



**PRACTICAL NURSE-CAS
STUDENT HANDBOOK
2021-2022**

Nightingale Pledge

I solemnly pledge myself here, in the presence of this assembly, to practice my profession with integrity.

I will not take or knowingly administer any harmful drug.

I will do all in my power to maintain and elevate the standard of my profession.

I will hold in confidence all personal matters committed to my keeping.

I will devote myself to the healing, protection, and welfare of those entrusted to my care.

I will act with compassion and equality in all ethical matters.

I will commit to interdisciplinary collaboration and lifelong learning.

I fully acknowledge the seriousness of the responsibility that I accept in my calling,

And I make these promises solemnly, freely and upon my honor.

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In an effort to keep up with the rapidly changing healthcare delivery system, the Nursing Department posts the nursing student handbook on the web site and the Nursing Information page. The student is responsible to partner with the Nursing Department in staying abreast of changes. The Nursing Department will notify the students of changes that are made to the handbook.

Helena College University of Montana

Mission Statement

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

Department of Nursing Education

Helena College UM

Mission:

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.

Philosophy:

The Helena College Nursing Department's educational 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 their care. The PN graduate is an entry level practitioner who is competent to practice as a direct caregiver in a variety of health care settings, which include diverse patient populations. The faculty of the Nursing program believe the following:

- **Communication** is an integral part of all nursing interactions and facilitates caring, compassionate and culturally aware patient cares.
- **Professional behaviors** are important. Nurse graduates functions within the ethical and legal framework of nursing and is responsible for providing and maintaining high standards of nursing practice.
- Solid **assessment** skills and the ability to effectively apply the nursing process to identify actual and potential health care needs form the foundation for clinical nursing judgments.
- **Managing care** is achieved through the use of the nursing process, in collaboration with the client, their support persons, and interdisciplinary professionals.
- Nurses strive to provide **caring interventions** and to create supportive, caring environments that promote wellbeing for the patient.

In addition, the Nursing faculty consider nursing education is driven by the application of critical thinking and judgment and they incorporate teaching/learning strategies using innovative approaches and evidence-based research. To address learning style differences, curriculum experiences are structured from simple to complex and are delivered in varied methodologies to connect with all learning domains.

Nursing education is seen as a collaborative process that requires involvement of college administrators and staff, nursing faculty and nursing students. Every nursing student entering the nursing program brings unique experiences, capabilities, learning styles, and motivation for learning. The nursing faculty recognize the need for a holistic approach toward students who bring individual challenges as they enter the program. Faculty strive to connect students with all available resources on campus to facilitate student success.

Embracing this philosophy, the Nursing Faculty at Helena College address the Program Student Learning Outcomes by incorporating the Educational Competencies* for graduates of Associate Degree Nursing programs identified by the National League for Nursing (2010). All of the course work and material covered in the program is intentional to prepare the student to function in the nursing role, and to facilitate the student's ability to pass the National Council Licensure Examination (NCLEX) that is taken after graduation, and is a requirement of licensure to practice as a Nurse.

Educational Competencies*

- ✦ *Human Flourishing*- Practical Nurses use their skills and knowledge to promote human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team.
- ✦ *Nursing Judgment*- Practical Nurses provide rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.
- ✦ *Professional Identity*- Practical Nurses assess how one's personal strengths and values affect one's identity as a nurse and one's contributions as a member of the healthcare team.
- ✦ *Spirit of Inquiry*- It is important that nurses approach all issues and problems within a spirit of inquiry. Practical Nurses question the basis for nursing actions, considering research, evidence, tradition, and patient preferences.

The courses of the Helena College Practical Nursing Program is designed to meet the requirements of the Montana State Board of Nursing and the Northwest Commission on colleges and Universities (NWCCU).

Conceptual Framework

In addition to applying the vision and core themes of the college, the purpose of the HC Nursing Department is to prepare qualified nurses for entry level positions to meet the workforce needs of our diverse healthcare community. To achieve this, the framework for the curriculum is an adaptation of Benner's Novice to Expert Theory and the principles of adult learning theory. Benner's theory focuses on the construct of knowledge and skill development progressing over time, with proper educational information and experiences. This relates to the concepts of adult learning theory in that adults (1) need to understand why they are learning something, (2) learn best by doing, and (3) learn best when they are able to see the concept and apply it to real life situations.

Learning is active process that includes cognitive, affective and psychomotor domains. Faculty facilitates the learning process by introducing concepts and building on those concepts in each subsequent semester, implementing active learning techniques in class to meet the needs of students with diverse backgrounds and experiences. Learning occurs through participation in specified experiences and exercises designed to help the student learn to identify, understand, and apply nursing concepts and principles. Adhering to Benner's theory and including the revised Bloom's Taxonomy, nursing instruction in the first semester will target "remembering, understanding" and introduces "applying". The last semester builds on this foundational knowledge and moves on to "applying and analyzing" concepts and patient scenarios to help guide the student toward independent practice as an entry level nurse.

The PN CAS graduate uses critical thinking and judgment and demonstrates clinical competence and accountability as an entry level practical nurse who provides nursing care under the supervision of a licensed healthcare professional.

Practical Nursing Program Student Learning Outcomes

1. Use the Nursing Process to provide safe, effective, and individualized care, to address the assessed needs of the client within the Licensed Practical Nurse scope of practice.
2. Utilize communication skills to provide relationship-centered care.
3. Demonstrate teamwork in an inter-professional environment
4. Provide inclusive care in a professional manner according to legal and ethical standards within the LPN scope of practice.
5. Perform all nursing skills and techniques in a safe and accurate manner.

Expected Program Outcomes for the LPN Graduate

1. Graduates will meet or exceed the national average for first time takers for the NCLEX-PN (National Council Licensure Examination for Practical 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 LPN 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.

Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved August 16, 2021 from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.

Benner, P. (2001). *From Novice to Expert Excellence and Power in Clinical Nursing Practice*. Commemorative Edition. Upper Saddle River, New Jersey: Prentice Hall Health.

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.

Application and Program Entry

The Practical Nurse Certificate of Science program prepares graduates to provide direct care to clients, individuals, or groups, in a variety of structured settings with clear policies and procedures. Due to limited clinical sites for client care and State Board of Nursing regulations regarding student to faculty ratio, faculty and Academic Standards Committee for Nursing will determine acceptance into the program and classes.

Pre-requisite coursework must have been taken within the last fifteen years (within last 5 years for science courses) prior to admission to the Nursing Program in order to fulfill program requirements. This includes all general education requirements. Students may repeat TWO general education courses, in order to achieve a "C" grade or above, prior to the student's admission to the nursing program and courses. **Maximum of 2 prerequisite retakes allowed** (after Fall 2021 semester). Written permission from the Director of Nursing is required before taking any pre-requisite course a third (3) time. If permission is not obtained, the second grade will be used to calculate GPA. Student must obtain a 2.5 GPA in the pre-requisite courses in order to apply to the LPN program

In addition to the pre-requisite coursework, students must complete the TEAS exam with a minimum score of 65%. The TEAS exam may not be taken more than four (4) times by any one student.

Transfer Students

Transfer Students will be required to have their transcripts evaluated by the admissions department. Transferability and acceptance of non-core curriculum nursing credits into the Helena College Nursing Program is not guaranteed.

Nursing Program Requirements

CPR Requirement

The student must have a current Basic Cardiac Life Support CPR certification *for the healthcare provider* prior to the start of the clinical experience. It is the student's responsibility to register, prepare for and pass the CPR course. Current CPR must be maintained and a copy of the card is kept in the student's file.

Health History, Immunizations and Basic Health Screening

- A current (within the last 3 months) physical examination by the student's health care provider is required prior to entrance into the clinical setting. The physical form is located in the application packet.
- A current immunization record, including diphtheria, tetanus, Hepatitis A & B vaccine, documentation of Varicella (chicken pox) vaccination or titer, MMR, polio, negative TB skin test or x-ray must be provided as part of the application process. Influenza A (Flu) vaccine are required by clinical facility partners prior to starting clinicals. Covid19 vaccine is *strongly* recommended as our clinical facility partners are beginning to require this vaccine as a condition of clinical experiences.

The student will be taught the principles and methods for Standard Precautions to prevent exposure to blood borne pathogens. Health care workers are especially at risk for developing certain diseases due to exposure to needle-sticks and splashed blood/body fluids. Hepatitis B, which infects thousands of health care workers, is preventable by immunization. Hepatitis B and HIV + status can be prevented through the consistent use of Standard Precautions. (See Appendix A for Statement of Informed Consent for Prevention of Communicable Diseases Form, and Latex waiver form)

Criminal Background Checks

Clinical agencies utilized by the Nursing Department require criminal background checks prior to acceptance of the student into clinical facilities. Students who do not pass the criminal background check will be unable to attend clinical courses and therefore unable to complete their program of study. Any fees or cost associated with background checks are the responsibility of the student. Applicants who have been convicted of a felony will be required to do a criminal background check and bring it to the Director to determine if they are eligible to apply to the program. Acceptance to and graduation from the Nursing Program does not assure eligibility to sit for the nursing licensing examination. The Montana Board of Nursing makes all final decisions on issuances of licenses.

Progression Statements

The Academic Standards for Nursing Committee will make recommendations for progression within the program. Continuation in the program is based upon successful scholastic achievement, satisfactory clinical/laboratory competence, and personal qualifications for the practice of nursing as cited in the Administrative Rules of Montana Program Standards and Program Evaluation (ARM 24.159.604; ARM 24.159.609). The following academic requirements **must** be met for progression in the nursing programs.

1. The HC Nursing Program requires a passing grade of "C" or higher in all courses to meet progression standards.
2. The HC Nursing Department grading scale is as follows: 93%-100% (A); 90-92% (B+); 87-89% (B); 85-86% (B-); 81-84% (C+); 78-80% (C). Grades for all course assignments will be recorded as earned with no mathematical rounding. For example, a score of 77.9%= 77%.

3. A cumulative course average of 77 percent or lower on exams will result in failure of that course. A minimum grade of "C" (78%) is required **in all nursing courses**, including clinicals and embedded general education courses, to continue to the next semester. (Please refer to specific course or clinical syllabi for further guidelines)
4. Students move through the nursing curriculum as a cohort. All nursing program courses in one semester must be successfully completed prior to the student starting the next semester of nursing course work. If a student needs to repeat a nursing course or takes an (I) incomplete, they will not progress to the next semester of nursing courses until the repeated course is successfully completed.
5. Students achieving lower than a "C" grade in any nursing course while admitted to the nursing program will be unable to progress in the program. Failure to achieve a minimum of 78% in the theory, skills labs, or clinical area will result in the student failing the nursing course. ***If a student fails a class with a didactic and clinical component, both must be repeated unless faculty recommends otherwise.***
6. Students who have withdrawn, dropped or failed any courses required for the nursing curriculum must seek readmission to the program. *(See Readmission Procedure p. 11)*
7. Students may repeat a nursing course in which they earn a "W" or a grade of less than a "C" only once. ***A total of only one nursing course may be repeated before dismissal from the program.***
8. If an enrolled nursing student is convicted of a felony the student ***will not be able to progress in the nursing program.***
9. The ATI (Assessment Technologies Institute) comprehensive assessment and review program is required.

ATI Guidelines

- Standardized testing occurs throughout the program.
- All students are required to take the scheduled ATI tests.
- Students are required to pay all fees associated with the ATI process by the beginning of each semester.
- *ATI Content Mastery exams are course requirement.* Failure to take the examinations for a specific course will result in failure in the course and dismissal from the program.
- ATI Content Mastery exams are built into courses and incorporated into the course points. (See individual course syllabus). *A Level 2 proficiency on all ATI exams is required.* Students scoring below Proficiency Level 2 are required to study and retake the exam. If a student scores below Proficiency Level 2 on the retake, they must complete the remediation process and submit the review material as evidence of understanding the missed concepts. The student will earn points as listed in the syllabus for remediation.
- Graduating students are required to take a Comprehensive Predictor ATI exam. Remediation is required if a student does not meet the recommended benchmark as this exam reflects the students probability of passing the NCLEX exam.

Program Completion Requirements

Students must complete the nursing program within the allotted time from the date of their initial admission to the nursing major. Students who do not complete the program within this timeframe must apply for readmission, meet current criteria for admission, and have their previous credits evaluated. All college core requirements must be met before the student may enroll in the nursing courses.

Governance

Academic Standards Committee for Nursing

The Academic Standards Committee for Nursing is comprised of nursing faculty/staff and staff from the registration and admissions offices and the General Education department. The Academic Standards Committee reviews and updates the application and application process. Policies regarding the nursing program and student grievances/complaints are also reviewed by this committee.

Student/Faculty Forum

The student-faculty forum is composed of nursing faculty, director and assistant and two elected students from each nursing cohort. The forum provides a way for the faculty and students to communicate regarding concerns, suggestions and questions in relation to the nursing programs, the curriculum and other relevant issues. Meetings are scheduled once a month during the school year. This also provides a means for the students to participate in program assessment. The minutes of these meetings will be used to provide valuable data for program assessment, input and development.

Responsibility of Faculty

1. Increasing student awareness regarding program direction and faculty concerns
2. Providing information and guidance regarding student concerns and participating in follow-up activities as indicated
3. Fostering student/faculty interaction during joint meetings
4. Notifying student representatives of changes to nursing program(s), policy or handbook

Responsibility of Student Representatives

1. Increasing class awareness regarding committee activities
2. Soliciting information from peers for committee agendas
3. Assisting in problem solving to address agenda items
4. Implementing committee/faculty suggestions and reporting outcomes to peers
5. Contributing to program policy and curriculum development

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

Student Senate

One student from each nursing program at HC may be elected as senators to represent their program and the registered students of the college. The student body elects a president, vice-president and business manager to the Executive Branch and to oversee the senate. Meetings take place weekly or bi-weekly during the academic year. Student activity fees finance the running of the senate. A faculty or staff advisor has a voice but not a vote within the senate and provides guidance and support.

Community Advisory Committee

The Community Advisory Committee is made up of community members that provide expertise in the areas of nursing discipline and nursing education. The community advisory committee plays a critical role in program assessment and program development. The structure of the committee and its members is designed to identify and accurately reflect needs, trends and issues rising in the nursing community.

Academic Policies and Structure

Academic and Student Conduct

Academic and student conduct issues are addressed in the current Helena College catalog and student handbook. Topics discussed include but are not limited to:

- Orientation
- Student Conduct
- Academic Dishonesty
- Student Due Process
- Confidentiality
- Drug and Alcohol Abuse
- Fees/financial aid policies and procedures

Please review these and other academic policies in the college student handbook.

Academic Accommodations/Disability Services:

Students with physical, cognitive, or learning disabilities who seek accommodations should contact [Disability Resources](mailto:disabilityresources@helenacollege.edu) (disabilityresources@helenacollege.edu) or 447-6903. **Only students registered with the Disability Resources Office are permitted accommodations.** All information will be kept confidential. Students who receive accommodations must arrange times for tests with the [testing center](mailto:testingcenter@helenacollege.edu) (testingcenter@helenacollege.edu) or by calling 406-447-6939.

Academic Dishonesty

In any case of alleged and admitted academic dishonesty, including cheating and plagiarism, the instructor involved will refer to the policies outlined in the student handbook.

APA Formatting of Nursing Assignments

Written work will conform to the American Psychological Association (APA) Publication Manual format, as APA is the format most widely accepted within nursing academia. This includes electronic references. Refer to course syllabi for specific grading requirements. The **APA PUBLICATION MANUAL** is in the library. A recommended online APA resources is Purdue Online Writing Lab (OWL) https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Challenging a Course

Students may not challenge nursing courses.

Nursing Course Grades

The HC Nursing Department grading scale is as follows:

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

Faculty retains the final decision making authority regarding grades earned in each course. Grades for all course assignments will be recorded as earned **with no mathematical rounding**. This policy allows the faculty of the Department of Nursing to remove uncertainty and ensure integrity in the grading process for all students. *Numerical averages will not be rounded (for example 77.9 is a 77 %).* Refer to the College Student Handbook Policies for appealing a grade.

Nursing Course Syllabi

Each course syllabus will contain specific requirements for grading, assignments, and other methods of evaluating classroom, laboratory and clinical components. The syllabus will include goals and student learning outcomes for each course.

Nursing course syllabi will be distributed to students on the first day of class and are available on-line. Each student is responsible for the material contained within the syllabus.

Remediation Policy

All students who score below 78% on a course exam or below the ATI course benchmark (Level 2 Proficiency) are expected to:

1. seek and meet with course instructor
2. collaborate with faculty to complete a counseling form and develop a plan for successful learning activity to master the necessary course content
3. The instructor will flag the issue on Starfish as deemed necessary that will remain in the students file.

Repeating Nursing Courses

A student who fails a nursing course should meet with the appropriate instructor(s) and the Program Director to develop an educational plan for success to enhance future chances of success. Copies of the written plan for success will be placed in the student's file. Failure of nursing courses prohibits progression. A student who fails a nursing course is responsible to reapply for continuing on with the program. A letter of intent to reapply must be submitted by the application deadline. *Failure of any two nursing courses results in dismissal from the program.*

Withdrawal/Incomplete

Withdrawal from a nursing course to protect academic integrity has the same impact as an F. Refer to the college catalog policy/procedure.

Readmission Procedure

Students wishing to re-enroll after withdrawal from the Nursing program must meet HC re-enrollment policies and re-apply to the Nursing program. Students in the 'withdrawn' or 'failed' category may apply for readmission to the nursing program *one time only*.

A returning student must:

1. Re-apply for admission to the nursing program to ensure program placement. If there is an opening due to attrition, a student may write a letter to the Nursing department asking for readmission to that semester.
2. Adhere to the most recent catalog requirements.
3. Plan with a nursing advisor to develop a degree plan which meets all curricular and program requirements.
4. Submit a new physical examination form and current CPR certification and current immunizations.
5. Validate competency in clinical skills.
6. If the absence was due to a major health problem, a physician's clearance must be submitted in order to return to classes and clinical.

Attendance

Attendance at each scheduled class or lab is expected, since the learning process involves group interaction. Students are expected to notify faculty prior to class if not attending and are responsible for any material during absence.

Students are expected to adhere to the course policies related to attendance and are responsible for all activities associated with each class. Students are responsible for specific course syllabi content regarding attendance.

Advising

Each student is assigned a faculty member to guide and facilitate learning needs. The student is responsible to facilitate meeting that faculty member. The advisor's role is to facilitate the student's learning and to assist in the identification of resources.

Each student is ultimately responsible and accountable for his or her progression through the nursing program and for meeting all academic requirements for graduation. The faculty's professional responsibility is to offer the student verbal and written feedback to guide student learning and progression.

Clinical Information

Clinical Attendance

The clinical experience assignments in each course have been designed by the faculty to meet course outcomes. Therefore, students are expected to attend every scheduled clinical. Students should notify the clinical instructor or preceptor prior to the beginning of the clinical session from which they will be absent. An unexcused absence (no-call-no-show) from the clinical setting ***may result in dismissal from the program.***

It is the student's responsibility to inform the clinical instructor of an absence **prior** to the start of the clinical experience. Time missed during the clinical experience will be made up at the discretion of clinical instructor and course faculty. Clinical absences will need to be made up prior to completion of the particular course; make up time will depend on the instructor availability and clinical facility availability. The student may be held responsible to pay for instructor availability outside of the regular schedule at the standard rate per hour. Arrangements for make-up clinicals are to be made with and paid to the Continuing Education Department of the college. *Missing more than one clinical may result in student failure of the course.*

Clinical Requirements

Students who have not provided proof of current CPR and immunizations/appropriate waivers will not be allowed into the clinical area and will earn a clinical failure.

- It is the responsibility of the student to bring a watch with second hand, a stethoscope, a pen and bandage scissors to clinical sites.

Clinical Grades

If the course has a clinical, the clinical grade is separate from the didactic course grade and is determined by the course faculty based on assignments, feedback and observations of the clinical instructor and assessed student

learning. If the clinical is failed, the student receives a failure in the course (both the didactic and clinical portion) and will be required to retake the course and clinical.

Critical professional behaviors across all courses in the nursing programs are essential to satisfactory achievement of nursing courses. *Where there is failure on the part of the student to meet reasonable standards of performance or behavior, or when in the judgment of the faculty member, the amount of supervision necessary to ensure client safety is unreasonable, the faculty member has the authority to deny the student access to clients and to remove the student from the clinical setting.*

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

1. Actions and/or events that demonstrate emotional instability
2. Threatened bodily harm to clients, staff, faculty or peers
3. Harassment of clients, staff, faculty or peers
4. Under the influence of alcohol or drugs
5. Indifference or insensitivity to client safety, comfort or right to privacy
6. Lack of professional judgment
7. Disregard for professional ethics
8. Unsatisfactory or incomplete preparatory work
9. Any health condition which makes it impossible for students to carry out their work without jeopardizing client or student safety and comfort
10. Any other condition or circumstance which constitutes an unreasonable risk to the safety and well-being of the client and/or the student
11. Arrest and conviction of a crime as per Montana State Board of Nursing
12. Failure to abide by HC Nursing dress code and appearance policies
13. Failure to abide by HC Nursing dress code and appearance policies

Clinical Failure

The student will receive written documentation of the reasons for the clinical failure. This will be reflected on the Clinical Assessment Tool that is provided to the student by the clinical instructor.

Laboratory Information

Students will not be allowed to perform a skill in the clinical area until they have received instruction and/or demonstrated competence in that skill in the laboratory setting. All skills required for a nursing course must be successfully demonstrated in order to earn a passing grade for the course.

Laboratory Failure

A laboratory failure is earned when a student does not successfully demonstrate the critical elements of a skill in two attempts. Some scheduled laboratory sessions may include more than one skill, however each skill is considered on an individual basis. The student will receive written documentation of the reasons for a laboratory failure. This will be reflected on the Laboratory Assessment tool that is provided to the student by the clinical instructor.

Open Lab Sessions

Open lab sessions will be available on a weekly basis for student use. Open lab sessions are provided to give students an opportunity to practice and master skills that are required for successful completion of nursing courses.

☞ If a student demonstrates difficulty with a specific skill in the clinical area, a didactic or clinical instructor may require that a student attend an open lab session for remediation.

Nursing Program Policies

Children on campus

Children cannot be left unattended on campus during class hours nor are they allowed to have access to the Nursing Labs. Children are never allowed in clinical areas. Children are only allowed in classrooms with instructor discretion for special circumstances and must be approved before class.

Cell Phones, I-watches and other electronic devices

Cell phones and other electronic devices must be in the silent mode during class, or lab activities, and turned off during tests/exams. Cell phones may be used in the clinical setting for clinical related research (looking up a medication, diagnosis or treatment). HOWEVER, unapproved use of cell phone (texting, messaging, gaming, Facebooking, etc.) will not be tolerated in the class or clinicals and are subject to loss of professional behavior points. **NO PHOTOGRAPHY AT THE CLINICAL SITE!**

Refer to course syllabi and college student handbook for acceptable use of electronic resources policy.

Laptop

Nursing students are required to have a laptop during the course of their program. Recommendations for hardware requirements can be obtained from the nursing office, but minimum requirements are a camera and mic. Students are responsible for bringing their laptop to class and power cord if needed. Laptops will be used for ATI testing.

Calculators

The use of calculators during tests is permitted upon direction by the instructor of the course. However, the calculator must be a simple four function calculator (not a cell phone calculator). Palm Pilots, PDAs, Blackberries, or Scientific Calculators on which data can be stored are not permitted during testing.

Pregnancy

Students who are pregnant or suspect that they may be pregnant should inform the program director, their didactic instructors and their clinical instructors so that appropriate adjustments and precautions can be made regarding the student's assignment of clients.

Testing/ Exams and Assessments

Cell phones, smart phones, smart watches must be turned off and put away during tests/exams. There will be no make-up exams (quiz, exam, or ATI) without PRIOR approval of the instructor. The course exams and ATI exams are scheduled at the beginning of the semester. Make arrangements early so you are available on the scheduled date and time. Avoid scheduling work or personal appointments on the test dates...Missing an exam day may result in reduction of overall possible points on that exam (see below). If you do not attend the ATI test(s) on the scheduled day, you will be scheduled to take it on the ATI Retake day.

Exam Make-Up Policy

Make-up exams (quiz, exam, or ATI) in nursing courses are not allowed without PRIOR approval of the instructor.

- Authorized make-up exams will be placed in the testing center. It is the student's responsibility to contact the Testing Center and schedule their make-up within the timeframe specified by the instructor
- Authorized make-up exams are modified versions of the class exam.
- You will only be allowed to make-up one exam with no deducted points. If a second exam is missed, the highest total percentage possible on this make-up is 90%, a third is 80%.
- Testing center procedures [includes both accommodated and make-up testing] are located on the Moodle dashboard.
- The ATI exams are scheduled at the beginning of the semester. It is the student's responsibility to be available on the scheduled testing date and time. Students who do not attend the ATI test on the scheduled day, will be scheduled to take it on the ATI Retake day.

Student Complaints/Grievances

It is expected that students will first discuss any and all concerns and complaints regarding academic issues with the course instructor. *Open communication and the use of appropriate channels to resolve complaints are key to student's academic and professional success.* If, after discussing a concern or complaint with the instructor the student feels that the issue is unresolved, the student may bring the issue to the Program Director. If the complaint or appeal is not resolved at the Program level the student should refer to the student complaint process in the Helena College student handbook and/or the Helena College catalogue for timelines and additional information. The complaints may be a general complaint, a course complaint, which includes a final course grade appeal or an assignment grade dispute. Grade appeals follow the Helena College catalogue. General complaints follow the Helena College student policies located in the Helena College Student Handbook.

Health and Safety Policies for the Student

Safety is our first priority in the educational and nursing practice setting. Compliance with safety standards is expected of students in all educational settings. If a student breaches safety standards, a student will be removed from the learning setting and a failing grade may result.

The student will be taught the principles and methods for Standard Precautions to prevent exposure to blood borne pathogens. Health care workers are especially at risk for developing certain diseases due to exposure to needle-sticks and splashed blood/body fluids. Hepatitis B, which infects thousands of health care workers, is preventable by immunization. Hepatitis B and HIV + status can be prevented through the consistent use of Standard Precautions. Therefore, it is mandatory that efforts be taken to prevent exposure to these diseases. Standard Precautions must be followed by students and faculty in the clinical settings. Students must show immunization against Hepatitis B or must sign a waiver accepting responsibility for potential consequences of not being immunized. **Students are required to report any exposures to their clinical instructor immediately.**

Professionalism

Student Responsibilities Relating to Professional Conduct

Nursing in the State of Montana is regulated by the Montana State Board of Nursing (BON) in accord with the Montana Code Annotated (MCA) and Rules derived thereof. It is reasonable that student nurses develop behaviors based on those deemed appropriate to the nursing profession and be disciplined based upon the grounds for unprofessional conduct as indicated in the current Montana Nurse practice Act (BON 24.159.23). A copy of the current Statutes and Rules-Relating to unprofessional conduct may be found on the BON website

<https://rules.mt.gov/gateway/Subchapterhome.asp?scn=24.159.23> .

- The student is expected to treat all relationships with faculty, staff members, classmates, patients, and their families with professional behavior.
- Support and promote the activities of fellow students and of health care professionals. Promotion of peers helps furnish a team approach to learning, task completion, problem solving, and patient care.
- Be honest, compassionate, ethical, and responsible. The student must be forthright about errors or uncertainty. The students must be able to critically evaluate her or his own performance, accept and act on constructive feedback, and look for ways to improve (i.e.) participate in enriched educational activities.
- Exercise independent judgment and accept responsibility for one's own work.
- Show respect for individuals of different age, ethnic background, religion, gender, and/or sexual orientation.
- In addition, the student must follow all established policies and procedures of the program and clinical affiliate sites.
- Professional conduct is nursing behavior including acts, knowledge, and practices which through professional experience, has become established by practicing nurses as conduct which is reasonably necessary for the protection of public interests and placing patient welfare first.
- Nursing behavior (acts, knowledge, and practices) which fails to conform to the accepted standards of the nursing profession and which could jeopardize the health and welfare of the people shall constitute unprofessional conduct, i.e. attire/dress, comments, and / or behavior.
- Unprofessional conduct may include being chronically tardy or absent (tardiness and absenteeism may negatively affect the student's grade; refer to course instructor's syllabi.), failing to make appropriate arrangements if unable to be at class, lab, or clinical experiences, or displaying hostility (argumentative, disruptive, abusive, emotional outbursts, inability to problem-solve, anger mismanagement).
- Professional conduct will be evaluated in each course, clinical/lab experience via the specific course assessment tool.
- Students are expected to be prepared for all class/lab/clinical assignments.
- Points may be deducted from a students' grade in any nursing course due to unprofessional behavior. Please see Professional Behavior Rubric for more information.

**Refer to college student handbook for more information on professionalism.*

Confidentiality

- Student behavior is guided by Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Acts (FERPA) regulations regarding confidentiality. Depending upon the severity of the infraction the student may be verbally reprimanded, written notice, suspended from clinical, and/or expelled from the program. Expelled students may be readmitted upon successful completion of a healthcare ethics course.
- ***Confidentiality of patient records and situations will be maintained at all times.*** No patient chart is to be copied by any technological process. Patient information is not to be removed from any health care agency. Charts may not be left open for public view, report sheets may not be left in areas other than the nursing student pocket. *Students violating this code will be subject to the facility's dismissal protocol and earn an unsatisfactory grade for the clinical experience.*

- Students are responsible for maintaining patient privacy and dignity at all times. Professional decorum will be extended into the clinical environments. Courteous professional behavior toward faculty, peers, patient /client, staff and hospital personnel is expected at all times. The first time a violation comes to the attention of the faculty, the student will be reprimanded, and the event noted. *Any subsequent times may result in dismissal from the program.*

Substance Abuse by Nursing Students

In addition to the college policies regarding use of alcoholic beverages and drugs, the Department of Nursing has adopted the following policy for nursing students:

- If a student reports to clinical under the influence of drugs/alcohol, he/she will not be allowed to remain in the clinical setting that day. If the student insists he/she is not impaired, he/she has the option of having a drug/alcohol screen done at his/her expense.
- A flag for Starfish will be raised and documentation of the incident will be added to the students file.

Transportation

Students are responsible for their own transportation for all clinical experiences. Students must not provide transportation for clients.

Uniform Standards for Clinical Settings, Clinical Simulation and Labs

The purpose of the student uniform standards and regulations is to promote safety, provide a means of identifying the student, and to support the milieu of the clinical environment. These guidelines apply only to the student while in the student role. *These guidelines are in accordance with the policies of our clinical settings, in which we are invited to learn, as guests.* These standards are also in compliance with national standards safeguarding the health and well-being of patients and the health care worker. *The faculty reserves the right to interpret the uniform standards and make decisions regarding professional dress and conduct.*

A student violating any of the established guidelines may be dismissed from the clinical setting.

Nametag

The HC Nursing student nametag is always worn as part of the uniform. Student fees cover one name tag only. If the name tag is lost or stolen, the student is responsible to replace it.

Uniforms

It is required the student be dressed in a school uniform—Dark Gray scrub top and bottoms with HC nursing logo embroidered on left chest . Dark grey lab jackets are optional. Full coverage undergarments should be neutral color; not visible through clothing. Lightweight, long-sleeved shirts may be worn under your scrub top, if desired for warmth. These shirts should be matching dark gray, black or white—plain with no design or logo. No hoodies or other non-uniform jackets to be worn over uniform in clinicals or lab.

***The nursing scrubs/uniform will be worn anytime the student is representing Helena College Nursing in the community or clinical location.**

Shoes

Nursing/athletic shoes are required. Neutral color and non-fabric so they may be cleaned. No *open-toed* or *open-heeled shoes* are permitted.

Hair

Hair must be clean, neat and present a well-groomed appearance. Hair shoulder-length or longer must be pulled back or put up. Hair accessories must be limited and neutral in color. *Hair must be kept out of the face regardless of the length.* Hair that is dyed must be a naturally occurring hair color.

Facial Hair

Facial hair must be clean and trimmed or shaved.

Personal Grooming

Attention to daily personal hygiene issues (bath, oral care). Nails should be neatly trimmed short (not visible over the top of the fingertips); no nail polish or artificial nails. No excessive make-up. No perfume/cologne/aftershave. A clean unwrinkled uniform must be worn daily. *No gum, smokeless tobacco, mints, food, or drink is allowed in patient care areas.* Use of tobacco products is prohibited on campus. ***No smoking in your school uniform.***

Jewelry

One pair of small post earrings, only one earring per ear is permitted. Body piercing jewelry in visible areas other than ears is not permitted. Tongue rings and studs are not permitted. Chains/necklaces must not be visible. No arm and ankle bracelets. Plain wedding bands only.

Tattoos

Tattoos must be covered in accordance with clinical facility policy.

Appendix A

Peer Mentorship Program

Latex Allergy Statement*

Statement of Informed Consent for Prevention of Communicable Diseases*

Blood Borne Pathogen Student Policy*

Student Exposure Incident Form

Statement of Functional Abilities*

Acknowledgement of Required Personal Effort*

Professional Behavior Rubric

Photo Release Form *

Employer Release Form*

Receipt of Handbook*

Peer Mentorship Program

The Peer Mentorship Program at Helena College coordinates working relationships between nursing student cohorts

The purpose of this program is to build collegiality among student cohorts, encourage and reinforce teambuilding, enhance leadership skills and build leadership skills among student nurses through teaching and learning. In addition, the student mentee/mentor relationship simulates the workplace in the nursing profession. The program prepares Helena College Nursing graduates to provide excellent patient care in a variety of healthcare settings and excel in teambuilding and communication.

Peer Mentor teams work together in skills labs, clinical settings and outside classroom mentorship.

Benefits to Student Mentee:

- Feel welcomed as Helena College nursing student
- Build confidence/reduce anxiety
- Gain Knowledge
- Increased understanding of scope & role of nurse
- Establish supportive relationship
- Practice communication skills

Benefits to Student Mentor:

- Develop leadership abilities/skills
- Enhance & reinforce knowledge base & clinical skill set
- Build confidence/experience pride
- Opportunity to teach
- Increased understanding of scope & role of the nurse
- Practice communication skills

Latex Allergy Statement

Helena College University of Montana

Today, many health care facilities minimize the use of latex as much as possible. At HC we make every attempt to avoid latex in the clinical lab, as well. However, inadvertent exposure to latex may still be encountered in products such as stethoscope tubing, injectable medications, and vials on site, and in your clinical rotation.

For your protection during the nursing program, as well as during your healthcare career, better understanding of your potential for latex allergy is recommended. Additionally, you may already have some form of latex allergy if you react after eating certain foods (avocados, bananas, tomatoes, etc.) or after exposure to latex containing products (poinsettia, balloons, band aids/tape, spandex, elastic bandages, etc.).

If you have any concern about your allergic status regarding latex, we advise you to speak with your primary care doctor/provider about a blood test called a Latex RAST. This test is available to determine if you have a type I allergy to latex. The result of this blood test, along with the assessment by your health care provider, can help you determine what, if any, risk your exposure to latex carries.

Please initial

_____ I have read the above document regarding latex allergy. I am aware that I may obtain additional blood testing and evaluation by my health care provider if I have any concerns.

Print Name _____

Student Signature _____ Date: _____

STATEMENT OF INFORMED CONSENT FOR PREVENTION OF COMMUNICABLE DISEASES

Helena College University of Montana

Please place an "X" by each statement you agree to:

- _____ I understand that HC Nursing programs involve the study and care of people throughout the life span and that these people may be well or ill. By participating in care giving activities, I may be exposed to infectious diseases, such as Hepatitis B, Acquired Immunodeficiency Syndrome (AIDS), Influenza, COVID19, and other infectious and/or communicable diseases.
- _____ I agree to participate in HBV/HIV education experiences as required by HC Nursing Programs and CDC and OSHA guidelines. I understand that testing, diagnosis, and treatment of any infectious and/or communicable disease, including those contracted while acting as a caregiver in my clinical experiences with HC, will be my financial responsibility. I understand that health insurance is required.
- _____ I will receive Hepatitis B vaccine and /or demonstrate proof of immunity prior to beginning my clinical experience with direct client/patient care. Should I refuse to be immunized, I will sign a refusal to consent form.
- _____ In the event I am exposed to blood while giving client care, I agree to follow the HC **Accidental Exposure Policy** and Protocol established by the institution (see the agency's Exposure Control Plan). I understand that this generally involved one year of blood testing and professional counseling for myself and/or significant others. I understand and acknowledge that there is no known cure for AIDS at this time. I will receive referral to community health resources for free blood testing to detect HIV upon request.
- _____ I am aware that the Privacy Act provides for confidentiality on any issue related to my health status. All information will be kept in strict confidence by the School of Nursing and used to provide counseling, health information, and referral.
- _____ If I am uncomfortable with the idea of caring for patients with infectious and/or communicable diseases. I will discuss my concerns with nursing faculty at the College.
- _____ It is recommended that I inform faculty of changes in my health status, such as pregnancy or contraction of a communicable and/or infectious disease. I have been informed and understand that an altered state of my health, such as being infected with HIV, may increase my health risk in relation to care giving activities for patients with bacterial and viral diseases. I understand that I should seek sound medical advice for changes in my health status, as discussed in this paragraph.

I have read this document. I fully understand the learning opportunities, potential risks and safeguard options, which are involved in my role as a nursing student at HC. I consent to follow policies and procedures as explained herein.

Print Name _____

Student Signature _____ **Date:** _____

Blood Borne Pathogen Student Policy

Helena College University of Montana

Purpose

Students in any academic, research, or occupational program at HC who are at risk for blood borne pathogen exposure are required to present documentation of serologic evidence of immunity to Hepatitis B (HBV), either by vaccination or previous infection. Students who cannot meet this requirement for legitimate religious or medical reasons must sign a waiver prior to the student's first potential exposure to human blood or other potentially infectious materials. Records of the waiver shall be kept in the students' files within the department that is requiring the immunization.

Procedure

Students who are unable to meet the requirements of documentation of immunity for religious or medical reasons must provide written documentation of the reasons which preclude immunization.

Effective June 1999, students are required to present the following information prior to admittance into the nursing program prior to their first potential exposure to human blood or other potentially infectious materials. Students will not be allowed in areas or settings which may present their first potential exposure to human blood or other potentially infectious materials without this documentation.

1. Documentation of serologic immunity; or
2. Documentation of immunization series; or
3. Signed waiver of exemption from immunization requirements.

Exposures

A. If a student has an exposure (i.e. eye, mouth, mucous membrane, non-intact skin, or parenteral contact with blood or potentially infectious materials) in a setting sponsored by HC, *the student must follow the policy of the facility where they are exposed*. The student is responsible for the cost of post-exposure testing. Students can go to the County Health Department or a private physician for testing and counseling. Records of the exposure and follow-up shall be kept in a confidential file in the appropriate program.

B. If a student has an exposure, the student *must report it immediately* to the instructor or supervisor. A Student Exposure Incident Form must be completed by the student, signed by the student and instructor or supervisor, and sent to the HR Office.

Training

Student training shall be done prior to the student's first potential exposure to blood borne pathogens. The training shall include the requirements of the Blood borne Pathogen Standard, universal precautions, and the HC policy. The training may be incorporated into class materials in NRSG 130 Foundations of Nursing.

Your signature below indicates that you have read and understand the "Blood Borne Pathogen Student Policy" and will adhere to it as outlined above.

Print Name _____

Student Signature _____ Date: _____

Student Exposure Incident Form

Helena College University of Montana

Student Name:	
Student ID:	Date of Incident:
Department/Building:	Date Reported:
Type of Exposure:	
<input type="checkbox"/> Human bite <input type="checkbox"/> Blood/Body fluid splash <input type="checkbox"/> Open wound, scratch, or abrasion contaminated with blood/body fluid/urine/stool <input type="checkbox"/> Puncture or cut from instrument set, lancet, or other sharp object <input type="checkbox"/> Needle stick following venipuncture <input type="checkbox"/> Needle stick from IVP or VIPB <input type="checkbox"/> Needle stick following injection <input type="checkbox"/> Other (Describe)	
Describe exposure incident in detail:	
What actions were taken immediately following the incident?	
What precautions were in use at the time of incident? Check all that apply. <input type="checkbox"/> Gloves <input type="checkbox"/> Gown/Apron <input type="checkbox"/> Mask <input type="checkbox"/> Eyewear <input type="checkbox"/> CPR shield <input type="checkbox"/> None <input type="checkbox"/> Other (Specify):	
Date(s) of HBV vaccination(s):	
Student Signature:	Date:
Instructor/Supervisor Signature:	Date:
Signature of person preparing report (if other than student):	
FOLLOW-UP	DATE
<input type="checkbox"/> Student referred to physician of choice <input type="checkbox"/> Seen by Physician: <input type="checkbox"/> Office <input type="checkbox"/> ER <input type="checkbox"/> County Health <input type="checkbox"/> Declined to be seen by physician Other comments:	

STATEMENT of FUNCTIONAL ABILITIES

Helena College University of Montana

HC Nursing Department requires each student to be able to regularly perform the following activities:

1. Stand for long periods of time
2. Work at a fast pace for long periods of time
3. Lift heavy objects (25 pounds or more) three or more times a day
4. Speak clearly and distinctly
5. Respond appropriately to stressful situations (physically, emotionally and mentally)
6. Communicate effectively with patients, patients' families, physicians and staff
7. Hear vital signs with stethoscope to assess blood pressure, heart rate, and lung, vascular and abdominal sounds; hear the telephone
8. Hear the patient calling for help
9. Hear beepers, alarms, etc., requiring quick responses
10. Read very fine or small print on medication containers, read physician's orders
11. See nurse call/emergency light
12. Visually assess the patient appropriately
13. Read monitors and other equipment
14. Demonstrate manual dexterity to don sterile gloves and gown
15. Demonstrate manual dexterity to prepare medications aseptically (i.e.: IV, PO, and IM)
16. Demonstrate manual dexterity using sterile technique (i.e.: insert catheters, IV needles, etc)
17. Demonstrate the ability to utilize equipment needed to carryout patient care
18. Demonstrate the ability to move in small spaces in emergency situation

If you are unable to perform any of these activities *please circle the number of the ones which you cannot perform*. The Academic Standards for Nursing Committee will review and consult with you.

Your signature below indicates that you have read and understand the "Functional Abilities" requirements and can perform them unless otherwise indicated.

Print Name _____

Student Signature _____ Date: _____

ACKNOWLEDGEMENT OF REQUIREMENTS FOR PERSONAL EFFORT AND COMMITMENT FOR SUCCESS

Helena College's Nursing Program, like most nursing programs, require a substantial time commitment to complete the rigorous program requirements in the classroom, nursing skills lab, and clinical settings. Student success is dependent upon a collaborative partnership between students and faculty. The Nursing faculty view learning as an interactive student centered process with faculty facilitating learning. The faculty are committed to assisting you to succeed in this program. However, student learners must assume responsibility for their own learning and be actively engaged in shaping their learning. It is important that students understand program expectations:

1. Students are expected to devote a minimum study time of 2 hours per week for each credit enrolled. For example, a didactic course worth 3 credits would require minimum of 6 hours study time each week and a 1 credit lab, 2 hours each week minimum. It is important to note that most students spend more than the minimal study expectation.
2. While we understand your possible need to work to support yourself or family, most students find it extremely difficult to work full time while in the nursing program. Clinical practicums are scheduled when facilities have available space and on days that HC has clinicals. *These are subject to change with short notice.* Students are expected to be available for the scheduled clinical hours. We strive to have clinicals on day shift, but clinical time may include evenings, weekends, or nights.
3. It is expected that students attend all classes and clinicals. Missed clinical time may result in failure of courses and dismissal from the program. Please do not make vacation plans, family events, or appointments that affect class, lab or clinical attendance. *Absences are nearly impossible to make up due to the fast pace of material presented in class and the limited availability of clinical experiences.*
4. Nursing school is different. In general, students find that even with the same effort, they may not achieve the grades they did in non-nursing courses. In the beginning it is like learning a new language and being presented with comprehensive nursing concepts and principles, which may require more effort or a new way of studying on your part, to learn and understand. While grades may have been the primary focus of prior courses, in Nursing, the focus is on learning and understanding the information to allow you to then apply what you learned to a patient situation. This focus provides the student with a foundation that helps them deliver safe and competent care to patients.
5. You are expected to arrive prepared to class, lab or clinicals. This will include extensive reading, pre-clinical preparation, and other assignments prior to arriving to class/clinical.
6. Nursing exams are frequently structured similar to the nurse licensing exam (NCLEX). This will include questions that are designed to assess your ability to apply and analyze the material rather than simple knowledge and recall. These test questions require a higher-order of thinking to answer correctly.
7. The Faculty will provide you with examples of learning and test taking strategies that may assist you in developing critical thinking skills needed for success in the course exams and the NCLEX licensure exam.

I acknowledge that I have read and understand the above statements and I agree to organize my time and personal affairs in order to meet the commitment necessary to succeed.

Printed Name

Signature

Date

Professional Behavior Rubric

Professionalism within the role of the student nurse is an **expectation** of the Helena College Nursing Program in **both didactic, lab, and clinicals**. All students are expected to communicate and behave in a professional manner. This includes respect for your instructor, your peers and yourself. Attendance, preparation and participation in all areas including classroom, lab and clinical settings, are also expected behaviors.

Helena College Nursing Department professional behavior is evaluated in each course each semester. Elements evaluated are reflected in the criteria below. Points will be deducted for each of three categories, for a total potential loss of 30 points plus 1 point per absence after 1st excused per course for the final grade. A professional rubric will be filled out by an instructor if behavior warrants. *Behavior will be counseled once before deducted points for repeated unprofessional behavior.*

Professional Behaviors	Zero (0) Point Deduction	1-8 Point Deduction from overall course grade	9-15 Point Deduction from overall course grade for each of the two categories	Points deducted by Instructor	Comments
Attitude & Respect	Demonstrates respect to fellow students and faculty. Attentive in all areas. Consistently positive attitude and behavior.	Occasionally inattentive or distracted. Infrequently displays negative attitude.	Often inattentive, displays negative attitudes and behaviors. Frequently verbalizes fault with others.		
Communication	Consistently communicates in a respectful and professional manner. Accepts and uses feedback to correct behaviors. Respectfully offers constructive feedback to peers or instructors.	Usually able to accept constructive criticism and provides criticism in a constructive manner. Occasionally argues with or challenges others verbally.	Difficulty accepting constructive criticism. Offers criticism in a negative and/or disrespectful manner. Argumentative with peers or faculty. Challenges authority.		
Attendance/Punctuality	Zero (0) points deducted	One (1) point deducted from overall course grade <i>for each absence (excused or unexcused) or tardy</i> from class, lab or clinical		Points deducted by Instructor	Comments
Attendance	No more than one (1) excused absence or tardiness	More than two (2) excused or one (1) unexcused absence and/or tardiness.			

Signature: _____

Date: _____



Photograph Release Form

I hereby grant permission to Helena College University of Montana and the Montana University System its agents, and others working under its authority, full and free use of photographs containing my image/likeness. I understand these images may be used for promotional, news, research and/or educational purposes. I hereby release, discharge, and hold harmless Helena College and its agents from any and all claims, demands, or causes of action that I may hereafter have by reason of anything contained in the photographs. I do further certify that I am either of legal age, or possess full legal capacity to execute the foregoing authorization and release.

Please print your name here: _____

Please sign your name here: _____ Date: _____

Employer Contact Release Form

I hereby allow Helena College Department of Nursing to contact my employee for the purpose of assessing employee program satisfaction with graduates of Helena College Nursing for entry-level positions.

Please print your name here: _____

Please sign your name here: _____ Date: _____

Receipt of Handbook

Helena College University of Montana

It is the responsibility of each student enrolled in the Nursing Program to read and adhere to all of the information contained in this handbook, with special attention to:

- Academic and Student Conduct
- Academic Accommodations
- Nursing Course and Clinical Grades
- Attendance
- Student Responsibilities Relating to Professional Conduct
- Confidentiality
- Uniform Standards for Clinical Settings
- Latex Allergy Statement*
- Statement of Informed Consent for Prevention of Communicable Diseases*
- Blood Borne Pathogen Student Policy*
- Student Exposure Incident Form
- Statement of Functional Abilities*
- Professional Behavior Rubric
- Photo Release Form*
- Employer Release From*
- Receipt of Handbook*

I have received the Practical Nursing Student Handbook and I am familiar with ***ALL*** the information contained in the Handbook from Helena College Nursing Program. ***I agree to adhere to all policies and processes outlined in these pages.*** Student initials _____

Student signature _____ Date _____

Advisor signature _____ Date _____