



## **WELCOME TO THE OGLALA LAKOTA COLLEGE DEPARTMENT OF NURSING**

Welcome to Oglala Lakota College Department of Nursing. Nursing offers a wide variety of opportunities for those who choose to make it a career. The University of South Dakota operated a satellite-nursing program at Pine Ridge from 1972 to 1984 and at Rosebud from 1972 to 1983. In 1986, Oglala Lakota College received approval from the South Dakota Board of Nursing to operate its own nursing program and provide individuals with the opportunity to earn an Associate of Arts Degree in Nursing. Upon completion of the curriculum, the student is eligible to take the National Licensing Examination (NCLEX) for licensure to practice as a Registered Nurse. Designed to meet the needs of adult learners, the program can be completed in three to four years.

This is an exciting time to be involved in healthcare. Throughout the United States there are opportunities created for nurses as this country struggles with issues related to equality and quality of life. Nowhere is that struggle more evident than in Indian Country where there is a dramatic lack of Native American nurses and physicians. This program is dedicated to the development of nurses who will have a deep respect and understanding of the Lakota culture. Each of you brings to the program, and later to the profession, your unique and special experiences, abilities and heritage. Such diversity makes this program a rich and stimulating environment in which to learn. Academic degree programs in nursing are developed to offer participants a career ladder approach, that is, you may earn degrees in sequence with one degree building on the next. For example, once you have earned the associate degree in nursing and become licensed to practice as a registered nurse, you may begin to work on a baccalaureate degree in nursing, followed by a Master's degree, and ultimately a Doctoral degree in nursing. Nurses with higher degrees fill jobs with expanding roles and responsibilities including research, education, leadership and administration. You will be exposed to upward mobility opportunities as you proceed through this program.

The purpose of the student handbook is to communicate to students, the nursing department's beliefs and policies guiding the program of learning activities and student outcomes. Students are expected to study this handbook carefully as it serves to clearly delineate expectations that govern student behaviors and activities.

## **OGLALA LAKOTA COLLEGE STATEMENTS OF MISSION AND PURPOSES**

Oglala Lakota College is chartered by the Oglala Sioux Tribe with a mission to provide educational opportunities—community services and certificates, GED, associate, bachelor and graduate degrees. OLC provides frameworks of excellence for student knowledge, skills, and values towards Piya Wiconi—a new beginning for harmony in the fulfillment of aspirations and dreams.

### **Tribal**

- Provides the Lakota with outstanding graduates.
- Promotes the study and practice of tribal sovereignty.
- Works with tribal entities toward building our nation.
- Helps students to gain meaningful employment and live healthy lifestyles.

### **Cultural**

- Utilizes Lakota cultural values in all learning frameworks.
- Celebrates Lakota culture including sacred songs and ceremonies.
- Research, study, facilitate, and disseminate Lakota language, culture and philosophy.
- Provides leadership to maintain and revitalize Lakota culture and philosophy

### **Academic**

- Encourages high student learning expectations through active and collaborative learning, which will be measured through assessment standards.
- Maintains a supportive campus environment through advising, counseling, tutoring, scheduling, and providing financial assistance.
- Practices open enrollment and students will acquire relevant knowledge, skills, and values to make a living in a diverse world, and to be a self-fulfilled person who is a contributing member of their family, community and tribe.
- Pursues the creation of Oglala Lakota University

### **Community**

- Supports local communities in educational and other development.
- Engages people as active, productive members of their tiospaye and communities.
- Offers frameworks for leadership development in the context of communities and organizations.
- Provides lifelong learning through continuing education and community activities

## **NURSING DEPARTMENT**

### **MISSION STATEMENT**

The mission of the nursing department is to provide academic excellence that will prepare an Associate Degree (AD) nurse to respond with relevant knowledge and skills to meet health care needs of individuals and families as an entry level nurse.

### **VISION STATEMENT**

The Nursing Department will have resources in qualified faculty to increase/mentor the development of tribal nursing faculty to promote *Wolakolkiciyapi*. The department will continue to encourage the furthering of nursing education with the purpose of disease prevention and health promotion of the native peoples.

### **TERMINAL PROGRAM OUTCOMES**

The Oglala Lakota College, Department of Nursing prepares the Associate Degree Nursing graduate who will:

T.P. Outcome #1: Apply knowledge of the nursing process and critical thinking as a framework for clinical decision making. *Lakota Value: Woksape-Wisdom*

T.P. Outcome #2: Demonstrate cultural competency and caring behaviors for the purpose of providing culturally appropriate nursing care to diverse populations. *Lakota Values: Wowahola-Respect, Wacantognaka-Generosity*

T.P. Outcome #3: Incorporate professional/legal, ethical accountability into practice, embracing the values of the profession and assuming the various nursing roles of life-long learner, teacher, client advocate, leader/manager, and care provider. *Lakota values: Woohitika-Courage, Wacantognaka-Generosity.*

T.P. Outcome #4: Utilize evidence-based practice and technology to provide safe, competent, holistic nursing care to clients across the life span. *Lakota Value: Woksape-Wisdom.*

T.P. Outcomes #5 Communicate and collaborate with client, family, healthcare and interdisciplinary teams to provide holistic health care and promotion/disease prevention. *Lakota Value: Wowahola-Respect.*

### **STATEMENT OF PHILOSOPHY**

The faculty of the Department of Nursing, in developing the philosophy, organizing themes, and objectives, has been guided by the mission statement and purposes of the parent institution, Oglala Lakota College. The faculty believes that nursing, as a human caring profession, has the primary responsibility to address the holistic health care, health promotion/disease prevention needs of individuals and families on the reservation, and surrounding rural communities.

The faculty also believe that “caring” is a central aspect of nursing valued by all cultures. Each culture has its caring behaviors, some unique, and others universal. The Lakota term “*wico kuja awanyanke*” means “one who watches over or cares for the sick”. We believe nursing concerns itself with “caring for” and “caring about”.

The nurse is a responsible and accountable member of a society who is committed to lifelong learning, education and service – as a means of responding to the needs of society. We believe cultural groups have the right to retain their traditional health practices and life ways while participating in the western health care system. Although learning is an individual process, the transmission of knowledge is a social and cultural process. The acquisition of knowledge is conditioned by cultural milieu and social structure. Culture affects and shapes the way in which an individual perceives experiences, and learns about the world. Lifelong learning involves continuous pursuit of diverse opportunities for intellectual growth enabling the nurse to fully participate in a pluralistic society.

## **STATEMENT OF NURSING**

Nursing, as a caring profession, supports individuals and families in promoting, maintaining and restoring well-being and is accomplished within the individual's and/or family's cultural framework. The Oglala Lakota College Associate Degree Program bases its model of nursing on four traditional Lakota values. Those values are respect, generosity, wisdom and courage.

*RESPECT*-the belief in the sacredness of all life and individual autonomy and *GENEROSITY*-caring are the motivating forces and values required by the nurse in order to enact the nursing roles of communicator/collaborator, teacher/learner, advocate/decision maker, caregiver, and member of a professional body. The values that drive nursing actions and behaviors are *WISDOM*-cognitive-perceptual functions and *COURAGE*-integration of a continually evolving knowledge base with behaviors of advocacy, accountability, values clarification, and ethical decision making.

## **HUMANS**

We believe that each human is a unique individual and should be perceived from a holistic viewpoint, which includes five internal dimensions; bio-psycho-socio-spiritual-cultural. As holistic beings, individuals are more than, and different than, the summation of their parts.

Individuals are related to all that exists in a sacred manner and therefore, they are worthy of respect and care. White Buffalo Woman stated “You must remember that the two-legged and all other peoples who stand upon the earth are *Wakan* (sacred) and should be treated as such”.

The basic unit of Lakota social structure is the *tiwahe* (family). The *tiwahe* provides protection, caring, intimacy, and teaching, enabling individuals to participate in larger, secondary units (i. e. tribe/communities) based on geography, common goals, and/or common concerns.

## **SOCIETY AND ENVIRONMENT**

The five internal dimensions of the individual interact with external systems and processes such as family, community, nature, and meaningful events in the surrounding world. We recognize that cultural environments affect an individual's worldview by influencing beliefs and values concerning the nature of self and humankind, health and illness, and healing and caring.

The faculty believes when two groups of people come into contact, they recognize the relatedness and sacredness of each other each remaining open to the sharing of positive elements. It is a basic struggle of society to reconcile differences so that no group is exploited, abused, or discounted.

We believe that it is through interaction of these groups that society maintains its vitality and viability.

## **HEALTH**

### **Balance**

Health, as viewed by the Lakota, is the state of walking in balance and harmony with Grandmother Earth, recognizing and respecting the inter-relatedness of all living things. For the individual, health is a holistic, harmonious interaction that must exist between and within these different dimensions for health to exist. Therefore, balance is wholeness. Balance can be objectively assessed according to a set of culturally accepted standards.

### **Imbalance**

Imbalance is the disintegration of spiritual, mental, physical and/or emotional dimensions. Imbalance can also be objectively assessed according to sets of culturally accepted standards.

## **THE TEACHING LEARNING PROCESS**

Learning is the acquisition of knowledge, skills, and competence that result in changes in attitude, thought, and behavior. To achieve these changes, nursing faculty and students form a partnership in an atmosphere of care and mutual respect. Faculty serves as resources, role models, and facilitators of learning. Faculty defines the framework for acquisition of knowledge, examination of values, and application concepts and skills. Learning takes place through a variety of experiences and teacher and student guided activities. Effectiveness of learning increases when it is associated with repetition, previous learning, and progresses from simple to complex concepts. Attending to a broad range of student needs, creative and flexible learning activities are provided within a variety of simulated laboratory and nursing practice settings in the surrounding communities.

## **NURSING CURRICULUM AND FRAMEWORK**

The characteristics and needs of the people of South Dakota and the setting of the program influence the nursing curriculum. Although the graduates of this AD program will emerge with commonly recognized competencies, the means of accomplishing these competencies will differ due to the setting and the students.

The Lakota people perceive education as a life-long process that strengthens and encourages the individual to grow. Growth develops through the relationships an individual has within the *tiwaha* and environment.

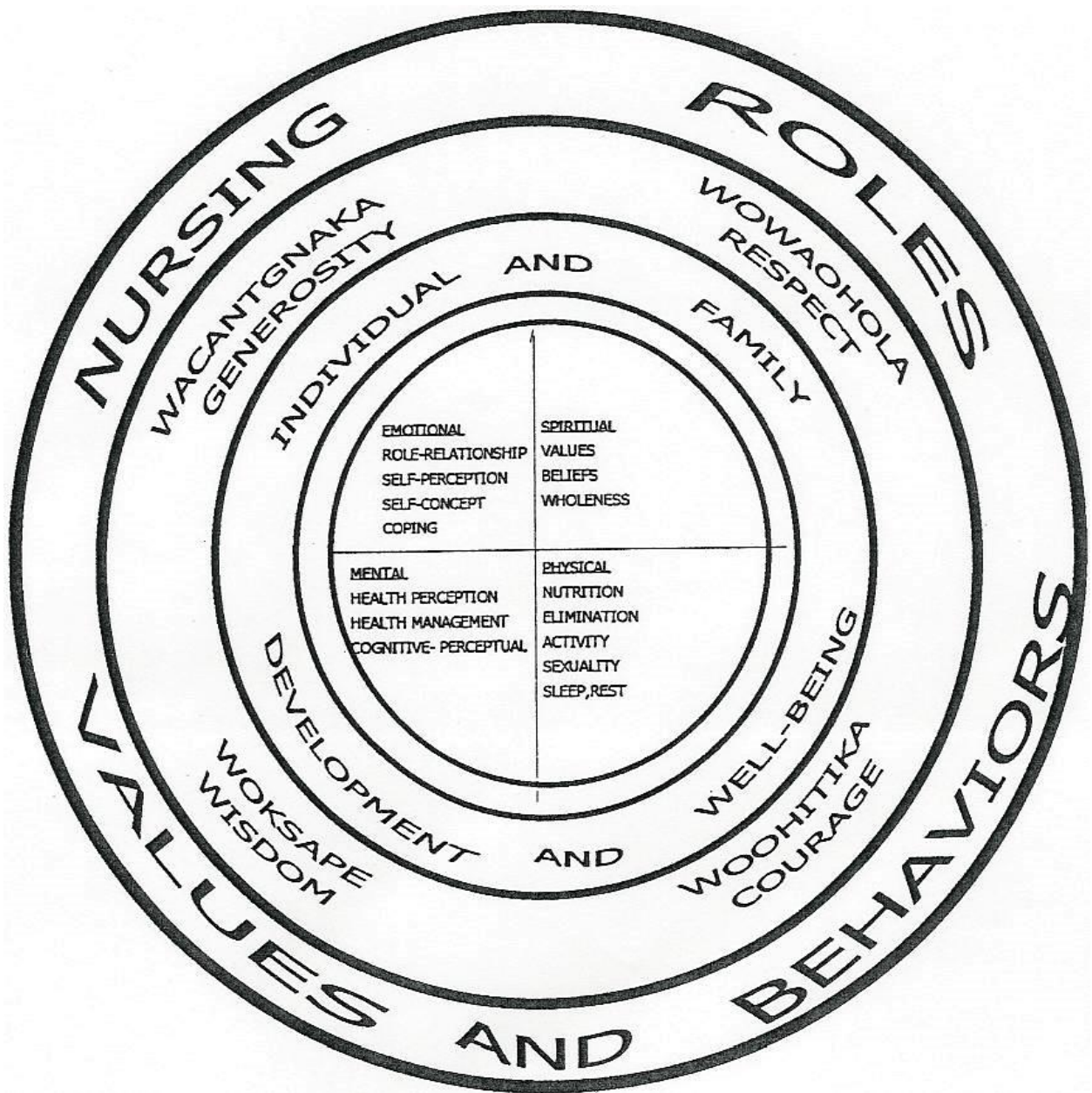
The formulation of a nursing curriculum for a reservation-based nursing program must be based in and on cultural/anthropological knowledge. This allows for the blending of two cultural systems of nursing/caring in a knowledgeable manner. The educational process involves the relationship between the cognitive interpretive frameworks of the teacher and learner. The educational process also provides the student with a framework of practice that will be applicable and effective in settings both on and off the reservation.

Nursing education is a holistic, life-long process integrating concepts from the physical, behavioral, and social sciences, and progressing on a knowledge base from simple to complex. Nursing faculty serve as facilitators, providing activities that individualize, guide and evaluate

learning experiences. Responsibility for learning is shared by both student and faculty. The student's self-awareness, self confidence and ability to provide holistic nursing care are enhanced when cultural sensitivity is facilitated in the education setting.

### CONCEPTUAL MODEL

This department conceptualizes nursing as a circular, holistic model that is reflective of Lakota values and philosophy. This model adopts the Lakota medicine wheel with dimensions of spiritual, emotional, mental and physical well-being. The department utilizes Marjorie Gordon's functional health patterns listed under the four dimensions to identify client needs.



## **CURRICULUM CONSTRUCTION**

The nursing curriculum focuses on the discipline of nursing and is supported by other sciences, Lakota studies and the general education courses. The nursing curriculum concurs with the generally accepted pattern for Associate Degree education and is consistent with college-wide policy. The Associate of Arts Degree in Nursing requires a total of sixty-nine (69) semester hours of credit: thirty-nine (39) of these credits are nursing courses and thirty (30) credits are in the liberal arts and sciences, including Lakota studies- three (3) credits. The candidate for an Associate of Arts Degree in Nursing from Oglala Lakota College must have satisfactorily completed the entire curriculum.

Students in the Department of Nursing earn one credit hour for every hour of classroom (1:1 ratio) theory per week in a semester. One hour of college credit is earned for three (3) hours of lab/clinical experience, every week for the fifteen week semester (3:1 ratio)

The curriculum is offered within a semester structure. Students may alter the sequencing of some support courses in order to provide some flexibility in their curriculum; however, students must enroll in nursing courses in a prescribed sequence.

### **ORGANIZING FRAMEWORK FOR THE NURSING CURRICULUM**

The organizing framework is derived from Nursing Department philosophy about the person, environment, health and nursing. This philosophy and organizing framework guide educational outcomes, course objectives, and sequence of course content. The major concepts and threads are introduced during the first level of the program and are applied in increasingly complex increments at each succeeding level.

The holistic dimensions, emotional, spiritual, physical, and mental comprise the sub-concepts under Person. These dimensions are developed in the four directions of the Lakota Medicine Wheel and are reflective of an individual's state of balance or health. An eclectic approach supports the organizing framework. Curricular supports derive from a wide variety of nursing models augmented by theories of growth and development, teaching/learning, and communication/collaboration. Each course reflects person, environment, balance/imbalance, multidimensionality, holism, caring, communication/collaboration, and nursing process in ever increasing degrees of complexity.

Sub-concepts, including the type of client (individual and/or family), functional and dysfunctional patterns of behavior, promotion, restoration and maintenance of wellness/balance, environmental concepts and specific nursing functions and processes are introduced with increasing degrees of complexity from the first semester to the fourth semester.

The nursing faculty believes that persons are biophysical, psychosocial, cultural, political, and spiritual beings who live and respond as holistic organisms. This totality is achieved through the unique patterning and integration of each human beings multidimensional facets. The concepts of holism and multidimensionality begin in the curriculum with an introduction during the first semester (Level I) individuals who exhibit functional behavior patterns and health promotion needs with the introduction of health restoration needs. Spring semester, year one introduces students to individuals and families in the community who exhibit imbalance behaviors and exhibit health restoration needs. Second year focuses on individuals and families in the

community who demonstrate health promotion, restoration and maintenance needs with balance/imbalance needs.

Faculty believes that nursing is comprised of two interrelated sub-concepts, nursing functions and nursing processes. Functional behaviors are introduced gradually as clinical complexity is developed. Nursing processes are operationalized in all clinical courses. Nursing roles and practice behaviors are driven by the health requirements of clients and families. Persons are in constant interaction with the environment; therefore, environmental variables/sites are carefully introduced into nursing courses as the type of client and health care requirements develop in complexity.

The organizing framework provides a blueprint for placement of content and learning experiences in the nursing major.



# ORGANIZING FRAMEWORK

## MAJOR CONCEPTS

Person	Society Environment	Balance Imbalance	Nursing
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## SUB-CONCEPTS

<p><b>Holistic</b> Emotional      Physical Spiritual      Mental</p>	<p><b>Holistic</b> Economical      Political Social            Cultural</p>	<p><b>Holistic</b> Promotion Restoration Maintenance</p>	<p><b>Holistic</b> Transcultural-Professional Human Caring</p>
<p><b>Development</b> Infant            Youth Adult            Elder</p>	<p><b>Developmental</b> <i>Wacantognaka</i> (Generosity) <i>Woohitika</i> (Courage) <i>Wowahola</i> (Respect) <i>Woksape</i> (Wisdom)</p>	<p><b>Developmental</b> Body-Mind-Spirit-Integration</p>	<p><b>Developmental</b> AD Nurse Roles and Behaviors</p>
<p>Individual and Family In the Community</p>	<p>Focal versus Global Local versus National</p>	<p>Functional versus Dysfunctional Patterns</p>	<p><b>Functions</b> Learner      Teacher Advocate      Manager Care Giver</p> <p><b>Processes</b> Nursing Process Communication Collaboration Critical Thinking</p>

## **Year One**

The fall semester focuses on the elderly client with needs in health promotion. Students provide care to elderly clients in a variety of settings and are introduced to the nursing process with a nursing assessment emphasis. Concepts of communication, collaboration skills, critical thinking, teaching-learning, ethical, legal, and culture are explored.

The two nursing courses, in the spring semester, focus on the discipline of nursing from a health promotion/health restoration perspective introducing students to individuals and families in the childbearing cycle, throughout childhood years, and individuals and families experiencing communication and behavioral imbalances.

## **Year Two**

The nursing courses in the fall semester focus on disease processes and safe practices within the healthcare setting. They will be caring for adults with health disorders, progressing to the acutely ill and promoting health restoration and health maintenance. Students will take the Professional and Transcultural Nursing course that in addition to exploring a variety of cultures, focuses on the culture of the workplace including socialization issues, group processes, collaboration, communication, conflict management and principles of leadership and management. Pharmacology will be taught in the fall semester of the second year in the nursing program, correlated to the medical surgical content.

The spring semester emphasizes adult individuals and families with complex health maintenance requirements and includes a capstone course of preceptorship and synthesis seminars, where students are expected to incorporate all previous semesters' information to function as an effective entry level nurse.

## **Technology**

Computer and technical skills will be taught and integrated into the entire curriculum. By graduation all students will have the following skills:

- Computerized patient information
- Computerized medication administration
- Internet research use for information and to access research data bases
- Proficiency in online testing skills for NCLEX readiness

**Oglala Lakota College**  
**Associate of Arts Degree in Nursing**  
**Course Plan – Revised Curriculum, 2016**

**PLAN OF STUDY**

Pre-Nursing

Chem 111 - Chemistry for Health Sciences Lab	1	Psy 103 – General Psychology	3
Chem 114 - Chemistry for Health Science must be taken consecutively with or have already successfully passed Math 134	4-	Lak 103 – Lakota Language I -OR LSoc 103 – Lakota Culture	*3
Math 134 – Intermediate Algebra	4	Bio 224 – Human Anatomy	4
Eng 103 – Freshman English I	3	*Lak 103/LSoc 103 must be completed prior to graduation.	
<b><u>12</u></b>		<b><u>7 or 10</u></b>	

First Year Nursing

Nurs 218 – Foundations of Holistic Nursing	8	Nurs 223 – Mental Health Nursing	3
Bio 234 – Human Physiology	4	Nurs 226 – Holistic Maternal Child Nursing	6
		Bio 204 – Basic Microbiology	4
<b><u>12</u></b>		<b><u>13</u></b>	

Second Year Nursing

Nurs 313 – Professional & Transcultural Nsg	3	Nurs 339 – Holistic Adult Health Nursing II	9
Nurs 317 – Holistic Adult Health Nursing I	7	Lak 103 or LSoc 103 (optional)	3
Nurs 323 – Pharmacology for Nursing	3		
<b><u>13</u></b>		<b><u>12</u></b>	

**TOTAL PROGRAM CREDITS = 69**

## ADMISSION-PROGRESSION-DISMISSAL-PROBATION-READMISSION

### ADMISSION

#### Pre-requisites

Students may enroll in nursing courses only after being formally admitted to the program. To apply for admission the student must have completed the following courses, or their equivalents, with “C” or better and have an overall GPA of 2.8 or higher. All sciences courses must be passed according to the nursing grading scale (Chem 111/114 and Bio 224), where a “C” is equivalent to 80%.

Engl.	103	Freshmen English I
Psych	103	General Psychology
Math	134	Intermediate Algebra
Chem	111	Chemistry for Life Sciences Lab
Chem	114	Chemistry for Life Sciences
Bio	224	Human Anatomy (must be completed within four years of starting the nursing program)

#### Lakota Requirements

Lakota Language or Culture must be completed before graduation and it is advisable that they be completed before admission into the nursing program.

#### Application Procedure

Students will be selected only once a year in the spring semester, to begin the nursing program in the fall semester. The application procedure involves the submission of the following by the last Friday in January:

1. Completed application form.
2. Three letters of reference from persons who are **not** friends or relatives (employers, ministers, teachers).
3. Certificate of Degree of Indian blood. -if not already on the file with OLC
4. Official high school transcripts or GED certificate. - If not already on the file with OLC.
5. Official transcripts from all **outside** colleges, universities, vocational, or post-secondary schools attended- if not already on file with OLC.
6. Write an essay of a minimum of 500 words that incorporates the four Lakota values of:
  - i. Respect
  - ii. Wisdom
  - iii. Courage
  - iv. Generosity

Include these values in any way you can in your essay as you relate them to aspects of nursing. Answer the following questions:

- A. Why have you chosen nursing as a career?
- B. What type of nursing interests you?
- C. What do you hope to do with your nursing degree?

The essay will be reviewed for grammar, organization, flow of thought, development and clarity of answers.

- D. Application fee of \$48.00.

**Prior to fall admission**

1. Entrance testing as set up by the department
2. Comprehensive background clearance and drug testing
3. Completed physical and eye exam, current immunizations and PPD results
4. Current C.N.A status verification or completion of OLC C.N.A. course
5. Current copy of Healthcare Provider CPR course completion status
6. Personal interview with Department Chairperson/Faculty.

## Selection Criteria

Students who have completed all pre-requisites will be selected according to the following criteria:

1. G. P. A. of 2.8 or better
2. Tribal Enrollment priority as follows:
  - a. Enrolled members of the Oglala Sioux Tribe who are veterans
  - b. Enrolled members of the Oglala Sioux Tribe
  - c. Enrolled members of other Lakota Tribes who are veterans
  - d. Enrolled members of other Lakota Tribes (Rosebud and Cheyenne River priority)
  - e. Other enrolled tribal members
3. Entrance testing score that indicates minimum adequate preparation for continued college course work
4. Reference letters, personal interview and an essay assist the faculty to evaluate the personal characteristics desired in health professionals and those that are reflective of Lakota values, including the following; ability to work with people, potential for leadership, personal initiative, growth potential, concern for others, motivation, integrity, reliability, and communication skills. Applications will be due the last Friday in January.
5. Only complete applications will be considered.

*After assessing the above criteria, the most weight will be first to academic standing (GPA) then to entrance test score.*

6. When in the judgment of the Nursing Department Admissions Committee the program can accommodate additional students, non-Indian applicants who meet all above requirements will be selected according to the following criteria:

Students committed to remaining in the service area as evidenced by:

  - a. Living in the service area for more than 5 years thus demonstrating permanent residence;
  - b. Having permanent family/relative ties in the community.
7. A Comprehensive Background Clearance. If the results of the background check bring up issues, they may be reviewed by the nursing department personnel with the Board of Nursing and clinical sites. This review might result in barring admission and/or dismissal from the program.
8. A negative department drug test. Failure to undergo a drug screen, a positive drug screen, or a tampered with sample will result in barring admission. If the drug screen comes back positive and a valid medical prescription exists, which is verified and the student is under the current treatment of a licensed medical professional, who verifies this prescription will not interfere with clinical judgment, the test will be deemed negative. The number of students admitted for each fall semester will not exceed available faculty or clinical resources and will be determined each spring.

Provisional selection and notification of students for the fall semester will be made by mid-summer. All returning students and students with provisional acceptance are required to attend a **mandatory orientation** prior to the start of classes.

## Comprehensive Background Clearance and Drug Testing Policy

Purpose:

The Comprehensive Background Clearance and Drug Policy are implemented to:

- Protect public/client safety

- Meet the requirements of contracted clinical agencies
- Comply with eligibility for licensure

All nursing students will be given a drug test prior to beginning of classes in the fall semester. Random drug testing may be conducted throughout the school year. Any student testing positive will be referred to the OLC SAP (Student Assistance Program) and the S D HPAP (Health Professional Assistance Program). The student will be denied clinical rotation until evaluated and cleared by subsequent drug testing and also subjected to unscheduled drug screening. Students who test positive to subsequent testing will be dismissed from the program without possibility of readmission.

## **PROGRESSION**

Progression in the nursing program requires a *minimum* grade of a C (80%) in all nursing and science courses. All nursing courses with a grade below C must be repeated with an outcome of a C grade or higher in order to progress as a full time student. An exception will be made for those students in the first year that do not pass the required science (Bio 234) course. In this situation, enrollment will be granted in a non-clinical nursing course, as well as the science course (Bio 204) on the nursing plan of study. A minimum GPA of 2.0 is required to graduate with an Associate Degree in Nursing from Oglala Lakota College.

Individual course syllabi spell out the expectations for the completion of each course. The standardized achievement examination specific to each course must be taken and remediated. A student placed on Academic Probation within the Nursing department will be required to meet with the instructor to create a documented plan to ensure a successful semester. Any student, who does not meet the minimum requirement of an 80% after two exams, will be placed on academic probation.

## **DISMISSAL**

The following circumstances will lead to dismissal from the classroom, clinical setting or failure to progress within the program:

1. Failure to achieve a grade of “C” or better in all nursing & science course work or failure to achieve a satisfactory evaluation in the clinical component of the course. The clinical written assignments must be completed at an 80% average or better.
2. Absences in classroom, labs or clinical practicum as defined by OLC Policy and Nursing Department Student Handbook and individual syllabi.
3. Performance or negligence, which may cause physical or emotional jeopardy in the academic or clinical areas.
4. Failure to immediately report a client/care error to the clinical instructor.
5. Being under the influence of alcohol or other drugs while in the academic or clinical setting.
6. Fraudulent or untruthful charting in a medical record.
7. Dishonesty, e.g. stealing from the college or clinical agency, plagiarizing papers, cheating on exams.
8. Unprofessional conduct, which includes absences, tardiness and incivility in the classroom and clinical sites. This applies to overnight stays in motels/dorms for clinical rotations.
9. Failure to protect client confidentiality.
10. Failure to uphold the contract if placed on academic probation.

11. Failure to complete the Nursing Department's plan of study within four years of acceptance.

**In the following situations students may not continue in the nursing program:**

1. Failure of the same course twice
2. Failure or withdrawal of two nursing courses in separate semesters
3. Withdrawal from the same nursing course twice
4. Failure of subsequent drug test after referral for initial positive test
5. If unable to complete within four years after being accepted into the nursing program

**ACADEMIC PROBATION/EARLY ALERT**

A student may be placed on departmental academic probation for any of the following reasons:

1. Absences
2. Tardiness
3. Assignments turned in late
4. Failed more than one unit exam/quizzes
5. Unprofessional behavior

Academic Probation/early alert will require a written plan that addresses student action by specified dates. Failure to honor the contract may result in failure of the course. If a student is placed on academic probation in more than one course in the same academic year the student may be asked to withdraw from the program.

**READMISSION**

A student who withdraws or fails from nursing or required science courses and chooses not to take a course on the alternative plan of study (first year students only), must request a leave of absence in writing prior to the end of the current semester. A leave of absence will remain valid for no longer than 12 months or one academic cycle from the date of request. This does not guarantee automatic reinstatement in the program. In the event that the student does not return at the time stipulated in the request, the leave becomes an administrative withdrawal and the student must then reapply for admission. Any student who temporarily withdraws from the Department is expected to remain competent in acquired nursing knowledge and skills. The student must complete the department **Application for Readmission** at least 30 days prior to start of classes, to allow scheduling for competency evaluation. Students will be required to demonstrate competencies from previous nursing courses. Requirements for graduation with an Associate of Arts Degree in the nursing curriculum must be completed within four years after being accepted into the nursing program.

**TRANSFER STUDENTS**

All transfer students, who are in good academic standing from another institution, will be considered on a space available basis. Students must meet all Oglala Lakota College core, and pre-nursing course requirements. The Chairpersons of each department review transfer credits for acceptance. General policies and requirements are found in the college catalog and student handbook. Please note residential credits requirement in college catalog. Students transferring into the nursing program must take a minimum of the entire second year nursing curriculum. Most nursing courses do not transfer; however, any nursing courses will not be considered from other programs if they are more than two years old.



## ACADEMIC ADVISEMENT AND COUNSELING

All the services of Oglala Lakota College are available to nursing students. If you feel the need for personal, educational or financial help, your instructor or your college center counselors can guide you to the proper department or person for assistance. Students may contact the Student Support Services Program. Appointments are encouraged for your convenience, as well as that of faculty.

## NURSING COURSE REQUIREMENTS

**Students achieving above 80% averages in the nursing courses have proven to be the most successful in passing their National Boards.**

The student must successfully complete each nursing course by meeting the following criteria:

1. Earn a cumulative average of 80% on all exams/quizzes, including the final exam and exit exams; points earned for other assignments are not added unless the 80% has been achieved.
2. Earn a C or 80% average or pass on all written clinical assignments.
3. Complete all nursing skills/laboratory assignments successfully.
4. Earn a satisfactory mid term and final clinical evaluation. If the clinical evaluation is unsatisfactory at mid term the student will be placed on departmental academic probation and a performance contract will be developed by the instructor and signed by student/instructor/chair.
5. Demonstrate mastery in medication calculation by achieving 100% on tests and quizzes, prior to passing medications.
6. Complete all course work successfully.
7. Successfully complete and remediate to the required level of the post course assessment or other achievement examination.

### Grading Scale

#### All Nursing and required Science Courses:

A= 94-100 = 4 grade points  
B= 87-93 = 3 grade points  
C= 80-86 = 2 grade points  
D= 73-79 = 1 grade points

#### Other OLC Courses:

A= 90-100 = 4 grade points  
B= 80-89 = 3 grade points  
C= 70-79 = 2 grade points  
D= 60-69 = 1 grade points

## CURRICULUM POLICY REGARDING STANDARD OF SUCCESSFUL ACHIEVEMENT ON STANDARDIZED EXAMINATIONS

### **Standardized Achievement Examinations**

Students are tested after many nursing courses and are expected to achieve at the predetermined national average or higher to earn 10% of the total course grade. All students are required to complete remediation regardless of their score. The Department reserves the right to issue alternate achievement tests. Testing must be completed prior to established deadline in order to progress to the next semester course(s).

## **Comprehensive RN Predictor Examination**

Students will take the NCLEX readiness exam during the last semester of the curriculum. Students are expected to achieve the designated level for the exam (95% probability) in order to sit for the NCLEX-RN.

## **GRADUATION REQUIREMENTS**

A grade point average of 2.0 is required for graduation from the nursing program. **Requirements for graduation with an Associate of Arts Degree in the nursing curriculum must be completed within four years after being accepted into the nursing program.** All students must complete program requirements prior to graduation.

## **NCLEX-RN**

To practice as an RN, the graduation student must pass the National Council of Licensing Exam (NCLEX), which is a national examination for nurses completing an RN program. The purpose of the following is to assist the student through the process of preparing for NCLEX step by step.

The NCLEX application is as follows:

The student must successfully complete the RN Predictor at or above the designated level in order to sit for the NCLEX examination; if the designated level is not met, remediation will be required prior to being authorized to test. The student will fill out the application for NCLEX (Pearson-Vue) and the Board of Nursing and send in the required testing fees as well as fingerprints and fee for the South Dakota Division of Criminal Investigation.

NCLEX (Pearson-Vue) will notify the student when they are eligible to set up an exam date.

## **APPROPRIATE CHANNELS IN ADDRESSING PROBLEMATIC SITUATIONS**

The following process is based on these assumptions:

Students experience problems that need to be discussed with faculty in various contexts.

Students approach trusted faculty with their problems in order to obtain assistance in solving them.

Students experience anxiety and stress when they are not empowered to use appropriate problem solving strategies.

Learning to use appropriate problem-solving strategies is empowering.

Based upon these assumptions, we propose the following process for the use in the Department of Nursing for both students and faculty. The purpose of the process is to facilitate student learning of a problem-solving strategy that will empower them to cope with significant issues in their academic life. This process will also be useful to them as graduate nurses in future employment situations.

## **Student Course of Action**

It is important that you follow the steps below in addressing a problematic situation. If you skip any of the steps by trying to contact a higher authority, that authority figure will need to ask you to go back and speak to the appropriate person in an earlier step. THEN, if that person is not able to help you, you can progress to the next level of authority.

1. Go to the person (student, faculty, or staff) involved first. If this is difficult for you, then speak to your advisor, a trusted faculty, or staff member first for assistance in planning

- how to approach this person. *If speaking directly to the student, faculty, or staff member involved did not resolve the situation, then proceed to the next level.*
2. Go to the course instructor (if that is not the person in #1) with a trusted advocate (counselor or faculty member). *If speaking to the course instructor did not resolve the situation, then proceed to the next level of authority.*
  3. Go to the chairperson (if that is not the person in #1). *If speaking to the course instructor did not resolve the situation, then proceed to the next level of authority. At any time the student may bring the issue to a full faculty meeting.*
  4. If the above action did not resolve the situation, then proceed to the OLC student handbook procedure and follow the student grievance procedure. *A written record of the above course of action is the responsibility of the student when proceeding to the governing student handbook.*

## **HEALTH**

The college does not have a health service program. Native American students are referred to the Indian Health Service for health and behavioral/ mental health care services. Non-Indian students must obtain their own health care services.

In the event a student experiences an acute or chronic illness, injury or becomes pregnant, the student must inform the program Chairperson as well as their clinical instructor(s). The student must submit a statement from the healthcare provider stating the student is able to meet the Clinical Policies/Procedures (see page 22) and may continue to participate in clinical nursing experiences.

If the student is pregnant, a healthcare form with a healthcare provider's signature must be submitted by the 13<sup>th</sup> week of pregnancy outlining any restrictions. It is the student's responsibility to be aware of the recommended Center for Disease Control (CDC) guidelines related to avoidance of exposure to infectious diseases by pregnant women. Neither OLC nor its' affiliating clinical agencies assume responsibility for any harm that might occur to a fetus or pregnant student.

It is the student's responsibility to report any change of condition to the Chairperson and faculty. After birth or in the event the student misses clinical days, written approval from a healthcare provider must be submitted to the Chairperson prior to returning to the clinical experience. Faculty will make reasonable effort to allow make-up of missed clinical experiences; however, the student must understand that extended absences may result in the inability of the student to meet clinical objectives. Students who withdraw from nursing courses for documented health problems are permitted to apply as per the readmission policy and procedure (see page 16).

## **FINANCIAL ASSISTANCE**

Financial assistance is coordinated through the main College Financial Aid Office at Piya Wiconi. The OLC Nursing department does not provide gas vouchers for class or clinical attendance. Transportation to these required sessions may be arranged per the request of the student and is contingent upon the availability of the Nursing department staff. **Stipends and Scholarships may be tied to attendance and grades.**

## **STUDENT ORGANIZATIONS**

The Oglala Lakota College Student Senate has been in place since January 1993. Students from each of the nine college districts and extension elect a student senator. Membership is open to any student currently registered at the college. In addition to the Student Senate, the Department of Nursing encourages membership and participation in the Nursing Student Organization.

Nursing student representatives are encouraged to participate in the Department of Nursing Faculty meetings, (one representative and an alternate from each level). When issues pertaining to students are discussed student representatives will be dismissed from the meeting.

## **ACADEMIC ACCOUNTABILITY**

Attendance in nursing arts lab, theory classes, and clinical labs is mandatory. Students must contact the course faculty prior to an absence if unable to attend that day's theory, lab or clinical. Theory content missed will be made up according to each instructor's discretion. More than 3 consecutive (three) absences may be evaluated by the entire faculty and may lead to academic probation or dropped entirely from the course. The student may be dropped from the course and/or program after 5 (five) total absences.

### **Statement of Academic Integrity**

As a condition of enrollment in the nursing program, all students are expected to adhere to the Honor Code/Pledge, which follows:

“On my honor, I promise not to give or receive aid on examinations. I understand the consequences of my actions in accordance with the nursing program policy regarding cheating, plagiarism, and fraudulent behavior”.

If a student witnesses a violation of the Honor Code, he/she has only two options:

1. he/she may choose to confront the violator, giving the person the option to come forward, or
2. he/she may notify the instructor involved of the violation both verbally and in writing.

The nursing program reserves the right to exclude, at any time, students whose conduct or academic standing it regards as unsatisfactory.

### **Cheating**

The most common violations of academic integrity are cheating and plagiarism. Cheating is to act dishonestly during an examination for the purpose of taking or giving help on the examinations.

Examples of cheating include those listed:

1. Using unauthorized websites, books, papers, or notes during an examination.
2. Looking at another person's examination, answer sheet, or examination paper with any handwritten notations during the examination period.
3. Procuring, distributing, or using copies of examinations that have been fraudulently obtained.

4. Sharing information covered by the examination.
5. Having someone else write a paper or any written assignments for you.
6. Writing someone else's paper.

Consequences of violations of academic integrity may include but are not limited to the following:

1. A grade of zero (0) on the paper or examination with the option to submit additional work or take an additional examination, at the discretion of the instructor.
2. A grade of F for the course.
3. Report given to the South Dakota Board of Nursing who may put a sanction on the student's new license.

### **Plagiarism**

Plagiarism is the presentation of someone else's ideas, work, charts, tables, diagrams, etc. as if they were ones own, by failing to cite the correct resources. In order to avoid plagiarizing, the student will adhere to the following guidelines:

1. Statements taken verbatim from any source need to be identified as quoted materials. Any direct quotes must be in quotation marks and referenced.
2. Reworded, summarized, or paraphrased material should also have the source identified through a citation. (Changing a few words does not make the material presented your own).
3. Misrepresenting the source of any material by citing false references.

### **HEALTH FORMS**

Students accepted into the nursing program must submit a complete health record prior to beginning Nursing 218. The health record includes a health history, physical examination, vision examination, as well as a current immunization record and must be documented and submitted prior to enrollment in nursing classes. Students must submit documentation of:

1. Rubella titer indicating immunity. Re-immunization is required if antibody levels are inadequate. If the student is pregnant, immunization is delayed until after delivery.
2. Tuberculin skin test (PPD) annually or chest x-ray if previously tested positive.
3. Polio series
4. Tdap within 10 years
5. Two MMR's
6. At least two (2) hepatitis B immunizations (3<sup>rd</sup> to be completed prior to the end of the semester).
7. Influenza annually
8. Provide copy of Healthcare Provider CPR course completion status.
9. Eye examination by an optometrist or ophthalmologist, corrective lenses as prescribed,
10. Physical examination.

Students are permitted in the clinical setting only after verification of current health status including adequate corrected vision, hearing, and immunizations. If the nursing faculty determines that a student has health problems which may impair his/her progress in the program

or which may impair client safety, the nursing department may require verification by a healthcare provider as to the student's fitness to continue in the program. (See [www.olc.edu/local\\_links/nursing/ Health form](http://www.olc.edu/local_links/nursing/Health%20form)).

## **DRUG ABUSE**

Oglala Lakota College adheres to the federal guidelines governing a drug free workplace. Any student deemed by the instructor/staff to be impaired from the use of prescription, over the counter drugs, alcohol or illegal drugs may be dismissed from class or clinical settings. The impaired student will be referred by the instructor to the department chair and/or OLC SAP staff.

Students should be aware that the Board of Nursing, which is mandated by the state to regulate the practice of nursing, may deny a nursing license to any person having a drug or alcohol problem. The law states:

**36-9-49.** Grounds for denial, revocation, or suspension of license, certification, or application. In compliance with chapter 1-26, the Board of Nursing may deny an application for licensure or certification or may deny, revoke, or suspend a license or certificate and may take other disciplinary or corrective action it considers appropriate in addition to or in lieu of such an action upon proof that the applicant, licensee, or certificate holder has:

1. Committed fraud, deceit, or misrepresentation in procuring or attempting to procure licensure or certification;
2. Been convicted of a felony. The conviction of a felony means the conviction of any offense which, if committed within the State of South Dakota, would constitute a felony under its laws;
3. Engaged in the practice of nursing under a false or incorrect name or under a fictitious or assumed business name which has not been registered pursuant to chapter 37-11 or impersonated another licensee or certificate holder of a like or different name;
4. Become addicted to the habitual use of intoxicating liquors or controlled drugs as defined by chapter 34-20B to such an extent as to result in incapacitation from the performance of professional duties;
5. Negligently, willfully, or intentionally acted in a manner inconsistent with the health or safety of persons entrusted to his or her care;
6. Had a license, certificate, or privilege to practice as a registered nurse, licensed practical nurse, certified registered nurse anesthetist, or clinical nurse specialist denied, revoked, or suspended or had other disciplinary action taken in another state, territory, or foreign country;
7. Violated any provisions of this chapter or the rules promulgated under it;
8. Aided or abetted an unlicensed or uncertified person to practice nursing;
9. Engaged in the practice of nursing during a time his or her license or certificate is lapsed, on inactive status, suspended, or revoked;

10. Been guilty of incompetence or unprofessional or dishonorable conduct;
11. Exercised influence within the nurse-patient relationship for the purpose of engaging a patient in sexual activity. For the purpose of this subdivision, the patient is presumed incapable of giving free, full, and informed consent to sexual activity with the nurse; or
12. Engaged in gross sexual harassment or sexual contact.

### **CLINICAL POLICIES/PROCEDURES**

Each clinical course lists the behavioral objectives to be achieved. These objectives are developed to facilitate the application of theoretical concepts to clinical laboratory situations. The instructor evaluates and shares student progress on a weekly basis. Written evaluations are shared with students at midterm (formative evaluations) and at the end of semester (summative evaluations) and as needed to evaluate student progress in meeting course objectives. The summative evaluation must demonstrate that each clinical objective has been met in a satisfactory manner in order to pass the clinical portion of the course. Upon achieving the required “C” (80%) or better in the theory portion of the course, at the end of the term the instructor may then apply a percentage grade to the clinical portion and factor that into the overall grade. Satisfactory is defined as: safe, accurate, and consistent in performance; needs minimal verbal/nonverbal cues to accomplish behavior; meets objectives. Students are expected to apply knowledge and skills learned in previous clinical and non-clinical courses when giving nursing care. To demonstrate these, students must consistently:

1. Utilize learning opportunities available to them
2. Demonstrate ability related to skills previously learned
3. Improve performance with practice
4. Improve behavior following constructive feedback
5. Recognize and communicate own learning and supervisory needs
6. Perform client care satisfactorily with appropriate guidance.

Unsatisfactory is defined as: unsafe, unsuccessful attempts to demonstrate clinical objective behavior, instructor must give detailed instructions or repeatedly demonstrate or intervene; does not meet objectives. Unsatisfactory performance is failure to attain the objectives of the clinical portion of the course and will result in failure of the entire course. This may occur if a student consistently:

1. Fails to engage in learning activities, which lead to attainment of the objective(s)
2. Demonstrates marked difficulty with previously learned behaviors/skills
3. Fails to improve with practice
4. Overlooks and/or is not accountable for his/her own mistakes
5. Fails to improve following constructive feedback
6. Fails to effectively communicate needs to instructor
7. Requires a level of supervision unusual for this level of learner
8. Fails to demonstrate professional behaviors including but not limited to being late, not adhering to dress code, inappropriate communication or language
9. Fails to hand in satisfactory clinical paper work
10. No call, no show to clinical experience.

## **Clinical Sites**

Clinical activities take place on and off the Pine Ridge Reservation. Clinical hours vary with activity and objective. Clinical activities include Nursing Arts laboratory, outpatient, and inpatient settings. Simulation activities in the Nursing Arts Laboratory are planned for practice demonstration of proficiency, and decision-making. Agencies used as clinical sites include hospital, long-term care facilities, pre-school/day care centers, schools and clinics. All sites are approved by their respective accreditation agency.

The following facilities may be used for clinical experiences: Pine Ridge Indian Health Service Hospital, Bennett County Health Care System, Sioux San I. H. S. Hospital in Rapid City, Fall River Hospital, VA Black Hills Health Care System in Hot Springs, Rapid City Regional Hospital, Gordon Memorial and Chadron Hospitals, and tribally sponsored community programs. Facilities may be added or not used in any given year.

## **Clinical Evaluations**

Clinical evaluation is a growth process that faculty and students engage in over the course of the clinical experience. Students are expected to keep anecdotal records of their progress in achieving clinical objectives and to share these observations with faculty during weekly evaluation sessions. Clinical components of courses are graded from unacceptable to satisfactory. Students enrolled in nursing courses with a clinical component must pass both theory and clinical components of the course to receive a passing grade for the course. If either component is failed, a grade no higher than D will be entered for the entire course and both the theory and clinical components must be repeated.

## **Clinical Attendance**

Each clinical experience contributes significantly to the student's growth and progression toward achieving clinical objectives, therefore, attendance is required. All clinical absences must be made up in some way, if feasible within the semester and/or instructors schedule. If make-up is not feasible, an unsatisfactory for clinical will be given and the entire course will be failed.

When a clinical absence is unavoidable, students must report to the instructor, at least one hour before the scheduled starting time. Students should use their own discretion in cases of severe weather or unsafe road conditions.

Students who are late for clinical experiences will be refused admission to the experience at the instructor's discretion. Students refused admission will be charged with an unexcused absence and may be given an unsatisfactory. If a student has an unexcused absence from a clinical, they may be asked to appear before the nursing faculty to discuss their status before continuing with clinical experiences.

## **Clinical Practicum Policies**

When visiting the hospital to gather client information, students are expected to be identified as Oglala Lakota College nursing students by wearing their name badge(s) and dressing in appropriate clothes or lab coat as directed.

1. During the assigned clinical activity, students must report to the clinical instructor and/or designated staff member when arriving and leaving the nursing unit or agency.



2. Make-up for clinical absences is mandatory and at the discretion of the faculty.
3. Students are responsible for transportation to and from clinical agencies.
4. In the event of an accident or injury, the student should notify the nursing instructor. e. g. needle sticks, blood/bodily fluid exposure, back injury and radiation exposure.
5. Visiting clients outside of clinical hours is discouraged, unless assigned.
6. Faculty will consider excused absences for students to attend workshops or other related activities on an individual basis.
7. Legal implications prevent students from accompanying clients out of the clinical area.
8. Accepting gifts from clients is prohibited.
9. Confidentiality relating to all client information must be maintained.

### **Liability Insurance**

Students enrolled in the associate degree nursing program are legally and ethically accountable for the care provided to assigned clients. Financial liability may result if a client is physically or emotionally injured due to a nursing error or omissions while under student care. The liability insurance policy can be purchased through the Nurses Service Organization:

<http://www.nso.com/Individuals/Professional-liability/student-nurse-malpractice-insurance>

### **Uniform and Dress Policy**

The purpose of the uniform and dress policy is to maintain acceptable standards of grooming and safety for the student and client. Credibility as a health care provider is influenced by appearance and behavior. While in the clinical setting, nursing students represent the Oglala Lakota College Department of Nursing.

1. General Information Concerning Appearance:
  - a. Nursing students must be neat and well groomed at all times when in the clinical area.
  - b. Hair must be neat and appropriately styled off of the face and shoulders. Human hair color only. Shaven or neatly trimmed beard or mustache.
  - c. Fingernails must be clean, short and unpolished. No artificial nails are allowed.
  - d. If earrings are worn, they must be one stud in each ear only, consistent with student and patient safety. No tongue, nose, eyebrow jewelry allowed.
  - e. No other body jewelry except wedding band without stones.
  - f. Students with hickies may be asked to leave the clinical area.
  - g. Underclothing should not be visible through the uniform.
  - h. Tattoos on arms and neck must be covered as much as possible.
  - i. Perfume, perfumed lotion, cologne should not be used as these odors may bother patients.
2. Dress for Clinical Experience:
  - a. The uniform consists of approved nursing scrubs, black crew neck t-shirt (optional), appropriate shoes, no open in front or back, no crocs
  - b. The uniform must fit properly, be clean and pressed at all times.
  - c. For reasons of hygiene, protection of patients and public, the uniform is to be worn in the health facility setting only.

- d. A watch with a second hand or digital, bandage scissors, stethoscope, pen-light, and a black ballpoint pen are required. Student I.D. badges/Agency I.D. is required to be worn.
- e. Use of cell phones/electronic devices will not be permitted for personal use during lectures and while on the clinical units without permission of faculty.

### **Travel and Lodging**

Students may be responsible for housing and for transportation to and from clinical practicum activities. Oglala Lakota College will assist in transportation and housing arrangements as feasible. The Nursing Department vans will be scheduled to provide transportation as feasible. Priority for the van will be decided by the department faculty.

If a nursing student chooses to use their own vehicle, mileage will not be reimbursed. Oglala Lakota College is not responsible for automobile insurance coverage for private vehicles.

As a representative of the college all students are expected to behave in a responsible and professional manner. Students who wish to bring family members when travelling to clinical rotations will be responsible for their own accommodations.

### **Personal Conduct**

The Department of Nursing, of the Oglala Lakota College, has a responsibility to maintain high professional standards. The faculty reserves the right to determine whether a student has the personal, scholastic and health qualifications necessary to meet those expectations. Students are involved with the complete care of clients in many facilities. A violation of a client's right to privacy and confidentiality could be reason for dismissal. Verbal and/or physical abuse may be grounds for dismissal.

Information obtained by students during the clinical practicum activities related to clients, agency personnel and clinical facility is confidential. This information may only be discussed in nursing class and conference time for the purpose of learning. Discussion of this information outside of class is unacceptable. Any written papers or tapes related to clinical activities shall not identify full name or social security number. Accessing client records for reasons other than fulfilling clinical assignments is a violation of confidentiality.

Unacceptable behavior including but not limited to inappropriate language, not following the chain of command, violation of the dress code and any unprofessional conduct can result in dismissal from the course and/or program.

### **Social Media**

Due to the increased use of social media, it is imperative that students use good judgement with its use. An excerpt from the NCSBN "A Nurse's Guide to the Use of Social Media" states this: *Nurses are welcome to use social media in their personal lives. This may include having a Facebook page, a Twitter feed or blogging on various websites. Nurses can positively use electronic media to share workplace experiences, particularly those events that are challenging or emotionally charged, but it is imperative not to mention patients by name or provide any information or details that could possibly identify them in order to protect patients' right to privacy.*

Depending on the particular BON (Board of Nursing), inappropriate disclosure on social media by a nurse may be deemed as:

- unprofessional conduct
- unethical conduct
- moral turpitude (defined as conduct that is considered contrary to community standards of Justice, honesty or good morals)
- mismanagement of patient records
- revealing a privileged communication; and
- breach of confidentiality

Being in the nurturing and caring profession, it is advisable to NOT post anything considered derogatory or offensive regarding fellow classmates, faculty, staff or the institution.

Students must seek prior approval from the Nursing Chair before creating any social media page or site related to OLC and/or the Nursing Department/courses.

### **Student Record Policy**

This policy is intended to specify the conditions under which students have access to any and all official records, files and data directly related to them as individuals in order that they know the basis of decisions that affect them and to protect them from unwarranted invasions of their privacy.

### **Definitions**

Official records and files

1. The student's official Nursing Department record folder contains admissions application and supporting documents, correspondence pertaining to the student's experience while enrolled, notification of leave and return from leave (e.g. M.D.'s letter), TEAS scores, and final transcript. Upon graduation, this file becomes the alumna/us file.
2. Financial aid record includes Nursing Student Needs Analysis (if applicable), financial award forms, and supplementary information provided in application for loans or scholarships.

Student:

A student is a person that applied to or is currently enrolled in the Nursing Department, including one on leave of absence.

Custodians:

The custodians of the records are as follows:

1. The official academic record: Chairperson, Assistant Chairperson and Administrative Assistant
2. The financial aid file: Chairperson

It is assumed that the Chairperson is the overall custodian and has delegated the responsibilities above.

### **Student Access**

Students may have access to all records as defined above upon request (allowing for the convenience of the custodians in drawing records out of the file). Files are to be examined in the Nursing Department main office. Copies will be made upon request (again, allowing for the convenience of the custodians).

Henceforth, as soon as an individual officially becomes a nursing student, he/she may have access to the files as above.

### **Access by Others**

Any faculty member who has a legitimate educational purpose may have access to the student's individual record files. No files may leave the building. In the interest of privacy, a faculty member may take a file to his/her office.

No one except those faculty who comprise the Nursing Admissions Committee and Vice President of Instruction, may have access to the file.

It is understood that no one outside the college may have access to student records at any time.

Faculty who require general information on enrolled students for research/evaluation purposes may request that such information be pulled from a group of records at the convenience of the office staff. No identifying data will be pulled; students' names and clinical specialties will be coded.

After five years, files will be weeded down to the application, face sheet and essay, final summary or other references requested by the student, ATI score reports, final transcript, status sheet and correspondence related only to requests for transcripts post-graduation.

### **Admissions Material**

The reference form may be available to be inspected if an applicant becomes an enrolled student and has not waived the right to inspect the form.

The worksheets completed by members of the Nursing Admissions Committee and faculty interviewers are not considered "files" under the intent of this policy and are in any case unavailable except for research/evaluation purposes. Admissions materials on candidates not admitted will be destroyed after five years.

### **Grievance Committee "Files"**

At the conclusion of the grievance procedure, one copy of material submitted in the course of a grievance procedure will be retained in the Chairperson's (or her designate's) confidential file. A brief summary of the grievance solution will be filed in the student's permanent record.

### **Challenge Procedure**

The student may challenge the inclusion of any material to ensure that the records are accurate, comprehensive and in compliance with his/her privacy or other rights. It is understood that, with respect to grades, the student may question whether the grade shown is the same as the grade

actually awarded, but may not, under this procedure, challenge the grade itself (please refer to OLC policy 76-200).

If a student questions any material in the folders (with the exception of grades [see above]) she/he may communicate first with the faculty member who provided the information. If in this discussion, by mutual agreement, a change should be made in the available information, the change should be made promptly on the form involved (clinical evaluation, grade sheet) and the previous form destroyed or amended. Notation should be made to the effect that the material was revised with the date and the instructor's initials. If the problem is not resolved in this first instance, the student should bring it to the attention of the Nursing Program Chair, then the Vice President of Instruction. If further discussion does not resolve the issue, the student may activate the grievance mechanism already in existence.

### **Placement Files and Release of Information Outside the Nursing Department**

The final summary and final transcript will be sent out only at the student's specific request to the Registrar's Office.

Unless the student has requested otherwise, the only information sent out by the Chairperson (unless listed as a reference) will be the student's name, birthplace and date, date of graduation or dates of attendance, degree or certificate received, and major field of study.

In general, no personal information about a student other than that already a matter of public record will be released outside the department except at the written request or with the written consent of the student, or in response to judicial process.