



**The University of
Montana – Helena**
COLLEGE OF TECHNOLOGY

LPN STUDENT HANDBOOK 2010-2011

Updated July 2010

Original Nightingale Pledge

“I solemnly pledge myself before God and in the
presence of this assembly:
to pass my life in purity and to practice my
Profession faithfully;
I will abstain from whatever is deleterious and
mischievous and 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 and will hold in
confidence all personal matters committed to my
keeping and all family affairs coming to my
knowledge in the practice of my calling’
with loyalty will I endeavor to aid the physician in
his work and devote myself to the welfare of those
committed to my care.”

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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. 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. A copy of the student handbook will be handed out on Orientation Day; for additional copies or references to changes made, please refer to the web page.

UNIVERSITY OF MONTANA – HELENA COLLEGE OF TECHNOLOGY

The University of Montana – Helena College of Technology promotes the lifelong educational goals of learners, supports the workforce development needs of employers, and fosters community involvement by providing a substantive, responsive, and accessible learning environment.

The University of Montana-Helena College of Technology is dedicated to providing skill development and personal growth that will enable students to make a positive contribution to the workplace and the community. The highest priority is to present the best quality of educational programs possible within the limits of space, personnel, and finances. In order to fulfill this education philosophy, curricula have been designed to meet individual student needs as they relate to preparation for a successful career.

These include the belief that the educational process is a dynamic interactive factor in the growth, development, welfare, and economy of the individual and local, state, regional and national communities.

MISSION AND OUTCOMES OF UM-HELENA

UM-Helena has six core values that describe the learning environment:

1. **Learning:** we uphold the principles of lifelong learning for our community of students, faculty, and staff.
2. **Success:** we promote the success of our community in meeting individual and common goals.
3. **Community:** we foster our connections with partners in business, industry, government, local communities, and fellow educators.
4. **Access:** we provide access to higher education, employment opportunities, continuing education, and personal and career development.
5. **Growth:** we encourage growth and progress of our community members, curricula, facilities, and resources.
6. **Service:** we serve our students, college partners, and community.

**-DEPARTMENT OF NURSING EDUCATION-
UNIVERSITY OF MONTANA – HELENA COLLEGE OF TECHNOLOGY**

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

PHILOSOPHY

The unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery that he would perform unaided if he had the necessary strength, will, or knowledge. And to do this in such a way as to help him gain independence as rapidly as possible (Henderson, 1966, p.15).

Henderson, V. (1966) *The nature of nursing: A definition and its implications for practice, research, and education*. New York: Macmillan.

The philosophy of the nursing faculty is based on the principles of Virginia Henderson and Jerome Bruner. The primary concepts of Virginia Henderson revolve around establishing relationships between instructor and student. These relationships are based on assessing and understanding the individual needs of students. The instructor assists the student to advance in knowledge, strength and will in order to become increasingly competent, independent practitioners. Jerome Bruner states that learning is an active process where conceptual structures are built on present and past learning. The nursing faculty supports this constructivist approach to learning.

PURPOSE

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

The UM-Helena Nursing Department purpose is based on the following core values:

Nursing Practice

1. Nursing is the art and science of human caring with the application of knowledge and skills derived from the behavioral, social sciences, humanities and information technology.
2. Nursing involves the processes of planning, organizing and directing treatment of human responses to actual or potential alterations in health patterns of individuals or groups, providing preventive, restorative and supportive care; along with health teaching.

3. Therapeutic communication is purposeful and promotes the health and well being of the client across the lifespan.
4. The practice of nursing requires critical thinking and problem solving through the nursing process, the process that provides continuity of care.
5. The nurse bears responsibility and accountability for nursing practice.

Nursing Education

1. The goal of associate degree nursing education is to prepare nurses who will competently and safely practice the agreed upon roles of the associate degree graduate (provider of care, manager of care, member of the discipline).
2. Nursing education involves a series of supervised experiences in an environment of mutual value and respect which facilitates holistic healthcare through the acquisition and application of specific knowledge, skills and attitudes.
3. The accountable learner, an active participant in the learning process, develops problem solving, critical thinking, inquiry and reasoning skills.
4. Nursing education, a life-long process, supports a caring partnership between faculty and students, fosters the development of self-awareness, self-actualization and empowerment.
5. The educational process is based on benchmarking and evidence-based research, core competencies and standards as established by the Montana State Board of Nursing and The National League for Nursing Educational Competencies of ADN's.

CONCEPTUAL FRAMEWORK

The nursing faculty believes that the following statements define nursing education:

The patient/person works in such a way that there is a sense of accomplishment. The nurse serves to make the patient/person “complete”, “whole”, or “independent”. In the environment, society expects the nurse to act for individuals who are unable to function independently. Health is based on an individual's ability to function independently (Henderson, 1966).

The nurse educator guides the student from the unfamiliar to the familiar processes involved in caring for clients. The goal is accomplished when the student can function safely, competently and professionally in society.

In 2007 the Standards of Practice and Educational Competencies of Graduates of Practical/Vocational Nursing Programs were updated and adopted by the National Association of Practical Nurse Education and Service. The nursing faculty at UM-Helena recognizes that the practical nurse functions in a role that is a member of the discipline of nursing. The nursing faculty further identifies that the following are essential elements that describe the practical nurse: professional behaviors, communication, assessing, planning, caring interventions, and managing. These are considered essential elements of the practical nursing education program.

The nursing faculty is also careful to note that the practical nurse is a provider of care and a manager of care within the confines of the standards of practice (NLN and Montana State Board of Nursing). The LPN is a valuable member of the health team, provides care for clients, and does have a charge nurse role in the long term care setting.

Upon completion of the University of Montana – Helena College of Technology Practical Nurse Program, the graduate will be able to demonstrate the ability to provide nursing care for clients in structured health care settings who are experiencing common, well-defined health problems.

EDUCATIONAL OUTCOMES FOR LPN

Provider of Care: Practical Nursing graduate will be able to (under the supervision of the Registered Nurse):

- I. Demonstrate a caring and empathic approach to the safe, therapeutic, and individualized care of each client.
- II. Effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills while maintaining confidentiality.
- III. Collect holistic assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.

Manager of Care: (Managing care is one of the Educational Competencies of National Association for Practical Nurse Education and Service, 2007)

- IV. Implement patient care, at the direction of a registered nurse, licensed physician or dentist through performance of nursing interventions or directing aspects of care, as appropriate, to unlicensed assistive personnel (UAP).

- V. Collaborate with the registered nurse or other members of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data.

Member of the Discipline of Nursing:

- VI. Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical nurse.

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.

(Adapted from Education Competencies for Graduate of Associate Degree Nursing Programs (2000). Council of Associate Degree Nursing Competencies Taskforce; National League for Nursing. Montana State Board of Nursing Rules and Statutes)

APPLICATION AND PROGRAM ENTRY

Upon completion of the UM–Helena Licensed Practical Nursing Program, the graduate will be able to demonstrate the ability to provide nursing care for clients in structured health care settings who are experiencing common, well-defined health problems. 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 prior to admission to the Nursing Program in order to fulfill program requirements. This includes all general education requirements. General education courses may be repeated to achieve a “C” grade or above prior to the student’s admission to the nursing courses.

Transfer Students

Core Curriculum Transfer Students desiring to transfer into the nursing program must meet application requirements and progress through the application process, including the ATI *TEAS* exam.

Non-Core Curriculum Transfer Students will be required to have their transcripts evaluated by the admissions department as well as the Academic Standards Committee (ASC) for Nursing. Transferability and acceptance of non-core curriculum nursing credits into the UM-Helena Nursing Program is not guaranteed.

NURSING PROGRAM REQUIREMENTS

CPR Requirement

The student must have obtained a current 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. (*See Appendix for Physical Exam Form*)
- A current immunization record, including diphtheria, tetanus, documentation of exposure or inoculation for chicken pox (Varicella), and testing for freedom from active tuberculosis must be documented prior to the entrance into the clinical setting.

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, Latex Risk Assessment Form and Latex waiver form)

Criminal Background Checks

Clinical agencies utilized by the Department of Nursing 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 not be admitted 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 Montana Code Annotated and Rules derived thereof as indicated in the current Montana Nurse Practice Act (MCA section 37-1-316). The following academic requirements **must** be met for progression in the nursing programs.

1. The UM-Helena Licensed Practical Nursing Program requires at least a 2.5 cumulative GPA every semester to meet progression standards.
2. The UM-Helena Nursing Department grading scale is as follows:

A	100-96
A-	95-93
B+	92-90
B	89-87
B-	86-85
C+	84-81
C	80-79
C-	78

✍️ Grades for all course assignments will be recorded as earned with no mathematical rounding.

3. A cumulative average below 78 percent on exams will result in failure of that course. A minimum grade of "C" (78%) is required **in all nursing courses**, including prerequisite courses, to continue. (Please refer to specific course syllabi for further guidelines)

4. All components of the nursing course must be completed in a satisfactory manner to pass the course.
5. The first semester course content must be completed entirely prior to a student applying for and starting course work in the second semester.
6. Students, who have withdrawn, dropped or failed (less than 78 percent) any courses required for the nursing curriculum must seek readmission to the program. (See *Readmission Procedure p.14*)
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. Any student receiving an “I” (incomplete) in any required nursing course must fulfill the requirements of that course before advancing to any other required nursing course or graduating. Refer to the college student handbook.
9. If an enrolled student is convicted of a felony the student will not be able to progress in the nursing program.
10. The ATI comprehensive assessment and review program is required.

ATI (Assessment Technologies Institute) 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.
 - Graduating students are required to take a Comprehensive Predictor ATI exam. Remediation is required if a student does not meet the recommended benchmark and may result in a delay of NCLEX testing.
11. 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 or clinical area or failure to achieve a satisfactory assessment will result in the student failing the nursing course.

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. The Academic Standards Committee reviews admission applications into the nursing program and updates the application and application process. Policies regarding the nursing program and student grievances/complaints are reviewed by this committee.

Student/Faculty Forum

The student-faculty forum provides a committee for the faculty and students to dialog regarding concerns, suggestions and questions in relation to the nursing programs, the curriculum and other relevant issues. Meetings are scheduled at least once a month during the school year. This provides a means by which the students participate in program assessment. The minutes of these meetings will be used to provide valuable data for program assessment, input and development.

The committee is composed of nursing faculty, director and assistant and two elected students from each nursing program.

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

Two students from each program at UM-Helena are 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 University of Montana – Helena College of Technology catalog and student handbook. Topics discussed include but are not limited to:

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

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.

Nursing Course Syllabi

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.

Formatting of Research Assignments

Some 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.

Nursing Course Grades

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 outcomes for each course.

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 %).

Challenging a Course

Students may not challenge nursing courses.

Remediation Policy

All students who score below 78% on a course exam or below the ATI course benchmark 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 complete an Early Alert Referral System (EARS) form to submit to the Learning Center 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 UM-Helena re-enrollment policies and re-apply to the Nursing program.

A returning student must:

1. Re-apply for admission to the nursing program to ensure program placement. If there is an opening due to withdrawal, 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 tuberculosis skin test.
5. Validate competency in clinical skills.

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, lab or clinical is expected, since the learning process involves group interaction.

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. 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 instructor and/or the clinical facility 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 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. Missing more than one clinical may result in student failure of the course.

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.

Campus Corp

Campus Corp is a service based organization that provides nursing students an opportunity to earn scholarship money to pay for their schooling while on clinical rotation. For more information on Campus Corp please contact Alan Thompson in Career Services at 444-0835.

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.

Clinical Requirements

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

Equipment

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 Components of Nursing Course Grades

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 UM-Helena 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 in the Classroom

The UM-Helena Nursing Department prohibits the presence of children in class, lab, or clinical settings due to infection control and safety liability issues.

Cell Phones 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 are not allowed in clinical settings. *Refer to college student handbook for acceptable use of electronic resources policy.*

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. A release form by the students OB Medical Provider is required.

Student Complaints

It is expected that students will first discuss any and all concerns and complaints regarding academic issues with the course instructor. Open communication and the use of appropriate channels to resolve complaints are key to 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 (only after there has been validation that the student has met and discussed the issue with the course instructor). Rules of professional conduct, attitude, and behavior apply (See Montana Code Annotated (MCA) and Rules derived thereof in the Montana State Board of Nursing). The appropriate channels for students to follow in resolving complaints are as follows:

Student
Course/Clinical Instructor
Nursing Program Director
Academic Standards for Nursing Committee
Associate Dean of Students and Assistant Dean
University of Montana – Helena College of Technology President

**Refer to student complaint process in the college student handbook for timelines and additional information.*

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. There is no known method to prevent the development of infectious diseases. 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 are encouraged to be immunized 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 instructor immediately.

Professionalism

Student Responsibilities Relating to Professional Conduct

Nursing in the State of Montana is regulated by the Montana State Board of Nursing 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 (MCA section 37-1-316). A copy of the current Statutes and Rules Relating to Nursing is on reserve in the library.

- 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, 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 clinical/lab experience via the specific course assessment tool.
- Students are expected to be prepared for all class/lab/clinical assignments.

**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 an 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, event noted.

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.
- An EARS form will be completed and submitted to the campus counseling service 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 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. Navy blue lab jackets are optional. Full coverage undergarments should be neutral color; not visible through clothing. Light weight black or white undershirts under shirts are allowed under uniforms. No logos should be visible.

Shoes

Nursing/athletic shoes are required (nonporous) No open toes or open heels. Socks must be ankle length or higher.

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. No faddish hairstyles are allowed.

Facial Hair

Facial hair must be clean and trimmed or shaved (no 5 o'clock shadow).

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 will be prohibited

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.

Uniform Guidelines for non-clinical visits to a health care facility in the role of student nurse: appropriate business casual with name tag. Professional dress: slacks, dress, skirt, or uniform. No jeans (or denim fabric clothing), shorts, midriffs, sweats or athletic wear is permitted. High heeled, platform or open toe shoes are not permitted.

APPENDIX A

Receipt of Handbook • p. 24

Student Latex Risk Assessment • p. 25, 26

Latex Allergy Statement • p. 27

*Statement of Informed Consent for Prevention of Communicable
Diseases • p. 28*

Blood Borne Pathogen Student Policy • p. 29, 30

Student Exposure Incident Form • p. 31

Statement of Functional Abilities • p.32

Physical Examination Form Part I • p. 33

Physical Examination Form Part II • p. 34

RECEIPT OF HANDBOOK
The University of Montana-Helena College of Technology

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
- Clinical Components of Nursing Course Grades
- Attendance
- Student Responsibilities Relating to Professional Conduct
- Confidentiality
- Uniform Standards for Clinical Settings
- Blood Born Pathogen Statement
- Latex Statement
- Prevention of Communicable Diseases

I have received the Practical Nursing Student Handbook and I am familiar with the information contained in the Handbook from this Nursing Program. I understand that when I complete the Associate Degree Nursing Program from the University of Montana – Helena College of Technology, I will receive an Associate Degree in leading to Practical Nursing and with this degree; I am eligible to apply to take the National Council of Licensing Examination for the NCLEX-LPN exam. Transferability of the courses/curriculum has been clearly explained to me.

Student signature _____ Date _____

Advisor signature _____ Date _____

STUDENT LATEX RISK ASSESSMENT
The University of Montana-Helena College of Technology
 (To be turned into your advisor the first week of the program)

Name _____ Date _____

- | | | | | Explanation* |
|----|---|-----|----|--------------|
| 1. | Have you ever suffered from: | | | |
| | a. Allergic rhinitis (runny nose) | Yes | No | |
| | b. Allergic conjunctivitis | Yes | No | |
| | c. Asthma | Yes | No | |
| | d. Bronchitis(difficulty breathing) | Yes | No | |
| | e. Eczema | Yes | No | |
| | f. Hay fever | Yes | No | |
| | g. Hives | Yes | No | |
| | h. Sinus problems | Yes | No | |
| | i. Unexplained rash | Yes | No | |
| | j. Reaction to band aids/tape | Yes | No | |
| 2. | Have you ever reacted after handling/using: | | | |
| | a. poinsettia plant | Yes | No | |
| | b. balloons | Yes | No | |
| | c. rubber products | Yes | No | |
| | d. clothing with elastic or spandex | Yes | No | |
| | e. elastic bandages | Yes | No | |
| 3. | Have you ever had any of the following symptoms after a dental appointment? | | | |
| | a. itching | Yes | No | |
| | b. tearing | Yes | No | |

- | | | | |
|----|-------------------------------------|-----|----|
| | c. fatigue/drowsiness _____ | Yes | No |
| | d. sneezing _____ | Yes | No |
| | e. runny nose _____ | Yes | No |
| 4. | Have you ever reacted after eating: | | |
| | a. Avocados _____ | Yes | No |
| | b. bananas _____ | Yes | No |
| | c. tomatoes _____ | Yes | No |
| | d. tropical fruit, kiwi _____ | Yes | No |
| | e. chestnuts _____ | Yes | No |

* If respiratory symptoms, suggest
physician referral

If I have checked YES to any of the above items, I am aware that I may be at risk for a latex sensitivity/allergy. I will notify my advisor to discuss appropriate safe guards and/or follow through.

Student signature _____ Date _____

Advisor signature _____ Date _____

Advising notes:

LATEX ALLERGY STATEMENT

The University of Montana-Helena College of Technology

Today, many health care facilities minimize the use of latex as much as possible. We at UM - Helena College of Technology 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. You are asked to read the attached document regarding latex allergy. This document outlines the increased risk health care professionals' face regarding latex allergy. This risk is increased if you have a history of atopy. Additionally, you may already have some form of latex allergy if you react after eating certain foods or after exposure to latex containing products.

If, after reading the document, you have any concern about your allergic status regarding latex, we would like to advise you that a blood test called a Latex RAST is available to determine if you have a type I allergy to latex. The result of this blood test, along with the assessment of a 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 a health care provider if I have any concerns.

Please select one of the following:

_____ I elect to have additional follow up regarding potential latex allergy, and will provide the college of nursing with this information for my protection in clinical and lab sites.

_____ I elect not to have additional testing or evaluation regarding potential latex allergy. I understand that not having this information may be detrimental to my health

Print Name _____

Student Signature _____ **Date:** _____

STATEMENT OF INFORMED CONSENT FOR PREVENTION OF COMMUNICABLE DISEASES

The University of Montana-Helena College of Technology

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

- _____ I understand that University of Montana- Helena College of Technology 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), and other infectious and/or communicable diseases.
- _____ I agree to participate in HBV/HIV education experiences as required by University of Montana – Helena College of Technology 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 U of M-Helena, 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 University of Montana - Helena Accidental Exposure Policy. 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 have been informed that some vaccinations are contraindicated or have decreased effectiveness in immune suppressed conditions. I understand that I should seek sound medical advice for changes in my health status, as discussed in this paragraph.

This document has been read and explained to me. I fully understand the learning opportunities, potential risks and safeguard options which are involved in my role as a student at UM-Helena College of Technology. I consent to follow policies and procedures as explained herein.

Print Name _____

Student Signature _____ **Date:** _____

BLOOD BORNE PATHOGEN STUDENT POLICY

University of Montana – Helena College of Technology

I. Purpose

Students in any academic, research, or occupational program at UM-Helena 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. (Specific programs are Nursing and Protective Services, if enrolled in EMT Course.) Students who cannot meet this requirement for legitimate religious or medical reasons must have their case reviewed by the UM-Helena Safety Committee on an individual basis. If the Committee grants a waiver, they must do so in writing prior to the student's acceptance into the clinical component of the practical nursing program or EMT course of the protective services program. In other departments, the waiver must be granted in writing 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.

II. Procedure

A. 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 for review by the Safety Committee. Request for review by the Safety Committee must be made prior to application for admittance into the nursing program or protective services program. For other departments, the request for review must be made at least two weeks prior to the first potential exposure to human blood or other potentially infectious materials to allow time for resolution.

B. Effective June 1999, students are required to present the following information prior to admittance into the nursing program and protective services program, or, in other departments, 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.

III. 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 UM-Helena COT, the student must follow the policy of the facility where they are working. 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.

IV. 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 UM-Helena policy. The training may be incorporated into class materials or done through training provided by Marilyn Cameron, Office of Environmental, Health and Safety.

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
The University of Montana-Helena College of Technology

Student Name:	
SSN/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
The University of Montana-Helena College of Technology

The UM-Helena 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 consult with you and evaluate the extent of the deficit.

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: _____

**THE UNIVERSITY OF MONTANA-HELENA COLLEGE OF TECHNOLOGY – NURSING PROGRAM
PHYSICAL EXAMINATION FORM PART I (TO BE FILLED OUT BY STUDENT)**

Last Name _____ First Name _____ Middle Initial _____ Maiden Name _____

Address _____

Home Telephone _____ Cell Phone _____ Business Telephone _____

Social Security _____ Date of Birth _____ Date of Admission _____

Sex: M _____ F _____ In case of emergency notify: _____ Telephone _____

PERSONAL MEDICAL HISTORY: If your response to any of the following is YES, please provide additional details.

Yes	No	
		Has there been any significant medical illness, injury, weight loss in the past 12 months
		Are you taking any medication? If yes, please list:
		Are you under a physician's care for continuing medical problems
		Have you been an in-patient in a hospital in the last 12 months
		Have you ever had an accident causing disabling injury
		Have you ever had a fractured bone (list and date)
		Have you ever had a surgical operation (list and date)
		Any history of a concussion, blackout, fainting, convulsion, recurrent dizzy spells, heat exhaustion/heat stroke
		Do you wear eyeglasses, contact lenses, dentures or a hearing aid
		Do you have any allergies to medications, food or the environment (list)
		Are you missing any organs or other body parts
		Do you have a history of high blood pressure, heart disease, irregular heart rate, palpitations, diabetes, thyroid condition, liver or kidney problems
		Any history of sudden death in your family (under age 50)
		Have you ever failed a physical exam for military service, employment, insurance or athletic competition

LIFE STYLE QUESTIONS

YES	NO	
		Do you smoke
		Do you exercise regularly
		Do you drink alcohol or take medication to relieve stress
		Do you have a problem with your weight
		Do you go for routine medical/dental checkups
		Have you ever gone for cancer screening
		Is your immediate family in good health
		Have you or a member of your family ever been a victim of a violent crime
		Have you used the emergency room for routine medical problems

Specify type of Health Insurance: Private Insurance _____ Medicaid _____ None _____

ALL INFORMATION ON THIS PHYSICAL EXAMINATION FORM IS CONFIDENTIAL AND CANNOT BE RELEASED WITHOUT A STUDENT'S WRITTEN CONSENT.

The above information is complete and correct to the best of my knowledge. I authorize the release of this information and results of this examination to UM-Helena College of Technology, Nursing Department.

Signature of Student _____ Date _____

THE UNIVERSITY OF MONTANA-HELENA COLLEGE OF TECHNOLOGY – NURSING PROGRAM
 PHYSICAL EXAMINATION FORM-PART II (TO BE COMPLETED BY PRIMARY HEALTH PROVIDER)

Height ____/____	Vision: Glasses: Yes ____ No ____	Contact lenses: Yes ____ No ____	
	Right 20/____	Left 20/ ____	
Weight ____ lbs ____ ounces	Blood Pressure _____ mmHG	Pulse ____	Resp ____
Lab work (if indicated):	HB/HCT _____		
	UA _____		
	Other _____		

Recommended for students over 40 years of age: EKG _____			

Significant Medical History _____

Significant Family History _____

Are there abnormalities in the following?

	Yes	No	Describe
Head, Ear, Nose, or Throat			
Respiratory			
Cardiovascular			
Gastrointestinal			
Hernia			
Eyes			
Genitourinary			
Musculoskeletal			
Metabolic / Endocrine			
Neuropsychiatric			
Skin			
Allergies			

Depression screening: Yes ____ Score ____ No ____

Is this person pregnant: Yes ____ No ____

Do you have any recommendations regarding the care of this student? Yes ____ No ____

If yes, describe _____

Is the student currently under treatment for any medical or emotional condition? Yes ____ No ____

If yes, describe _____

Is this student physically capable to be in the nursing program? Yes ____ No ____

Restrictions / precautions: _____

Name / Clinic

Date

Signature