the discipline

Table 4.1.3

Table 4.1.4 Congruency between ASRN Program Outcomes and MSBON Requirements

ASRN Program Outcomes	Corresponding MSBON Requirement or Scope of Practice Statement
<p>1. HUMAN FLOURISHING: ADVOCATE FOR PATIENTS AND FAMILIES IN WAYS THAT PROMOTE THEIR SELF-DETERMINATION, INTEGRITY, AND ONGOING GROWTH AS HUMAN BEINGS.</p>	<p>Montana Code Annotated Title 37; Chapter 8: Nursing Administrative Rules of Montana Chapter 101; Sub-chapter 4 Rule 24.159.670 & Rule 24.159.677</p>
<p>2. NURSING JUDGEMENT: MAKE JUDGEMENTS IN PRACTICE, SUBSTANTIATED WITH EVIDENCE, THAT INTEGRATE NURSING SCIENCE IN THE PROVISION OF SAFE, QUALITY CARE AND PROMOTE THE HEALTH OF PATIENTS WITHIN A FAMILY AND COMMUNITY CONTEXT.</p>	<p>Montana Code Annotated Title 37; Chapter 8: Nursing Administrative Rules of Montana Chapter 101; Sub-chapter 4 Rule 24.159.670 & Rule 24.159.677</p>
<p>3. PROFESSIONAL IDENTITY: IMPLEMENT ONE’S ROLE AS A NURSE IN WAYS THAT REFLECT INTEGRITY, RESPONSIBILITY, ETHICAL PRACTICES, AND AN EVOLVING IDENTITY AS A NURSE COMMITTED TO EVIDENCE-BASED PRACTICE, CARING, ADVOCACY, AND SAFE, QUALITY CARE FOR DIVERSE PATIENTS WITHIN A FAMILY AND COMMUNITY CONTEXT.</p>	<p>Montana Code Annotated Title 37; Chapter 8: Nursing Administrative Rules of Montana Chapter 101; Sub-chapter 4 Rule 24.159.670 & Rule 24.159.677</p>
<p>4. SPIRIT OF INQUIRY: EXAMINE THE EVIDENCE THAT UNDERLIES CLINICAL NURSING PRACTICE TO CHALLENGE THE STATUS QUO, QUESTION UNDERLYING ASSUMPTIONS, AND OFFER NEW INSIGHTS TO IMPROVE THE QUALITY OF CARE FOR PATIENTS, FAMILIES AND COMMUNITIES.</p>	<p>Montana Code Annotated Title 37; Chapter 8: Nursing Administrative Rules of Montana Chapter 101; Sub-chapter 4 Rule 24.159.670 & Rule 24.159.677</p>

Table 4.1.4

4.2 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.

Table 4.2.1 provides examples of how ASRN course content and learning activities support program outcomes to demonstrate achievement of the program’s intended outcomes. The curriculum for the ASRN program is designed around the conceptual framework. Course outcomes reflect integration of key concepts throughout the curricula and are congruent with the Nursing Department’s philosophy, mission, and the governing organization’s mission. A copy of each course syllabus is available in the resource room. Copies of student assignments for each course are also available for review.

Table 4.2.1 Congruency between ASRN Curriculum and ASRN Program Outcomes

Program Outcomes	Student Learning Outcomes	Supporting Course Content	Supporting Learning Activity	Evaluation Methodology
<p>1. HUMAN FLOURISHING: ADVOCATE FOR PATIENTS AND FAMILIES IN WAYS THAT PROMOTE THEIR SELF-DETERMINATION, INTEGRITY, AND ONGOING GROWTH AS HUMAN BEINGS.</p>	<p>NRSRG 250 Transitions</p> <p>NRSRG 254 Mental Health Advocacy Self-analysis</p>	<p>Lecture Mentoring</p> <p>Lectures Guest Speakers</p>	<p>Wellness plan Charter Mentoring</p> <p>Care Maps Games Reviews</p>	<p>Online discussion Rubric Meetings</p> <p>Testing</p>
<p>. 2. NURSING JUDGEMENT: MAKE JUDGEMENTS IN PRACTICE, SUBSTANTIATED WITH EVIDENCE, THAT INTEGRATE NURSING SCIENCE IN THE PROVISION OF SAFE, QUALITY CARE AND PROMOTE THE HEALTH OF PATIENTS WITHIN A FAMILY AND COMMUNITY CONTEXT.</p>	<p>NRSRG 262 Use critical thinking and the nursing process to evaluate care for groups of individuals and families with complex alterations in health.</p> <p>NRSRG 252 Apply theories of growth and development when assessing and caring for pediatric clients.</p>	<p>Medical-surgical nursing lecture and clinical</p> <p>Stages of growth and development from infancy through adolescence</p>	<p>Care mapping Virtual Clinicals</p>	<p>Specialty Out rotation Testing in prioritization</p> <p>Testing, ATI testing, Brigance screening tool, and clinical journals and packet</p>
<p>3. PROFESSIONAL IDENTITY: IMPLEMENT ONE’S ROLE AS A NURSE IN WAYS THAT REFLECT INTEGRITY, RESPONSIBILITY, ETHICAL PRACTICES, AND AN EVOLVING IDENTITY AS A NURSE COMMITTED TO EVIDENCE-BASED PRACTICE, CARING, ADVOCACY, AND SAFE, QUALITY CARE FOR</p>	<p>NRSRG 266 Explore delegation/supervision, Quality, and safety applying best practice concepts</p>	<p>Principles of delegation, supervision, prioritization and the Montana State Board of Nursing delegation rules</p>	<p>Lecture, discussion, case studies, and access the Montana State Board of Nursing website delegation and supervision rules Guest Speakers Mentoring Role modeling</p>	<p>Complete assignment from the MT Board of Nursing, case studies on prioritization and delegation, tests, and ATI</p>

DIVERSE PATIENTS WITHIN A FAMILY AND COMMUNITY CONTEXT.				
<p>4. SPIRIT OF INQUIRY: EXAMINE THE EVIDENCE THAT UNDERLIES CLINICAL NURSING PRACTICE TO CHALLENGE THE STATUS QUO, QUESTION UNDERLYING ASSUMPTIONS, AND OFFER NEW INSIGHTS TO IMPROVE THE QUALITY OF CARE FOR PATIENTS, FAMILIES AND COMMUNITIES.</p>	<p>NRSRG 256 Describe and identify the causation, pathophysiologic processes, and clinical manifestations of fluid and electrolyte imbalances.</p> <p>NRSRG 262 Analyze and apply theoretical knowledge from the sciences, humanities, and nursing in providing care for groups of individuals and families with complex health alterations.</p> <p>NRSRG 266 Describe and apply principles of leadership and management within the context of clinical preceptorship, serve as a client advocate, serve as both a mentor and mentee, report unsafe practice utilizing the appropriate chain of command, and maintain organizational confidentiality.</p>	<p>Fluid, electrolytes, and acid-base balance</p> <p>Complex Care of the Adult – acute and chronic renal failure</p> <p>Change theory</p>	<p>Lecture, power points, and case studies</p> <p>Lecture, discussion, case studies</p> <p>Change project and presentation</p>	<p>Tests, take- home study guides and ATI testing</p> <p>Tests, application in the clinical area and care maps, and ATI testing</p> <p>Grading rubric</p>

Table 4.2.1

4.3 The curriculum is developed by the faculty and regularly reviewed for rigor and currency.

The ASCR committee is comprised of a cross-section of Academics including faculty, Director of Nursing, the Director of Library Services, students, administrators, and the Registrar. This committee developed a clear, prescriptive set of procedures to have courses and programs approved through a collaborative and systematic process. This is documented in the forms, diagrams, processes, and procedures outlined in the ASCR Curriculum Manual. The ASCR Committee and procedures developed by that committee have created a new level of oversight at Helena College and a new level of collaboration, involvement, and understanding of curriculum approval. This committee meets twice a month during the academic year and once a month during the summer. This schedule of meetings maintains a constant and consistent discussion regarding curriculum and academic policy development and review.

In 2005 the Montana Board of Regents of Higher Education approved a model curriculum for Practical and Registered Nursing Programs in the Montana University System and the three (3) community colleges to satisfy mandates by the Legislative Audit Committee. The Montana Board of Regents and the Nursing Coordinating Group designed the state nursing curriculum. This 24-24-24 “state-wide” model curriculum is designed for Nursing Programs within the Montana University System. The first year of the model include 24 common pre-requisite nursing credits. The next two semesters includes 26 credits at the core level which results in the student receiving an Associate of Applied Science in practical nursing, and the students are eligible to sit for the National Council Licensure Practical Nurse (NCLEX-PN) exam.

The last year of the state-wide nursing curriculum included 24 complex nursing credits. Upon completion of this last year, the students obtain the Associate of Science (ASN) degree and are eligible

to sit for the National Council Licensure Registered Nurse (NCLEX-RN) exam. The model insures transferability between PN and RN degree programs in Montana.

Helena College's Nursing Department implemented the RN curriculum in the Fall of 2009. The first ASRN model- curriculum graduates were in Spring of 2010. The pre-requisite non-nursing courses are designed to build a foundation for more advanced courses and are arranged from simple to complex (e.g. A&P I; A&P II). Nursing courses within the curriculum progress from core to complex (e.g LPN to RN Transition, Pathophysiology, Complex care of Adult Client, Advanced Clinical Skills).

A regular review process is set up to facilitate consistency, currency, and cohesiveness of the nursing curriculum. Weekly faculty meetings are held to discuss, analyze, and evaluate the curriculum, the accreditation process, the faculty, and student concerns. In addition, nursing faculty reviews each course during the bi-annual Nursing Retreat that takes place at the beginning of each semester. The minutes of the Nursing Retreat are taken and changes are recorded by the Administrative Assistant. The agenda for these retreats and meeting folders are available in the resource room.

4.4 The curriculum includes general education courses that enhance professional nursing knowledge and practice.

Anatomy and Physiology and Chemistry are required as students must have a basic understanding of structure and function of the human body, homeostasis, chemical composition and interactions, and disease processes. College Algebra is necessary in order for students to understand how to calculate

medication dosages, drip rates, and metric conversions. A writing course assures student competency in processes of written communication. The psychology course introduces students to, and foster understanding of, the scientific study of human behavior. The Nutrition Course helps the student understand basic nutrition for wellness as well as dietary needs of a compromised patient, Finally, an introductory nursing course is required prior to acceptance in order to familiarize students with the profession of nursing so that they have the ability to make an informed decision when applying for the ASRN program. The required prerequisite courses are listed below.

- ◆ Anatomy & Physiology I & II (including associated labs)
- ◆ Introduction to General Chemistry (including a Chemistry lab)
- ◆ College Algebra
- ◆ College Writing I
- ◆ General Psychology
- ◆ Basic Nutrition
- ◆ Introduction to Nursing

The foundation science courses are identified in the Helena College Catalog, the Nursing Application form, and the Advising Fact Sheet.

4.5 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national or global perspectives.

The nursing curriculum reflects recognition of issues that arise in a diverse and changing society. Students are exposed to perspectives on relevant contemporary social issues and are encouraged to think critically about the world around them and its impact on the nursing care of individuals and

communities. The curriculum also reflects concepts that support cultural and ethical issues in working with culturally diverse patients and their families to incorporate cultural values, beliefs, and practices into the plan of care.

Table 4.5.1 examples of integration of cultural and socially diverse concepts into the curriculum.

Course	Theory	Application
NRSNG 262 - Complex Care of the Adult Client NRSNG 265 – Advanced Clinical Skills NRSNG 256 - Pathophysiology	Major body systems presented with related ethnic implications i.e. African Americans and Hypertension and Diabetes Congenital and genetic disorders	Acute Care settings Community Health Center Indian Health Alliance clinic
252 Core and Complex Concepts of Maternal/Child Nursing	Family Structure Child Abuse Assessment Teen Pregnancy STD's	Acute Care settings
NRSNG 254 – Complex Care Needs of Mental Health Nursing	Suicide, Family Violence, Sexual Assault, Substance Abuse, Autism, ADHD	Inpatient psychiatric hospital clinical
NRSNG 250 - Transitions	Patient and family education	Identify patient needs and create a teaching plan
NRSNG 266 Leadership	Diversity and advocacy for client and family	Projects
NRSNG 265 Advanced Clinical Skills	Culture is included in all assessment of patient and family	Assessment of patient

Table 4.5.1

4.6 The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.

Education theory

All courses offered in the ASRN program follow an outlined plan that is provided to the students on the first day of didactic instruction. The syllabus for each nursing course provides information including course description, required texts, course objectives, teaching/learning methods, evaluation methods, grading scale, and a tentative schedule with dates, topics of discussion, and outcome measurements. Clinical expectations also are included within the syllabus for those courses with clinical requirements. The nursing faculty has adopted a template for course syllabi so that the students are familiar with the format, and faculty members are consistent in providing the information. A copy of the course syllabus template is provided in Appendix B. All nursing course syllabi are available in the resource room. In addition, the Nursing Department requires a high level of rigor for acceptance into the ASRN program. The educational and prerequisite requirements for acceptance into the ASRN program include successful completion (grade of C or better) of prerequisite courses that have been identified, by nursing faculty, to provide the foundation for core nursing courses.

Interprofessional collaboration

ACEN defines interprofessional collaboration as: “Sharing of information among two or more health professionals working together as a team with a common purpose and mutual respect.”

(ACEN Accreditation Manual: Section III Standards and Criteria Glossary, pg. 3.)

With this definition in mind, the Nursing Program at Helena College demonstrates interprofessional collaboration in the following ways:

♦Students enrolled in the ASRN program take the following courses that also are completed by students in other programs: BIOL 207/208: Anatomy and Physiology I and II, CHMY 121: Introduction to General Chemistry, WRIT 101: College Writing I, M 121: College Algebra, NUTR 112: Basic Nutrition, and PSYX 100: Intro to Psychology. Registered Nurses are likely to interact with individuals in other health care professions (such as Occupational Therapy, Speech Therapy) who have completed these courses.

♦Students in the ASRN program complete a number of life science, social science, and humanities courses that are taught by faculty from other disciplines. They also complete courses with students who are pursuing a variety of careers and may interact with students in the Nursing Programs.

Helena College does not offer the same wide variety of health professions programs (e.g., respiratory therapy, physical therapy, etc.) that large colleges might; this limits opportunities for interprofessional collaboration. Nonetheless, students do take many courses with fellow students who will be health care consumers. Students also take courses with fellow students who are preparing to transfer to a four- year college and pursue a health profession such as dentistry, optometry, or podiatry. Interacting with both potential future recipients of nursing care and future providers of health care is important in fostering mutual understanding of roles.

While in the clinical setting, students interact and collaborate with other health care professionals such as dietitians, Physicians, Physical Therapists, Pharmacists, and Respiratory Therapists.

Research

Nursing research and its implications are threaded throughout the curriculum in the ASRN program. Examples of how research and evidence-based resources are integrated are provided in following table.

Table 4.6.1 Integration between Research and Evidence-based Resources

Course	Content	Learning Activity
NRSG 252 Complex Mental Health	Web links that include association information and client teaching materials	Discussion, testing, and opportunities to utilize resources Discussion and testing
NRSG 266 Managing Client Care	Introduction of quality organizations such as National Committee for Quality Assurance (NCQA), Health and Effectiveness Data and Information Site (HEDIS) and the Institute of Medicine (IOM) core competencies	Class participation, discussion, and testing
NRSG 252 Complex Care Maternal/Child	The text book has text boxes termed "Moving towards evidence-based practice" Cord care, postural drainage, vaccination, lead poisoning- all evidence-based	Teaching project based on research Care mapping using research to determine interventions During simulation, various subjects were discussed

Table 4.6.1

Current standards of practice

The use of best practice standards have been threaded throughout the courses in the ASRN curriculum. This threading begins with the LPN to RN Transition course by orienting the students to the campus library. Education is provided on the use of local holdings as well as electronic resources.

Included in this orientation is the evaluation of research for reliability and pertinence to the subject. Throughout the curriculum, best practice standards are stressed in every course in the nursing curriculum. Evidence of best practices are demonstrated in each individual course which can be found in the course binders in the resource room.

4.7 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning outcomes.

Evaluation tools and methods are consistent with course objectives and competencies of the didactic and clinical components required for the program.

Evaluation tools and methods are outlined in the course syllabus and through verbal communication, on the first day of didactic instruction. This process is carried out by the instructor facilitating the course and is provided for every nursing course offered. At that time, evaluation criteria for both didactic and clinical requirements are reviewed with students. Clinical expectations are reviewed at the beginning of each semester. An orientation is set up on the first clinical day for each facility in which the student will be gaining experience. This process allows for frequent review of requirements, as well as informing the students how competencies are evaluated for each different rotation. Table 4.7.1 provides an example of how course evaluation tools and methods are consistent with required competencies for NRGs 262: Complex Care of the Adult Client. Syllabi for other courses (available in resource room) provide further evidence of how course evaluation strategies are congruent with the course's objectives and the program outcome competencies. Clinical evaluation tools are available for review in the resource room.

Table 4.7.1 Consistency between Required Course Competencies and Course Evaluation Tools (sample)

Required Competencies (Course Outcomes for NRS 262)	Evaluation Method
<ol style="list-style-type: none"> 1. Critically identify, describe, and analyze differences of client care as related to specific disease processes 2. Demonstrate a systemic and holistic approach to physical assessment and competence in performing skills of inspection, palpation, and auscultation for clients with complex and acute health problems 3. Identify and analyze laboratory data and clinical manifestations of specific disease processes and describe how the RN will incorporate this into guidance of client care and as the team leader 4. Demonstrate and provide evidence-based or best practice to support clinical decision-making for the adult client 5. With the use of the nursing process, apply consistent, proficient critical thinking and decision-making skills in clinical practice while developing RN nursing role competence 6. Demonstrate consistent, proficient use of ethical decision-making congruent with the client values, beliefs, and RN standards of practice in acute care environments 7. Apply consistent, proficient, critical evaluation of the care of the client with complex health needs in the acute care environment 	<ul style="list-style-type: none"> ✦ Exams ✦ Medication calculation competency ✦ Clinical assignments (care plan-pathophysiology, client story, concept map, nursing diagnoses with goals, interventions, and evaluation; medication cards, reflective analysis/journaling) ✦ Clinical performance which is evaluated through direct faculty observation. ✦ ATI medical/ surgical assessment exam at the end of the course ✦ Successful completion of clinical rotation with direct evaluation by clinical faculty using clinical evaluation tool

Table 4.7.1

Students receive feedback through grades earned on course exams, course assignments, and clinical evaluations. Several exams are given throughout the course following the completion of each topic that is introduced. Some courses are designed so that all exams are completed prior to

clinical assignments, and some courses involve tests during the clinical rotation so that students have the ability to apply the knowledge acquired during didactic instruction. In NRGs 262: Complex Care of the Adult Client, students complete 2 days of clinical and 1 lecture day each week. The lecture material is supported through clinical application. For all clinical rotations, verbal feedback is given daily and written feedback is given at the end of the clinical. The students are informed immediately when safety concerns arise.

For example, if a student does not follow all the correct steps with medication administration, he/she is evaluated and given the feedback at the time of the concern. A final course evaluation is given to the student, through a conference, at the end of each rotation. This allows the student and faculty to identify the student's strengths. Further, this conference identifies the student's weaknesses, so the student can overcome these weaknesses throughout the remaining clinical rotations.

4.8 The length of time and credit hours required for program completion are congruent with the attainment of identified student learning outcomes and program outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.

The Associate of Science in Registered Nursing degree (27 credits) can be completed within one academic year after completing the pre-requisite courses (24 credits) which take two semesters, and completing an LPN program (26 credits), which takes two semesters. The ASRN degree totals 77 credits. The Helena College nursing curriculum includes two additional courses to meet the requirements necessary to qualify to become LPN's. These courses are NRSg 148 Leadership Issues and NRSg 250 LPN to RN Transition. The curriculum is difficult and can only be attempted by students who demonstrate a readiness for rigorous undergraduate-level coursework. Students desiring to complete the program in

three years must be able to devote the extensive time and effort required for successful completion of six consecutive 12-credit semesters. In addition, they must meet the requirements for the LPN level and RN level and apply and successfully be admitted into the clinical portions of both the LPN and RN levels. Many students opt for additional semesters in order to take general education courses. Once accepted into the clinical component of the program, the student is enrolled in nursing courses during years two (LPN level) and year three (ASRN level).

Table 4.8.1 illustrates the credit to contact hours for didactics, lab and clinical experiences.

The distribution of credits is 46 credits (60%) for nursing courses and 30 credits (40%) for non-nursing courses.

Table 4.8.1 RN Nursing Faculty Contact Hours

♦Didactic 1 credit = 15 contact hours♦ ♦ Lab 1 credit = 30 contact hours♦ ♦ Clinical 1 credit = 45 contact hours

First Semester RN Courses								
Course Number	Course Name	Instructor	Lecture Credits 1=15 hours	Lab Credits 1=30 hours	Clinical Credits 1=45hours	Total Contact Hours	Full-time Faculty Hours	Clinical Adjunct Hours
NRSG 250	LPN to RN Transition	Deb Rapaport, MSN	3	0	0	45	45	0
NRSG 252	Complex Care Needs of Maternal/Child Client (4 groups)	Karmen Williams, MSN	2	0	1	210	135	105 Deb Charlton, MSN
NRSG 254	Complex Care Needs of Mental Health Client (2 groups)	Tara Wells, MSN	1	0	1	105	105	0
NRSG 256	Pathophysiology	Jan Campana, MSN	3	0	0	45	45	0
Second Semester RN Courses								
Course Number	Course Name	Instructor	Lecture Credits 1=15 hours	Lab Credits 1=30 hours	Clinical Credits 1=45hours	Total Contact Hours	Full-time Faculty Hours	Clinical Adjunct Hours
NRSG 262	Complex Care Needs – Adult Client (2 groups)	Jan Campna, MSN	2	0	2	210	120	90 Mari Anne Wolff-Smith, MSN
NRSG 265	Advanced Clinical Skills (2 groups)	Karmen Williams, MSN	0	1	0	60	60	0
NRSG 266	Managing Client Care (2 groups- preceptor)	Deb Rapaort, MSN	2	0	2	210	210	0

Table 4.8.1

4.9 Practice learning environments support the achievement of student learning outcomes and program outcomes.

Table 4.9.1 shows the nursing courses that require a clinical component and the agencies used in those clinicals. The table also shows the size of the agency, patient type, how the agency is accredited and the experience gained by the students while in the clinical setting at that agency.

Table 4.9.1 Characteristics of Agencies used to Support Course/Clinical Experience

Course	Agency	Accreditation	Facility Size	Patient Type	Experiences
NRSG 252 Complex Care Needs of Maternal/Child Client	St. Peters Hospital OB/Peds	JCAHO	123	Newborn/Post partum	Patient Care Observation
	OB/Ped Office settings		20		Teaching, group therapy, observation
NRSG 254 Complex Care Needs of the Mental Health Client	Shodair Hospital	JCAHO	60	Child and Adolescent: Acute Psychiatric Illness	Patient care Team observation
NRSG 262 Complex Care Needs of the Adult Client	St. Peter’s Hospital	JCAHO	123	Acute Med/Surg	Patient Care
NRSG 266 Managing Client Care	St. Peter’s Hospital	JCAHO	123	Adult	Preceptors used
	Benifis Healthcare	JCAHO	100	Adult/ Acute illness	

Table 4.9.1

4.10 Students participate in clinical experiences that are evidence-based and reflect contemporary practice and nationally established patient health and safety goals.

Table 4.10.1 National Patient Safety Goals

Safety Goal	How Accomplished
<p>Goal #1 Improve the accuracy of patient identification</p>	<p><i>Use at least two patient identifiers when providing care, treatment, and services.</i> Helena College Nursing Program identifies birth date, name, and patient number/medical record number when providing care, treatment, and services. Eliminate transfusion errors related to patient</p>
<p>Goal #2 Improve the effectiveness of communication among caregivers</p>	<p><i>Report critical results of tests and diagnostic procedures on a timely basis.</i> Helena College Nursing reports critical results of tests such as blood sugar results, vital signs, oxygen saturation, and change in mental status to key personnel (primary nurse, charge nurse, healthcare provider, etc.) when giving care.</p>
<p>Goal #3 Improve the safety of using medications</p>	<p><i>Label all medications, medication containers, and other solutions on and off the sterile field in perioperative and other procedural settings. Note: Medication containers include syringes, medicine cups, and basins.</i> Helena College Nursing Program ensures all medication containers are labeled appropriately. All medications are taken to the bedside. All medications are visually and electronically identified prior to administration. All medications are given under the direct supervision of the instructors/preceptors.</p>
<p>Goal #4 Improve the effectiveness of clinical alarm systems</p>	<p>Make improvements to ensure that alarms on medical equipment are heard and responded to on time All nursing students do general orientation of the facilities that include orientation to all alarm systems including dialysis, disaster-type planning, other specific equipment on each unit.</p>
<p>Goal #5 Reduce the risk of health care-associated infections</p>	<p><i>Comply with either the current Centers for Disease Control and Prevention (CDC) hand hygiene guidelines or the current World Health Organization (WHO) hand hygiene guidelines. Implement evidence-based practices to prevent health care-associated infections due to multidrug-resistant organisms in acute care hospitals. Note: This requirement applies to, but is not limited to, epidemiologically important organisms such as methicillin-resistant staphylococcus aureus (MRSA), clostridium difficile (CDI), vancomycin-resistant enterococci (VRE), and multidrug-resistant gramnegative bacteria. Implement evidence-based practices to prevent central line-associated bloodstream infections. Implement evidence-based practices for preventing surgical site infections.</i> Helena College Nursing Program follows the facility's infection control protocol, Joint Commission guidelines, infection protocol, hand hygiene, and standard precautions.</p>
<p>Goal # 6 The hospital identifies safety risks inherent in its patient population</p>	<p><i>Identify patients at risk for suicide.</i> Helena College follows facility's policy on admission risk assessment of suicide and appropriate referrals</p>

Safety Goal	How Accomplished
Goal #7 Prevent Mistakes in Surgery	<p><i>Make sure that the correct surgery is done on the correct patient and at the correct place on the patient's body.</i></p> <p><i>Mark the correct place on the patient's body where the surgery is to be done.</i></p> <p><i>Pause before the surgery to make sure that a mistake is not being mad</i></p>

Table 4.10.1

National Patient Safety Goals 2015. Retrieved on August, 2015 at <http://www.jointcommission.org/PatientSafety/NationalPatientSafetyGoals>

4.11 Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.

The Helena College Nursing Program currently has 32 agreements with clinical agencies for both the LPN Program and the ASRN program.

Appendix A is the template for all affiliate agreements. All affiliate agreement may be viewed in the resource room.

STANDARD 5 RESOURCES

“Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the student learning outcomes and program outcomes of the nursing education unit.”

Fiscal resources are sufficient to support the nursing education unit’s purposes. Program support services are sufficient for the operations of the nursing education unit. Learning resources are comprehensive, current, developed with nursing faculty input, and accessible to faculty and students. Helena College administration supports plans to increase resources to accommodate growth in the ASRN program.

5.1 Fiscal resources are sustainable, sufficient to ensure the achievement of the student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.

Helena College is a unit of the University of Montana (UM) for accounting purposes. This means that the financial activity for the Helena College is included in the financial statements for the University of Montana campuses which include the University of Montana in Missoula, Western Montana College in Dillon, Montana Tech in Butte, and the Helena College University of Montana. The University of Montana campuses are also a component unit of the Montana University System and as such must be included in the State of Montana’s Comprehensive Annual Financial Report (CAFR).

The State of Montana has created the Montana Operations Manual which details the financial policies and procedures for the State of Montana and the component units. It is these policies and procedures that provide the basis from which the Montana University System and campuses formulate their specific financial policies and procedures. Helena College has taken the position of adopting the policies and procedures of UM Missoula except in those rare cases where it makes more sense to have a campus-specific policy or procedure.

Budget

Helena College has the responsibility to create balanced budgets for all funds including: current operating funds, auxiliary funds, restricted funds, designated funds, plant funds, endowment funds, agency funds, and loan funds. The internal allocation of funds is at the discretion of the Helena College Leadership Team (Dean/CEO, Associate Dean of Academic Affairs, Assistant Dean of Fiscal and Plant, Assistant Dean of Enrollment Services, and Executive Director of Academic and Workforce Development) based on recommendations made by the internal Budget Committee. The Budget Committee recommendations are based on the strategic needs of the campus. Partial funding of the Montana University System is authorized through the Legislature of the State of Montana as a lump sum amount to the Board of Regents (BOR) for the Montana University System (MUS). The Board of Regents authorizes the overall budgets for each campus to spend based on the annual operating budgets created by each campus. This process is facilitated through the Office of the Commissioner of Higher Education (OCHE) by the Deputy Commissioner for Fiscal Affairs/Chief of Staff.

Helena College instituted a new budget process in 2006 which consisted of a committee system in which budgets are peer reviewed and discussed. The system uses a zero-based budget process. After a thorough review, the Budget Committee makes recommendations to the Leadership Team for final approval. The approved budget is distributed at the beginning of each fiscal year to the campus through the Business Office. All budget policies and processes are available through the Business Office and the shared internal drive.

Helena College revenue sources include general tuition dollars, State Appropriated funds based on FTE, state appropriated one-time only funds (special funding), student fees, sales and service fees, investment returns, and grants. Although enrollment has grown at a higher rate than funding streams, Helena College has proven successful at not only maintaining the level of service to its students, but also has increased the types of services offered.

Helena College has also increased access to courses, increased course offerings, and improved facilities. Thus, the funds have been managed to provide adequate support. The adequacy of financial resources is demonstrated in published financial reports, including financial statements, budgets, and audits.

Academic programs requiring consumables for educational purpose charge the students a BOR-approved fee. BOR Policy 940.12.1 covers this issue. This supplemental money, coupled with the general operating budgeted funds, provides adequate support for specialized programs.

Operating budgets reflecting actual expenditures for the previous year with the projected current year are submitted annually to the Board of Regents. A report is made annually to the Board of Regents regarding long-term and short-term loans, all outstanding debt, negative fund and/or cash balances.

Helena College’s financial resources are from student tuition, fees, and state appropriations. There are adequate funds for program-related expenses. The Nursing Program Director is responsible for managing the department’s budget. The budget consists of personnel services, operations, lab and insurance fees, and capital equipment expenses. Budget requests are identified by nursing faculty at the departmental meetings. Throughout the academic year, faculty are continually updated on the status of the budget and departmental decisions are made through group consensus. All capital equipment requests are determined by the consensus of the faculty.

Table 5.1.1 illustrates Student Fees for the ASRN students:

Course #	Course Name/or Program Materials	Fee	Description
NRSG 265	Advanced Clinical Skills Lab Spring Semester Only	\$30	This course gives instruction to the RN students on advance skills that include IV and blood which requires expensive supplies.
Program Charge at Registration	Laundry and Replacement Linen Insurance	\$5	Laundry and replacement line
		\$9.95	Liability Insurance
NRSG 252	Nursing Name tags Fall semester	\$12	Name tags used during clinical rotations
NRSG 266	Class Pin Spring Semester	\$36	Nursing pin given to student upon graduation from the program
NRSG 254	ATI tests Fall semester	\$683 for new Students or anyone who want books	Test materials that include tests, books, computer access and web page information that prepares students to take NLCEX as well as remediate in all courses. Includes a comprehensive predictor test at the end of the program as well as Virtual ATI upon graduation which prepares them to take NCLEX.
		\$375 for readmitting students	
			Table 5.1.1

The following pages depicts the ASRN nursing education budget for the past three years.

RN Nursing Program HO7011 Sandy Saery		
2012-2013 RN Budget		
OPERATING COSTS:		
		CATEGORIES: (Pick One) Necessary Enhancement Longterm
DESCRIPTION	AMOUNT REQUESTED	
Totals are in balance.	39,505.00	
Minor Supplies, Materials, Small Tools, Software and Equipment <\$5,000 (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
Office Supplies	\$300	Necessary
Classroom Supplies	\$4,400	Necessary
Mat/Child DVD	\$776	Necessary
IV arm	\$200	Necessary
Pump Stand	\$360	Necessary
Vita sim Vital sign simulator	\$2,450	Necessary
Electrical plug in for laptops in classroom	\$2,500	Necessary
Neonatal airway trainer	\$638	Necessary
Repair and Maintenance (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
Preventative Maintenance for Sim Man	\$6,000	Necessary
Printer maintenance	\$100	Necessary
Communication (Cellphones, Postage, Delivery, etc.) (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
Three cell phones	\$650	Necessary
Mailings	\$125.00	Necessary
Travel (Lodging, Meals, Transportation, etc.) (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
Travel	\$300	Necessary
Professional Development, Training & Conferences (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
Training for faculty	\$3,000	Necessary
Subscriptions, Dues, Fees & Licenses (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
NLNAC yearly accreditation fee	\$2,125	Necessary
Vaccinations/Certifications	\$150.00	Necessary
MNA dues	\$500.00	Necessary
Montana Nursing License 1 faculty	200.00	Necessary
Contracted Services (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
Capiton Laundry	\$250.00	Necessary
Sure Way Sharps	\$125.00	Necessary
Student handbooks	\$103.00	Necessary
Student Name Tags	192.00	Necessary
Student nursing pins	576.00	Necessary
ATI tests	7,360.00	Necessary
Facility and Equipment Rent (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
Pinning	\$175.00	Necessary
Utilities (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
Landline for 2 faculty	\$650	Necessary
Other (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
Pinning Ceremony	\$225.00	Necessary
Advisory Board Meeting	\$125.00	Necessary
Faculty badges and business cards	\$100.00	Necessary
Marketing/Branding/Bulletin Board	\$250	Necessary
Warm Springs Clinicals	\$1,800	Necessary
Program Development (online classes)	\$1,500	Necessary
Nursing Retreat	\$100	Necessary
STEP test	\$1,200.00	Necessary

RN Nursing Program- 2013-2014 HO7011 Sandy Saery		
OPERATING COSTS:		
		CATEGORIES: (Pick One) Necessary Enhancement Longterm
DESCRIPTION	AMOUNT REQUESTED	
Totals are in balance.		41,546.00
Minor Supplies, Materials, Small Tools, Software and Equipment <\$5,000 (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
Office Supplies	\$400	Necessary
Classroom Supplies	\$5,000	Necessary
Nursing banner	\$600	Necessary
Mental Health DVD's	\$500	Necessary
Storage System for DVD's	\$500	Necessary
Baxter IV pump	\$3,000	Necessary
Scan tron supplies	\$800	Necessary
Repair and Maintenance (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
Preventative Maintenance for Sim Man	\$6,000	Necessary
Printer maintenance	\$250	Necessary
Communication (Cellphones, Postage, Delivery, etc.) (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
Mailings	\$200.00	Necessary
Travel (Lodging, Meals, Transportation, etc.) (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
Travel	\$300	Necessary
Professional Development, Training & Conferences (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
Training for faculty	\$4,500	Necessary
Subscriptions, Dues, Fees & Licenses (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
NLNAC yearly accreditation fee	\$2,125	Necessary
Vaccinations/Certifications	\$150.00	Necessary
MNA dues	\$500.00	Necessary
Contracted Services (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
Capiton Laundry	\$300.00	Necessary
Sure Way Sharps	\$200.00	Necessary
Student handbooks	\$300.00	Necessary
Student Name Tags	192.00	Necessary (fee based)
Student nursing pins	576.00	Necessary (fee based)
ATI tests	10,928.00	Necessary (fee based)
Facility and Equipment Rent (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
Pinning	\$200.00	Necessary
Utilities (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
		Necessary
Other (Insert additional rows as needed.)	Enter Dollar Amounts Below	Enter Choice Below
Pinning Ceremony	\$250.00	Necessary
Advisory Board Meeting	\$150.00	Necessary
Faculty badges and business cards	\$125.00	Necessary
Marketing/Branding/Bulletin Board	\$300	Necessary
Warm Springs Clinicals	\$2,000	Necessary
STEP test	\$1,200	Necessary (fee based)
Nursing Retreat	\$200	Necessary

Program Name: RN Program		
Index Code: HO7011		
Budget Developer: Sandy Sacry		
OPERATING COSTS: -		
	CATEGORIES: Necessary Enhancement Longterm (See instructions for definitions)	Original Request
Necessary	\$ 35,125.00	
Enhancement	20,000.00	
Longterm		
Totals are in balance.	\$ 55,125.00	\$ 38,997.50
Contracted Services (Insert additional rows as needed.)	Enter Choice Below	Enter Dollar Amounts Below
62280 Student Pins- Fee based	Necessary	864.00
62191 Student Name tags- Fee based	Necessary	216.00
62107 Laundry & linen replacement	Necessary	100.00
62186 Waste Disposal (Sure Way)	Necessary	500.00
62280 Employee name tags	Necessary	50.00
Minor Supplies, Materials, Small Tools, Software and Equipment <\$5,000 (Insert additional rows as needed.)	Enter Choice Below	Enter Dollar Amounts Below
62204 Educational Supplies	Necessary	5,000.00
62210 Minor Equipment<\$5,000- maniken replacements	Necessary	1,500.00
62225 Books and Reference Materials/Non- Library.	Necessary	400.00
62280 Program Expense- Pinning Reg and Summer cohorts	Necessary	522.50
62282 Ink (Toner)	Necessary	160.00
62210 Classroom tables and chairs	Necessary	1,000.00
62210 Additional pod for substitute instructor	Necessary	3,000.00
Communication (Cellphones, Postage, Delivery, etc.) (Insert additional rows as needed.)	Enter Choice Below	Enter Dollar Amounts Below
62304 Postage & Mailing	Necessary	60.00
Facility and Equipment Rent (Insert additional rows as needed.)	Enter Choice Below	Enter Dollar Amounts Below
62529 Rent Non State Buildings (pinning - church- Reg cohort)	Necessary	250.00
62529 Summer cohort pinning rental	Necessary	250.00
Repair and Maintenance (Insert additional rows as needed.)	Enter Choice Below	Enter Dollar Amounts Below
62750 Maintenance Contracts Sim Man	Necessary	6,000.00
Other	Enter Choice Below	Enter Dollar Amounts Below
62801 Dues- MNA & convention	Necessary	650.00
62802 Subscriptions- Survey Monkey	Necessary	250.00
62817 Meeting/Conference costs	Necessary	3,100.00
62809 Ed. Training Costs- 2 faculty	Necessary	2,000.00
62801 Dues- ACEN	Necessary	2,625.00
62801 ACEN Accreditation visit	Necessary	10,000.00
62280 Public relations fund- advisory board, signage, clinical partners	Necessary	500.00
62823 Licenses (every other year)		

The Nursing Department’s operating budget is comparable to other units in the institution.

Table 5.1.2 Compares the Nursing Department to the general education department showing that the expenditures per FTE are very similar.

Table 5.1.1 Budget Comparison: Nursing and General Education

	Nursing Department	General Education Department
Faculty costs	\$310,882	\$919,071
Operating Costs	\$26,426	\$17,084
Total Costs	\$337,308	\$936,155
FTE	5.5	15
Expenditures per FTE	\$81,808	\$64,986

Table 5.1.2

At the end of the fiscal year, there is supplemental money available over and above the operating funds which the Nursing Department has been able to procure. IN 2013, the nursing department procured and EKG machine and Doppler with the supplemental money.

Salaries and Benefits

Faculty salaries and benefits are negotiated through the collective bargaining process

and those levels are clearly described in the current CBA, which is available on the Montana University System website (mus.edu). Initial salary is based on academic degree or degrees attainment and experience, with additional monies paid for related occupational or teaching experience and additional credentials. While faculty salaries within the state of Montana may be less compared to the region, Helena College does not generally have difficulty in recruiting and retaining competent faculty. Helena College submits information to the US Department of Education each year via IPEDS about our human resources which includes the number and type of positions we employ at the college and the average salaries.

For all full-time faculty (n=36) the median salary for 2015 was \$48,429. For full-time nursing faculty (n=4) the median salary was \$48,200. The overall range was \$37,396 to \$58,314. The range for nursing faculty was \$45,080 to \$51,746. Nursing is just slightly below the institutional average, but with the range skewing toward the higher end of faculty pay.

5.2 Physical resources are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.

Labs

The Helena College Nursing Department has two nursing laboratories that house one simulation station. This simulation station includes a one-way window for faculty to observe students. Sim-man, Medi-man, Medi-kid, 6 manikins from various manufacturers, OB & Pediatric specific manikins, an IV simulator, EKG machine with Doppler, and various DVD's are available to students during regularly scheduled lab periods and simulation labs. Open labs with faculty support are scheduled each semester to enhance the learning of the students.

Each lab consists of 4/5 hospital beds with full medical equipment to simulate a patient room. Equipment includes IV poles and pumps, wall mounted sharps/glove compartments, mock O2 and suction wall panels, bedside stands and bedside tables. Teaching aids in each lab include drop-down monitors and overhead projectors. A storage room is located in room 109 with various storage cabinets through-out the lab.

See Appendix E for layout.

Classrooms

When the previously mentioned rooms are not being used as labs, they are used as lecture rooms with full availability of white boards, tables and chairs for students, overhead projectors, access to wireless internet services, and DVD/video equipment. Classes not requiring laboratory equipment (e.g. Pathophysiology) are scheduled by the Registrar in a regular classroom such as room 114. The two labs are divided by a moveable divider and have the ability to open into one large room, when necessary.

Office Space

In addition to the labs, the Nursing Department has an office space that accommodates 4 full time faculty, adjunct faculty, the program director and the administrative assistant. The offices are located in Room 107. The offices have been designed by the nursing faculty to allow for a private conference room for student advising and a pod for student testing and adjunct working space. Mailboxes for both students and faculty are located in the nursing offices reception area. A lounge area with microwave, refrigerator and table and chairs are located in the offices for faculty use.

5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

Library Service

The mission of the Helena College Library is to enable student success in the programs and degrees offered at the college.

Professional librarians will achieve this mission by collaborating with faculty, and the library community, in the selection, purchase, and creation of information resources and services; and by providing information literacy instruction targeted to the curriculum. In addition, the library exists as a quiet place of study and inquiry, fostering the concepts of lifelong learning, intellectual freedom, and cultural enrichment.

Library Resources & Accessibility

The Library purchases, houses and manages video recordings, books, newspapers, reference materials, and periodicals, in both physical and digital formats. The library print holdings include over 10,000 books, 857 video recordings, and 93 current journal subscriptions. The digital holdings include over 300,000 electronic books and over 48,000 full-text electronic journals and newspapers, including thousands in health nursing, and the biological sciences.

Electronic resources are accessible to all Helena College students and faculty from our website 24/7. The Donaldson Library, our main library, is open 45 hours per week, and provides a wonderful place for quiet study and research. Five study tables, two laptop tables, eleven carrels, ten easy chairs, five computers, two printers, a copier, a scanner, and a group study room with monitor and whiteboard are available for student and faculty use. The Airport Campus Library boasts two easy chairs, a study table for four, three computers, one of which is equipped for library help, and a printer, as well as a physical collection of books and magazines pertaining to the programs of study on this campus.

Books, e-books and DVD's are indexed in the library's online catalog, and digital items are indexed in one of our 167 informational databases, and also through our Primo OneSearch Discovery tool which combines all catalog content with all database content. Search boxes and descriptions of scope are available on the library's home page for the Online Library Catalog, OneSearch, and our collection of Ebsco databases. The library has created and manages 49 LibGuide Resource Guides for student help in accessing research process assistance, citation help, databases, websites, and physical materials that pertain to their courses, classes and subjects of study. One of these highlights nursing and health resources and is available to students 24/7.

A search box was created spring semester 2015 to provide a dedicated search of the top three nursing databases available to students and faculty: CINAHL Plus with Full Text, Health Source: Nursing/Academic Edition, and MEDLINE. The eBook Clinical Collection was added to this search scope in spring 2015. This search box is embedded in every nursing classroom in Moodle, our online learning management system, and in our nursing resource guide. We also have eighteen other databases in our A-Z list of databases, and highlighted in our nursing resource guide, that provide access to medical science journals and reference materials pertaining to the medical field.

Fiscal Resources

A library fee of \$1.50 per credit with a maximum of \$18.00 is paid by each enrolled student. This fee goes toward a core collection of materials, print and digital, for each program of study, inclusive of the Nursing Programs. A library general budget covers supplies, inclusive of building and technology, necessary for accessibility to these resources.

Selection of Resources by Faculty

The Library Collection Management Plan (revised January 2013) serves as a basis to guide the development of the Library collection to ensure that it serves the learning needs of students and the curricular need of instructors. The plan also provides a system of accountability to the institution and establishes guidelines for library operations in management of the collection. Selection of materials involves users, faculty and students, in the process in a variety of ways. The library solicits purchase suggestions from faculty in all departments twice a semester via email, and faculty are encouraged to request items any time. We have an online "Suggest a Purchase" form in the menu on the left of all webpages and on our "Faculty Services" page. When weeding, faculty involvement is requested to review specific collections and make suggestions for addition and replacement. Annually, faculty and adjunct faculty are invited to review the list of periodical subscriptions for additions and deletions. As a result of these efforts, purchases for the collection are substantially determined by faculty input.

In addition, the Director of Library Services serves on the Academic Standard and Curriculum Review Committee to be informed of and responsive to changes in curriculum, and the Director of Nursing serves on the Library Advisory Council. The Council meets each semester to obtain advice and input from its members on the services and management of the library.

Currency of Resources

As stipulated in our Library Collection Management Plan, all items in the Helena College Library that are outdated, severely worn, or no longer relevant to the curriculum are considered for withdrawal and, as stated above, faculty is involved in this weeding and selection process. With the help of nursing faculty in a review of the collection, the nursing and healthcare materials are assessed every three years, with a goal of three to five year currency for most materials. Since our collection is used by nursing and non-

nursing students, we retain some items for as long as 10 years after publication if they have not been superseded by a new edition. All students, including nursing students, are offered instruction in the assessment of currency, relevance, accuracy, authority, and purpose when using a resource.

Technology Support for Learning Resources

Many of our digital resources are shared with our University of Montana affiliates: University of Montana – Missoula, Montana Tech, and University of Montana – Western. As such, we have their partnership and guidance in the selection and electronic management of these resources. With direction from us, our Internet Technology staff on the Helena College Campus manages our web presence, and also assists systems at the University of Montana and Mansfield Library in managing access to our digital resources. As a result of these affiliations, our students also have access, through on-shelf holds, to the physical collection of resources at these institutions. Holds placed on an available item usually arrive within two to three days.

Library Staff and Services

The library has a qualified professional and technical staff of 2.75 Full Time Equivalent. The Director of Library Services has a Master of Library and Information Science degree from the University of South Carolina, has completed the Montana Certification Program for Library Administrators, and has thirty years of library experience, sixteen as a professional librarian, fourteen as a library administrator. The Librarian has a Master of Library Science degree from the University of North Texas. The Library

Technician has a Master of Science in Education, ten years of library experience, and has completed the Montana Library Certification Program for Administrators.

Services to students and faculty include reference, interlibrary loan, course reserves, both print and electronic, scheduled onsite “book a librarian” sessions, onsite classroom information literacy instruction as well as embedded resources and literacy instruction in Moodle. Off campus access to electronic resources is accompanied by online research help in the form of tutorials and the ability to chat, text, email, and call the librarians using a prominent “Ask a Librarian” button strategically placed at the top of our homepage and throughout our web resources.

Each semester, the Director of Library Services, and/or the Reference Librarian, presents at the nursing faculty orientation. Librarians also regularly visit nursing classrooms and/or students are directed to the library for reference help or “book a librarian.”

Computers and IT

Access and Support

Helena College, through its Information Technology department, provides technology systems, infrastructure, and technical support that are adequate and appropriate for instructional delivery, operations, and student support services. The IT department’s mission is to provide accessible, secure, and dependable information technology services responsible to the needs of the students, faculty, and staff of Helena College to support the life-long educational goals of learners. The College’s IT network system is segmented which increases efficiency and security by separating various user groups. In addition to wired network access located in faculty and staff offices and at 8 computer labs and kiosks,

high bandwidth wireless connectivity is also available for the students, faculty, and staff in all areas on both the Donaldson and Airport campuses. In 2012, the College implemented a Central Authentication Service (CAS) which allows students, faculty, and staff to access a variety of electronic resources through a single sign-on to the college network.

The IT department provides access and technical support to the campus community through expanded staffing and extended hours of operation during the academic year, as well as email and live chat. Areas of concern currently being addressed by the department include improving captioning for compliance with section 508 of the American Disabilities Amendment Act (ADAA), better facilities and equipment for recording video to support online and hybrid instructional delivery, and more efficient management system to host video content.

Guidelines for acceptable use of electronic resources are made available to the campus community on the college website, in the student handbook, and the academic catalog. The Director of IT Services worked with the Leadership Team in drafting a comprehensive set of Institutional policies and procedures to address acceptable use, IT security, and website standards implemented the changes in the 2013-14 academic year.

Full and hybrid online instruction at Helena College is delivered through Moodle, a learning management system (LMS). The mission of the Office of Online Learning is to facilitate, support, and promote excellence in teaching and learning through the online environment. Currently, the College

offers more than 100 online and hybrid courses during the regular academic year with a quarter to a third of all students enrolling in at least one online course each semester.

Six computer labs are available. Each is equipped with 20 computers, mounted projectors, screens, speakers, and a printer. Two dedicated student-use computer labs are available to nursing students. Computer classrooms are also available to nursing students when classes are not in session. Saturday computer lab hours are also available during the regular school year. Computer labs are reserved by the instructors for use in courses, e.g. ATI testing and other course examinations. All computing equipment is purchased to sustain the programs offered at Helena College based on current industry standards.

The Helena College Nursing Department uses 2 classrooms/labs at the Donaldson Campus. The technology that is utilized in the nursing classrooms and lab environments is assessed for adequacy of intended use and is updated frequently. Faculty assess technology needs to enhance learning experiences during the weekly faculty meetings. New equipment is purchased yearly to promote learning opportunities. Table 5.3.1 provides examples of the technology used in the classroom and laboratory settings, as well as some specific examples of how it is used.

Due to the unpredictability of census at the local healthcare facilities, innovation in nursing education has become a necessity in order to facilitate students meeting the course objectives. In the past, the faculty has had to rely on the use of case studies and virtual clinical excursions to fill this need. Now with the addition of the simulation manikins SimMan™ and Virtual IV, it allows faculty to educate students not only in beginning assessment techniques but students can also use complex patient care simulation scenarios developed by the National League for Nursing (NLN). The addition of the simulation manikins has given faculty greater flexibility in ensuring students meet clinical and skills lab objectives.

Table 5.3.1 Use of Technology in the Nursing Program

Classroom Technology	Example
<i>Laptops with DVD & projectors</i>	<i>Powerpoint presentations/Videos/DVDs</i>
<i>Internet access</i>	<i>Access MSBON website to review scope of practice</i>
<i>Projectors</i>	<i>Display topic outline/pictures magnify and display syringes/needles</i>
<i>Skills Practice Lab Technology</i>	<i>Example Cardiac Monitors Rhythm strip analysis</i>
<i>Glucometers</i>	<i>Blood sugar assessment</i>
<i>IV arms</i>	<i>IV insertion demonstration</i>
<i>“Charlie Chest” manikin</i>	<i>Central line care</i>
<i>VitalSim™ manikins</i>	<i>Vital signs, heart sounds, lung sounds</i>
<i>Wound/Ostomy</i>	<i>Wound/Ostomy Assessment</i>
<i>Stages of Fetal Development Model</i>	<i>Visual Aid/ Lecture Support</i>
<i>Laerdal VitalSim™ Kid & Baby</i>	<i>Assess heart and lung sounds</i>
<i>Life in the Womb</i>	<i>Visual Aid-Positioning/Practice Leopold maneuvers</i>
<i>Fetal Monitor</i>	<i>Assessment – decelerations</i>
<i>Laerdal SimMan™</i>	<i>Assessment of both normal and abnormal assessment findings, NLN case scenarios for learning</i>
<i>Medi-Man</i>	<i>Assessment of both normal and abnormal assessment findings</i>
<i>Virtual IV- Laerdal</i>	<i>IV insertion simulator</i>
<i>Sim Chart</i>	<i>An electronic data base system for charting</i>

Classroom Technology	Example
<p data-bbox="407 275 578 306"><i>EKG Monitor</i></p> <p data-bbox="440 352 545 384"><i>Doppler</i></p> <p data-bbox="431 430 553 462"><i>Oximeter</i></p>	<p data-bbox="1078 275 1179 306"><i>12 lead</i></p>

Table 5.3.1

The Library has 9 study pods, and 4 tables arranged to provide areas with more or less seclusion to fit student preferences. Four computers are located near the front desk where help is readily available from library staff to assist students in accessing research resources.

The Learning Center provides a more personal environment due to higher staff to student ratios; tutors are always in attendance to assist students or administer exams in a non-classroom environment. The Learning Center has 18 computers and 1 printer with 2 of these computers being ADA compliant. The Learning Center has acquired several laptop computers with wireless access, allowing tutors more freedom while engaged in instruction. An ADA testing room is also available for student use.

STANDARD 6

SECTION III

STANDARD 6 OUTCOMES

“Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and role-specific graduate competencies of the nursing education unit”.

Helena College Nursing faculty developed a “Systematic Nursing Program Evaluation Plan” that guides the nursing education unit in ongoing program development and improvement. Each standard of the Systematic Evaluation Plan is reviewed by the faculty according to a schedule which is established through the use of a “tickler” file. The plan demonstrates how the program is attaining ACEN and MSBON standards and criteria. Student academic achievement is evaluated by graduation rates, NCLEX pass rates, job placement rates, and program satisfaction. Data is collected, analyzed, aggregated, and trended. Nursing faculty use data results to implement strategies for improvement.

6.1 The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the following:

Student Learning outcomes
Program outcomes
Role-specific graduate competencies, and
The ACEN standards

The Helena College Nursing faculty has developed a “Systematic Nursing Program Evaluation Plan” that guides the nursing education unit in ongoing program development and improvement. This plan was updated to use the new 2013 ACEN standards as a foundation for the system. The Systematic Plan is reviewed by the faculty using a tickler file to review the individual standards on an annual basis, every 2/3 years or every 5 years, depending on when the standard is due. Revisions are made based on data analysis and implementation of program improvements. At this time, evaluation processes that need to

be carried out during the semester are identified and built into the semester's work plan. Each section of the Systematic Plan relates to Montana State Board of Nursing requirements and Accreditation Commission for Education in Nursing, Inc. (ACEN) Standards. The Systematic Plan is reviewed in an ongoing way, as described previously. In December of 2013, the evaluation plan was reformatted and revised to meet the standards for both ACEN and MSBON. The newly formatted and revised Systematic Evaluation Plan can be reviewed in Appendix C.

The Systematic Evaluation Plan process identifies the 1) component to be evaluated, 2) assessment frequency and by whom, 3) assessment method, 4) result of data collection and analysis, 5) actions, and 6) expected level of achievement. Expected levels of achievement are set by the Nursing faculty based on Nursing Program student learning outcomes and program outcomes, as well as national standards that address contemporary nursing practice.

The Administrative Associate is responsible for collecting the data necessary to aggregate, and trend the data. The Administrative Associate tracks the student health records, program surveys, employer evaluations, student and faculty evaluations, clinical preceptor qualifications, student demographics, and clinical attendance records. She also develops and updates all databases kept within the Nursing Department. The Nursing Department faculty then review the evaluation findings and develop strategies necessary for program improvement. The analysis of data occurs during weekly faculty meetings and the Nursing Department's pre-semester planning retreat (minutes available for review). Program review is done on an ongoing basis. Helena College Nursing works in conjunction with the Institutional Researcher to obtain retention, job placement, salary, and demographic data.

6.2 Evaluation findings are aggregated and trended by program option, location, and date of completion and are sufficient to inform program decision-making for the maintenance and improvement of the student learning outcomes and the program outcomes.

Helena College Nursing Department uses several different types of evaluations for the Associated of Science Registered Nurse Program. Examples of each will be located in the resource room.

<u>Assessment</u>	<u>When Completed</u>	<u>How aggregated & trended</u>
Course Assessment	Each semester course given	Cohort comparisons for three years
Faculty/Didactic Assessment	Each semester	Cohort comparison for three years
Clinical assessment	Each semester	Cohort comparison for three years
Advisory Board	Once a semester	Advisory Board meets once a semester
Graduate Survey	6 months post graduation	Cohort comparison for three years
End-of-program survey	Upon completion of program	Cohort comparison for three years
ATI Comprehensive predictor	End of program	Five year cohort comparison
ATI proctored exams	Usually after completion of course	Three year cohort comparison for each course
Noelle-Levitz Survey	Every two years	Campus wide trending with other Community Colleges
Employer survey	6 months post graduation	Three years of trending
Student Faculty Forum	Monthly meeting during the semester	Usually action items

6.3 Evaluation findings are shared with communities of interest.

Helena College Nursing Department compiles the evaluation findings from the assessments listed above in 6.2. These findings are reviewed by the Nursing Program Director. Copies of student evaluations are given to faculty members for the specific courses each has taught. These evaluations are reviewed by the faculty members. Faculty goals are written in response to student evaluations and any changes that are made on evaluations. Internal changes are communicated to the Nursing Academic Standards Committee for discussion and approval. If there are any curriculum changes, the request is made to the Dean of Academic Affairs and then a request is made to the ASCR Committee for approval. Final approval is made by Helena College's general faculty at Faculty Senate meetings. All changes to the department are presented during the advisory board meetings by the Nursing Program Director.

Program or curriculum changes are communicated to students, faculty, advisory board members, clinical affiliates, Board of Nursing, and to the public through written and oral communication methods such as meetings, letters, and/or emails.

An example of a recent change involved the addition of the Summer cohort. This change was discussed at length with the faculty during weekly meetings. The addition of the Summer Cohort was brought before the students during Student Faculty Forum meetings; was brought before the Nursing Advisory board during regular meetings; went to the ASCR committee of the college for approval; was discussed at a meeting with St. Peter's hospital and the VA hospital in order to assure that clinical space was available; a substantive change was submitted to the Montana Board of Nursing as well as ACEN for approval. The admission criteria for the RN program was updated to include the Summer Cohort and was made available on the Nursing Information page and the Helena College Web page.

6.4 The program demonstrates evidence of achievement in meeting the program outcomes.

6.4.1 Performance on licensure exam: The program's three-year mean for the licensure exam pass rate will be at or above the national mean for the same three-year period.

Table 6.4.1.1 NCLEX RN First Time Testers

Calendar Year	2011	2012	2013	2014	2015
Montana Pass Rate	84.69	92.43	87.7	84.93	82.68
National Pass Rate	87.89	90.34	83.04	81.79	85.49
Helena College RN Pass Rate	87.50	93.75	93.75	88.24	100%
Number of Testers	16	16	15	17	24

Table 6.4.1.1

In 2014, a student who graduated in 2006 took the NCLEX for the first time and failed, causing our pass rate to be imprecise . A pass rate of 93.75 for 2014 is more reflective of the true pass rate for those graduating students.

6.4.2 Program completion: Expected levels of achievement for program completion are determined by the faculty and reflect student demographics and program options.

Once accepted into the ASRN Program, students have two semesters (if in the Regular cohort), or three semesters (if in the Summer cohort), to complete the degree requirements. Because of the program's design, from core to complex, students must commit to follow the sequence of the nursing courses from beginning to completion. If a student chooses to withdraw from any nursing course for any reason, he/she must withdraw from the entire program and reapply to reenter the following academic year.

The completion rates shown in table 6.4.2.1 meets or is higher than the expected outcome of 80% set forth in the Systematic Plan for Program Evaluation.

Table 6.4.2.1 Completion Rate

Year	Number of Students Accepted	Number of Student Completed	Percentage of Students Completed within 2/3 Semesters	Expalantion
2012	16	16	100%	
2013	16	15	93.75%	One student failed first semester
2014	16	16	100%	
2015	24	24	96%	Student from 2013 came back and completed

Table 6.4.2.1

6.4.3 Graduate program satisfaction: Qualitative and quantitative measures address graduates six to twelve months post-graduation.

Below is an example of the graduate satisfaction survey:

Year Graduated

Former Graduates

Date

Below are the eight (8) student learning outcomes that Helena College’s nursing program uses to prepare their students for the RN role. The purpose of this tool is to allow former graduates to evaluate the Nursing Program as to how the program prepared the graduate for entry level positions six to twelve months post-graduation. Scale 1 (lowest) to 5 (highest)

Role Specific Competencies	Measurement	Scale
Professional Behaviors	Prepared me to demonstrate <i>professional behaviors</i> , characterized by adherence to current standards of care, accountability for one’s own actions and behaviors, and the use of legal and ethical principles in nursing practice.	1-2-3-4-5
Communication	Prepared me to use essential <i>communication skills</i> , characterized by verbal, nonverbal and/or written methods to achieve a sincere display of caring, compassion and cultural awareness that promotes positive outcomes and a trusting relationship.	1-2-3-4-5
Assessment	Prepared me to complete a client’s health status <i>assessment</i> , by analyzing data with formulation of a complete plan of nursing care.	1-2-3-4-5
Clinical Decision Making	Developed my ability to integrate effective <i>clinical decision making</i> through critical judgment and evidence-based, best practice to illustrate safe and accurate care of clients.	1-2-3-4-5
Caring Interventions	Developed by ability to establishe a <i>caring</i> environment of hope and trust, characterized by a display of behaviors and actions that assist clients and significant others in meeting their healthcare needs and outcomes defined in the plan of care.	1-2-3-4-5
Teaching and Learning	Prepared me to prioritize and measure <i>learning outcomes</i> of individualized <i>teaching plans</i> based on client needs to achieve desired learning outcomes.	1-2-3-4-5
Collaboration	Prepared me to analyze and validate <i>collaborative</i> relationships with client, significant other and members of health care team to achieve client goals and desired outcomes.	1-2-3-4-5
Managing Care	Prepared me to <i>manage</i> client centered care to achieve identified outcomes, characterized by an integration of human, physical, financial, and technological resources and the support of organizational outcomes.	1-2-3-4-5

Results of graduate program satisfaction can found in the resource room.

6.4.4 Employer program satisfaction: Qualitative and quantitative measures address employer satisfaction with graduate preparation for entry-level positions six to twelve months post-graduation.

Below is an example of the Employer Satisfaction Survey:

Employee Satisfaction Survey

Facility _____ Date _____

The purpose of this tool is to evaluate the graduates of Helena College Nursing Program with the employers by evaluating employer satisfaction of Helena graduates preparation for entry level positions six to twelve months post-graduation.

Scale 1 (lowest) to 5 (highest)

Role Specific Competencies	Measurement	Scale
Professional Behaviors	Demonstrates <i>professional behaviors</i> , characterized by adherence to current standards of care, accountability for one's own actions and behaviors, and the use of legal and ethical principles in nursing practice.	1-2-3-4-5
Communication	Uses essential <i>communication</i> skills, characterized by verbal, nonverbal and/or written methods to achieve a sincere display of caring, compassion and cultural awareness that promotes positive outcomes and a trusting relationship.	1-2-3-4-5
Assessment	Completes a client's health status <i>assessment</i> , by collecting, examining and setting priority of relevant data, including physical, developmental, emotional, psychosocial, cultural, spiritual, and functional.	1-2-3-4-5
Planning	Uses critical judgment to formulate a <i>plan</i> of care through the collection of health status information, the use of multiple methods to access information, and the analysis and integration of knowledge and information	1-2-3-4-5
Caring Interventions	Establishes a <i>caring</i> environment of hope and trust, characterized by a display of behaviors and actions that assist clients and significant others in meeting their healthcare needs and outcomes defined in the plan of care.	1-2-3-4-5
Managing	<i>Manages</i> client care to achieve identified outcomes, characterized by a collaborative effort of human, physical, financial, and technological resources and the support of organizational outcomes.	1-2-3-4-5

Average:

Results of employee program satisfaction can found in the resource room.

6.4.5 Job placement rates: Expected levels of achievement are determined by the faculty and are addressed through quantified measures six to twelve months post-graduation.

Table 6.4.5.1 Job Placement Rates:

Year	Number of RN Graduates	Percentage Employed After 6 Months	Comments
2011-12	16	100%	
2012-13	15	100%	
2013-14	16	100%	
2014-15	24	100%	

Table 6.4.5.1

Results of job placement rates can found in the resource room.

APPENDIXES

Appendix A *Affiliate Contract Template*

Appendix B *Sample Syllabus Template*

Appendix C *Helena College RN Systemic Plan for Program
Evaluation*

Appendix D *Web Page Guide*

Appendix E *Office Space Layout*

APPENDIX A
AFFILIATE CONTRACT TEMPLATE

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement constitutes a Contract between _____ and The University of Montana – Helena College of Technology, Helena, Montana, for the purpose of conducting a program of instruction for the Nursing Program.

This agreement is to become effective upon execution. The term of this Agreement is one year. The term shall automatically renew for successive one year terms until terminated as provided herein. In the event either party wished to terminate this Agreement or any renewal thereof, it has to give written notice to the other party of its intention to do so. Said notice shall be given at least sixty (60) days before the proposed termination date. This paragraph shall not apply if this Agreement is cancelled by mutual consent of the parties unless continuation of this agreement would place facility residents at risk. The clinical site shall ensure that any such termination shall not take effect with respect to students already enrolled in the Program until such students shall have completed their clinical experience.

The attached documents are hereby incorporated as part of this agreement.

It is agreed that the instructors, employees and students of The University of Montana – Helena College of Technology shall not be deemed to be employees, agents, or servants of the health agency. The University of Montana – Helena College of Technology will be solely and entirely responsible for the acts of its employees, instructors, and students during the performance of this contract. No benefits provided by the health agency to its employees, including unemployment and worker's compensation insurance, shall be available to the employees, instructors, or students of The University of Montana – Helena College of Technology. These benefits, if applicable, shall be provided by The University of Montana – Helena College of Technology to its employees, instructors and students.

This Memorandum of Agreement may be modified only by a written agreement executed by both parties, and in no other manner.

The signatures affixed below are the duly authorized representatives of the agencies involved.

_____ (Title) _____ Agency _____ Date

Dr. Daniel J. Bingham Dean/CEO

University of Montana-Helena College of Technology

Mutual Responsibilities

Pursuant to obligations under various federal and state laws and regulations, it is hereby required that all parties give assurance that they will not unlawfully discriminate in any of its employment practices on the basis of a person's race, color, creed, religion, national origin, ancestry, citizenship, gender, sexual orientation, age, or disability.

Both parties agree to follow the Standards of Practice set by the Montana State Board of Nursing.

Both parties will cooperate in the concurrent and periodic evaluation of the clinical aspects of the program.

Responsibilities of The University of Montana – Helena College of Technology

- To assume responsibility for teaching and clinical supervision of students, including responsibilities for planning and supervising learning experiences
- To withdraw any student from the clinical area when the student's performance/behavior is unacceptable to the health agency for reasons of health or other reasonable causes
- To require all students, instructors, and supervisors to comply with all agency health policies, professional and legal standards, and particularly to require that the above personnel respect and preserve the confidentiality of all medical and personal information of the agency patients and clients
- To furnish students with reference books, instructional equipment and supplies, and the various record-keeping forms needed for the program
- To furnish the administrative, instructional, supervisory, and clerical personnel needed for proper implementation of the program
- To assure that a suitable curriculum of classroom and clinical experience will be offered
- To assure that each student and instructor will be covered by professional liability insurance of \$1,000,000 per occurrence and \$3,000,000 aggregate. Certificate of coverage for students and faculty is available upon request.

Responsibilities of the Agency/Clinical Site

- To provide student experience that is of educational value with the understanding that students should not take the place of staff in the event of shortage of personnel
- To provide sufficient nursing service personnel to carry responsibility for patient care
- To make available areas for student experience, including the necessary equipment and supplies to provide educational experience in activities
- To provide facilities for students and instructors of The University of Montana – Helena College of Technology for books and personal effects
- To provide orientation for nursing instructors prior to student assignments

APPENDIX B
SAMPLE SYLLABUS TEMPLATE



Course Title

Course Number and Section

Semester and Year

Instructor: Name, Telephone Number, ext. XX with voice-mail (if applicable) **E-mail:** URL

Academic Web Site: URL, if applicable

Office Hours: Days and Times, and/or By Appointment

Office: As applicable; if you are not assigned a specific space please state (adjunct shared office #)

Course Description

[Should be from the Curriculum Guide Course Description]

Course Outcomes

[Should be from the Curriculum Guide Course Statement]

Required Texts

[Text(s) title(s), author(s), edition. Supplementary Materials by title and author (like a FacPac).

Non-required yet recommended texts if applicable]

Scantrons [Optional-include only if you use scantrons for quizzes]

[Students are required to purchase scantrons from the bookstore for all exams. Scantrons are \$.25 each.]

Attendance and Participation [Include EITHER this statement suggested by Faculty Senate or one that meets the academic needs/requirements for your particular course, so long as you provide some reasonable way for students to make up missed work due to occasional absence for illness or emergency and so long as you provide some reasonable accommodation for public service absences such as jury duty. If your course is ONLINE please be clear about what, if anything, you count as "attendance." The military service policy can only be altered with approval from Academic Affairs]

Students are expected to attend all class meetings and complete all assignments for courses in which they are enrolled. I will excuse brief and occasional absences for reasons of, but not limited to: illness, injury, family emergency, religious observance or participation in a College sponsored activity. (College sponsored activities may include required course field trips, SGA service, or other institutionally supported service.)

I will excuse absences for the following reasons: military service, mandatory public service (court appearance, jury duty), emergency medical attention of self or immediate family member and/or death of immediate family member. To petition for an excused absence, the student must provide the necessary documents no later than 5 days following the absence to the Assistant Dean of Student Affairs for review. If the absence is found excusable, I will permit the student to submit any missed work in a reasonable and agreed upon time frame and without penalty.

Military Service Absence

Service members called to or volunteering for active duty missions will be granted the following: d) If the student meets $\frac{3}{4}$ of the term, they will receive their grade as it stands at the $\frac{3}{4}$ mark*.

e) If the student does not reach the $\frac{3}{4}$ point of the term, they will be backdated out of the term and all Tuition Assistance paid will be reimbursed to the entity that paid it.

f) Upon return from active duty, the student will be able to continue with their degree pursuit as if they had never left the institution.

Grading Policy

[A fairly detailed explanation of your grading system, including late policy/penalties, assignment values (point system, letter grade, etc.) You may wish to include a statement that specific assignments are subject to change depending on the speed with which the class progresses through the material or etc. If you do so, please include a statement about HOW you will notify students of these changes.]

Academic Accommodations

Students with physical, cognitive, or learning disabilities who seek accommodations should contact Disability Services, located in Room 119, at 447-6952, or disabilityresources@umhelena.edu. Only students registered with the Disability Resources Office are permitted accommodations. All information will be kept confidential.

Academic Dishonesty

Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures, as a result of academic misconduct, the instructor has the authority to assign an “F” or a zero for the exercise or examination, or to assign an “FX” in the course which signifies a failing grade due to academic dishonesty.

[State your course specific policy.....(i.e.: first offense , assignment receives a grade of ‘0’)]

Student Support Center, Donaldson Campus, Room 139

Hours of operation: 8 a.m. to 7 p.m. Monday through Thursday, 8 a.m. to 4 p.m. on Fridays. Tutors are available during those hours for most academic areas. There are 15 computers located in the

Student Support Center for student use, which includes a printer and 2 scanners. Most software packages used by instructors at Helena College are loaded on one or more of the computers. All services are free, with the exception of printing, for Helena College students. It is recommended that all students familiarize themselves with the Student Support Center and know what resources are available when needed. The open computer lab in Room 114 is also made available to students during these hours.

Campus Bookstore

The Bookstore is located on the Donaldson Campus on the south side of the building. All required course materials for all classes are available for purchase at the Bookstore, as well as supplies, electronics, snacks, and Helena College apparel. Book Vouchers may be used with a picture ID to

purchase books and supplies. Bookstore hours are 8:00 a.m. to 4:30 p.m. Monday thru Thursday and 8:00 a.m. to 3:00 p.m. on Fridays, with special hours for Summer Session.

Children On Campus

It is the policy of Helena College-UM not to allow non-enrolled children, under the age of 18, of students, employees, or visitors in campus classrooms, laboratories, high-risk areas, work areas, store rooms, hallways, the library, and areas adjacent to classrooms, laboratories, or offices, except under circumstances as defined in this policy. A non-enrolled child who has an illness that prevents him or her from being accepted by a regular day care provider or school, particularly a child with an infectious disease, may not be brought to Helena College under any circumstances.

All Helena College policies shall adhere to and be consistent with applicable federal and state laws and regulations; Board of Regents' policies and procedures; and The University of Montana's policies and procedures.

Emergency Campus Closure

In the event of a campus closure due to weather, emergency or hazardous situation, students will be notified of the campus closure (and re-opening) via the Helena College website homepage, Facebook, and radio or television alerts. Students who have chosen to opt in to the emergency text message alert system will be sent text message updates via the mobile phone number registered with the system.

Email Use

The Helena College-UM email policy states that all official student email correspondence be sent only to a student's college email address and that faculty and staff consider email from students official *only* if it originates from a HC-UM account. This allows the College to maintain a high degree of confidence in the identity of all individuals and the security of transmitted information. HC-UM furnishes each student with a free email account that is to be used in all communication with College personnel.

Faculty Support Desk [Optional Include if you allow students to drop off or pick up papers or assignments]

Students needing to drop off papers or pick up papers from instructors should visit the Faculty Support Desk located across from Faculty Office Suite 103 on the Donaldson campus. We refer to this as the “Red Envelope Service.” A photo ID is required to pick up any graded work.

Testing Center [Optional-include only if you allow make-up testing. Please note the change that all makeup testing must now be scheduled at least 1 day in advance by students!! There is no “drop-in” makeup testing permitted.]

The Helena College Testing Center is located in room 208 on the Donaldson campus. *Students attending classes at the Airport campus can request testing services at that campus and will be provided a location when the test is scheduled.* Students granted approval by their Instructor to take a makeup test or exam **must schedule an appointment to do so at least 1 day in advance. There is no “drop-in” makeup testing permitted.** To schedule your makeup test please send an email to makeuptest@umhelena.edu stating the Instructor name, course, and the day/time you wish to schedule your test. Testing Center staff will respond to you with confirmation; in the event the requested time is unavailable due to lack of free seats in the center, alternative times will be offered. The Testing Center is also available by appointment through Disability Services for accommodative testing, and is sometimes used for other college testing such as placement tests.

Library Services

The library is located on the Donaldson campus, to the left just inside the main entrance, and is open from 8:00 a.m. to 6:00 p.m. Monday through Thursday and 8:00 a.m. to 5:00 p.m. on Friday. Onsite, the library is a place for quiet study and houses book, dvd and journal collections. A group study room can be reserved for two or more students, and you can also “Book a Librarian” for one on one research help. Online, from the [library website](#), you will find a large collection of electronic resources available 24/7 -- databases of ebooks, encyclopedias, and journal articles as well as subject and class guides to help with your study and research – and accessible from any device with Internet access using your Helena College NetID. The librarians are available to help you with research in the library, by telephone and remotely through chat and email. Just “[Ask a Librarian](#).”

Miscellaneous

[Your additional course policies, how assignments are to be formatted, breaks (for classes longer than 50 minutes) cell phones, etc.]

[Be sure to include this statement below or one similar]

NOTE: This syllabus is subject to change as deemed necessary by the instructor to fulfill the changing needs of the class.

Calendar/Course Outline

[This section is suggested/recommended. The days' or weeks' topics, reading and/or writing assignments, etc.; for example could be included]



Academic Rigor at the Helena College

We, the faculty members of the Helena College, believe that academic rigor, as a core value, helps promote lifelong learning and is an integral aspect of providing a substantive, responsive and accessible learning environment. Academic rigor means sustaining a learning environment that challenges students to attain high levels of intellectual and technical skills in an ethical manner. Rigor should pervade every aspect of the college: teaching and learning, curriculum, evaluation of student and faculty, outreach, admissions, advising, and student life.

Rigorous Teaching

Rigorous teaching permits faculty members to create learning environments that encourage students to grow in confidence, competence, and control. Rigorous teaching requires a professional commitment to academic discipline and to inspiring students to develop their knowledge and understanding by developing their learning skills. Students should be able to expect faculty members to:

- 1) Strive to clearly communicate the course expectations and have them summarized on the syllabus, and to follow the curriculum;
- 2) Strive to come to class prepared, and to give students useful feedback on their assignments in as timely manner as the situation permits;
- 3) Strive to be available to students outside of the classroom;

- 4) Strive to make assignments relevant, meaningful and challenging;
- 5) Strive to create opportunities for learning in ways geared to students' diverse talents and abilities;
- 6) Strive to reduce, if not eliminate, the students' perceived need to plagiarize and to challenge plagiarism should it occur; and
- 7) Strive to evaluate our courses and ourselves.

Rigorous Learning

To make the most of the college experience, students should approach college in terms of a rigor complementary to the faculty's. Rigorous learning requires fortitude, persistence, preparation, hard work, and zeal. Since college shifts students from the teacher-centered style of high school learning to a student-centered style of learning, it places a higher level of responsibility for performance onto the students. Such high performance at a demanding institution can lead to a successful and satisfying career. Therefore, rigorous students should expect themselves to:

- 1) Set high expectations along with a strong sense of collegiate purpose;
- 2) Come to class prepared to work, and to submit assignments by the deadlines;
- 3) Make the most of their time with faculty members in and out of class;
- 4) Treat fellow students and the classroom with respect, and to participate in the academic process;
- 5) Manage their time so they can treat college as real work with real value;
- 6) Participate with complete honesty and integrity;
- 7) Understand that collaboration with classmates on assignments, when required or encouraged, is acceptable behavior as long as the products of those assignments are truly the student's own work;
- 8) Accept responsibility for learning and for the grades earned.

[Based upon the academic rigor statement of CSU-Chico.]

APPENDIX C
HELENA COLLEGE RN SYSTEMIC PLAN FOR PROGRAM EVALUATION

APPENDIX D
WEB PAGE GUIDE

Web Page Guide

<http://umhelena.edu/> Helena College's home web page

<http://umhelena.edu/academics/programs/nursing/default.aspx> Helena College's Nursing web page

<http://www.umhelena.edu/catalog/nursing.aspx> Helena College's Current ASRN Nursing Student Catalog

<http://umhelena.edu/catalog/default.aspx> Helena College's Current Student Catalog

<http://umhelena.edu/library/default.aspx> Helena College's library service

http://umhelena.edu/faculty_staff/adjunctinfo/docs/Faculty_Handbook%202014.pdf Helena College's Faculty Handbook

http://www.umhelena.edu/student_services/docs/Final_Handbook_1516.pdf Helena College's *Student Handbook*

http://www.umhelena.edu/campus_facilities/policiesprocedures/default.aspx Helena College's Committee Structure

http://umhelena.edu/campus_facilities/committees/default.aspx Helena College's Committee Structure

<http://umhelena.edu/catalog/generalinfo.aspx> Helena College's Mission Statement

<http://umhelena.edu/financialaid/default.aspx> Helena College's Financial Aid department

APPENDIX E

OFFICE SPACE LAYOUT

NURSING OFFICES 2015-2016

