

# Wenatchee Valley College



## LPN to BSN

Student Handbook

116 West Apple Avenue, Omak, WA 98841

1300 Fifth Street, Wenatchee, WA 98801

Revised  
January 2025

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Program Accreditation

The baccalaureate degree program in nursing is accredited by:

State Approval	Regional Accreditation	National Accreditation
<p><b>Washington State Board of Nursing</b>            111 Israel Road SE            PO Box 47864            Olympia, WA 98504            360.236.4703  <a href="http://www.doh.wa">www.doh.wa</a></p>	<p><b>Northwest Commission on Colleges and Universities</b>            8060 165th Avenue NE,            Suite 100 Redmond, WA 98052            425.558.4224  <a href="http://www.nwccu.org">www.nwccu.org</a></p>	<p><b>Commission on Collegiate Nursing Education</b>            655 K Street, NW, Suite 750,            Washington, DC 20001            202-887-6791  <a href="http://www.ccneaccreditation.org">www.ccneaccreditation.org</a></p>

Wenatchee Valley College is committed to a policy of equal opportunity in employment and student enrollment. All programs are free from discrimination and harassment against any person because of race, creed, color, national or ethnic origin, sex, sexual orientation, gender identity or expression, the presence of any sensory, mental, or physical disability, or the use of a service animal by a person with a disability, age, parental status or families with children, marital status, religion, genetic information, honorably discharged veteran or military status or any other prohibited basis per RCW 49.60.030, 040 and other federal and laws and regulations, or participation in the complaint process. The following persons have been designated to handle inquiries regarding the non-discrimination policies and Title IX compliance for both the Wenatchee and Omak campuses:

- To report discrimination or harassment: Title IX Coordinator, Wenatchi Hall 2322M, (509) 682-6445, [title9@wvc.edu](mailto:title9@wvc.edu).
- To request disability accommodations: Student Access Coordinator, Wenatchi Hall 2133, (509) 682-6854, TTY/TTD: dial 711, [sas@wvc.edu](mailto:sas@wvc.edu).

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## Section 1. Wenatchee Valley College Information

This handbook was designed to make information about the academic calendar and policies governing the nursing program easily available to you. This handbook is also available on the Nursing Program website at [www.wvc.edu/nursing](http://www.wvc.edu/nursing). In addition, students should be familiar with the current Wenatchee Valley College (WVC) Student Planner/Handbook. Copies of the WVC Student Planner/Handbook are available from Student Programs on the Wenatchee and Omak campuses.

### Welcome, Future Nurses!

On behalf of the faculty and staff, welcome to the Wenatchee Valley College (WVC) BSN program! The WVC BSN program was established in 2017 and was expanded to include Licensed Practical Nurses (LPN) in 2023. Designed for Registered Nurses (RN) who have already earned an Associate Degree in Nursing (ADN), our program is fully accredited by the Commission on Collegiate Nursing Education (CCNE) and has full approval status from the Washington State Nursing Commission.

WVC has a long history of providing high-quality nursing education, preparing graduates to excel in the complex and dynamic healthcare environments of today. Whether you aim to advance your education, expand your nursing skills, or open new career opportunities, our BSN program, with its focus on [mention specific area, e.g., leadership, rural healthcare], is designed to meet the needs of the working professional.

We are thrilled to welcome you to this transformative journey! Remember that our faculty and staff are here to support you every step of the way. We are committed to your academic success and well-being.

Congratulations on your decision and dedication to furthering your academic career at Wenatchee Valley College. The nursing faculty, staff, and administration are committed to your successful transition to the Baccalaureate RN role within your community. To assist you in this transition, we have prepared this Nursing Student Handbook as a valuable resource. Please carefully review this Handbook for essential information about policies, procedures, and expectations.

On behalf of the entire Nursing Department, best wishes for a successful academic year!

Dr. Jenny Freese

Jenny Freese DNP, MAE, RN (she/her/hers)  
Director of Nursing Programs  
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## **Wenatchee Valley College Information**

### **College Mission, Vision, and Equity Statement**

#### Mission:

Wenatchee Valley College enriches North Central Washington by serving educational and cultural needs of communities and residents throughout the service area. The college is committed to diversity, equity and inclusion for all students and employees and provides high-quality transfer, liberal arts, professional/technical, basic skills, and continuing education for students of diverse ethnic and economic backgrounds.

#### Core Themes

##### *Educational Achievement*

Students will achieve their goals for education and employment through preparation for successful transfer to the baccalaureate level, development of the professional/technical expertise for successful entry into the workforce, or proficiency in college readiness skills needed to pursue goals for further education and employment.

##### *Support for Learning*

WVC's non-instructional programs and services will support students' attainment of their educational goals and promote access to all the college's educational opportunities.

##### *Responsiveness to Local Needs*

WVC's degrees, programs, courses, and services will be responsive to local demand and community needs. WVC will actively seek community input through its foundations, advisory committees, and collaboration with external organizations.

##### *Diversity and Cultural Enrichment*

Students and staff will be supported by practices and policies that create an inclusive environment for learning and work. The college community and residents of District 15 will have opportunities to experience diverse and multiculturally rich perspectives through curriculum, educational programs, and special events

#### Equity & Inclusion Vision Statement:

Centering the experiences and dreams of our Latinx and Indigenous students and community, Wenatchee Valley College will work to eliminate systemic injustice and create accessible, culturally, and linguistically inclusive education.

## **Campus-Wide Student Learning Outcomes**

Wenatchee Valley College is committed to the continuous improvement of teaching and learning. To this end, the faculty generated and defined four Campus-wide Learning Outcomes. These are outcomes that should be addressed in a variety of classes within a student's degree or program of study, allowing the student repeated practice with each outcome as he or she moves through a degree or program of study.

All students completing a degree will be exposed to and are expected to demonstrate proficiency with the four campus-wide student learning outcomes: Problem Solving, Communication, Social Interaction, and Inquiry.

### Problem Solving:

- Critical Thinking
- Creative Thinking
- Quantitative Reasoning
- Qualitative Reasoning

### Communication:

- Oral Expression
- Written Expression
- Artistic Expression

### Social Interaction:

- Collaboration
- Ethical Conduct
- Professional Conduct
- Cultural Diversity

### Inquiry:

- Information Literacy
- Research
- Documentation



## **Wenatchee Valley College Student Code of Conduct**

Wenatchee Valley College Student Code of Conduct is administered by the college's Judicial Affairs. Student rights and responsibilities, rules of student conduct, academic rights/responsibilities, and disciplinary/grievance procedures are outlined in [Washington Administrative Code \(WAC\) 132J-126](#).

Visit the [WVC website](#) for more detailed information.

Academic Honesty: As you pursue your education here at WVC, you will be exposed to the ideas, theories, and creative works of countless scholars, scientists, journalists, professionals, and artists. Whether the project is an essay, a solution to a math problem, or a research paper, it becomes important to consider how to incorporate the ideas of others and how sources will be identified and cited. This means that academic honesty is foundational to all types of critical commentary, scholarly inquiry, and knowledge production expected by faculty at WVC.

For more information or resources on academic honesty, see the following [Academic Dishonesty](#).

## **Nondiscrimination and Harassment**

Wenatchee Valley College recognizes its responsibility for investigation, resolution, implementation of corrective measures, and monitoring the educational environment and workplace to stop, remediate, and prevent discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, gender, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal, as required by [Title VI of the Civil Rights Act of 1964](#), [Title VII of the Civil Rights Act of 1964](#), [Title IX of the Educational Amendments of 1972](#), Sections [504](#) and [508 of the Rehabilitation Act of 1973](#), the [Americans with Disabilities Act](#) and [ADA Amendment Act](#), the [Age Discrimination Act of 1975](#), the [Violence Against Women Reauthorization Act](#) and [Washington State's Law Against Discrimination, Chapter 49.60 RCW](#) and their implementing regulations. To this end, Wenatchee Valley College has enacted policies prohibiting discrimination against and harassment of members of these protected classes. For more information, see Wenatchee Valley College's [Discrimination & Discriminatory Harassment policy](#).

Sexual harassment is illegal under Title VII of the Civil Rights Act and Title IX of the Educational Amendment and is against Wenatchee Valley College College's policies. Sexual harassment will not be tolerated in any form. It shall be the policy of Wenatchee Valley College, consistent with its efforts to respect the dignity and integrity of employees, students, and the public, to provide an environment free of sexual harassment. Any employee, student, applicant, or visitor who believes that they have been the subject of discrimination or harassment should report the incident or incidents to the College's appropriate [Title IX Coordinator](#).

Discrimination: Unfavorable treatment of another person based on that person's race, color, national origin, age, disability, sex, sexual orientation, marital status, creed, religion, or status as a veteran that is sufficiently severe or pervasive to substantially deny or limit that person's ability to benefit from or fully participate in educational programs or activities or employment opportunities.

Discriminatory Harassment: A form of discrimination consisting of physical, verbal, or written conduct that;

(1) denigrates or shows hostility toward an individual because of the their race, creed, color, religion, national or ethnic origin; parental status or families with children; marital status; gender (sex); sexual orientation, gender identity or expression; age; genetic information; honorably discharged veteran or military status; or the presence of any sensory, mental, or physical disability; or the use of a trained dog guide or service animal by a person with a disability; or any other prohibited basis; and (2) is sufficiently severe or pervasive so as to substantially interfere with the individual's employment, education or access to college programs, activities and opportunities.

Examples of behaviors that may rise to the level of discriminatory harassment include but are not limited to the following:

- Racial epithets, "jokes," offensive or derogatory comments, or other verbal or physical conduct based on an individual's race/color.

- Ethnic slurs, workplace graffiti, or other offensive conduct directed towards an individual's birthplace, ethnicity, culture, or foreign accent.
- Verbal or physical abuse, "jokes" or offensive comments based on an individual's age, gender, disability or sexual orientation.
- Creating, posting, emailing, or circulating demeaning or offensive pictures, cartoons or other materials in the workplace that relate to race, ethnic origin, gender or one of the other protected categories listed above.

Any employee, applicant, student, or visitor to the College may file a complaint. Complaints may be submitted in writing or verbally. The College encourages the timely reporting of any incidents of discrimination or harassment. For complainants who wish to submit a written complaint, a formal complaint form is available online. Forms are also available at the following locations on campus: Human Resources, Campus Safety, Student Affairs, or any Dean's office. Any person submitting a discrimination complaint should be provided with a written copy of the College's anti-discrimination policies and procedures. A complaint cannot be filed on behalf of another person. Any individual found to be in violation of these policies will be subject to disciplinary action up to and including dismissal from the College.

## **Accessibility (The Americans with Disabilities Act - ADA) Services**

Wenatchee Valley College is committed to providing access to all who visit, work, and study on campus. This page provides you with a general overview of the accessibility of our resources. To receive the following information in an alternative format, please contact Student Access Services at: 509.682.6854.

### Disclaimer

Wenatchee Valley College has made reasonable efforts to provide information that is accurate at the time of publication. However, the college reserves the right to make appropriate changes in procedures, policies, calendars, requirements, program, courses, and fees. When feasible, changes will be announced prior to their effective dates, but the college assumes no responsibility for giving any notice of such changes. Nothing herein shall be construed to create any offer to contract or contractual rights.

### Nondiscrimination Statement

Wenatchee Valley College does not discriminate based on race, color, national origin, sex, sexual orientation, disability, marital status, religion, age or any other unlawful basis in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Vice President for Student Services, Wenatchee Valley College, 1300 Fifth Street, Wenatchee WA 98801.

Wenatchee Valley College is committed to preventing and stopping discrimination, including harassment of any kind and any associated retaliatory behavior and will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in all educational and vocational education programs.

### Disability Support Services

Academic accommodations are coordinated through [Student Access Services](#), who work with qualified students with disabilities in a confidential, respectful, and safe environment to identify and develop reasonable classroom accommodations; to ensure equal opportunity and access of academic and professional goals; and to promote an accessible community where students with disabilities have equal opportunity to participate in college programs and activities. The accommodation authorized on your forms should be discussed with your faculty. All discussions will remain confidential. Accommodation is not provided retroactively, so it is essential to discuss your needs at the beginning of the quarter. Additionally, only accommodation approved by Student Access Services will be provided.

### Contact:

Student Access Services,  
Wenatchee Valley College  
1300 5<sup>th</sup> Street Wenatchee WA 98801  
[SAS@wvc.edu](mailto:SAS@wvc.edu)  
Phone: 509.682.6854 Fax: 509.682.6811

## College Resources and Contact Information

Wenatchee Valley College provides learning environments that promote student engagement for its diverse student population. Programs and services are developed and aligned with the institution's mission, vision, and core themes, which center on student learning and success. The college provides a variety of academic and student development services to students and faculty to support continuous improvement in teaching and learning by meeting student needs.

[Advising Center](#) provides academic and career exploration and planning for prospective and current students pursuing a variety of options, including transfer, career technical, high school completion, and BAS programs. Students can access services in person, over the phone, and via email. Key services for students include the new student advising, first quarter advising, onboarding, transfer resource library, course registration support, and advising triage. The Advising team also provides faculty advisor training and support.

[Area Health Education Center \(AHEC\)](#) is a national program developed by Congress in 1971 to recruit, train and retain a health professions workforce committee to underserved populations. The purpose of the AHEC Program is to develop and enhance education and training networks within communities, academic institutions, and community-based organizations. It is a formal component of the LPN to BSN curriculum integrated into program content in quarters one and four.

[Canvas and eLearning](#): Canvas is a web-based learning management system that supports learning and teaching in online, hybrid, and in-person formats. It is maintained by eLearning at WVC, ensuring compliance with FERPA related to protected information (names, student ID numbers, etc.) with secure encryption protocols. Any add-on services (Respondus with Lockdown Browser) are compliant with FERPA guidelines as well. Only enrolled students and the faculty's associated with the course have access to the specific Canvas shell using their own specific log-on. Faculty use Canvas to provide documents, assignments, syllabi, grades, and electronic communication with the students. Students submit assignments, take online exams, and contribute to discussions on Canvas.

[Counseling Services](#) provides free, confidential short-term mental health counseling and self-care/wellness education to Wenatchee Valley College students by licensed psychologists, social workers, and professional mental health therapists. By providing workshops, classroom visits, and online resources, counseling services supports staff, faculty, and students.

[Financial Aid](#): The Financial Aid Office assists students in finding and applying for financial assistance, including grants, work study opportunities, Veterans' benefits, scholarships, and student loans. Programs available include:

- Federal Pell Grant
- Federal Supplemental Education Opportunity Grant
- Federal Direct Student Loans – Subsidized and Unsubsidized
- Federal Direct Parent Loan to Undergraduate Students
- Veterans Administration Benefits
- Federal Work Study
- Washington State Need Grant
- Washington State Opportunity Grant

- Washington State Work-Study Program
- Wenatchee Valley College Institutional Grant
- Wenatchee Valley College Tuition Waiver
- Wenatchee Valley College Nursing Scholarships
- Wenatchee Valley College Tuition Payment Plan

[Information Technology \(IT\) /Computer Labs](#): Library resources extend beyond the book collection to include Ebrary's Academic Complete, a collection of 100,000+ academic e-books, with an emphasis on biomedical and nursing titles. Nursing- and health- and social science-specific academic journals are provided via CINAHL Complete, Ovid's Nursing Full Text Journals, Gale OneFile's Nursing and Allied Health collection, Ebsco's APA PsycArticles, and additional through broader core academic collections from ProQuest and Gale. Resources not offered via WVC databases are easily accessible through the interlibrary loan (ILL) services and students have access to additional titles via the Confluence Health/Central Washington Hospital Library. Additional eBooks, journals, and reference databases that would support the program are regularly considered in the collection development process.

WVC librarians are available to help find, evaluate, and document resources. WVC also participates in the 24x7 online "Ask a Librarian" service, a chat-based service that connects students to a college librarian for reference and citation support. The library's study rooms can be reserved online, and three computer labs and equipment lending also support computer needs. The library has a limited number of iPads and Chromebooks that can be checked out by students for an entire academic quarter at a time. WVC's Virtual Desktop service allows students to access their WVC desktop wherever they have internet access.

[Math Center](#) provides space where students can study individually or in small groups and receive help from peer tutors for all levels of math. Students also have access to all current math textbooks as well as supplemental and special interest math textbooks.

[Office of Diversity, Equity and Inclusion](#) is an inclusive, safe, welcoming and accessible space that serves all student in culturally relevant ways in order to empower them to succeed in their educational journeys. Wenatchee Valley College is committed to the understanding that all persons should have equal access to college programs, facilities, admission and employment. Furthermore, it is the policy of Wenatchee Valley College to maintain an academic and work environment free of discrimination, including harassment. The college prohibits discrimination and harassment against any person because of race, creed, color, religion, national or ethnic origin, parental status or families with children, marital status, sex (gender), sexual orientation, gender identity or expression, age, genetic information, honorably discharged veteran or military status, or the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability, or any other prohibited basis per [RCW 49.60.030, 040](#) and other federal and laws and regulations.

[Simulation Labs](#): The Nursing program at Wenatchee Valley College strives to ensure student success, prepare students as safe, competent practitioners within our diverse healthcare community. To enrich clinical experiences and enhance student learning, the program utilizes simulation activities. The Allied Health Simulation Lab (Sim Lab) is available for skills demonstration, practice, and evaluation of skills and knowledge and is intended for simulation use. Efforts are made to maintain the Sim Labs with as much realism as possible. The complete Sim Lab Policy can be found on the WVC Commons website. ([see Management of Simulation Lab Policy – 9-2021](#))

## Types of Simulation

- **High-Fidelity & Low Fidelity:** Computerized manikins equipped with realistic physiological functions that closely resemble humans, used to develop nursing skills
- **Virtual:** Computerized environments used to develop nursing skills
- **Human:** Actors play the role of patient, fosters realistic care interactions and skills practice
- **Anatomical Models/Task Trainers:** Replicate a portion of the body and are used to practice skills

## Utilization

Nursing students participate in simulation activities in various ways. Simulation activities may count toward clinical hours.

*Application labs:* Periodically during the program, students attend application labs where they can apply a newly learned skill to a patient care scenario. This occurs after students learned a skill in the skills lab (such as foley catheter placement). For instance, they may care for a patient who is preparing for surgery and needs to have a foley placed. By incorporating the skill into a basic simulation scenario, students can improve their communication, problem-solving, and technical skills in a safe learning environment.

*Simulation labs:* These are more complex scenarios where students apply skills and theory to patient scenarios. Students complete these scenarios in small groups. For example, students may care for a newborn patient experiencing hypoglycemia and hypothermia. Students are expected to identify signs and symptoms of hypothermia and hypoglycemia in the newborn (via a high-fidelity manikin), provide appropriate nursing interventions and communicate therapeutically with the family.

*Virtual simulation:* This is a type of simulation completed online, asynchronously. Pre-briefing is provided via a pre-recorded video, and debriefing occurs in a synchronous Zoom session or in-person. The ADN, BSN pathway programs utilize this product.

*Patient education virtual simulations:* Currently used in the LPN to BSN pathway. Pre-brief is provided in a pre-recorded video, students will then use Flip Grid to record a teaching session during the simulation. Students' complete reflection worksheets after the simulation and present them at a synchronous debriefing zoom session or in-person.

## Simulation Facilities

WVC maintains sim labs in two locations in Wenatchee: 1300 5th Street in Wenatchee, WA, on the 1st floor of Wenatchi Hall (rooms 2145 and 2147) and in Wells Hall (room 1028). Locations of the sim labs in Omak: 116 West Apple Avenue in Omak, WA, are in the Mary Henrie Friendship Hall (rooms 204, 208, 209).

The Wenatchee campus sim lab has 15 patient-care stations with the potential to be one large open area with 2 entrances; or it can be divided into 4 separate pods with seating for 10 – 12 students in each pod. The Omak campus has one large lab area with privacy curtains/walls that can allow for six separate patient-care stations. The Mish ee twee sim lab in Wenatchee has eight patient care bed stations and is primarily used for nursing assistant classes.

## Simulation Equipment

Manikins utilized as a teaching strategy in the Wenatchee Simulation Lab: thirteen low fidelity (3 Convalescent Kelly adult manikins, 3 Geri-Keri elderly manikins, and 7 babies); thirteen medium fidelity (2 Nursing Kelly, 2 Nursing Kids, 1 Nursing baby, 3 Nursing Anne, one with OB capability; and five high fidelity (2 Sim Man, 1 Sim Man Essential, 1 Sim NewB, and 1 Sim Baby).

Manikins utilized as a teaching strategy in the Omak Simulation Lab are nine low-fidelity (1 Convalescent Kelly, 1 Geri/Keri, 7 babies); three mid-fidelity manikins (Nursing Baby, Vital Sim Kid, Vital Sim Nursing Anne); and two high-fidelity (Sim Man and Sim Man Essential).

[SNOW and SNOW@O](#): The purpose of the student nurse organizations is: “To promote and provide educational opportunities, to provide opportunities for students to participate in community volunteerism, to provide opportunities for interaction between students outside the classroom, and to provide leadership opportunities.”

The student nurse organization on each campus is open to all WVC students for membership. Student Nurses of Wenatchee (SNOW), the organization in Wenatchee, and Student Nurses of Wenatchee at Omak (SNOW@O), the organization in Omak, meet monthly. These organizations encourage fellowship and professional unity. Students take an active role in school-sponsored activities and educational seminars. Officers of the clubs are elected annually, and representatives meet with the associated student body regularly. Constitutions and bylaws are available in the Allied Health Office on each campus and online on Canvas.

[Student Access Services](#) works with qualified students with disabilities in a confidential, respectful, and safe environment to identify and develop reasonable classroom accommodations; to ensure equal opportunity and access for academic and professional goals; and to promote an accessible community where students with disabilities have equal opportunity to participate in college programs and activities.

[Student Organizations](#): Students wishing to participate in state or national nursing organizations should contact that organization.

- [Washington State Nurses Association](#) (WSNA)
- [National Student Nurses' Association](#) (NSNA)
- [American Nurses Association](#) (ANA)
- [Wenatchee Valley College Student Nursing of Wenatchee and Omak](#) (SNOW @SNOW@O)

[TRiO](#) offers eligible students individualized advising, tutoring, and transfer support services. TRiO focuses on professional development skills and soft skills, as well as resume building and professional etiquette. TRiO hosts an annual leadership summit where students improve interpersonal and communication skills, develop their leadership style, and explore their identity. TRiO is charged with intertwining cultural events with academic and non-cognitive development opportunities.

[Tutoring](#): Services are available free of charge to all currently enrolled students, regardless of the number of credits. The goal of tutoring is to provide supplemental instructional support that will enhance the educational experience at WVC. The [WriteLab](#) provides help to all WVC students who have writing assignments. The Tutor Center and WriteLab are available on campus, and the [eTutoring](#) service is available online 24x7.

[Veteran Services](#) provides support and services for veterans or eligible dependents using veteran funding. The veteran services office helps students understand complicated regulations related to their VA education benefits and provides additional assistance in locating community resources to assist with employment and



housing, as well as planning events and supporting service projects for veterans. In addition, the veterans lounge provides a safe, welcoming space for veteran students to visit for a quick break.

[WVC Bookstore](#) is eCampus, an online bookstore. Our online bookstore will offer new, used and electronic textbooks for sale or rent and book buyback services. You can contact the eCampus help desk at [bookstore@ecampus.com](mailto:bookstore@ecampus.com) or by calling 859.209.6958.

[WVC Libraries](#) serve the students, faculty, and staff of Wenatchee Valley College by providing the resources and services necessary to ensure access to information and development of information literacy skills.

[WVC Safety and Security](#) works to prevent interpersonal violence, promote wellness, and provide support to students, faculty, and staff that have experienced stalking, harassment, sexual assault and relationship violence. The security team provides on-campus and off-campus resources and referrals, as well as guidance for reporting crimes. Security officers are available to escort students after hours or any time they feel unsafe walking on campus, to facilitate acquiring help with automobile issues (such as changing a tire or providing a jump start), and for emergencies. On the Wenatchee Campus, call 6911 from a campus phone or 682-6911 from a personal phone, for safety concerns at any time. On the Omak Campus, at (509) 429-5244 from 6:00 am-3:00 pm; or call 7911 from a campus phone or 422-7911 from a personal phone (Monday through Thursday, 1:00 pm to 9:00 pm, and Friday, 9:00 am to 1:00 pm).

Safety and security are addressed in a video that can be accessed on the WVC website ([www.wvc.edu](http://www.wvc.edu), Safety and Security Video). It is recommended that any special situation regarding student security on campus or at the clinical site (restraining orders, stalking, etc.) be communicated to WVC Security and nursing administration and faculty. All incidents of any type that occur on WVC campus/Wenatchee and Omak, or any event or assignment associate with WVC should be reported using the following: WVC.edu, click on quick links, click on Report and Incident under Student tools: [Public Incident Report | Advocate System \(simplicity.com\)](#)

Employees and the public will be notified of any changes from normal college operations through local radio stations and newspapers websites, the homepage of the WVC website, and through emergency text alerts for those students and employees who have signed up for the service.

WVC partners with Rave Mobile Safety to provide an emergency alert system capable of delivering messages to your WVC and personal email addresses, as well as your cell phone. As a student or faculty/staff member of WVC, you will be enrolled in the program at no additional expense to you. If you do not receive an email in your WVC account within a week of obtaining the account, please first check your SPAM or junk mail folders for email from WVC Alerts ([no-reply@getrave.com](mailto:no-reply@getrave.com)); if you've received no such email, please contact the WVC Helpdesk (509.682.6550, [helpdesk@wvc.edu](mailto:helpdesk@wvc.edu)) to be added.

You can also register directly through the Rave website:

1. Go to [www.GetRave.com](http://www.GetRave.com)
2. Enter Wenatchee Valley College as your site's name.
3. Your username is your WVC email address.
4. Enter your password if you know it or click on "Forgot your password?" to reset. A reset password notification will be sent to your WVC email account. If your email does not work, then you are not in the system and will need to contact the WVC Helpdesk for more information.

### Frequently Requested Contact Information

Department	Wenatchee	Omak
Allied Health Educational Navigator	509.682.6844	
Allied Health Office Fax	509.682.6661	509.422.7801
WVC Bookstore eCampus	859.209.6958	
Cafeteria	509.682.6518	N/A
Cashier	509.682.6500	509.422.7803
CVCH College Health Center	509.662.6000	N/A
Counseling	509.682.6850	
Student Access & Support Services	509.682.6854	
Financial Aid	509.682.6810	509.422.7808
Library	509.682.6710	509.422.7830
Lost & found	509.682.6860	509.422.7803
Office of Diversity, Equity & Inclusion	509.682.6868	
Parking	<a href="#">HONK</a>	509.422.7803
Registration	509.682.6806	509.422.7807
Security	6911	7911 (1-9 PM)
Student Resource Center	509.682.6830	509.422.7810
Student Senate	509.682.6878	509.422.7890
TRiO Student Support Services	509.682.6978	509.422.7810
Tutor Center	509.682.6863	509.422.7845
Veterans Services	509.682.6817	
Veterans Administration	888.442.4551	

WVC Nursing Program Staff and Faculty Contacts		
Imelda Barragan Allied Health and Nursing Administrative Assistant in Wenatchee	<a href="mailto:lbarragan@wvc.edu">lbarragan@wvc.edu</a>	509.682.6660
Kim Charlton Allied Health and Nursing Administrative Assistant in Omak	<a href="mailto:kcharlton@wvc.edu">kcharlton@wvc.edu</a>	509.422.7952
Jenny Freese, DNP, MAE, RN Director of Nursing Programs	<a href="mailto:jfreese@wvc.edu">jfreese@wvc.edu</a>	509.682.6662
Carol McClure Administrative Assistant in Wenatchee	<a href="mailto:cmclure@wvc.edu">cmclure@wvc.edu</a>	509.682.6664
Richard Russell Simulation Assistant in Omak	<a href="mailto:rrusell@wvc.edu">rrusell@wvc.edu</a>	509.422.7811
Roman Sandoval Simulation Coordinator in Wenatchee	<a href="mailto:rsandoval@wvc.edu">rsandoval@wvc.edu</a>	509.682.6663
Full-Time Faculty		
Gretchen Aguilar, MSN, RN 1 <sup>st</sup> & 2 <sup>nd</sup> Year Lead Nursing Faculty in Omak	<a href="mailto:gaguilar@wvc.edu">gaguilar@wvc.edu</a>	509.422.7956

<b>Full-Time Faculty (continued)</b>		
Kristen Baltz, MSN, RN Nursing Faculty, Wenatchee	<a href="mailto:kbaltz@wvc.edu">kbaltz@wvc.edu</a>	509.682.6680
Allie Benn, MSN, RN Simulation Manager, Wenatchee	<a href="mailto:abenn@wvc.edu">abenn@wvc.edu</a>	509.682.6673
Brigid Chvilicek, MSN, RN 1 <sup>st</sup> Year Lead Nursing Faculty, Wenatchee Student Success Coach	<a href="mailto:bchvilicek@wvc.edu">bchvilicek@wvc.edu</a>	509.682.6681
Tina Copenspire, MSN, RN Nursing Faculty/Simulation Manager, Omak	<a href="mailto:tgadeberg@wvc.edu">tgadeberg@wvc.edu</a>	509.422.7957
Hannah Leaf, DNP, RN RN to BSN Lead Nursing Faculty, Wenatchee	<a href="mailto:hleaf@wvc.edu">hleaf@wvc.edu</a>	509.682.6674
Carolina Martinez, MSN, RN Nursing Faculty, Wenatchee	<a href="mailto:gmartinezcalderon@wvc.edu">gmartinezcalderon@wvc.edu</a>	509.682.6675
Teri McIntyre, MSN, RN LPN to BSN Faculty, Omak	<a href="mailto:tmcintyre@wvc.edu">tmcintyre@wvc.edu</a>	509.422.7892
Shelly Simpson MSN, RN Nursing Faculty, Omak	<a href="mailto:ssimpson@wvc.edu">ssimpson@wvc.edu</a>	509.422.7972
Julie Smith, MN, RN 1 <sup>st</sup> Year Lead Nursing Faculty, Wenatchee	<a href="mailto:Jsmith2@wvc.edu">Jsmith2@wvc.edu</a>	509.682.6807
Susan Yale, MSN, RN 2 <sup>nd</sup> Year Lead Nursing Faculty, Wenatchee	<a href="mailto:syale@wvc.edu">syale@wvc.edu</a>	509.682.6670

## Section 2. Nursing Department Information

### BSN Program Mission Statement, Goals, Purpose and Philosophy

The **mission** of the WVC BSN program is to provide high-quality, student-centered nursing education that builds on the prior experience, knowledge, and skills of registered nurses. Graduates are prepared to think critically and address complex health issues in a multicultural and evolving world. The program helps meet the needs of the nursing profession and of society to improve health and healthcare delivery. The **goals** of the BSN program include:

1. The WVC BSN Program will maintain an overall student satisfaction rate of 75 percent or greater.
2. One hundred percent of BSN students will complete their program coursework within a three (3) year time-period.
3. LPN to BSN students will maintain a first-time NCLEX-RN pass rate that meets or exceeds the national average. \*(LPN to BSN Pathway only)

The **purpose** of the BSN program is to provide associate-degree RNs with a flexible program of study that will allow them to continue to meet professional and personal obligations while pursuing their baccalaureate degrees.

The nursing faculty and staff of the BSN program share a **philosophy** which is congruent with the mission of WVC. This philosophy is derived from professional nursing practice and beliefs about nursing education. Nursing practice is defined using the American Nurses Association (ANA) definition:

*Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations (ANA 2003).*

Faculty and staff are dedicated to promoting and providing baccalaureate education that prepares graduates for practice in generalist, managerial, and leadership roles in a complex healthcare system, and which offers educational opportunities to broaden their career pathways. Faculty believes that a significant educational goal is to develop a responsible nurse who can critically think, and problem solve using scientific principles of inquiry and evidence-based practice; who develops an interest in lifelong learning; and who has integrity, beliefs, and values which are consistent with the role of a professional nurse. Faculty support an andragogical approach to adult learning and provide guided educational experiences which are diverse, cooperative, and innovative, and which promote student learning.

### Curriculum Conceptual Model and Organizing Concepts:

The BSN curriculum is guided by six student-centered program learning outcomes that reflect professional standards and the relevant knowledge, skills, abilities, and attitudes necessary for success as a professional nurse in today's complex healthcare environment.

Outcomes are leveled by quarter so students may have a clear understanding of expectations and their progress through the BSN program. Upon completion of the BSN program, students will have met the program outcomes, the AACN Essentials of Baccalaureate practice competencies, and the competencies set forth by the Quality and Safety for Nurses (QSEN)

initiative. The graduate competencies set forth by QSEN include patient-centered care, teamwork, collaboration, evidence-based practice, quality improvement, safety, and informatics.

The organizing framework of the WVC BSN program is based on significant core conceptual frameworks which are integrated throughout the curriculum. These conceptual frameworks are:

**Person-Centered Care:** Professional nurses support person-centered care that recognizes and respects the differences, values, preferences, and needs of diverse people. Advocacy and health promotion assist the patient or designate in making informed clinical decisions. The baccalaureate-prepared nurse will formulate plans of care which provide culturally sensitive, non-discriminatory care to individuals, groups, and communities in today's global environment.

**Teamwork and Collaboration:** Effective communication, teamwork, and collaboration are essential to provide patient-centered care. Professional nurses function as members of nursing and interdisciplinary healthcare teams while recognizing their own autonomy, core values, and scope of practice. To successfully lead teams in a variety of complex healthcare systems, nurses need knowledge and skills in organizational leadership and management.

**Evidence-Based Practice:** Baccalaureate-prepared nurses engage in scholarship and a spirit of inquiry by asking questions in need of study, critiquing published research and other types of evidence, and using reliable evidence to support clinical reasoning and nursing judgment. In collaboration with other healthcare team members, nurses participate in documenting and interpreting evidence for achieving optimal healthcare outcomes.

**Quality Improvement and Safety:** As a member of the healthcare team, baccalaureate nurses use quality improvement concepts, processes, and outcome measures to change or enhance current practice. Quality improvement methods are necessary to effectively implement patient safety initiatives and influence health policy on a local, state, national, and global level. Professional nurses minimize patient harm and mitigate error within a community or healthcare system by helping to create a culture of safety and promote quality outcomes of care for diverse populations.

**Informatics and Technology:** Knowledge and skills in information management and patient-care technology are needed to provide quality healthcare. Baccalaureate graduates ethically manage information and technology to communicate effectively within nursing and interdisciplinary healthcare teams, access research and other appropriate evidence to inform and support clinical decisions and mitigate error to promote patient safety and quality of care.

**Professional Values:** Professional values and behaviors are foundational to the practice of nursing. Baccalaureate education promotes core values that are associated with the caring and ethical professional nurse. These values include, but are not limited to, integrity, social justice, human dignity, autonomy, and altruism. The baccalaureate-prepared nurse also values lifelong learning to ensure currency in providing quality healthcare.

## **AACN Essentials of Baccalaureate Education (2021)**

[In 2021, the American Association of Colleges of Nursing \(AACN\)](#) created a new guidance for prospective nursing students to employ a more competency-based education approach. Its goal is to bridge the gap between education and practice, to help future generations of nurses be as well-prepared for the practical rigors of nursing as possible while completing their formal education.

The new nursing Essentials guidance also places a much larger emphasis on aspects of social injustice, diversity, equity, and inclusion (DEI), and structural racism as part of the consideration of nursing practice and policy. It's meant to be an additional lens by which nurses conduct their profession to create the best patient outcomes possible.

Within the comprehensive [82-page Essentials document](#), the AACN developed 10 core domains which are distinguished areas of competence that create a descriptive framework for the practice of nursing. These domains include:

1. Knowledge for Nursing Practice
2. Person-Centered Care
3. Population Health
4. Scholarship for Nursing Discipline
5. Quality and Safety
6. Interprofessional Partnerships
7. Systems-based Practice
8. Informatics and Healthcare Technologies
9. Professionalism
10. Personal, Professional, and Leadership Development

The 10 domains detailed in the new AACN Essentials revolve around four areas of care: 1) disease prevention/promotion of health and wellbeing, 2) chronic disease care, 3) regenerative or restorative care, and 4) hospice/palliative/supportive care.

### **QSEN Competencies**

WVC BSN courses are informed by the Quality and Safety Education for Nurses (QSEN) competencies which “address the challenge of preparing nurses with knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare system in which they work” The six QSEN competencies, including patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics, provide a framework for safe and effective nursing practice ([QSEN Institute, n.d.](#)).

### **Nursing Program Learning Outcomes (PLOs)**

By the end of the BSN program, successful graduates will be able to:

1. Provide person-centered care for diverse populations to promote health and wellness.
2. Utilize organizational leadership skills to collaborate with healthcare teams in a community and/or health care agency to promote safe and effective quality care.
3. Utilize reliable evidence to inform and support clinical decisions which shape healthcare delivery and policy.

4. Manage information and technology to promote communication, access research, and other reliable evidence, and mitigate errors in a variety of healthcare systems.
5. Apply quality improvement processes to effectively implement patient safety initiatives and affect health system change.
6. Evaluate professional core values and behaviors that reflect baccalaureate nursing practice.

### **Community of Interest**

Our community of interest includes current and prospective Wenatchee Valley College nursing students both pre- licensure and licensed, the residents of North Central Washington state, our clinical partners, college faculty and staff, and local, regional, and national population of professional nurses. We strive to maintain a high-quality BSN program that meets the needs of the community of interest.

### **Nursing Program Quality Improvement**

High-quality teaching and learning opportunities are key factors to meeting nursing students' needs. Online evaluations, which provide anonymity and confidentiality for participating students, have been developed to provide information to WVC administration and individual faculty members, and are used to improve and advance the curriculum and its instruction. Evaluations are also provided for capturing information on events, such as Allied Health Day, or for evaluation of simulation activities. Students assist their instructors and the program by providing honest, constructive, and substantive responses in the evaluations.

- **Committees:** Students participate in the Nursing program improvement process by participating in the Nursing Department Committee and Nursing Advisory Committee. One student representative serves with a voice and vote on each committee. The Nursing Department Committee meets twice monthly, and the Advisory Committee meets quarterly.
- **Surveys and Evaluations:** Students participate in the Nursing program improvement process by completing surveys at the end of each quarter, after the first three quarters, and at the end of the program.
- **BSN Alumni Survey:** The BSN Alumni Survey is completed at 6-12 months after the completion of the BSN program (Appendix E)

## **Nursing Student Rights and Responsibilities**

The materials in this handbook have been prepared to enhance the Nursing student's understanding of the principles, guidelines, and policies of the program in which they are enrolled. These materials outline both faculty and student responsibilities that promote educational growth and development for successful program completion.

The Nursing Faculty shall:

- Promote an educational process that allows for individual differences and needs within the limitations of the program.
- Provide a learning environment that links theory and practice concurrently as much as possible, thus strengthening the educational process.
- Provide a curriculum that allows students to progressively build knowledge on previous concepts, as well as to link concepts together to provide holistic patient/client care.
- Provide feedback and guidance throughout the program in the form of an assigned advisor, progress notes, and class evaluations, which enables students to become competent practitioners who are legally and ethically qualified to obtain and maintain a license to practice.

The Nursing Student shall:

- Assume responsibility for motivation and self-direction necessary for successful course completion.
- Progress in a predetermined or defined sequence of learning with the assistance of a faculty.
- Achieve outcomes, as outlined in the course syllabi, through successful theory testing and clinical practice.
- Set aside differences, appreciate varying perspectives, and work together for the mutual goal of patient safety.
- Adhere to all policies and processes outlined in this Nursing Student Handbook.



## **Commission on Collegiate Nursing Education (CCNE)**

Officially recognized by the U.S. Secretary of Education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency/fellowship programs in nursing.

CCNE serves the public interest by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement of collegiate professional education and nurse residency/fellowship programs.

For more information on accreditation, visit the [CCNE website](#).

CCNE has four standards with accompanying quality indicators that all nursing programs must achieve. The standards are:

### **Standard I: Mission and Governance**

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

### **Standard II: Program Quality: Institutional Commitment and Resources**

The parent institution demonstrates ongoing commitment to, and support for, the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes

### **Standard III: Program Quality: Curriculum and Teaching and Learning Practices**

The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

### **Standard IV: Program Effectiveness: Assessment and Achievement of Program Outcomes**

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

## LPN to BSN Program

Prerequisites for admission to the LPN to BSN program are:

- Have completed a Licensed Practical Nursing program with a cumulative GPA of 2.0 or higher.
- Minimum 2.0 GPA earned in every nursing course.
- Sixty credits of general education requirements, including:
  - CHEM&121 Intro to Chemistry (5 credits)
  - BIOL&211 Majors Cellular Biology OR BIOL&160 General Biology (5 credits)
  - BIOL&241 Human Anatomy & Physiology 1 with lab (5 credits)
  - BIOL&242 Human Anatomy & Physiology 2 with lab (5 credits)
  - BIOL&260 Microbiology with Lab (5 credits)
  - MATH&146 Introduction to Statistics (5 credits)
  - PSYC&100 General Psychology (5 credits)
  - PSYC&200 Lifespan Psychology (5 credits)
  - ENGL&101 Composition General (5 credits)
  - Nutrition (5 credits)
  - Humanities electives (10 credits)
- Current unrestricted LPN licensure in Washington State or can receive licensure by start of the program.

## LPN to BSN Program Curriculum Plan

WVC's BSN program is designed to accommodate the needs of working and place-bound students. Courses will be taught in a hybrid format so that students will meet in-person three times a quarter while the remaining coursework will take place online. Faculty will use web-enhanced technology, combined with individualized attention to focused learning and unique opportunities to partner with underserved and key populations in North Central Washington. The BSN degree is composed of 180 credits, including:

- 30 PN credits for prior learning
- 60 general education courses (mentioned above)
- 15 junior/senior level general education courses (taken in program)
- 75 core nursing credits

### Nursing Core Courses (75 quarter credits)

Each core nursing course is offered at least once a year.

<u>Quarter</u>	<u>Course</u>	<u>Name</u>	<u>Credits</u>
One	NURS 301	Concepts in Professional Nursing Practice and Lab	3 (2 Theory; 1 Lab)
	NURS 302	Applied Concepts in Protection and Movement	3
	NURS 350	Pathophysiology, Pharmacology and Health Assessment	5 (4 Theory; 1 Clinical)
Two	NURS 303	Applied Concepts in Homeostasis and Regulation I	3
	NURS 320	Nursing Research, Clinical Scholarship and Evidence-Based Practice	5

	NURS 390	Clinical Judgment in Nursing	2 (Simulation)
	NURS 430	Community and Public Health Nursing	5 (4 theory, 1 Clinical)
Three	NURS 330	Health Policy	5
	NURS 360	Health Equity and Cultural Competency in Nursing	5
	NURS 400	Acute Care Clinical	6
Four	NURS 403	Applied Concepts in Homeostasis and Regulation II	3
	NURS 410	Clinical Judgment in Nursing II	2 (Simulation)
	NURS 411	Health Information Technology	3
Five	NURS 402	Applied Concepts in Reproductive Health and Sexuality	3
	NURS 404	Applied Concepts in Psychiatric and Mental Health Nursing	2
	NURS 415	Clinical Judgment in Nursing III	3 (1 Theory, 2 Simulation)
	NURS 450	Community Health Practicum	2 (Clinical)
Six	NURS 340	Organizational Change for Safety and Quality Care	5
	NURS 405	Applied Concepts in Multi-System Health Problems	3
	NURS 470	Transition from LPN to RN Practice	2
	NURS 480	Advanced Med-Surg Across the Lifespan	4 (Clinical)
	NURS 490	Capstone Project	1 (Clinical)

**General Education Courses (15 quarter credits)**

<u>Quarter</u>	<u>Course</u>	<u>Name</u>	<u>Credits</u>
One	ENGL & NURS 300	Professional Writing for Nursing	5
Four	ECON & NURS 315	Economics in Healthcare	5
Five	HUMN & NURS 370	Art of Nursing	5

**BSN Course Descriptions**

NURS 300 Professional Writing for Nursing – 5 credits

This course refines the process of planning, writing, revising, and editing essays. Professional writing using APA format and style will be covered. Other topics include use of print and electronic sources, note taking, credibility, fact and opinion, logic, avoidance of plagiarism and documentation.

NURS 301 Concepts in Professional Nursing Practice and Lab – 3 credits

The course is designed to introduce the student to care delivery using the nursing process. Students will examine the nursing attributes and roles of a registered nurse. There will be application of concepts and technical skills in the laboratory setting. Learning experiences are directed toward nursing care of individuals experiencing alterations in health as well as promoting health and wellness.

NURS 302 Applied Concepts in Protection and Movement – 3 credits

In this course students will explore nursing care of the patient experiencing acute or chronic health problems. Safe, evidence-based, patient-centered nursing care will be applied to health concepts in protection and movement. Concepts will be explored through defining holistic nursing care of exemplar diseases.

NURS 303 Applied Concepts in Homeostasis and Regulation I – 3 credits

Nursing care of the patient experiencing acute or chronic health problems. Safe, evidence-based, patient-centered nursing care will be applied to health concepts in homeostasis and metabolic and hormonal regulation. Concepts will be explored through defining holistic nursing care of exemplar diseases.

NURS 315 Economics in Healthcare – 5 credits

Explores principles of micro and macroeconomics as applied to the healthcare industry; examines how healthcare demand differs from other goods. Major topics include cost-benefit of marketing and government solutions to healthcare issues, the role risk plays in supply and demand of health insurance and impacts on private-profit and socio-economic well-being.

NURS 320 Nursing Research, Clinical Scholarship and Evidence Based Practice – 5 credits

Examines the essential elements of, and process for, evidence-based practice in nursing and healthcare. Students will learn how to access, appraise, and utilize both quantitative and qualitative research and other sources of evidence to make informed clinical decisions that improve patient safety and quality of care.

NURS 330 Health Policy – 5 credits

In-depth study of local, state, and national policies affecting the health of populations. Emphasis on regulatory and legislative issues related to the nursing profession. Examine the nurse's role in the legislative and political process.

NURS 340 Organizational Change for Safety and Quality Care – 5 credits

Examines and applies theories of organizational behavior, systems thinking and leadership to quality improvement strategies that minimize errors and optimize positive clinical outcomes. Participation in selected patient safety and quality improvement initiatives provides opportunity to apply and evaluate the relevance of theoretical concepts to real world healthcare challenges.

NURS 350 Pathophysiology, Pharmacology and Health Assessment – 5 credits (4 theory, 1 clinical)

Focuses on assessing patient's (individuals, families, and communities) health status utilizing a holistic approach that integrates pathophysiology, pharmacology, and complete health history. This includes physical, psychosocial, and cultural dimensions, therapeutic interview skills, and performing a comprehensive physical exam. Practicum components will emphasize health promotion, disease prevention and linkages to healthcare services.

NURS 360 Health Equity and Cultural Competency in Nursing – 5 credits

This course covers the principles of transcultural and culturally competent nursing. Students will explore the ways that culture impacts health and healthcare and begin to recognize their own cultural experiences and how those experiences shape who they are, and their healthcare core values. Students will become comfortable providing healthcare to a wide variety of people from diverse backgrounds.

HUMN& NURS 370 Art of Nursing – 5 credits

A study of the art, history, philosophy, and literature that explores the portrayal, values and professional and ethical identity of nurses and midwives, emphasizing the study of works that have had significant influence on the nursing profession.

NURS 390 Clinical Judgment in Nursing I – 2 credits (simulation)

The simulation course will give students the opportunity to demonstrate and apply nursing skills and clinical judgment to scenarios in nursing related to patients across the life span experiencing commonly occurring health problems. This course is taken concurrently with NURS 303.

NURS 400 Acute Care Clinical – 4 credits (clinical)

This clinical course will focus on the delivery of nursing care and application of the nursing process in clinical facilities in North Central Washington. Emphasis on intermediate nursing skills, medication administration, communication and professional collaboration will be emphasized.

NURS 402 Applied Concepts in Reproductive Health and Sexuality - 3 credits

In this course, nursing care of the perinatal and infant patients experiencing wellness and/or acute and chronic conditions will be covered, building on previous knowledge. Safe, evidence-based, patient-centered care will be applied to concepts related to reproductive health and sexuality throughout the lifespan.

NURS 403 Applied Concepts in Homeostasis and Regulation II - 3 credits

Building upon previous knowledge of homeostasis and regulation, the student will discuss safe, evidence-based, patient-centered nursing care of the patient experiencing acute or chronic health problems. Concepts will be explored through defining holistic nursing care of exemplar diseases affecting homeostasis and regulation.

NURS 404 Applied Critical Thinking in Psych/Mental Health - 2 credits

This course will focus on evidence-based care for patients with psychiatric/mental health disorders, including cultural, ethical, and legal influences as well as wellness of individuals and families. Treatment modalities related to psychopathology will be explored. The nurse's role in advocacy, care coordination, collaboration with the healthcare team, and therapeutic communication will be covered.

NURS 405 Applied Concepts in Multisystem health Problems – 3 credits

This is the culminating course applying nursing concepts to multi-systems disease processes. The student will discuss safe, evidence-based, patient-centered nursing care of patients experiencing complex acute or chronic health problems. Nursing students will identify the role of the nurse as an advocate, educator, and leader within the health care team by ensuring care coordination and individualized holistic care of patients and their families.

NURS 410 Clinical Judgment in Nursing II – 2 credits (simulation)

This simulation course will give students the opportunity to demonstrate and apply nursing skills and clinical judgment to scenarios in nursing related to commonly occurring and complex health problems. This course is taken concurrently with NURS 403.

NURS 415 Clinical Judgment in Nursing III – 3 credits (1 credit theory, 2 credits simulation)

This simulation course will give students the opportunity to demonstrate and apply nursing skills and clinical judgment to scenarios in perinatal and infant health and psychological and mental health. This course is taken concurrently with NURS 402 and NURS 404.

NURS 411 Health Information Technology for Nurses – 3 credits

This course explores health information and informatics concepts encountered in healthcare settings. Course content includes healthcare information technology, concepts, terminology, and key health information systems and technology. Students will evaluate health information systems and their roles in patient safety, safe medication administration, maintaining patient privacy, data security, and efficacy of healthcare processes.

NURS 430 Community and Public Health Nursing – 5 credits (4 theory, 1 clinical)

Focuses on the role of the nurse in community, rural and public health settings. Using an evidence-based and social-justice framework, students explore epidemiology, community assessment, health promotion, and disease prevention for aggregate populations while synthesizing theory, population research and practice on a local to global scale.

NURS 450 Community Health Practicum I – 2 credits (clinical)

Provides clinical experience in community, rural and public health nursing, focusing on the application of public health and nursing principles in a variety of community and healthcare settings.

NURS 470 Transition from LPN to RN Practice – 2 credits

This course focuses on the professional identity of a BSN-prepared RN, professional development, roles, and nursing leadership. Other topics include measures to obtain and maintain licensure and preparation for taking the NCLEX - RN licensure exam.

NURS 480 Advanced Med-Surg Across the Lifespan – 4 credits (clinical)

This course focuses on the professional identity of a BSN-prepared RN, professional development, roles, and nursing leadership. Other topics include measures to obtain and maintain licensure and preparation for taking the NCLEX - RN licensure exam.

NURS 490 Leadership Portfolio and Capstone Project – 1 credit (clinical)

Students enrolled in this course will develop personal professional portfolios, designed to illustrate the student's academic achievements during the BSN program. Collaborative problem solving and leadership skills will be utilized when working with community partners. This capstone experience will culminate in the dissemination of scholarly research through an end-of-quarter poster presentation.

Course descriptions are also available in the [Wenatchee Valley College Course Catalog](#).

The following courses make up the required **300 clinical hours**:

Course	Name	Credits	Hours
NURS 350	Pathophysiology, Pharmacology and Health Assessment	1	20
NURS 400	Acute Care Clinical	6	120
NURS 430	Community and Public Health Nursing	5	20
NURS 450	Community Health Practicum	2	40
NURS 480	Advanced Med-Surg Across the Lifespan	4	80
NURS 490	Capstone Project	1	20
<b>Total Clinical Hours</b>			<b>300</b>

The following simulation courses are designed for specific skill building to maximize clinical experiences and are not figured into total clinical hours.

Course	Name	Credits	Hours
NURS 390	Clinical Judgment in Nursing I *Simulations include Thermoregulation and Intracranial Regulation, Fluid and Electrolytes and Trauma, Acid-Base Balances, Transfusions, Glucose, Hormonal and Cellular Regulation and Elimination.	2 (Sim)	40
NURS 410	Clinical Judgment in Nursing II *Simulations include Pancreatitis, Gi Bleed, Cholecystectomy, Asthma (Peds), COPD, and RSV (Peds).	2 (Sim)	40
NURS 415	Clinical Judgment in Nursing III *Simulations include family dynamics, gender-based health, reproduction, maternity nursing, infant care, patient safety, interpersonal violence, psychosis, anxiety, addiction, stress, and coping.	2 (Sim)	40

## LPN to BSN Nursing Program Expenses

The following table shows the **approximate** expenses nursing students are expected to incur while completing the LPN to BSN Nursing Program.

Program	Program Length	Tuition (\$247.60/credit)		Books & Supplies	Program Requirements	Cost (\$)	Frequency*
		Credits	Cost (\$)				
LPN to BSN	Six Quarters	90	\$22,284	Item Cost (\$)  HESI/Elsevier Fees/ Textbooks  \$2,500.00 Divided into quarterly payments	BSN Acceptance Fee	\$50.00	Upon Acceptance
					BSN Practicum Fee	\$100.00	Per Practicum Course
					Complio Fees	\$123.00	Annual Fee
					Computer or Laptop for testing (Chrome books will not work)	\$1,500.00	N/A
					Course Fee	\$2.00 per credit	Quarterly
					ExamSoft (Theory Testing Platform)	65.00	Annual
					Immunizations	\$1,200.00	Upon Acceptance Variable
					Liability Insurance	\$16.25	Quarterly
					Recreation Center Fee (Wenatchee)	\$70.00	Quarterly
					Registration Fee	\$30.00	Quarterly
					RN Pin (Optional)	\$50.00	One Time
					Safemedicate	\$99.00	One Time
					Technology Fee	\$65.00	Quarterly

Updated 1/25

\* Tuition may increase see WVC.edu

The following items may be required:

**Lost Mailbox Key or Name Badge Fee:** Students will be issued a mailbox key for assignments and name badge for lab and clinical activities. If the items are lost, there is a \$20.00 replacement fee.

**Lost Skills Bag Fee:** Students will be issued a lab bag at the beginning of the nursing program containing necessary supplies for specific skills. Students are expected to bring their skills bag to the lab. If students lose the lab bag during the program, there is a \$200.00 replacement fee



## Nursing Practice Information

Students entering the associate degree program are considered pre-RN licensure. The WVC associate degree program includes clinical/practicum experiences at the RN scope of practice level (depending on the point of progression in the program). Pre-RN licensure students will be participating in clinical experiences in a variety of settings that employ both LPNs and RNS. It is important that students understand the role and scope of practice differences between the two.

The LPN scope of practice in the nursing process is limited and focused. The LPN practices in an interdependent role when carrying out nursing care and a dependent role when carrying out medical regimens. The LPN may administer drugs, medications, treatments, tests, injections, and inoculations, whether the piercing of tissues is involved and whether a degree of independent judgment and skill is required under the direction of an authorized health care practitioner or under the direction and supervision of the RN. Such direction must be for acts within the scope of licensed practical nurse practice and the authorized health care practitioner. ([RCW 18.79.270](#)). The LPN implements nursing care plans developed by the RN or other authorized health care practitioner. The LPN may perform nursing education to nursing assistants under the direction and supervision of the RN.

The LPN performs care in routine nursing situations. [WAC 246-840-705 Functions of a RN and LPN](#) define a routine nursing situation as a relatively free of complexity, and the clinical and behavioral state of the client is relatively stable, requiring care based upon a comparatively fixed and limited body of knowledge. The LPN may assist the RN in complex nursing situations by carrying out selected aspects of the care.

### Supervision

The definition of supervision in [WAC 246-840-010](#) states that, "supervision" of licensed or unlicensed nursing personnel means the provision of guidance and evaluation for the accomplishment of a nursing task or activity with the initial direction of the task or activity; periodic inspection of the actual act of accomplishing the task or activity; and the authority to require corrective action.

It is beyond the scope of the LPN to independently perform training, performance appraisals, or competency validation related to nursing practice of a LPN, RN, ARNP, nursing assistant (NA), home care aide (HCA), or other assistive personnel (AP). The LPN may assist in providing training, performing appraisals or competency validation related to nursing practice within the scope of the LPN and under the direction of the RN or ARNP. This restriction does not apply to employment within an organization related to organizational, administrative, and human resource functions.

The RN or LPN may perform nursing care without an authorized health care practitioner physically present. The RN does not need to be physically present when the LPN provides nursing care or carries out a medical regimen. Other state or federal laws and rules may have exceptions.

### Critical Thinking

Critical thinking is used throughout all components of the nursing process. Critical thinking is purposeful and reflective judgment in response to events, observations, experiences, and verbal or written expressions. It

involves determining the meaning and significance of what is observed or expressed to determine the need for action. The RN or LPN uses critical thinking in clinical problem-solving and decision-making processes relative to scope of practice, knowledge, competency, and experience.

### Nursing Delegation

Several state laws and rules define delegation to assistive personnel (AP). The RN and LPN may delegate some nursing tasks in specific settings and circumstances to unlicensed assistive personnel AP including credentialed or registered AP (such as nursing assistants, medical assistances, home care aides, and surgical technologists).

- Only the RN may delegate to a surgical technologist;
- Only the RN may delegate to a medical assistant;
- Only the RN may delegate to nursing assistants and home care aides in community-based settings (adult family homes, assisted living facilities, and community residential programs for people with developmental disabilities) and in-home care settings;
- Only the RN may delegate to non-credentialed or credentialed UAP in a school setting;
- The RN or LPN may delegate to nursing assistants in other settings (hospitals, nursing homes, clinics, ambulatory surgical facilities).

For clarification, The RN or other authorized health care practitioner does not delegate to the LPN, but “directs” the LPN to perform nursing care or perform a medical regimen.

### Nursing Process

#### Nursing Assessment

Nursing assessment consists of two parts:

1. Data collection;
2. Analysis, synthesis, and evaluation of the data to create the nursing care plan.

- Comprehensive Nursing Assessment

A comprehensive nursing assessment means collection, analysis, and synthesis of data performed by the RN used to establish a health status baseline, plan care and address changes in a patient’s condition as defined in the [National Council State Boards of Nursing \(NCSBN\) Model Act \(2012\)](#). It is not within the scope of practice of the LPN to perform a comprehensive nursing assessment.

- Focused Nursing Assessment

Focused nursing assessment means recognizing patient characteristics that may affect the patient’s health status, gathering and recording nursing assessment data and demonstrating attentiveness by observing, monitoring and reporting signs, symptoms, and changes in patient conditions in an ongoing manner to an authorized health care practitioner as defined in the NCSBN Model Act (2012).

The RN may perform a focused nursing assessment and re-assessment based on the patient’s needs. The LPN may perform a focused nursing assessment and re-assessment at the direction of the RN or other authorized health care practitioner. The LPN may perform a physical assessment. The LPN may obtain health care history information. The LPN may perform specific assessments or screening activities, such as mental health status, suicidal risk, cognitive screening, substance use screening, oral health screening, growth and developmental screening, or nutritional assessments. The LPN may not analyze, synthesize,

or evaluate the data or develop the nursing care plan. As a team member, the LPN should contribute to the development of the nursing care plan. The RN retains the overall responsibility for verifying data collected, interpreting and analyzing data, and formulating nursing diagnoses.

- Initial, Admission, or Event-Focused Assessment

Different types of assessments, such as “initial”, “admission”, or “event-focused” assessment, are not defined in the nursing law and rules. These terms are often used by health care agencies to describe different types of assessment. Examples include post patient fall, pre-transfer assessments or others defined by agency policy based on laws and regulations, standards of care, accreditation standards, and reimbursement requirements applicable to specific practice settings. For example, if the Centers for Medicare and Medicaid Services (CMS) require an RN to perform the initial assessment, then an LPN cannot perform this assessment by proxy for the RN. The LPN may participate in collecting information and data as in any assessment process.

### Nursing Diagnosis

A nursing diagnosis is used to determine the appropriate plan of care for the patient. The nursing diagnosis drives interventions and patient outcomes, enabling the nurse to develop the patient care plan. [WAC 246- 840-700 Standards of Nursing Conduct or Practice](#) clarifies that only the RN is permitted to make a nursing diagnosis. The LPN may provide data to assist in the development of a nursing diagnosis. The LPN may document symptoms or other findings and may document using a nursing diagnosis already made by the RN. The LPN uses and applies nursing diagnosis (formulated by the RN) as a foundation for implementing interventions.

### Implementation

The RN is responsible for initiating data collection and performing analysis of the data to create the nursing care plan. The LPN may perform the following activities related to implementation of the care plan:

- Procuring resources needed;
- Implementing nursing interventions and medical orders consistent with nursing rules and within an environment conducive to patient safety;
- Prioritizing performance of nursing interventions within the assignment;
- Recognizing responses to nursing interventions;
- Modifying immediate nursing interventions based on changes in the patient’s status; and
- Delegating specific nursing tasks as outlined in the plan of care and consistent with nursing delegation laws and rules

### Evaluation

- The RN is responsible for evaluating the responses of the nursing interventions, analysis and modification of the nursing care plan consistent with intended outcomes. The LPN, in collaboration with the RN, assists in adjusting in the care plan and reporting outcomes of care to the RN or other authorized health care practitioner.

## Documentation

The nursing laws and rules do not require a RN to co-sign LPN medical records or other documentation. The LPN is individually accountable and responsible for the care the LPN provides. A RN or LPN never functions “under the license” of another nurse or other authorized health care practitioner. In general, the NCQAC does not recommend a nurse co-sign anything unless he or she has directly witnessed an act (such as narcotic wastage) or has gone behind another nurse and personally performed the same assessment with the same findings.

[WAC 246-840-700 Standards of Nursing Conduct or Practice](#) requires a nurse to communicate significant changes in the patient’s status to appropriate members of the health care team in a time period consistent with the patient’s needs. Communication may occur using written or verbal processes. The rule requires a nurse to document, on essential patient records, the nursing care given and the patient’s response to care.

## Accepting Patient Assignments and Patient Abandonment

The RN or LPN is always responsible for providing safe, competent nursing care. The RN or LPN must have the necessary training, knowledge, judgment, skills and ability to provide the required care. It is the nurse’s responsibility to determine whether he or she is clinically competent to perform the nursing care required. The nurse should not accept the patient care assignment if the nurse is not clinically competent. The nurse may accept a limited assignment of nursing care duties that utilizes the students current existing clinical competence. Patient abandonment occurs when a nurse, who has established a nurse-patient relationship, leaves the patient assignment without transferring nursing care in a timely manner. Refer to the NCQAC’s [Patient Abandonment Interpretive Statement](#) for more information.

## Scope of Practice Decision Tree

The nurse should know and understand the nursing practice laws and rules, other State or Federal laws, accreditation standards that apply to the facility or setting in which the nurse provides care. Nurses should use the [Interactive Scope of Practice Decision Tree](#) to determine if an activity is within their scope of practice.

## WABON Nursing Scope of Practice Decision Tree

### Scope of Practice Decision Tree

Identify, describe, or clarify the activity, intervention, or role under consideration.



Used with Permission from National Council State Boards of Nursing: Scope of Nursing Practice Decision-Making Framework, Journal of Nursing Regulation, Volume 7, Issue 3, October 2016. Chapter 18.79 RCW Nursing Care • Standards of Nursing Conduct or Practice WAC 246-840-700

<b>Nursing Scope of Practice Decision Tree</b>	
<b>Step</b>	<b>Considerations</b>
<b>Define the Activity</b>	<ul style="list-style-type: none"> <li>• Problem or care need</li> <li>• Clinical environment in which the task will be performed</li> <li>• Stability and complexity of the patient care needs</li> <li>• Equipment or supplies needed to safely complete the activity</li> <li>• Requirement for directions or orders from an authorized health care practitioner<sup>1</sup></li> <li>• Independent or interdependent action based on nursing licensure</li> </ul>
<b>Legality</b>	<ul style="list-style-type: none"> <li>• Explicitly permitted or prohibited by Washington State nursing law or rule</li> <li>• Other state laws or rules apply (facility licensing, health care professionals, etc.)</li> <li>• Federal regulations</li> <li>• Supervision or professional licensure requirements</li> </ul>
<b>Practice Standards</b>	<ul style="list-style-type: none"> <li>• Evidence to support the activity within current standards of safe nursing care (National nursing organizations, associations, evidence-based literature and research, position statements, or community standards)</li> <li>• NCQAC advisory opinions, interpretive statements, policy statements, declaratory statements, or other guidance about the activity</li> </ul>
<b>Institutional Policy</b>	<ul style="list-style-type: none"> <li>• Prohibited or permitted by institutional policies and procedures</li> <li>• Reimbursement requirements</li> </ul>
<b>Safety &amp; Competency</b>	<ul style="list-style-type: none"> <li>• Consistent with training in a pre-licensure program, post-basic program, continuing education program, certification program, or self-structured study</li> <li>• Documentation of appropriate education and competency assessment specific to the activity</li> <li>• Safe to perform the activity for the specific patient, in a specific setting, and at specific time</li> <li>• Specific environment or special equipment or personnel is needed in case of unexpected responses to assure patient safety and quality of care</li> <li>• Potential outcome for the patient if the procedure is not performed</li> </ul>
<b>Accountability</b>	<ul style="list-style-type: none"> <li>• Reasonable and prudent nurse would complete the activity for this patient in this circumstance</li> <li>• Willingness to be accountable and responsible, and accept consequences</li> </ul>

<sup>1</sup> Licensed physician and surgeon, dentist, osteopathic physician and surgeon, naturopathic physician, optometrist, podiatric physician and surgeon, physician assistant, osteopathic physician assistant, advanced registered nurse practitioner, or midwife acting under the scope of their licensure. ([RCW 18.79.260](#) and [RCW 18.79.270](#)).

Registered Nurse and Licensed Practical Nurse Components of Care Scope of Practice Comparison Chart			
Function	Registered Nurse	Licensed Practical Nurse	
Roles	<ul style="list-style-type: none"> <li>Initiates the nursing process, establishing the nursing care plan</li> <li>Provides nursing care independently without supervision or assignment</li> <li>Collaborates in an interdependent role as health care team member</li> <li>Provides medical care and therapies in an interdependent role</li> <li>Acts as patient advocate in health maintenance and clinical care</li> <li>Accepts patient assignment(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides nursing care using the nursing process interdependently under the direction and supervision of the RN</li> <li>Collaborates in an interdependent role as a health care team member</li> <li>Provides medical care and therapies in a dependent role</li> <li>Acts as patient advocate in health maintenance and clinical care</li> <li>Accepts patient assignment(s)</li> </ul>	
Nursing Process	Nursing Assessment	<ul style="list-style-type: none"> <li>Performs comprehensive nursing assessment               <ul style="list-style-type: none"> <li>Initiates the data collection process</li> <li>Collects data and information relative to the health care consumer's health or the situation</li> <li>Assimilates data gathered from LPNs and other health care team members</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Assists in performing nursing assessment:               <ul style="list-style-type: none"> <li>Performs focused screening/assessments/observational assessments</li> <li>Initial, admission or event-focused assessments</li> <li>Collects data and information</li> <li>Recognizes relation to diagnosis</li> </ul> </li> <li>Communicates outcomes of the data collection process in a timely manner</li> <li>Determines immediate need for intervention</li> </ul>
	Diagnosis	<ul style="list-style-type: none"> <li>Analyzes the assessment data to determine actual or potential diagnosis, problems, and issues</li> <li>Uses scientific principles to develop nursing diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>Provides data to assist in development of nursing diagnosis</li> </ul>
	Outcomes Development	<ul style="list-style-type: none"> <li>Identifies expected outcomes for an individualized plan to the patient or situation</li> </ul>	<ul style="list-style-type: none"> <li>Assists in developing expected outcomes</li> </ul>
	Planning	<ul style="list-style-type: none"> <li>Develops a plan that prescribes strategies to attain expected, measurable outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to the development of the nursing care plan</li> </ul>
	Implementation	<ul style="list-style-type: none"> <li>Implements the identified plan</li> <li>Delegates and supervises certain nursing tasks to UAP in specific situations and settings</li> <li>Coordinates care with other team members</li> <li>Employs strategies to promote health and a safe environment</li> </ul>	<ul style="list-style-type: none"> <li>Implements the identified nursing care plan under RN supervision</li> <li>Delegates, and supervises certain nursing tasks to UAP in specific situations and settings</li> <li>Assists in coordinating care with other team members</li> <li>Assists in patient teaching</li> </ul>
	Evaluation	<ul style="list-style-type: none"> <li>Evaluates progress toward attainment of goals and outcomes</li> <li>Modifies care plan as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to evaluation by reporting patient outcomes and assists with adjusting</li> </ul>

Reporting and Recording	<ul style="list-style-type: none"> <li>Documents in the medical record</li> <li>Communicates (verbally or in writing) with LPN and other health care practitioners/healthcare team as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Documents in the medical record</li> <li>Communicates (verbally or in writing) with RN and other health care practitioners/health care team as appropriate</li> </ul>
Case Management	<ul style="list-style-type: none"> <li>Identifies case management needs</li> <li>Refers patients to appropriate resources</li> </ul>	<ul style="list-style-type: none"> <li>Assists the RN in identifying case management needs</li> <li>Refers patients to appropriate resources based on nursing care plan</li> </ul>
Delegation	<ul style="list-style-type: none"> <li>Delegates nursing care plan activities to UAP</li> <li>Delegates medical regimens to UAP</li> </ul>	<ul style="list-style-type: none"> <li>Delegates nursing care plan activities to UAP</li> <li>Delegates medical regimens to UAP</li> </ul>
Supervision	<ul style="list-style-type: none"> <li>Performs nursing care independently</li> <li>Carries out medical regimens under the direction of an authorized health care practitioner</li> <li>Supervises care given by LPNs, and UAP</li> <li>Authorized health care practitioner is not required to be on the premises when RNs carryout medical regimens</li> </ul>	<ul style="list-style-type: none"> <li>Carries out medical regimens under the direction and supervision of an RN or other authorized health care practitioner</li> <li>Performs nursing care under the direction and supervision of an RN</li> <li>Supervises delegated care given by UAP</li> <li>RN or other authorized health care practitioner is not required to be on the premises when carrying out medical regimens or nursing activities</li> </ul>
Complexity	<ul style="list-style-type: none"> <li>Performs nursing care and carries out medical regimens in complex situations</li> <li>Clinically and behaviorally stable and unstable patients</li> </ul>	<ul style="list-style-type: none"> <li>Performs basic nursing care in routine situations</li> <li>Clinically and behaviorally stable patients</li> <li>Assists in giving nursing care and carries out medical regimens in complex nursing situations</li> </ul>
Health Education, Promotion and Prevention	<ul style="list-style-type: none"> <li>Provides health education, health promotion and preventive activities to patients, families and groups</li> <li>Identifies learning needs</li> <li>Develops and evaluates education plans</li> </ul>	<ul style="list-style-type: none"> <li>Participates in developing, providing, and evaluating health education, health promotion and preventive activities to patients, families, and groups under the direction and supervision of an RN or other authorized health care practitioner</li> </ul>
Prescribing Medication and Therapies	<ul style="list-style-type: none"> <li>Under direction of an authorized health care practitioner may give medications, treatments, tests, injections, vaccines (whether piercing or puncturing of tissues is involved and whether a degree of independent judgment and skill is required)</li> </ul>	<ul style="list-style-type: none"> <li>Under direction of an authorized health care practitioner may give medications, treatments, tests, injections, vaccines (whether piercing or puncturing of tissues is involved and whether a degree of independent judgment and skill is required)</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>Responsible and accountable for the quality of nursing care given</li> <li>Responsible and accountable for delegated activities</li> <li>Responsible and accountable for following the standards of nursing conduct or practice</li> <li>Accountable for delegation and supervision when delegating tasks to others</li> <li>May only perform activities within the RN's individual scope of practice - Use Scope of Practice Decision Tree</li> </ul>	<ul style="list-style-type: none"> <li>Responsible and accountable for the quality of nursing care given</li> <li>Responsible and accountable for delegated activities</li> <li>Responsible and accountable for following the standards of nursing conduct or practice</li> <li>Accountable for delegation and supervision when delegating tasks to others</li> <li>May only perform activities within the LPN's individual scope of practice - Use Scope of Practice Decision Tree</li> </ul>



## References and Resources

Washington State Board of Nursing Website:

<https://nursing.wa.gov>

NCSBN (October 2016). Scope of Nursing Practice Decision-Making Framework

[https://www.ncsbn.org/public-files/2016JNR\\_Decision-Making-Framework.pdf](https://www.ncsbn.org/public-files/2016JNR_Decision-Making-Framework.pdf)

Registered Nurse and Licensed Practical Nurse Scope of Practice (wa.gov)

<https://www.doh.wa.gov/Portals/1/Documents/6000/NCAO13.pdf>

### Section 3. Nursing Department Policies and Standards

#### Department Recruitment Policy

Purpose: Identify student recruitment strategies for all Nursing programs.

Scope: Applies to all Nursing programs at Wenatchee Valley College.

Overview: The Nursing department offers the following programs: (1) associate degree in nursing (ADN), (2) Nursing Assistant, (3) LPN to BSN and (4) RN to BSN to meet the needs of the community. The ADN program admits up to 53 students each fall quarter (combined Omak and Wenatchee), and 32 in the Spring on the Wenatchee campus only. The Nursing Assistant programs admits up to 150 students annually. The LPN to BSN program admits up to 18 students annually. The RN to BSN program admits up to 30 students per year. The Nursing department strives to recruit students that represent the diverse communities it serves. Diversity in Healthcare is essential because it provides the opportunity to administer high quality culturally competent care to patients that improves health outcomes.

Policy/Procedure: The Nursing department strives to recruit and retain diverse students to enrich the teaching and learning environment by doing the following:

- Foster a culture of equity, diversity, and inclusion
- Showcase opportunities for learning and engagement
- Work collaboratively with communities of interest to develop innovative pathways that support academic and career advancement for incumbent workers
- Regularly assess recruitment/retention efforts from under-represented populations, and continually strive to improve the program's appreciation and respect for diversity

The Nursing department will work collaborative with the following college departments to promote the program and recruit prospective students:

- Outreach and Recruitment with Marketing and Promotion
- Career and Advising
- Allied Health and Nursing Navigator with Holistic Admissions
- College Relations
- Workforce Education
- Student Engagement with Belonging, Diversity, Equity, and Inclusion committee work
- Financial Aid and Scholarships
- Consequences: None

## LPN to BSN Nursing Program Admissions and Orientation Policy

Purpose: Identify requirements for admission into the LPN to BSN Nursing program

Scope: Applies to prospective students of the LPN to BSN Nursing program

Overview: The LPN to BSN Nursing program has a competitive admissions process. To ensure equitable access, the program has identified a set of requirements and criteria that will be used by the allied health admissions team and Director of Nursing to determine admission.

Policy/Procedure: To be considered for admission to Wenatchee Valley College's LPN to BSN Nursing program, prospective students must meet all the following requirements prior to beginning their nursing studies:

- Have a current Wenatchee Valley College (WVC) application on file.
  - Currently enrolled students do not need to reapply, students that have not attended for one or more quarters will need to [update their information](#).
  - Students that are new to WVC can [apply here](#).

Prerequisites for admission to the LPN to BSN program are:

- Have completed a Licensed Practical Nursing program with a cumulative GPA of 2.0 or higher.
- Minimum 2.0 GPA earned in every nursing course.
- Sixty credits of general education requirements, including:
  - CHEM&121 Intro to Chemistry (5 credits)
  - BIOL&211 Majors Cellular Biology OR BIOL&160 General Biology (5 credits)
  - BIOL&241 Human Anatomy & Physiology 1 with lab (5 credits)
  - BIOL&242 Human Anatomy & Physiology 2 with lab (5 credits)
  - BIOL&260 Microbiology with Lab (5 credits)
  - MATH&146 Introduction to Statistics (5 credits)
  - PSYC&100 General Psychology (5 credits)
  - PSYC&200 Lifespan Psychology (5 credits)
  - ENGL&101 Composition General (5 credits)
  - Nutrition (5 credits)
  - Humanities electives (10 credits)
- Current unrestricted LPN licensure in Washington State or can receive licensure by start of the program.

WVC LPN to BSN uses a Holistic approach to admissions. Applicants will be required to submit a program application online, with the following components:

- Résumé/CV
- Transcripts from all post-secondary education programs, including LPN program
- Professional reference (academic or supervisor within the last year)
- Background check (completed upon admission)
- Complete two (2) admission essay questions:

- What are your professional goals and how do you believe that obtaining a BSN will impact or improve your future practice? (max 1000 words)
- All students can contribute to the creation of a diverse and inclusive environment when diversity is defined most broadly. Whether by a personal attribute, characteristic, culture, experience, or behavior please tell us how you believe you will contribute to the diversity of North Central Washington and the nursing profession (max 1000 words)
- Pay the application fee of \$50 to the cashier's office (Wenatchi Hall).

If there are more applicants than available seats for admission in the program, first consideration will be given to qualified applicants who meet the priority deadline.

- Complete and submit the [Nursing Application](#).
  - The application will be due dates are available on the [website](#).
- Complete required immunizations and tests:
  - Two-step TB or Quantiferon
  - Influenza
  - Hepatitis B
  - Measles, Mumps, Rubella (MMR)
  - Varicella
  - Tetanus, Diphtheria, Pertussis (Tdap)
  - COVID (recommended)
  - Additional testing or immunizations may be required
- Successfully passed a criminal state and national background check. Immediate disqualifiers to the program can be found at: [DSHS Secretary's List of Crimes and Negative Actions](#).
- Successfully passed drug screening
- Obtain the American Heart Association Basic Life Support Healthcare provider card (Only AHA BLS certifications are accepted for clinical placements in the Nursing program).

#### Selection of Students:

The WVC Nursing program uses a holistic admissions point system when selecting and evaluating applications for admission. Applicants with more points are more likely to be selected for the program. The categories and their associated points are listed below.

Visit the [Nursing Program Selection and Evaluation page](#) for more information.

#### Notification of Admission

Applications are processed and reviewed for completion by the Allied Health Admissions Department. Admission decisions are made by Admissions and the Director of Nursing Programs. The notification will be distributed by the applicant's Wenatchee Valley College student email.

#### Wait List

Each year, the LPN to BSN Nursing program may waitlist up to 5 students. Students on this list are notified when seats become available in the entering cohort. Final notifications for wait list applicants are sent as soon as space becomes available. Most applicants are generally notified at least one month

prior to the start of the program. Rankings within the wait list for each program are not disclosed, and there is no guarantee that candidates will be offered a seat in the entering cohort. Wait list candidacies are not held over for the following year, nor is special consideration given to those students if they choose to reapply in a future year.

#### Orientation:

The Director of Nursing is responsible for ensuring nursing student orientation. Orientation topics include, but are not limited to, the following:

1. WVC Nursing's mission, goals, and program outcomes.
2. WVC resources which guide expectations of students, e.g., Student Handbook, Academic Catalog and Academic Calendar.
3. WVC resources, e.g., Library services, Writing Center, tutoring services, Canvas learning management system, Registrar, and Financial Aid.
4. WVC technology resources that facilitate faculty and student communication e.g., email, and emergency notifications.
5. Office Staff, logistics and equipment. A directory for staff and faculty.
6. Departmental policies, e.g., nursing policies, drug, and background screening. Family Educational Rights and Privacy (FERPA) & student service on Nursing committees.
7. Faculty, preceptor, and student roles in evaluating the clinical and practicum sites.

The Orientation Checklist and Affirmation Page are used to organize and document understanding of WVC resources and processes. Students are encouraged to ask questions and must sign the form acknowledging understanding of the nursing policies and acknowledging orientation.

#### Consequences:

- Students who do not meet the admissions requirements of the Registered Nursing program are ineligible for admission

## **Retention/Progression Policy**

Purpose: Identify established academic standards of the Registered Nursing program for successful progression through the program

Scope: Applies to current students enrolled in the LPN to BSN Nursing program

Overview: Progression and retention in the courses is dependent upon the student's ability to meet established academic standards and to comply with student health, security, and clinical requirements.

Policy/Procedure: The following requirements are necessary for students to progress through the LPN to BSN Nursing program:

- Students must successfully complete all nursing courses with a GPA of 2.0 or higher.
- Students must pass a dosage calculation exam prior to attending clinical rotations in each lab course.
- Students must demonstrate safe practice in the care of patients and exercise appropriate judgment. Students who demonstrate unsafe behaviors in the clinical setting may be removed by faculty at any time. Students removed from a clinical setting for patient safety reasons will be dismissed from the program and are not eligible for program re-entry.
- Students not abiding by the program's professional behaviors policy are subject to dismissal and may be eligible for program re-entry. Certain violations such as gross negligence or HIPAA violations are not eligible for re-admission.
- Students not meeting expected course learning outcomes or program learning outcomes will be notified in writing and required to do remediation through a Collaborative Performance Plan or probation. Failure to meet the requirements identified in the remediation plan will be dismissal from the program and are subject to the re-entry policy.
- A student who withdrawals from a Nursing program, for any reason, may request re- admission and must follow the steps outlined in the re-entry policy. The student must request re-admission within one academic year of the withdrawal and admission is reliant on space availability.

## Professional Behaviors Policy

Purpose: Establish and maintain standards of expected professional behavior from Wenatchee Valley College Nursing students.

Scope: Applies to all students enrolled in a Nursing program

Overview: Students are expected to demonstrate professional behavior both in the classroom and in all clinical settings. Students are representatives of Wenatchee Valley College and are obligated to function within the framework of the professional standards identified by their field and the Wenatchee Valley College Student Code of Conduct.

Policy/Procedure: The student must abide by the codes of ethics of the profession, professional standards and the Uniform Disciplinary Act. Behaviors deemed unprofessional include but are not limited to:

- Dishonesty
- Disrespect of students, faculty and staff
- Concerns regarding attendance and time management
- Concerns about safety
- Lack of accountability
- Inability to work in a team setting
- Poor or ineffective communication skills

Unacceptable behaviors serious enough to result in dismissal from the Nursing program without possibility of return include:

- Gross negligence with potential to or/that result in harm to client or family
- Verbal threat of physical harm (assault)
- Physical violence (battery)
- Falsifying the medical record
- HIPAA violation (breach of confidentiality)
- Carrying a weapon or illicit drugs/drug paraphernalia
- Stealing from clinical site, college, or faculty
- Failure to satisfactorily complete any student Collaborative Performance Plan, probationary requirements, or re-entry requirements
- Failure to comply or remediate any issues addressed by program specific policies

Professional Behaviors

### Behaviors that Imply Professional Values

- Placing the patient's welfare first, the student:

- Is accessible and prompt in answering patients' requests.
- Is accessible and prompt in answering patients' requests.
- Sets priority of activities reflecting patients' needs.
- Explains treatments and procedures; keeps patients well informed.
- Is responsive and reliable when needs are identified by patients, staff, or faculty.
- Calls and makes appropriate arrangements if unable to be on time or present for scheduled clinical experience.

Committing to nursing and to Program policies, the student:

- Is present and willing to learn; complies voluntarily with rules and policies of the ADN Program.
- Demonstrates enthusiasm for the clinical experience; appears to enjoy nursing.
- Looks and acts in a professional manner, i.e., is neat and clean, behaves professionally.
- Is pleasant to staff, peers, and faculty.
- Give appropriate information to other nurses.
- Completes charts and records.

Cooperating, the student:

- Can disagree diplomatically.
- Knows when to stop arguing and start helping.
- Takes criticism constructively.
- Accepts the roles of others and works in appropriate capacity in response to others.
- Deals with stress and frustration without taking it out on others.
- Objectively handles conflict with others; tries to see both sides of issues.
- Utilizes direct communication and avoids triangulation.

Maintaining intellectual and personal integrity, the student:

- Readily admit mistakes and oversights.
- Is forthright with peers, staff, and faculty.
- Selects appropriate responses to patients.
- Always observe safe techniques.
- Accepts responsibility for errors and tries to take appropriate corrective action.
- Makes statements that appear to be based on fact and believable; does not provide information or facts unless known to be correct.
- Does own work and does not represent the work of others as being original.
- Is respectful of faculty, staff, peers, and patients.

### **Behaviors that Imply the *Absence* of Professional Values**

- Not placing the patient's welfare first, his:
- Is unreliable in completion of tasks.
- Is difficult to find when needed.
- Elicits hostility from patients and others.
- Displays hostility toward difficult patients.
- Justifies doing things "just for the experience," without taking patients' needs into consideration.
- Approaches with "who is right," rather than "what is right," attitude.
- Fails to make appropriate arrangements if unable to be on time or present for the clinical experience.



- Not committing to nursing and to ADN Program policies, the student:
- Is chronically tardy or absent.
- Skips the clinical experience or other obligations if not supervised.
- Passes assignments or tasks to others when possible.
- Is a chronic malcontent and complainer.
- Is sloppy.
- Gives inappropriate information to others.
- Is chronically deficient on upkeep of charts and records.
- Feels existent policies are irrelevant, unimportant, and non-obligatory.

Not cooperating, the student:

- Is argumentative or stubborn.
- Is sullen or arrogant with faculty, peers, staff, and patients.
- Is uncommunicative with staff and faculty.
- Responds in a hostile manner to frustrating situations.
- Exhibits passive-aggressive behaviors when dissatisfied.
- Triangulates by engaging uninvolved persons.

Not maintaining intellectual and personal integrity, the student:

- Lies or fabricates data, when needed, to cover up mistakes and oversights.
- Fails to use safe techniques when not being supervised.
- Blame others for their own shortcomings.
- Provides data without appropriate checks for correctness.
- Sneaks away or does not show up if unsupervised.
- Represents the work of others as being original.
- Is disrespectful and rude to faculty, staff, peers, or patients.

Unprofessional and/or unacceptable behavior or conduct includes, but is not limited to:

- Interference with the learning of others.
- Eating during exams and guest lectures.
- Leaving the classroom during an exam or guest lecture.
- Smoking at clinical sites and/or in a WVC nursing student uniform.
- Tardiness.
- Interruptions or inappropriate talking during class.
- Intimidation of students and/or faculty (angry, hostile, or violent behavior).
- Inappropriate or provocative dress or appearance.
- Use of electronic devices for any purpose other than learning related activities.
- Fabrication of data.
- Sleeping in class.
- Sleepiness at clinical or lab experiences.
- Sexual harassment.
- Use of vulgar or obscene language.
- Any other behavior deemed by nursing faculty as unacceptable, and which interferes with the learning or safety of others.

- Sets priority of activities reflecting patients' needs.
- Explains treatments and procedures; keeps patients well informed.
- Is responsive and reliable when needs are identified by patients, staff, or faculty.
- Calls and makes appropriate arrangements if unable to be on time or present for scheduled clinical experience.

#### Employment While a Nursing Student

Many students work while enrolled in the Nursing Program. School must be their primary priority when the student is enrolled in the program; student employment is secondary. The quality of the student learning experience will not be compromised to adjust to student employment demands. Special consideration will **not** be given to students with employment/class conflicts. Each student must evaluate their academic success in relation to family, school, and work.

#### Consequences:

- Students who exhibit behaviors deemed unprofessional will meet with the lead faculty and the Director of Nursing may receive a [Collaborative Performance Plan](#).
- Students who exhibit behaviors deemed unacceptable will be dismissed from the program and not subject to the Nursing program's re-entry policy.

## **Nursing Program Dismissal & Re-Entry Policy**

Purpose: Establish dismissal and re-entry guidelines and processes

Scope: Applies to all current students enrolled in a Nursing program

Overview: Students may withdraw from a Nursing program for personal reasons or be dismissed due to academic or behavioral concerns. Students may be allowed one opportunity to re-enter the program if space permits.

Policy/Procedure: A student who withdrew or was dismissed from a Nursing program has one opportunity to re-enter the program within one year from the date of withdrawal or dismissal from the program, unless otherwise agreed upon by the Director of Nursing Programs of nursing. Some concerns make students ineligible for re-entry to the program and may include but are not limited to violation of program policies, academic dishonesty, HIPPA violation, or engaging in unsafe practice. When a student is dismissed for concerns related to the student code of conduct, the student is referred to the Vice President of Instruction and Student Services. Please see section on student rights and responsibilities.

For any program dismissal, the student will receive a letter from the Nursing department outlining the reason for dismissal and if the student is eligible for re-entry to the program or not. If the student is eligible for re-entry, the letter will detail the process and steps for re-entry. If the student is not eligible for re-entry, the student has the right to petition their case through the college's [due process](#).

### **Voluntary Withdrawal**

If a student, for any reason, wishes to withdraw from a Nursing Program, written notification must be made to the Director of Nursing Programs before the expected date of withdrawal and no later than the last day of classes for that quarter. The withdrawing student must return all ADN program materials in their possession, including but not limited to the name badge and the mailbox key.

### **Dismissal**

Dismissal can occur due to reasons of personal misconduct and/or poor academic performance. Prior to any dismissal, the WVC Nursing Program will follow due process procedures to investigate the issues and determine the course of action. The details regarding jurisdiction of dismissal and due process are outlined in the current WVC Student Planner/Handbook.

Nursing students who exhibit harmful, potentially harmful, or disruptive behavior toward themselves or others due to an apparent medical or psychological problem may be subject to involuntary administrative withdrawal from the program, if their behavior renders them unable to effectively function in the learning community. Such behaviors include but are not limited to those which:

- Pose a significant threat of danger and/or harm to self or other members of the community.

- Interfere with the lawful activities or basic rights of other students, college employees, or visitors.
- Pose a threat, or suspicion of threat, to patient safety.

Additional behaviors warranting potential involuntary administrative withdrawal include, but are not limited to, unethical behaviors, personal misconduct, or professional misconduct, such as violating the Code of Ethics for Nurses, professional standards of care, and regulations governing nursing practice through the Nurse Practice Act. Any student exiting the ADN Program must meet with the Nursing Programs Administrator to complete the exit interview process, to be considered for re-entry to the ADN Program later.

#### Nursing Program Re-Entry Process (if student is eligible for re-entry)

- Students must meet with the Director of Nursing Programs to discuss options for re-entry upon withdrawal or dismissal.
- The student must submit a written request to the Director of Nursing Programs requesting re-entry to the program within the first two weeks of the quarter PRIOR to the re-entry request point. The student must explain the reasons he/she was not successful previously in the program and provide a detailed plan for success if re-entry is granted.
- The Director of Nursing Programs will review and discuss the student's plan with the faculty. Nursing faculty must approve the student's plan and will participate in the creation of a collaborative performance plan that identifies the expectations to facilitate student success once enrolled in program.
- A student who re-enters the program must comply with the Collaborative Performance Plan and all program policies. If the student does not accept the conditions of the Collaborative Performance Plan, he/she will not be approved for re-entry. The Collaborative Performance Plan will remain in effect for the duration of the program.
- Students will be allowed re-entry only if space is available. This includes all theory coursework and laboratory skills. Students will be expected to pass a dosage calculation exam and demonstrate proficiency in all skills from the previously completed courses. If a student is placed into a course for which they have already completed and received a passing grade, they will be required to take that course again at their own expense.
- Students must retake previously failed or incomplete courses.
- Students who withdrew for academic reasons must complete a remediation contract if one was implemented at time of withdrawal. The request letter for re-entry must document completion of such contract.

If the student is granted acceptance for re-entry into a Nursing program, they must submit a signed Collaborative Performance Plan and set up a conference with the Director of Nursing Programs prior to the re-entry date. Failure to meet with the Director of Nursing Programs as required will automatically cancel the re-entry agreement.

#### Consequences:

- Students not meeting the requirements of the re-entry process are ineligible for re-entry.

## Remote Learning Modalities Policy

- Purpose: The purpose of this policy is to ensure the Wenatchee Valley College Nursing Programs adheres to the standards set forth by the Northwest Commission on Colleges and Universities (NWCCU) and state and federal regulations regarding distance education. This policy serves to provide additional details to the general WVC [Distance Learning Policy](#) and the [Acceptable Use Policy](#). Additional Authority: WAC 246-840-546
- Scope: This policy applies to all WVC Nursing students taking courses through distance education and to all faculty and staff administering courses.

**Overview:** The College provides support for quality course design and delivery, whatever the modality of instruction. WVC students use Canvas, a web-based learning management system, to manage course content, maintain consistent interaction between students and faculty, deliver and score student assignments, and maintain a gradebook. ExamSoft is used for unit and comprehensive final assessments.

All courses, distance learning courses included, are reviewed to validate that they meet the College's quality standards that are measurable and verified. The quality control process assures that there is alignment between faculty professional development opportunities, approved course outlines, class observation checklist, student evaluations, and course approval process.

To ensure faculty are adequately supported in their endeavors to provide quality instruction when teaching online classes, the Director of Libraries & Learning Support Services shall identify professional development and individualized support opportunities addressing areas of emphasis identified above and make these opportunities available to faculty on a regular basis. Before being approved to teach online courses for the first time, Faculty must complete an adequate amount of required professional development, or otherwise demonstrate required competencies (through conversation with the appropriate Dean/Director and eLearning staff), to meet the requirements, standards, and expectations of various accrediting agencies, Federal and State laws, regulations, and rules.

**Security:** Canvas and ExamSoft are closed and secure systems that require student authentication upon logging in. Students log in using their WVC email address and a personalized password to verify identity. All WVC students are assigned a Canvas account (which includes a student ID number and an email address) at the time of admission to the College.

Information that is unique to the student is linked to the WVC account and stored in a secure Student Management System (SMS). There are no charges associated with the College's online identification process. Access credentials may not be shared or given to anyone other than the user to whom they were assigned for any reason. Students are responsible for all uses of their account. Students are required to comply with the WVC academic honesty system is a component of the [Student Code of Conduct Policy](#), which prohibits allowing another party to do one's work/exam and turning in work/exams as one's own.

**Maintenance:** All Canvas user data is backed up redundantly, stored in highly stable, secure, and geographically diverse data centers. Canvas requires minimal maintenance to the College;

security patches and system upgrades are automatically updated.

**Support:** Instructional and technical support is available for students and faculty at Online Support and the eLearning Office which is also available via email, chat, telephone, and video conferencing. The eLearning faculty Mentors are also available to assist faculty with instructional challenges. Canvas user guides and technical support are available to students, faculty, and system administrators any time they are needed. The eLearning office Specialist offers in-person and online orientation for distance learning students. Professional development workshops for faculty include Canvas, course design, and instructional technologies.

**Ongoing Evaluation:** All WVC distance learning faculty are required to participate in scheduled evaluations that are consistent with Article 8 of the faculty negotiated Agreement. In addition to scheduled evaluations, all courses in the nursing program are included in student course evaluations administered near the end of each quarter. Student feedback on evaluations is completely anonymous and no identifying information is ever directly linked to the feedback they provide. Class observations include feedback from the supervising administrator where appropriate. Distance learning courses are included in continuous analysis of course data to identify opportunities for course improvement.

**Responsibility:** All assigned faculty, staff and students participating in courses through distance education are required to comply with this policy.

## Medication Administration by Nursing Students Policy

- Purpose: Ensure safe medication administration for students
- Scope: Applies to all current students enrolled in the Registered Nursing and LPN to BSN Nursing program
- Overview: The proper dispensing and administration of medication performed by nursing students is vital to the delivery of safe and effective patient care.

Policy/Procedure: To ensure safe medication administration, Nursing students must adhere to the following procedures.

### Orientation and Practice Experience

In accordance with [WAC 246-945-450](#), students within the Nursing program will be provided with both orientation and simulated experiences related to the safe medication administration and use of medication carts and Automated Drug Dispensing Device Systems (ADDDs). Practice with medication administration will occur during simulated scenarios, skills practice labs, medication calculation, and administration online modules, and skill tests before a student is able to administer medications in the clinical environment. Specifically, the ability of nursing students to administer medications in the clinical setting is based on 1) successful skills competency verification 2) Faculty assessment during skills and simulation courses, 3) earning 100% on a Math Competency Exam, 4) clinical Faculty/nurse proctor discretion, 5) orientation and adherence to clinical agency nursing student policy, and 6) level of nursing student (medication administration routes and autonomy are leveled for progression throughout the program).

### Math Competency

The nursing profession requires nurses to have a broad base of mathematical computational skills to administer medications accurately and safely. The WVC Program requires students to demonstrate competency in their math skills as they progress through the Registered Nursing and LPN to BSN Program. Nursing students will demonstrate continued math competency in their ability to calculate correct dosages of medications and intravenous fluids as evidenced by achieving 100 percent on a proctored medication safety exam.

### Automated Drug Dispensing Device Systems

Students are trained to use the ADDD system to enhance patient safety in medication administration. Students are taught about ADDDs and methods to increase the safety of drug identification and preparation. In the Medication Administration Lab, students are competency verified regarding medication identification, removal, and safety checks by a nursing Faculty. Signed competency forms are placed in the student files. Nursing students are provided opportunities to practice accessing the ADDDs during other skills labs and simulation experiences.

Nursing programs, health care facilities, and pharmacies shall have policies and procedures regarding, and provide adequate training for students accessing the ADDDs. Prior to administering medications in clinical sites, students are oriented to the clinical agency's nursing student policies and procedures (which include expectations of medication administration and access to the system) by the agency representative.

Students are orientated to the clinical agency's ADDDs by agency representative or clinical faculty. Students must have a faculty or proctor present when accessing the system in the clinical site.

### Skills Cards

The Wenatchee Valley College Nursing Student Skills Card guides medication administration allowance and supervision expectations for the nursing student level. Students are required to carry the skills card and abide by the expectations during clinical experiences. Students in the first year of the nursing program must be directly supervised at every step of the medication administration process by the nursing faculty or licensed nurse. Second year student's supervision will vary depending on demonstrated nursing judgment and competency. If clinical agency expectations regarding medication access, administration, and/or supervision are more restrictive than the skills card guidelines, students will abide by clinical agency's policy or expectations. Student orientation to the safe distribution and use of Medication Distribution Systems includes, but is not limited to, the following simulated learning experiences:

- Accurately read and interpret medication orders
- Correctly login into ADDD or access the medication cart
- Identify correct patient using processes specific to the facility
- Competency verified by nursing faculty during the medication administration simulation evaluation
- Secure ADDD/medication cart when complete
- Follow Rights of Medication Administration
- Accurate dosage calculation
- Correct documentation of medication administration
- Perform inventory control measure (wasting of medications) specific the facility

Student competency will be evaluated and satisfactorily completed prior to the administration of medications within the clinical environment. Students administering medications within the clinical environment will always be under the supervision of a licensed nurse.

### Evaluation of Medication Administration

Nursing students receive theoretical knowledge of medication administration, medication reconciliation, dose calculation, and reporting medication errors. Students are evaluated through examinations.

Nursing students complete Medication Administration Labs where they learn and practice safe and accurate medication administration via multiple routes. Students will complete skills modules, videos, and quizzes as lab preparation. Students are oriented to and practice using the ADDD to enhance patient safety in medication administration.

- Once competency is verified by a nursing faculty, the Medication Administration Competency Form is signed and filed.
- Nursing students are evaluated, and competency verified by a Skill Tester nursing faculty during the Medication Administration Skills Test. If the student is unsuccessful in demonstrating competency in the skill, the student may not meet course outcomes and may not be able to progress in the program.
- Nursing students learn and practice intravenous medication administration. Students will complete skills modules, videos, and quizzes as lab preparation. Once competency is verified by a nursing faculty, the Medication Administration Competency Form is signed and filed.
- LPN to BSN students will also be assessed quarterly - Nursing students complete a math competency exam with 100% score prior to administering medication in the clinical setting.



- LPN to BSN students will also be assessed quarterly - Nursing students will administer medications in simulated patient scenarios.
- Pharmacology will be integrated into the concept-based curriculum as each concept is covered.

## Use of an Automated Drug Dispensing Device Policy

Purpose: Identify usage and requirements for students using the Automated Drug Dispensing Device (ADDD)

Scope: Applies to students and faculty in the Nursing programs

Overview: Wenatchee Valley College Nursing program uses an Automatic Drug Dispensing Device to simulate medication administration in lab and or simulation activities.

Policy/Procedure: In accordance with [WAC 246-945-450](#), for Nursing programs that use an Automated Drug Dispensing Device, the program and the students must adhere to the following procedures.

Students are trained to use the Automated Drug Dispensing Device (ADDD) system to enhance patient safety in medication administration. Students are taught about ADDDs and methods to increase the safety of drug identification and preparation. In the Nursing Medication Administration Labs, students are competency verified regarding medication identification, removal, and safety checks at the ADDD by a nursing faculty. Signed competency forms are placed in the student files. Nursing students are provided opportunities to practice accessing the ADDD during other skills labs and simulation experiences.

Nursing programs, health care facilities, and pharmacies shall have policies and procedures regarding, and provide adequate training for students accessing the ADDD. Prior to administering medications in clinical sites, students are oriented to the clinical agency's nursing student policies and procedures (which include expectations of medication administration and access to the ADDD) by the agency representative. Students are orientated to the clinical agency's ADDD by agency representative or clinical faculty. Students must have a clinical faculty or approved proctor present when accessing the ADDD in the clinical site

The ADDD is housed in the Nursing Sim Lab and managed by the nursing lab coordinator. The nursing lab coordinator is responsible for stocking the simulated medications and may delegate the task to the laboratory technical. No "patient-owned" medications are kept in the ADDD. There are no medications subject to override.

The nursing lab coordinator, nursing faculty and the Director of Nursing will review program policies related to the ADDD annually and make any required or necessary revisions.

The nursing lab coordinator sets ADDD user privileges which are:

- Faculty: Faculty / Faculty
- Student: Nursing Student

Consequences: None

## Nursing HESI Exam and Remediation Policy

Purpose: Identify usage and requirements for Elsevier/HESI Exams

Scope: Applies to students in the LPN to BSN Nursing Programs

Overview: Elsevier/HESI is required as part of the curriculum. Elsevier/HESI provides a comprehensive review and realistic practice that facilitates student learning and guarantees NCLEX success. The purpose of Elsevier/HESI is to assess students' knowledge relating to a specific topic in nursing and application of theory to clinical practice.

Policy/Procedure: The Nursing Program has adopted the use of HESI Specialty Exams and the HESI Exit exams. These testing resources will be used to complement the WVC Nursing Program curriculum, promote program success, and support student learning. Quarterly, students will be provided with a variety of testing and support resources, including case studies, adaptive quizzes, online practice assessments, proctored HESI specialty exams, PN Exit and RN Exit assessments throughout the duration of the Program.

HESI exams are included with the cost of Elsevier's 360 product. Students are required to pay for Elsevier 360 quarterly. HESI exams are administered virtually using ProctorU. *This cost is not included in Elsevier 360.*

Students will be notified of the HESI testing schedule quarterly.

<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter3</u>
HESI Fundamentals	HESI Pharmacology	HESI Pharmacology
<u>Quarter 4</u>	<u>Quarter 5</u>	<u>Quarter 6</u>
	RN Med/Surg	HESI RN Exit Exam

The Nursing Program goal is for all students to achieve an acceptable level of performance (a score of 900 or above) on proctored HESI assessments. Students will complete assigned exam preparation prior to taking the HESI proctored exam.

**Table of HESI Performance Benchmarks for LPN to BSN**

EXAMPLE: HESI SCORE AS BONUS POINTS

HESI Preparation (Worth 25% of HESI Testing Assignment and 2 points for HESI Med/Surg v1)	Remediation (Worth 75% of HESI testing assignment and 3 points for HESI Med/Surg Remediations)	HESI Scoring Interval (Test Score) (2 Possible Bonus Points)	Description of Performance Level
<p>Students will complete 1 practice exam for each version 1 HESI exam in the HESI Case Studies, Patient Reviews, and Practice Tests Elsevier Course (found on Evolve).</p> <p><b>NURS 403 REQUIREMENTS:</b> - MED/SURG V 1 Practice Exam</p>	<p>Following a HESI Exam, students will complete remediation work. This includes:</p> <ul style="list-style-type: none"> <li><b>Step 1 (10%):</b> Review rationales for missed questions at the end of the HESI exam.</li> <li><b>Step 2 (90%):</b> Complete remediation activities assigned in the HESI program by the due date.</li> </ul> <p><i>* If students feel that other types of remediation activities are better suited for their learning style, they may meet with faculty to discuss alternatives. Alternate HESI remediation form would be due one week after the exam (see Appendix)</i></p> <p><b>NURS 403 REQUIREMENTS:</b> - Complete remediation assigned in the HESI course found on Elsevier Evolve for HESI MED/SURG v1 by the due 11/24 at 2359.</p>	>/= 1000 2 points	<p><u>High Achiever</u></p> <ul style="list-style-type: none"> <li>Outstanding probability of passing</li> <li>Demonstrates performance that exceeds expectations</li> </ul>
		950-999 2 points	<p><u>Excellent Performance</u></p> <ul style="list-style-type: none"> <li>Strong probability of meeting NCLEX® standards.</li> </ul>
		900-949 2 points	<p><u>Acceptable Performance</u></p> <ul style="list-style-type: none"> <li>Fairly certain to meet NCLEX® standards.</li> <li>Demonstrates satisfactory level of competence.</li> </ul>
		850-899 1.5 points	<p><u>Below Acceptable Performance</u></p> <ul style="list-style-type: none"> <li>Average to below average probability of passing NCLEX© standards.</li> <li>Meets absolute minimum standards</li> </ul>
		< 850 1 point	<p><u>Needs Further Preparation</u></p> <ul style="list-style-type: none"> <li>Below average probability of passing NCLEX© standards.</li> <li>Does not meet minimum standards.</li> </ul>

Consequences:

- Nursing students are responsible for communicating with HESI if they step out of the program.

## **Nursing Graduation Policy**

Purpose: Communicate Nursing program(s) requirements for graduation

Scope: Applies to students in the Nursing program(s)

Overview: The Nursing program believes the knowledge skills and experiences gained in this program successfully prepares the student for graduation.

Policy/Procedure: To be eligible for graduation, Nursing students must meet the following requirements:

- Complete all college and Nursing program admissions requirements
- Successfully complete all Nursing program core courses and general education courses
- Earn a minimum grade point average of 2.7 or higher in all Registered Nursing courses
- Earn a minimum grade point average of 2.0 or higher in the LPN and RN to BSN Nursing courses

Students completing the second year of the program must complete and submit the Application for Degree/ Certificate form by May 1<sup>st</sup> and must apply for graduation for the associate in nursing Direct Transfer Agreement/ Major Related Program (DTA/MRP) degree to appear on the official transcript. If an application for a degree is not made, the earned degree will not be posted to the official transcript. If an application for a degree is not submitted or is submitted late, the students' ability to take the licensure examination (NCLEX®) may be delayed. The Application for Degree/Certificate forms can be obtained from the Registration Office.

### Commencement

Commencement ceremonies are held in person or virtual in June of each academic year in both Wenatchee and Omak. Candidates for graduation will receive commencement ceremony information from the Campus Life Office during the final quarter of the program.

### Consequences:

- Students who do not meet the graduation requirements of the Nursing program are ineligible for graduation.

## Registered Nursing Graduate Pinning Ceremony and BSN Convocation

Purpose: The purpose of the Pinning Ceremony is to recognize students' successful completion of Practical Nursing program and their qualifications as candidates to sit for the licensing exam as Registered Nurses. This activity is meant to be a culminating experience for graduates, their families and friends, as well as nursing faculty, staff, and college administration. This ceremony is in addition to the annual Wenatchee Valley College graduation which is encouraged for Registered Nursing graduates.

Planning. The Pinning Ceremony committee meets three months before graduation with planning facilitated by the Director of Nursing, Administrative staff or faculty representative.

- Invitations: Each Nursing student will be responsible for inviting family and friends. The Nursing department will send invitations to local hospitals, nursing staff, administrators, faculty, and other key members of the community.
- Printed Programs: The Nursing department will print programs for the pinning ceremony to be passed on to guest as they enter the ceremony. The program outlines the order of the ceremony, graduate names, and faculty/staff/administration names.
- Decorations: Graduates are responsible for putting up and taking down all decorations on the day of the pinning ceremony. Creativity and simplicity with decorations is encouraged and must be approved by the Director of Nursing or Faculty Representative.
- Dress: The attire for the Registered Nursing pinning ceremony is the WVC nursing student uniform.
- Format (Total program should not exceed one and one-half hours in length):
  - Welcome Message – Given by the college president or the Director of Nursing
  - Student Speaker – One graduate elected by the class from each campus
  - History of the Nursing Pin – Nursing faculty or the Director of Nursing
  - Pinning – Nursing faculty selected by Pinning Ceremony Committee
  - Lighting of the lamp – One faculty elected by the class
  - Florence Nightingale Pledge – One faculty elected by the class
  - Closing Message – given by Nursing faculty or the Director of Nursing

Convocation /Poster Presentation: The BSN pathway programs hold a Convocation Ceremony immediately following the Poster Presentation activity. Graduates are welcome to order the BSN pin, and they are encouraged to participate in the general college graduation ceremonies.

## Nursing License Application and NCLEX Testing Processes

The steps below outline the process for applying for Practical Nursing licensure with the Washington state Department of Health.

1. Visit the Washington State Department of Health website to review the [Nursing License Application](#) page. To get started you must register with Secure Access Washington (SAW) and sign into the Department of Health Online Application Portal. There is a \$2.50 convenience fee to use the Online Application Portal.
2. Create a [Secure Access Washington](#) account  
Select "Create One." If you already have a SAW account, sign in with your user ID and password you previously created. Follow the steps to register. You'll create your own user ID and password for SAW. The system will send you an email confirming your registration.  
Select the link in the email that follows this statement: "To activate your new account, select the following link." This step is required to complete the registration process.

If you experience problems with the SAW site, contact Consolidated Technology Services (24 hours) at 888-241-7597 or email [servicedesk@cts.wa.gov](mailto:servicedesk@cts.wa.gov).

- Create a link to the Department of Health Online Application Portal
- Login to your SAW account using your SAW user ID and password you previously created.
- Select the "Add a New Service" link.
- On the right column, select "Department of Health."
- Scroll to "Online Application Portal". Select "Apply."
- You'll be asked a series of questions based on your public record data (the state of Washington doesn't gather or store this data). The questions will match the name and address you provide with the existing public record information. You'll want to ensure you've provided your full legal name, and you may find you have to enter a former address, especially if your address has changed recently (within the past one to two years) to get the right questions that pertain to your identity.
- Click on "My Services" and choose "Online Application Portal."
- Complete the information on the User Lookup Page. Last name, date of birth, and social security number (SSN) are required fields. If you don't have an SSN, check the "I don't have a Social Security Number" box. Click "Search."
- If you don't have a match, or have never had a state of Washington credential, select "No."
- If you do have a partial match, you'll be asked additional questions. Select answer, then click "Validate."
- If you have a full match, you'll be asked to update any information that is currently incorrect. You'll not be able to update any gray-out field. Once complete, click "Update."
- You will now be able to choose the credential you would like to apply for. Select the credential from the list under "Complete a New Credential Application."
- Please note that you'll have 14 days from the start of the application to complete, pay for and retrieve a copy of the application and any supplemental forms needed for completion.
- Pay the application and \$2.50 convenience fee with a VISA or MasterCard or by ACH (electronic

check). Payment must be made with U.S. funds drawn on a U.S. financial institution. Please make sure your address on the payment information screen matches the address your financial institution has on file for you.

- After the payment has been successfully submitted you can attach additional documents to your application at the “Upload Attachments” screen. If you have nothing to upload, choose “Skip.”
- The final screen will have a copy of any additional forms you may need to submit a copy of the application you just finished. You'll be able to retrieve these documents for 14 days after the original start of the application.

In your application, you also need to include copies of your official Wenatchee Valley College transcripts. Steps for ordering your transcripts are outlined below:

3. Once you have completed the first year of the nursing program and have completed the PVR course and are eligible for the NXCLEX PN, and or you have completed the Registered Nursing program are eligible to sit for the NCLEX RN you should request a transcript.
4. [Request your Official Wenatchee Valley College Transcript](#) showing successful completion of the coursework program. This must be completed after grades and certification are posted.

If you're having problems with the Online Application Portal, call the Health Systems Quality Assurance Call Center at 360-236-4700, press option "1" for “assistance with health profession or facility applications.” Then, press "1" again for “technical assistance with our online application system.” Normal business hours are Monday through Friday, 8 a.m. to 5 p.m. We're closed on all state holidays.

The Nursing Care Quality Assurance Commission regulates nursing practice via the Nurse Practice Act. To register for your NCLEX-exam please review the instructions on the [NCSBN](#) or the [Pearson Vue](#) website.

For more information, please visit the websites listed below.

- NCSBN NCLEX Exam Candidate Bulletin - [https://www.nclex.com/files/2024\\_NCLEX\\_Candidate\\_Bulletin\\_English\\_FINAL.pdf](https://www.nclex.com/files/2024_NCLEX_Candidate_Bulletin_English_FINAL.pdf)
- Program Codes [https://www.ncsbn.org/public-files/NCLEX\\_Educational\\_Program\\_Codes.pdf](https://www.ncsbn.org/public-files/NCLEX_Educational_Program_Codes.pdf)
- If no Social Security Number <https://www.doh.wa.gov/Portals/1/Documents/6000/669316.pdf>
- WA DOH Nurse Licensing <https://nursing.wa.gov/licensing>
- Licensure requirements <https://www.doh.wa.gov/Portals/1/Documents/6000/669425.pdf>
- Written application instructions <https://www.doh.wa.gov/Portals/1/Documents/6000/669419.pdf>



- Application video  
<https://www.youtube.com/watch?v=Wp4-AS18RoU&feature=youtu.be>
- Information about fingerprint-based background check  
<https://www.doh.wa.gov/Portals/1/Documents/6000/669434.pdf>
- Taking the test with Pearson VUE  
<https://home.pearsonvue.com/Test-takers.aspx>
- NCLEX Item Types Tutorial <https://testdelivery-st-prd-1.pearsonvue.com/Minerva/startDelivery?sessionUUID=864057f2-0514-42bb-baef-ca1b6b6451b4>
- Workforce Data once licensed  
<https://fortress.wa.gov/doh/opinio/s?s=WorkforceData>

## **Clinical Requirements Policy**

Purpose: Identify and maintain requirements for participation in clinical placement

Scope: Applies to all students in a Nursing program at Wenatchee Valley College

Overview: To participate in program clinical experiences, students must be fully protected and prepared to function safely in the healthcare environment.

Policy/Procedure: Students must comply with the requirements of the Clinical Placement Passport related to:

- Immunizations and titers
- Drug screening
- Criminal background checks
- Professional Liability Insurance
- CPR certificate requirements
- Vehicle insurance and other requirements as applicable

All completed clinical requirements will be completed by the deadline established in the application guidelines. Students will not be allowed to participate in lab/clinical programs without documentation of completed Clinical Placement Passport. Inability to participate in lab/clinical programs may result in dismissal from the program.

It is the student's responsibility to provide record of compliance with all Clinical Passport Requirements including additional requirements if applicable.

- Immunizations and Titrers: Students must have always updated immunizations. If any immunization is due to expire in the middle of a quarter, the students must obtain the immunization prior to the term in which it expires. All documents must be dated and signed by a qualified health practitioner and include MM/DD/YYYY. Copies of original immunization records must be submitted to the program and the student is required to retain copies of their records. Random audits are regularly conducted by healthcare institutions.
- Drug Screening: In accordance with clinical placement requirements, all students are subject to routine drug testing prior to participating in lab experiences. Students are responsible for all costs associated with drug screening. Students must provide documentation of drug screen to the program or clinical site if required. If a drug screen comes back positive due to prescription medications or other medical reasons, a medical review must be conducted at the student's expense and provided to the testing laboratory. The lab will then provide a report that must be shared with the program or clinical site if required.

Additionally, students in all Nursing programs are subject to drug screening for cause if the student exhibits behavior or a pattern of behavior that may indicate the student may be using drugs. Such a student will be informed of the request for a drug screening test and will be given both written and verbal instructions including a deadline for the test at that time. A positive drug screen result or failure to comply with the instructions for the test may result in immediate dismissal from the program in which he or she is enrolled. Such students may not be eligible to reapply to the program.

- Criminal Background Checks: In accordance with the policies of the clinical facilities with which the program affiliates for student clinical experiences, as well as other state and federal regulations, all students will have completed a criminal background check ([RCW 43.43.830](#) and [RCW 43.43.842](#)). The Nursing department's Student Clinical Placement Policy is intended to ensure that any criminal convictions in the student's past are of such an age or nature that they will not interfere with the student's ability to participate at all clinical sites. See [DSHS Disqualifying Crimes](#) for a list of certain criminal convictions, pending charges, and negative actions that automatically disqualify a person from participating in clinical activities, licensure, or certification.

If convictions that were not uncovered during the initial background check and those convictions are of such an age or nature that they preclude the student from participating in clinical activities, the student will be advised of such and will be unable to progress in the program.

- Criminal Convictions: A student convicted of a criminal offense while enrolled in a clinical activity must report the conviction to the department clinical coordinator and the Director of Nursing Programs of nursing within five days of the conviction. The term "conviction" in this case includes probated sentences and deferred adjudications. Such convictions are likely to render the student unable to participate in any clinical activity, in which case the student will be dismissed from the program.
- Insurance: Students are required to carry liability insurance in the amount of \$1,000,000/3,000,000 to participate in lab/clinical programs. Insurance can be purchased through the college's cashier's office.

**NOTE:** The Clinical requirements define minimum requirement for clinical placement. Some facilities may have additional requirements the student is expected to meet. Alternative clinical placements are not guaranteed. Your chosen program of study may have additional specific requirements. Please refer to your administrative support staff for further information.

Consequences: Failure to comply with the policy as outlined above will result in the following:

- The first occurrence of noncompliance will result in a deficiency and an inability to participate in program activities until the required documentation is provided.

- The second occurrence will result in a deficiency and the possibility of the student being dismissed from the program and subject to the re-entry policy.

## Clinical Placement Policy

Purpose: Establish and maintain guidelines for Clinical Placements

Scope: Applies to all students in a Nursing program at Wenatchee Valley College

Overview: Clinical rotations are assigned to provide a quality learning experience for each student, so they have exposure to a variety of placement sites and units.

Policy/Procedure: Students will comply with all program policies regarding clinical placements.

### Placement Assignments

- Clinical sites are subject to availability. The Nursing department cannot guarantee clinical sites but will offer alternative clinical assignments to supplement clinical experiences, whenever possible. This includes high fidelity simulation, virtual simulation, human simulated patients, or other activities as assigned.
- The Director of Nursing, administrative support staff and the lead faculty will establish and secure student placement with health partners in the appropriate related fields.
- Assigned placement sites and/or rotation dates and times may change due to unexpected circumstances. Students will need to allow for flexibility in their schedules and be aware that they may need to make revisions in their personal planning.
- Student requests for specific clinical site locations may be considered as appropriate. The Nursing department may not be able to guarantee placement at the suggested facility.
- Some clinical sites will require additional training and/or onboarding procedures outside of the normal educational schedule. Students must complete all site requirements for placement.
- All clinical health partners require a timeline to receive the mandatory requirements for placement (typically 4 to 8 weeks prior to the start of the rotation). The student will comply with all deadlines as outlined by the Nursing department.
- Students are not permitted to change or switch their scheduled shift with other students or their assigned clinical site. If alterations to scheduled shift are required, the students must contact the clinical coordinator or the Director of Nursing Programs of nursing.
- All student clinical questions and concerns MUST go through the clinical faculty, and or the Director of Nursing. The student will not contact the clinical site or staff unless authorized to do so by their Wenatchee Valley College educational program.

Consequences: Failure to comply with the policy as outlined above will result in the following:

- The first occurrence will result in the receipt of a warning/deficiency and the student possibly losing their clinical placement, and being reassigned to a new site, if one is available.
- The second occurrence will result in a deficiency and the possibility of the student being dismissed from the program and subject to the re-entry policy.

## Unsafe Clinical Practices Policy

Purpose: To recognize the Nursing department’s responsibility to educate its student’s while providing safe client care

Scope: Applies to all students in a Nursing program at Wenatchee Valley College

Overview: Unsafe practice includes any event in a clinical setting by a student or faculty member that result in patient harm, an unreasonable risk of patient harm, or is involved in the diversion of drugs or controlled substances. The Nursing department uses a “Just Culture” model developed by the North Carolina Board of Nursing that focuses on quality improvement and patient safety from a holistic viewpoint. It seeks to promote learning by fostering an environment which encourages reporting mistakes.

Policy/Procedure: If a student or faculty is involved in a clinical event that the program has reason to believe resulted in patient harm, an unreasonable risk of patient harm, or is involved in the diversion of drugs or controlled substances, the Nursing department is mandated by Washington law to report these events to the Washington State Nursing Commission within two business days. An important part of this reporting should show evidence of an in-depth assessment of the incident using root cause analysis. Root cause analysis uses a systematic process of identifying “root causes” of problems or events, approach to responding to them, and determining an improvement plan or disciplinary action. This policy is in compliance with [WAC 246-840-513](#), [WAC 246-945-450](#), and [RCW 70.56.010](#).

Criteria for reporting unsafe practice events include:

### Human Error

- Student inadvertently, unintentionally did something other than intended or other than what should have been done; a slip; a lapse; or an honest mistake. Isolated event, not a pattern of behavior.  
**Examples:** Single medication event/error (wrong dose, wrong route, wrong patient, or wrong time); Failure to implement a treatment order to oversight.

### At Risk Behavior

- Behavioral choice that increases risk where risk may not be recognized or is mistakenly believed to be justified; nurse does not appreciate risk; unintentional risk taking; and nurse’s performance or conduct does not pose a continuing practice risk to clients or others.  
**Examples:** Exceeding scope of practice; pre-documentation; minor deviations from established procedure; nurse knowingly deviates from a standard due to a lack of understanding of risk to client, organization, self, or others

Reckless Behavior (Mandatory report to the Washington State Nursing Commission is required)

- Student consciously disregards a substantial and unjustifiable risk; student's action or inaction is intentional and purposeful; or student puts own self/personal interest above that of client, organization or others

**Examples:** Nurse abandons patients by leaving workplace before reporting to another appropriately licensed nurse. Nurse leaves workplace before completing all assigned patient/client care (including documentation) for a non-urgent reason; nurse does not intervene to protect a patient because nurse is not assigned to patient; nurse makes serious medication error, when realized tells no one, and when questioned denies any knowledge of reason for change in client condition; nurse falsifies documentation to conceal an error.

Near Miss: Any event or situation that could have had adverse consequences but did not and was indistinguishable from a full-fledged adverse event in all but outcome ("close call"). In a near miss, a patient is exposed to a hazardous situation but does not experience harm through either luck or early detection.

Student Practice Event Evaluation Form (SPEET): A form used to perform a root cause analysis to categorize and score student behavior or actions that caused or could have caused harm to a patient. The score provides specific actions to take with the student that are appropriate to the seriousness of the error and may include consoling, remediation, counseling, coaching, or disciplinary action.

### Incident Reporting and Tracking

When a clinical event occurs, the following procedure must be completed within 24-48 hours:

The student shall immediately notify their clinical faculty and the preceptor or nurse under whom they are working during the event. The clinical faculty will meet with the student to learn the details of the event and determine if they are emotionally able to continue the rest of their shift or should be sent home.

**Note:** if the event involved any of the following, the student will be sent home:

- a medication error (even if no harm was caused),
  - event caused patient harm
  - involved drug diversion or substance abuse (If impaired they may not drive themselves home.)
2. The student will need to also follow facility-specific procedures, such as completing a facility -specific incident report. This needs to happen when the student is still at the clinical site.  
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  3. Before the student leaves the clinical facility, the faculty will set up an appointment with the student for the next day to discuss the event. The students will be told they will receive an email from the faculty with two forms to complete and bring to the meeting. The forms include the "Clinical Incident Report Form" and the "Student Practice Event Evaluation Tool" (SPEET).

**Note:** If the student cannot meet the next day, an appointment for the following day must be made. The faculty will also complete these forms in preparation for a meeting with the student. If the faculty did not receive enough information about the event on the day it occurred, the faculty can complete it when meeting with the student or may return to the clinical site as needed to ensure accurate information regarding the clinical event has been obtained.

4. The faculty shall immediately notify the Director of Nursing Programs of nursing to provide details of what occurred. This can be done by phone, text, or whatever method will give the faculty a quick acknowledgement that the message has been received by the Director of Nursing Programs of nursing.
5. During the follow-up meeting with the student, faculty and student will verbally review the event in detail. Using the SPEET and "Incident Reporting" forms completed by both student and faculty, the faculty and student will review and discuss all questions. When the root cause(s) have been clearly identified, the action plan for the student can be discussed and documented on the incident reporting form.

**Note:** The faculty is responsible for submitting the finalized forms as outlined in #6 below.

6. The faculty will send a copy of the finalized SPEET and incident reporting forms to the student and the Director of Nursing Programs of nursing within 48 business hours of the event. Copies must also be placed in the students' file immediately after it has been completed.
7. The Director of Nursing Programs for nursing will notify the Washington State Nursing Commission no later than 48 hours after the event on the [Adverse Events Reporting Program website](#).

Logging and tracking of events involving a student or faculty that the nursing program has reason to believe resulted in patient harm, unreasonable risk of patient harm, or diversion of legend drugs will be maintained by the Director of Nursing Programs of nursing.

#### Consequences:

- If a student's behavior is deemed at risk according to the [SPEET tool](#), the student will be placed on academic probation, or dismissed from the program and subject to the re-entry policy.
- If a student's behavior is deemed at reckless according to the [SPEET tool](#), the student will be dismissed from the program and not subject to the re-entry policy.



## Warning and Deficiency Notice Policy

Purpose: To help the student recognize that they are not meeting course or program learning outcomes and to identify strategies to improve upon areas of concern.

Scope: Applies to all students in a Nursing program at Wenatchee Valley College

Overview: The Nursing faculty are committed to student success, academic progression, and student attainment of the knowledge, skills and abilities that are required for a nurse. The goal of the warning and or deficiency is to communicate to the student unsatisfactory academic performance or behavioral concern not consistent with professional nursing standards.

The student may receive a deficiency notice or written warning (see appendix), at the discretion of the faculty, within one (1) week if, in the judgment of the faculty or staff, the student:

- Is not compliant with Nursing Program documentation requirements.
- Is not prepared or is not suitably attired for the clinical experience.
- Acts of omission, commission, and/or failure to follow through with instructions actually or potentially endanger the patient's safety and/or welfare (included in the Application of the Code of Ethics).
- Has an unexcused absence from clinical experience, orientation, or required meetings, or violates attendance policy.
- Is tardy for a clinical or required theory experience.
- Fails to maintain competencies from prior quarters.
- Fails to demonstrate expected level of competency of the nursing process.
- Fails to demonstrate expected level of competency in clinical/course paperwork.
- Fails to demonstrate skills test competency.
- Fails to complete written assignments in a timely manner.
- Demonstrates impaired function due to the use of drugs, alcohol, or other chemical substances, or physical or mental exhaustion or illness. A student's behavior actually or potentially jeopardizes the patient's safety and/or welfare.
- Fails to demonstrate behaviors/expectations outlined in the current Nursing Student Handbook.
- Violates the Code of Conduct for Nursing Students.
- Violates the American Nurses Association Code of Ethics.
- Violates the American Nurses Association Principles for Social Networking.

Signatures on the warning and deficiency form indicate the concerns regarding the issue have been communicated. After the student, clinical Faculty or lead faculty and Director of nursing have signed the document, it is placed in the student file.

### Consequences:

- The receipt of three (3) Deficiency Notices, by any student during enrollment in a Nursing Program, may be grounds for dismissal

## **Collaborative Performance Plan Policy**

Purpose: To help the student recognize that they are not meeting course or program learning outcomes and identify strategies to improve upon areas of concern.

Scope: Applies to all students enrolled in a Nursing program

Overview: The Nursing faculty and staff are committed to student success, academic progression, and student attainment of the skills and attributes required for a nurse. The goal of a [Collaborative Performance Plan](#) is to work with the student to address concerns preventing the student from progressing in the program.

Policy/Procedure: A student may receive a Collaborative Performance Plan for academic or behavioral concerns identified by Nursing faculty or staff, clinical personnel, or the Director of Nursing Programs of nursing.

- A student will receive a behavioral Collaborative Performance Plan when the student's behavior is not consistent with professional standards.

When a concern has been identified, the student will be notified that they will be placed on a Collaborative Performance Plan and need to meet with the Nursing faculty. The student will be asked to complete the program's Collaborative Performance Plan form that includes identifying strategies and resources needed to address and mitigate areas of concern and to identify goals for moving forward.

The student will meet with the Nursing faculty to discuss the Collaborative Performance Plan. During this meeting, the faculty may offer strategies that have been beneficial to students with similar concerns in the past. Both the student and the faculty must agree to the requirements of the Collaborative Performance Plan. The Director of the Program will also sign the contract. The student is given a copy of the completed Collaborative Performance Plan, and a copy is placed in the students' confidential file.

Consequences:

- Lack of adherence to the performance plan may result in dismissal from the Nursing program without the option of re- admission.

## **Impaired Student Policy**

Purpose: Ensure safety through established standards relating to student impairment

Scope: Applies to all students enrolled in a Nursing program

Overview: Client safety is an overriding principle in the delivery of health care. For the healthcare professional to provide safe care, he/she must be able to make sound judgments. Thought processes and decision making can be adversely affected by excessive stress, sleep deprivation, poor mental and physical health, and the use of any drugs and/or alcohol. Impaired by the aforementioned factors, the healthcare professional can easily make unsafe decisions and, therefore, jeopardize client safety. The student will be subject to faculty review and possible dismissal from the program. The Nursing department must adhere to all state and local regulations, Joint Commission Policies, and required policies of clinical facilities.

Policy/Procedure: Behaviors that suggest impairment of an individual's ability to meet standards of performance, competency, and safety in the clinical setting include, but are not limited to, the following:

Physical Impairment such as:

- Motor incapacity
- Tremors
- Unstable gait
- Bumping into others or walls and furniture
- Excessive use of breath mints, mouthwash
- Smell of alcoholic breath

Impaired Judgment such as:

- Poor clinical or social judgment/actions
- Sloppy behavior
- Poor charting with poor handwriting
- An excessive number of mistakes

Mental or Emotional Impairment such as:

- Labile (unstable mood) with crying or yelling or louder voice than is normal for the situation
- Slurred speech
- Unusually quiet or irritable
- Diminished alertness (perhaps appearing dazed or preoccupied)
- Confusion or frequent memory lapse
- Defensiveness

Disruptive Social Reaction such as:

- Inappropriate verbal or emotional responses, i.e., anger or violence, threats, inappropriate laughing
- Isolating self from peers
- Sleeping/dozing during classroom, clinical or clinical conference

Inconsistent Behavior Patterns such as:

- Repeating self
- Inconsistent or elaborate stories
- Explanations for absences or mistakes
- Frequent disappearances on unit

Absenteeism such as:

- Often late to report or clinical conference
- Long lunch breaks

Clinical Faculty have the responsibility and authority to take immediate corrective action with regards to student conduct and performance in the clinical setting. If a clinical faculty observes that the clinical performance of a student poses danger to the safety and well-being of self or others, the clinical faculty will escort the student out of the clinical area.

The student will be asked to submit to a urine or oral swab drug screen, at their own expense, if the nursing faculty/clinical faculty, or staff at the clinical facility where the student is assigned, has reasonable cause to suspect that the student is mentally or physically impaired due to alcohol or substance abuse immediately prior to or during the performance of their clinical duties. A representative of the College will accompany the student to a laboratory immediately after the suspicion of impairment is voiced and brought to the student's attention.

The College representative may be the Director of Nursing Programs, the Vice President of Student Development, or designee. If the results of the test(s) are positive, the Nursing Programs Administrator may recommend that the student be dismissed from the Program. If the results of these tests indicate a negative drug screen for alcohol or other illegal substances or for non-prescribed legal substances, the student shall meet with the Director of Nursing within 24 hours of the test results to discuss the circumstances surrounding the impaired clinical behavior. If the indicator was the odor of alcohol, the student will be mandated to discontinue the use of whatever may have caused the alcohol-like odor before being allowed to return to the clinical setting. If the indicator was behavioral, consideration must be given to a possible medical condition being responsible for the symptoms. A medical referral for evaluation may be indicated.

If a student refuses to submit to a urine or oral swab drug screen, the student will be removed from the clinical setting pending a full investigation by the Director of the Nursing Program. The student will be transported home and will remain out of the clinical area until the investigation is complete, and a decision is finalized.

If a student is confronted with alleged impairment, the student will be given the opportunity

to refute the allegation by producing a negative blood or urine sample. The student will be expected to bear the burden of cost for the test.

If the student is an LPN, the student is required to enter a voluntary substance abuse monitoring program within five working days, and the Director of the Nursing Program is required to report the misuse to the Washington Board of Nursing according to the mandatory reporting WAC 246.840.730.

#### “For Cause” Drug Screening

If the clinical facility observes a student behaving in a manner that is consistent with the use or misuse of alcohol, illegal drugs, or drugs, which impair judgment, the student will be removed from the clinical setting and may be required to submit to the agency’s drug screening. The student will meet with the Director of the Nursing Programs or designer to discuss the circumstances surrounding impaired behavior. If the drug screen is negative, the student may return to clinical; the clinical site may determine if the student may return. If the drug screen is positive, the student will withdraw from all nursing courses. If the student refuses a “for cause” testing, the student will be removed from the clinical site pending an investigation. This time will count as clinical absences.

#### Definitions

*MRO*: Medical Review Officer, a nationally certified, licensed medical doctor.

*Urine Drug Test (10-Panel)*: Checks for the presence of ten metabolites, including amphetamines, methamphetamines, barbiturates, benzodiazepines, marijuana, cocaine, opiates, phencyclidine (PCP), Methadone, and Propoxyphene.

#### Marijuana and the Law

Washington State Initiative 502 (I-502), passed in 2012, allows for the growth, processing, retail, and possession of marijuana. However, I-502 does not preempt federal law, meaning that marijuana remains illegal at the federal level. Since marijuana is illegal under federal law, institutions that receive federal funds are subject to federal law, despite I-502; WVC receives federal funds.

#### Consequences:

- If the student has been found to be practicing under the influence, the student will be immediately dismissed from the program and will not be eligible for re-entry.

## **Inclement Weather Policy**

Purpose: Establish and maintain guidelines for program attendance in the event of inclement weather.

Scope: Applies to all students enrolled in a Nursing program

Overview: Extreme weather conditions such as ice or windstorms, blizzard conditions or heavy snow could result in emergency conditions requiring cancellation or delayed start of classes, or campus closure. Wenatchee Valley College and the nursing department will make every attempt to keep offices and services operating in inclement weather. Students are encouraged to sign up for [Alerts and Notifications](#) through the College's Safety Office, which will provide up to date information regarding closures and other safety related information.

Policy/Procedure: To meet the state required clinical hour requirements, the program adheres to the following policy in response to delays or cancelations that occur because of inclement weather:

### On-Campus Activities and Courses

**Cancelations:** In case of severe inclement weather, the College may cancel day/or evening classes. Faculty may elect to hold courses via online platforms in lieu of on campus activities. In that event, attendance is required unless prior arrangements have been made. Students are responsible for checking their email and CANVAS platforms for updates on instructional delivery. If the campus closes in the middle of the day, classes will be canceled at the time of notice. Faculty may elect to hold courses via online platforms in lieu of on campus activities. In that event, attendance is required unless prior arrangements have been made. Students are responsible for reviewing all content missed because of class cancelation or campus closure. If an on-campus simulation activity has been canceled, the student will be required to make up that activity at another time as scheduled by the simulation faculty.

**Delays:** In the event of a "delay", on campus activities and courses held prior to the delayed time will not be held. This does not mean that the entire instructional day begins later. For example, if we are on a "two-hour delay," and the class is normally held from 8am – 10am, that class will not meet on that day. If the class normally meets from 9am – 11am, the class will begin at 10am and end at regular time. Faculty may elect to hold courses via online platforms in lieu of on campus activities. In that event, attendance is required unless prior arrangements have been made. Students are responsible for checking their email and CANVAS platforms for updates on instructional delivery. Students are responsible for reviewing all content missed because of "delay". Inclement weather is not recognized as an excused absence in the handbook unless a campus closure has occurred. If an on-campus simulation activity has been delayed, the student will be required to stay for the extra time necessary to complete the simulation activity.

## Off-Campus Activities and Clinicals

**Cancellations:** In case of severe inclement weather, the College may cancel day/or evening classes. In the event of a college closure, and in consideration of student safety, students are to follow the college decision and are advised not to report to their clinical practicum sites. The student is required to contact the preceptor and/or clinical site, clinical faculty, clinical coordinator, and course faculty before the start of the scheduled clinical hours to report the absence due to college closure. The student should direct the preceptor/or site representative to the Clinical Affiliations Coordinator if there are questions regarding this policy or the student's absence due to inclement weather. If the campus closes during a clinical rotation, the faculty will communicate with the Director of Nursing regarding alternative arrangements. Students are expected to communicate with their faculty and/or preceptor about the closure. In the event of a college cancelation, the missed clinical experience will be excused, alternative assignments will be required to make up the lost clinical hours. Alternate assignments are due by 11:59pm on the day of the cancelation unless otherwise noted by the clinical faculty. In a program with minimum hour requirements by the state, additional day(s) of clinical may be scheduled to meet the state required minimums.

**Delays:** Students are expected to make every reasonable effort to report to the clinical facility for all scheduled clinical hours unless instructed otherwise by clinical course faculty and/or preceptor. If travel to the facility is impossible, or if tardiness is unavoidable, the student is required to contact the preceptor and/or clinical site, clinical faculty, clinical coordinator, and course faculty before the start of the scheduled clinical hours to report the absence or delayed arrival. Students must make the decision regarding travel in inclement weather and are required to communicate immediately with the course coordinator, clinical coordinator, and clinical faculty, and/or preceptor in case of clinical agency closure due to inclement weather. Students are responsible for making up any clinical time missed due to inclement weather. Inclement weather is not recognized as an excused absence in the handbook unless a campus closure has occurred. Therefore, a missed clinical experience will result in a zero for the day. However, the student may be offered an alternate assignment.

### Consequences:

- Absences or tardiness will follow the attendance policy

## Electronic Device & Social Media Use Policy

Purpose: Establish and maintain standards for student use of social media/internet and electronic devices within the Nursing programs

Scope: Applies to all students enrolled in a Nursing program

Overview: Use of electronic devices is always at the discretion of the individual Faculty. Individual faculty retain the right to permit or restrict the use of electronic devices during specific classroom or clinical lab sessions as announced in the class, syllabus and/or online web-enhanced system. The use of electronic devices is acceptable during classroom, clinical skills lab sessions and within the healthcare facilities during clinical experiences when used according to standards that protect individual and client rights.

Nursing students who engage in internet conversations for school-related purposes or school-related activities such as interactions in or about clinical/lab and didactic course activities must adhere to this policy. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media. Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Examples include but are not limited to LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Twitter, Facebook, YouTube, MySpace, Instagram, Snapchat, and TikTok. As a Nursing student, you are expected to represent Wenatchee Valley College and your program in a fair, accurate, and legal manner.

### Policy/Procedure:

#### Classroom and lab requirements:

- Personal cellular phones must be placed on silent mode during classroom sessions. It is up to faculty preference if personal cell phones should be turned off during class. Text-messaging during classroom and clinical skills and community lab sessions are not permitted.
- Laptop computers may be permitted for the purpose of taking notes or completion of specific assignments during a classroom session only. (See course syllabi for individual specific class restrictions)
- Audio-Video recording devices used in classroom or clinical skills lab sessions must adhere to the following:
  - Must have approval of the faculty and all parties involved.
  - All recording devices must be on the desk/table surface in full visibility of the faculty.
  - Recording devices must be turned off during classroom breaks.
  - Recording devices must be turned off at the request of the faculty during class



discussions when the faculty or a student shares a client-based or personal story that could be perceived as relating to HIPAA or FERPA issues.

- The faculty reserves the right to restrict the use of recording devices during specific classroom or clinical lab sessions.
- All recordings are for the personal use of the student. They may not be copied or downloaded to anyone that is not a member of the class.
- Recordings may not be posted on any online site – website, blog, social networking page, etc.
- All recordings must be deleted after the content testing.
- Recording devices are not permitted in the faculty's offices or during office hours unless expressly permitted by the faculty for a specific purpose.

#### Healthcare Clinical Environment:

- The use of personal cellular phones or other wireless communication devices is not permitted in client care areas.
- In non-client care areas electronic communication must be used with discretion and a heightened awareness about confidentiality and HIPAA protections.
- Personal cellular phones must be turned to vibrate or silent.
- Wireless communication devices, cell phones, or resource materials downloaded to a wireless device may only be used at facility approved designated areas (such as stations). Personal electronic devices may only be used on client care units with facility and faculty approval.
  - Electronic devices used for research purposes may only be used in non-client care areas.
  - Under no circumstances may a camera be operated within health care facilities without prior authorization of lab faculty and by appropriate healthcare facility personnel in accordance with facility policy.

#### Social Media:

- Protect confidential, sensitive, and proprietary information. Do not post confidential or proprietary information about staff, students, clinical facilities, clients/clients, or others with whom one has contact in the role of a student.
- Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and the college. Do not use Wenatchee Valley College marks, such as logos and graphics, on personal social media sites. Do not use the college's name to promote a product, cause, or political party or candidate.
- Use of the college marks (logos and graphics) for school sanctioned events must be approved (posters, fliers, postings) by the administration.
- HIPAA and FERPA guidelines must be always followed. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.

Students are legally liable for what they post on their own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).

- Employers are increasingly conducting web searches for job candidates before extending offers. A student post may disqualify them from employment in the future.
- Don't use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.

#### Consequences:

1. Violations of this policy that relate to HIPAA/FERPA are subject to the following consequences which may include:
  - Referral to the Vice President of Instruction and Student Programs
  - Dismissal from the Nursing program
  - Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.)
2. Violations of this policy not pertaining to HIPAA/FERPA are subject to the following consequences which may include:
  - Loss of use of device in classroom, lab or clinical site
  - Dismissal from class
  - Implementation of a Collaborative Performance Plan

## Academic Integrity, Plagiarism, and Cheating Policy

Purpose: Establish and maintain guidelines for Academic Integrity, Plagiarism, and Cheating

Scope: Applies to all students enrolled in a Nursing program

Overview: In academically honest writing or speaking, students must document sources of information whenever another person's exact words are quoted; another person's idea, opinion, or theory is used through paraphrase; and when facts, statistics, or other illustrative materials are borrowed. To complete academically honest work, students need to acknowledge all sources according to the method of citation preferred by the faculty; and write as much as possible from their own understanding of the materials and in their own voice.

Policy/Procedure: The Nursing department has zero tolerance for academic dishonesty. When possible, student work may be screened for plagiarism through the college's anti-plagiarism software. If a faculty suspects that anyone has plagiarized, cheated, or been academically dishonest the student will be invited to a one-on-one conversation and may ask the student to show proof that the work in question is not plagiarized.

Plagiarism can occur intentionally and unintentionally.

Intentional plagiarism includes:

- Turning in someone else's work as your own
- Copying words or ideas from someone else without giving credit
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of a quotation
- Changing words but copying the sentence structure of a source without giving credit
- Copying so many words or ideas from a source that it makes up most of the work, whether giving credit or not

Unintentional plagiarism includes:

- Trying in good faith to document your academic work, but failing to do so accurately and/or thoroughly
- Plagiarism and documentation have not been addressed in a student's academic coursework and the student is unprepared for college academic writing or speaking.

To complete academically honest work, students should: acknowledge all sources according to the method of citation preferred by the faculty. This also includes acts of self-plagiarism in which a student re-submits their own work for which they have already received prior credit.

“Artificial intelligence” or “AI” is intelligence demonstrated by computers, as opposed to human intelligence. Examples of AI technology include ChatGPT and other chatbots and large language models. AI is not a

substitute for schoolwork that requires original thought. Students may not claim AI-generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without written permission of the faculty is strictly prohibited. The use of AI for these purposes constitutes cheating and/or plagiarism. In certain situations, AI may be used as a learning tool or a study aid. When AI use is permissible, it must be appropriately acknowledged and cited, following the guidelines established by the APA Style Guide. To ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

Cheating is defined as intentional deception in producing or creating academic work. It denies students the most important product of their education – actual learning. Cheating includes, but is not limited to:

- Intentional plagiarism;
- Selling or giving your own completed work to others who intend to turn it in as their own;
- Purchasing or accepting the work of others with the intent of turning it in as your own;
- Acquiring and/or using teachers' editions of textbooks, without the permission of the specific faculty, in order to complete your course assignments or prepare for examinations;
- Obtaining or attempting to obtain an examination prior to its administration;
- Referring to devices, materials or sources not authorized by the faculty especially during examinations;
- Receiving assistance from another person (friends, family members) when not authorized by the faculty;
- Encourages or assists another person in the accomplishment of cheating;
- Providing assistance to another person when not authorized by the faculty;
- Taking an examination for another person;
- Obtaining or attempting to obtain another person to take one's own examination;
- Falsifying laboratory results or copying another person's laboratory results;
- Falsifying or attempting to falsify the record of one's grades or evaluation;
- Signaling answers to others or receiving signals from others when taking an examination;
- Unauthorized use of another person's computer log-in and password;
- Using approved devices for unauthorized purposes; and
- Documenting exam questions in any manner for others to obtain or cheat from in the future.

#### Consequences:

- The first occurrence will result in the student earning a zero on the assignment and being placed on probation. The student will be referred to the Director of Nursing and the Vice President of Instruction and Student Services for violation of [WAC 132J-126](#) which may result in disciplinary action.
- The second occurrence may result in dismissal from the Nursing program without the option of re- admission.

## **Problem Grievance - Resolution Policy**

Purpose: The purpose of this policy and procedures is to provide a systematic way in which to express and resolve misunderstandings, complaints or grievances about dissatisfaction with academic issues or instructional personnel, services, or processes.

Scope: Applies to all students enrolled in a Nursing program

Overview: To create an atmosphere conducive to learning, there should be mutual respect between faculty and students. If a problem should arise, it can often be resolved by direct communication between the student and faculty member. If the problem remains unresolved, there are further steps for the student to take.

Policy/Procedure: It is the policy of Wenatchee Valley College to provide clear and accurate information, provide accessible services, and offer excellent educational programs and quality service. Students have both the right to receive clear information and fair application of college grading policies, standards, rules, and requirements as well as the responsibility to comply with them in their relationships with faculty and instructional staff members.

The college recognizes that disputes may sometimes arise and encourages the parties involved to resolve the conflict informally whenever possible. If resolution cannot be reached, the complaint resolution process provides an impartial and equitable way to resolve those conflicts.

Resolving Student/Faculty Conflicts includes the following steps:

Step 1: Contact your faculty with your concerns. For best results, try to schedule something outside of class – don't try to resolve the issue in the transition period between classes.

Step 2: If you are unable to resolve the issue with the faculty, contact the Director of Nursing. Similarly, if the faculty does not respond to your attempts to make contact after a reasonable time (2 to 3 business days), you may contact the Director of Nursing, who will call a meeting between the faculty and student to resolve the issue. If a meeting is not practical, the Director of Nursing may seek other means of resolving the matter such as a phone call or email communication, but you should generally expect to attend a meeting that will include the Director and your faculty.

Step 3: If the previous steps have not come to a resolution, the complaint shall be directed to the Vice President of Instruction for final resolution.

For more information, please see the college's Policy [Student Academic Grievance](#)

Consequences: None

## **Nursing Program Harassment, Bullying and Incivility Policy**

Purpose: Establish and maintain guidelines for respectful interpersonal communication

Scope: Applies to all students enrolled in a Nursing program

Overview: The Nursing department adheres to college policy [Non-Discrimination Statement](#) on harassment including but is not limited to harassment based on race, national origin, marital status, sex, sexual orientation, gender identity, religion, or disability. In addition, the Nursing department includes bullying and incivility as a form of harassment.

Nurses and employers across the healthcare continuum, including academia, have an ethical, moral, and legal responsibility to create a healthy and safe work environment for nurses and all members of the health care team, health care consumers, families, and communities.

Bullying is a form of unwanted aggressive physical or verbal behavior directed at a specific person(s). Bullying may include:

- Hitting, kicking, pinching, pushing, or otherwise assaulting others.
- Use of words to harm others with name-calling, insults, making sexual or bigoted comments, harsh teasing, taunting, mimicking, or verbal threats.
- Excluding someone from a peer group, usually through verbal threats, spreading rumors, and other forms of intimidation.
- Assault on a person's property, when the victim has the student personal property taken or damaged.
- Retaliation to seek revenge for a perceived wrong against another student and/or faculty is also bullying and/or harassment.

Incivility is disruptive, ill-mannered, or offensive behavior contrary to the well-being of the classroom community. This includes all forms of disrespect or disregard for instruction, the faculty, or a fellow student. Incivility may include:

- Insulting comments
- Triangulation
- Denigration of another's work
- Sarcastic comments
- Spreading false rumors
- Social isolation
- Outbursts or explosive anger

Policy/Procedure: Bystander(s) and the victim of bullying or incivility should assertively send the message that the behavior is not acceptable. The student who believes they are being bullied, or the bystander(s) who witnessed the bullying or incivility should report the behavior to the faculty and/or Director of Nursing Programs of nursing as it interferes with the learning environment for all students.

Any incidence of threat, assault or battery against individuals or the institution will be immediately reported to the appropriate authorities (both internal to the college and/or law enforcement agencies).

Consequences:

- The first occurrence of engaging in harassment, bullying and/incivility may result in a warning or deficiency
- The second occurrence may result in a Collaborative Performance Plan

## Attendance/Participation Policy

Purpose: To establish and maintain attendance and punctuality standards for Nursing students

Scope: Applies to all students enrolled in a Nursing program

Overview: All students are expected to attend and actively participate in all classes and lab activities. It is the Nursing faculty's belief that a student can only benefit from the program if they attend all classes/labs, actively participate in class/clinical learning activities, and are adequately prepared for learning experiences. Any lapses in attendance are detrimental to student success.

Policy/Procedure: The student is expected to attend all Nursing classes/labs and clinicals. If the student is unable to attend a class/lab or anticipates being late, an email message to the faculty is required prior to start time. Any absences anticipated by the student are to be discussed with the faculty ahead of time. A "Request for Exception to the Attendance Policy" may be required. Absences that are not communicated to faculty will be considered unexcused and are subject to disciplinary action.

- Tardiness: In theory and lab classes, a student will be considered tardy if the student arrives after the start of class. The student should enter the classroom quietly, so the rest of the students are not disrupted. Students who are tardy may miss points that are available for in-class participation and/or in-class activities per faculty discretion. Tardiness will be reflected in the clinical evaluation tool and may result in a written warning or deficiency.

In clinical, students who arrive late are considered tardy. They may be allowed to stay and participate in clinical per faculty discretion.

- Absence: In theory and lab classes, a student will be considered absent when they do not come to class at all for the day or leave class prior to the scheduled end of class without prior approval of the faculty.

In clinical, a student will be considered absent when they do not come to clinical at all for the day; or arrive but need to leave in the first hour due to illness or emergency. Students must make up all missed clinical time.

Absence Due to Illness or Injury: Any absence related to illness or injury must be followed up by a written release from the students' primary care provider before returning to the Nursing program. In all cases, students must be able to fully participate in any course or lab to allow for adequate evaluation of the achievement of the objectives; therefore, limited assignments are not provided. It may be necessary for a student to withdraw from the program and return (dependent on space available) when the physical restrictions or limitations are lifted. Students that must return later must do so within one year and are subject to the re-admission policy.



Doctor's Clearance/Return to Program after Absence: Students must have on file a note from their physician stating that they are physically able to participate fully without restrictions or limitations in class/lab courses following an illness, injury, surgical procedure or during pregnancy and the post-partum period. Students who are pregnant must submit a letter from their physician that includes specific limitations or restrictions as well as a statement defining clinical activities allowed.

Students concealing an illness or injury are jeopardizing client safety and their own safety. A student found to have concealed an illness or injury will be subject to disciplinary action and possible dismissal from the Nursing program.

Students who miss scheduled clinical or lab experiences/hours will be required to make up those hours. These students may be required to make up hours at a clinical site different from the previously assigned unit (i.e., in long-term care) or, in the simulation lab. Attendance is tracked as a component of professional behavior.

Clinical/lab attendance may be excused for the following extenuating circumstances.

- Acute illness or injury to the student or family member
- Acute illness or hospitalization of an immediate family member
- Quarantining due to a COVID-19 exposure
- A death in the family
- Court-ordered appearances
- Military service, call to active duty
- Religious observation

*Please note: Documentation for above mentioned absences may be required and must reflect the date of absence.*

Other unforeseen or extenuating circumstances (not listed above) will be reviewed by faculty and the Director of Nursing Programs on a case-by-case basis.

In the event of a rare circumstance, a student may request that an exception to the attendance policy be granted. In that event, the student will be required to complete and submit the "Request for an Exception to the Attendance Policy" Form. The student should follow the completion/submission guidelines listed on that document.

Following any absence, a full-time nursing faculty or the Director of the Nursing Program may, at their discretion, request verification of the reason for absence and/or return to work documentation from a healthcare provider.

#### Consequences:

- Absences totaling twenty-four (24) hours from the Nursing program are cause earning an incomplete, and or dismissal from the program. Extenuating circumstances such as hospitalization, extended illness under the care of a physician, or a death in the immediate family will be considered by the Director of Nursing Programs of nursing and faculty.

- Absence or tardiness without notification to faculty prior to start of class or lab may result in a warning and or deficiency and a Collaborative Performance Plan.
- Absence or tardiness without notification to faculty prior to start of clinical may result in probation or dismissal from the Nursing program.

## **Safety & Technical Standards Policy**

Purpose: To inform students of the Nursing programs' requirements for essential functions related to cognitive, affective and psychomotor abilities.

Scope: Applies to all current or potential students enrolled in a Nursing program

Overview: Many clinical settings in which nursing students gain experience such as hospitals, nursing homes, community agencies or clinics which may be physically demanding. Students must meet the requirements identified in the description of work performance of practicing nursing professionals outlined below. Students that may require modifications or assistance with the criteria outlined in this policy, must contact [disability support services](#).

Policy/Procedure: Students shall possess the ability to perform essential functions so that they can provide care and treatment for their clients. Students must continually meet safety and technical standards throughout the Nursing program.

### Essential Physical/Neurological Functions

- Standing and walking is required for 8-40 hours per week.
- Sitting may be required to receive or to give oral reports, breaks, conferences and classes.
- Lifting medical supplies, equipment, and other treatment items up to 40 pounds. The student must have, within reasonable limits, the ability to lift clients, transfer clients in and out of bed and on and off a commode, and to assist others with client lifts and transfers.
- Pushing and pulling equipment that includes monitors, wheelchairs, gurneys, client room furniture. The student may be expected to pull the client up in bed.
- Climbing a footstool, as well as climbing stairs.
- Reaching above their head, i.e., to add irrigation solution or to add an additional IV solution.
- Squatting and kneeling to do foot assessment/care for the client.
- Operating controls on beds, gurneys, and other special equipment by hand or foot.
- Driving their own transportation to and from clinical rotations. Some clinical sites may not be within a convenient bus route.
- Wearing any facility required PPE (gowns, gloves, masks, respirators, etc.) for up to 12 hours.

### Fine Motor Skills:

Having fine motor skills for tasks such as administering injections, sterile insertion of catheters, needles and eye drops and wound irrigations. The student must be able to assess the client through palpation with fingers and hand. The repetitive motion of hands and fingers is required for typing and writing related to chart entry/documentation.

#### Sensory/Observation:

- Being able to hear to perform physical assessment with a stethoscope for bowel tones, heart and lungs sounds. The student must be able to hear the frail, weak voice of an elderly person calling out for help. The student must be able to communicate over the intercom and phone.
- Having visual acuity within normal accommodated limits for monitoring equipment, reading computer charts, preparing medications for injections, and detecting changes in the color of lips, and nail bed coloring.
- Having depth perception for administering injections, sterile insertion of needles, catheters.
- Having a normal sense of smell to detect odors indicating unsafe conditions or changing client status.
- Able and willing to touch or be touched by clients as it relates to the clients' medical treatment.
- Differentiate between hot and cold and able to feel vibrations. The repetitive motion of hands and fingers is required for typing and writing related to chart entry/documentation.

#### Communication:

- Be able to effectively communicate in English (oral and written) forms. The student must be able to process client information and communicate it effectively to other members of the healthcare team. The student must be able to communicate effectively in oral and written form with the client and their friends and families. The student's ability to communicate also includes the ability to recognize when to consult with their faculty member in a timely manner as it relates to the client's safety and welfare.

#### Cognitive:

- Be able to measure, calculate, reason, analyze, integrate, and synthesize in the context of nursing. The student must be able to read quickly and to comprehend directions as they analyze, evaluate, and to apply information and to engage in class/lab or clinical setting.

#### Behavioral/Emotional:

- Having the emotional health required for the full utilization of their intellectual abilities, to exercise good judgment, and to promptly complete all responsibilities that accompany safe client care. The student must be able to work with all disciplines on the care team. The student must not pose harm to the clients or other healthcare team members. The student must abide by the professional standards as identified in the Nursing Student Handbook.

#### Consequences:

- Students who do not meet the Nursing program's requirements for essential functions related to cognitive, affective and psychomotor abilities may not be able to participate in the program.

## Records Retention and Security Policy

Purpose: Establish clear guidelines for retaining, maintain, and securing Nursing department records

Scope: Applies to all past, present, and future records applicable to the Nursing programs and students.

Overview: The Nursing department adheres to strict records retention and security to maintain the integrity of the program as well as protect the privacy of the student and patients cared for by program students.

Policy/Procedure: The Nursing department has adopted and adheres to policies and procedures regarding the secure retention of student records in accordance with the general retention schedule as approved by the SBCTC and per [RCW 40.14](#). Records not specified under the RCW are subject to the Washington State's [general retention schedule](#). All student records are maintained confidential and secure for seven years. The Nursing department complies with the Family Educational Rights and Privacy Act (FERPA) and the Health Information Privacy and Accountability Act (HIPAA).

- Student academic records: Student records are maintained in a secure, confidential manner. Student records such as academic records and behavioral contracts are stored on the Nursing department's network drive in individual folders specific to each student. Only the Director of Nursing Programs of nursing and the nursing faculty have access to the electronic student records maintained on the network drive and on CANVAS, the college's learning management system.
- Student health records: Student health records are maintained in a locked file cabinet located in the allied health and nursing office. The Nursing department is contracting with a third-party software company, Complio to store and verify electronic copies of student health records that include student signed HIPAA and FERPA release forms. At the college, only the clinical coordinator and the Director of Nursing Programs of nursing have access to the electronic student records stored in Complio. Once the student has been placed with a clinical site, the site's clinical coordinator has access to that student's specific health records required for the clinical placement.

Consequences: None

## References and Letters of Recommendation Policy

Purpose: Establish clear guidelines for students to request faculty and staff letters of recommendations and references

Scope: Applies to all students enrolled in and graduates from a Nursing program

Overview: Nursing faculty are committed to student success through continuing education or employment opportunities.

Policy/Procedure: Nursing faculty will, at their discretion, provide references or letters of recommendation for students who have received approval from the faculty prior to submitting them as a reference on applications. Students must complete the FERPA release form found in the appendix.

- Students must formally request letters of recommendation or faculty references in writing at least three weeks prior to the due date or expected time for reference check. Electronic requests are acceptable. The request must include the following information:
  - Name of Student
  - Name and contact information of the facility where they are applying
  - Position the student is applying for
  - Current resume that details prior employment history, degrees and/or certificates earned, involvement in student leadership, clubs or activities and any volunteer or civic organization participation
  - Cover letter for the position/program the student is applying for
  - Any form that may be required for the recommendation or reference
- Letters will be submitted to the facility or employer directly, so the student should provide the appropriate contact information in the request.
- Letters will be based on student performances as observed by the Nursing faculty who have interacted with the student and may include issues such as: punctuality, dependability, integrity, potential and ability to function as a team as well as academic and lab competence.
- Students are encouraged to seek recommendations and references from Nursing faculty or staff that are well acquainted with the students' performance clinically and academically.
- Nursing faculty and staff reserve the right to not provide references or recommendations.

### Consequences:

- Students or graduates who do not adhere to the steps outlined in the policy may not receive a reference and/or letter of recommendation.

## **Nursing Classroom Theory Standards**

Purpose: To inform students of the Nursing programs' expectations of classroom behaviors.

Scope: Applies to all students enrolled in a Nursing program.

Overview: The philosophy of the Nursing department is that learning is a shared responsibility. Active participation in all theory activities is critical to the student's success in the course and in the program. It is the student's responsibility to commit adequate time to assigned learning activities. The student is expected to actively participate in discussion, clarification, validation, critical thinking and role playing in an interactive environment.

### Expectations:

- Students need to arrange their daily schedule to receive adequate rest. Students found dozing off or sleeping in class will be required to leave and may not receive credits for that course's participation, see the course syllabus for details. See the Attendance Policy for more information.
- Cell phones and other electronic devices are to be left on silent mode in the classroom. Cell phones should not be answered during class.
- Effective communication will include (reading, writing, speaking) the ability to process and communicate information in a timely, succinct, yet comprehensive manner. Demonstration of responsive, empathetic listening to establish rapport. Recognition of the significance of nonverbal responses is required.
- Children are not allowed in theory courses. Students are expected to arrange for appropriate childcare.

### Canceled Classes:

On occasion, the college may cancel all courses due to weather conditions. In that case, the college will announce cancellations via Wenatchee Valley College safety alerts and on the college website. To sign up for college alerts and notifications, see the [Wenatchee Valley College emergency and safety alerts website](#) for instructions. If the Nursing faculty is notified of the cancellation, the cancellation will be announced via Canvas or email. If the Nursing faculty need to cancel a class, the cancellation will be announced via CANVAS or email.

### Evaluation and Grading

Evaluation and grading are based upon the student's theoretical knowledge and the application of knowledge and skills in the clinical setting. Since students will work in critical life situations, their clinical performance must reflect safe and competent nursing care of increasing complexity.

The nursing department strives to provide education and evaluation methods (rubrics) that are clear and transparent for students. We value the unique contributions, individuality and lived experiences of both students and faculty. While the program offers many sections of the same lab or clinical course,

please understand that no two faculty will grade the same way. The expectation of the faculty is to utilize the rubrics provided to give clear and consistent feedback. The department believes that the individualized approach will allow students the opportunity to gain valuable insight from a variety of experienced nurse clinicians.

A minimum grade of “C” or better in theory and practicum is required to successfully complete the courses.

<u>Letter Grade</u>	<u>Percentage</u>	<u>Grade Points</u>
A	93-100	4.0
A-	90-92	3.7
B+	88-89	3.3
B	83-87	3.0
B-	80-82	2.7
C+	78-79	2.3
C	70-77	2.0
C-	68-69	1.7
D+	66-67	1.3
D	60-65	1.0
F	59 and below	0.0



To succeed in the Nursing programs, the student is required to log onto their courses on Canvas, on a weekly basis, to complete all the assigned activities. However, the requirement for online engagement may vary from course to course. Therefore, the student should refer to the individual course syllabus for detailed information regarding distance learning policy. Students should estimate the amount of work in the program by utilizing the following table as a reference for time management.

Credit Load	Time spent in class each week	Time spent on homework each week	Total time each week
1 credit	1 hour	1-2 hours	2-3 hours
5 credits	5 hours	5-10 hours	10-15 hours
10 credits	10 hours	10-20 hours	20-30 hours
15 credits	15 hours	15-30 hours	30-45 hours

**Incomplete**

The student may receive an incomplete grade when course work cannot be completed in each quarter as the result of a serious illness or other justifiable cause. When an incomplete grade is given, the student and the faculty must have a mutually agreed upon plan for completion.

**Written assignments**

- All written papers, assignments, and projects must use the American Psychological Association (APA) formatting, unless otherwise directed by faculty. For more information, see the [APA citation guide](#).

**Testing and Exams**

The WVC Nursing Program recognizes its ethical obligation to students to ensure that exams and decisions based on exams are supported by solid validity and reliability evidence, are consistent across courses, and fair to all test takers regardless of age, gender, disability, race, ethnicity, national origin, religion, sexual orientation, linguistic background, testing style and ability, and other personal characteristics. The faculty is responsible for assessing students’ ability and assure they are competent to practice nursing, while recognizing that current approaches to learning assessment are limited and flawed. The program also has a duty to protect student privacy and confidentiality. Students have an obligation to uphold the highest standards of honesty, integrity, and personal responsibility in preparation for professional practice.

Students are expected to attend each scheduled theory course exam. The faculty will provide feedback on program exams by the end of the 3<sup>rd</sup> business day after the completion of the exam or sooner, and rarely earlier than 24 hours after completion of the exam. All program exams are held in person, no exceptions will be made. If a student has a known absence on the day of an exam, it is their responsibility to work with their faculty no later than 48 hours prior to the exam day to make alternative arrangements.

**Testing Criteria and Security**

- Arrive 15 minutes before the exam is scheduled to begin. Be prepared, remain calm, and think positive.

- All theory exams will be proctored on campus by program faculty or staff in a classroom or computer lab setting or in the Student Access Testing Center.
- Length of time for course exams will be as needed to allow 1.5 minutes per question, standardized HESI exams will be administered according to provided predetermined time limits.
- There will be no backwards navigation (*once a question is answered, the student cannot return to the question*)
- Personal devices must be turned off and put away during exams and post-exam reviews. Smart watches must be removed as well.
- Ear plugs may be used during exams.
- No headphones, including earbuds, Air pods, or smart glasses may be utilized during exams (*unless approved by the SATC*).
- Head coverings (hats/hoodies/scarves) may not be worn during exams, except for religious head coverings.
- If scratch paper is to be allowed for the exam, it will be provided by the faculty/proctor and the student must write their name on it. All scratch papers will be turned into faculty or the designated proctor when the exam is completed, prior to the student leaving the testing area.
- No personal items except a writing utensil, unwrapped candy/lozenge, and a covered drink may be allowed on the student's desk.
- Students must check with the proctor if there is a need to leave the room during an exam. Leaving the room during an exam will be permitted only if urgent and more than one student may not leave the room at a time. Students must leave their phone at the proctor desk if leaving the room.
- If an emergency interruption occurs during an exam, the academic integrity policy remains in effect. Students will be expected to follow faculty or designated proctor instructions, including when and how the exam is to be resumed.
- Student personal belongings should be prepared for the student to leave the room quietly at the completion of the exam to limit disruption to other students. To also show respect to other students, students should shut the door quietly when leaving the room.
- Students will not discuss exam items outside of exam reviews or with anyone except WVC faculty, staff, and administrators.
- After leaving the exam room, please be considerate of those still in the classroom and refrain from discussions in the vicinity of other classrooms to keep noise down as other classes will be in session. Once students have exited from classroom, they are not permitted to return to the classroom until the exam session is completed.

### Exam Review

- Faculty may facilitate an exam review. Exam reviews may be immediate, delayed, or in the form of collaborative testing. *Any documents used during an exam review (with exam items) must be shredded.*

## **Dress Code Policy**

Purpose: To inform students of the program's expectations of the Nursing program dress code.

Scope: Applies to all students enrolled in a Nursing program with classroom, lab or clinical activities

Overview: Students are assuming new roles and responsibilities and therefore, are expected to be professional in appearance. Students' public presentation (i.e.: dress, make-up, hair style, facial expressions, verbal and non-verbal communication, demeanor) projects a professional image to clients and health care providers. As students in a Nursing program, they represent Wenatchee Valley College and the nursing profession, so faculty expect students to uphold a positive, professional image during program activities.

### Expectations:

- In the classroom, the expectation of cleanliness includes adherence to oral and personal hygiene, freshly laundered and properly fitted clothing, and avoidance of strong odors and fragrances. Unacceptable clothing includes shirts of underwear type, see-through clothing, or any clothing that exposes the back, chest or underwear.

### Uniform and Name Tag

Uniforms or scrubs worn to the lab or clinical site must be freshly laundered and unwrinkled. Students must wear the WVC Nursing uniform to the skills lab and clinical unless otherwise directed by the Nursing faculty. Students must have the following equipment with them for lab and clinical activities unless otherwise directed by faculty; the WVC Nursing uniform, black shoes, name badge, pen light, watch that will monitor seconds, stethoscope and Skills Card. No hoodies or vests are allowed. For additional warmth a student may wear a white long-sleeved T-shirt (free from texts or graphics) and or an approved scrub jacket.

Uniform fit must be consistent with a professional appearance. Uniforms must be sized adequately to allow for all movements necessary for client care without exposing any torso skin or chest cleavage. Uniforms cannot be so tight that movements are hampered or reveal unnecessary body forms or undergarment lines. If a student desires to wear a head scarf or wrap, it must be the same solid color as the uniform or solid/white/black (no print). The head scarf or wrap must be well secured and tucked inside and under the uniform top (scrub) and must be clipped back in a manner to not drag across the client. The student's full face must be visible. Acceptable uniform alterations may be made to the waist for comfort, and they may be hemmed for length (no rolling up of the pants to form cuffed pants).

Shoes: Clean, black leather-like shoes acceptable that are non-permeable to fluids. Backless, toeless, fabric shoes are unacceptable.

Hosiery: Hosiery or socks are required, and the color must be solid white, black or neutral.

Jewelry: Jewelry, other than mentioned below, is not allowed. If the student has a religious reason for wearing other jewelry, they need to discuss it with the faculty or the Director of Nursing Programs of nursing.

- Rings: Students may wear two simple rings (small stones) if it does not pose a threat to client skin integrity. A wedding set consists of one ring.
- Body Piercings: Earrings must be inconspicuous small-stud pierced earrings. For the student's own safety, hoops or dangling-off-the-earlobe earrings are not allowed. Gages should be removed or flesh colored.
- Watch: The watch is considered necessary equipment and must be always worn during lab. A constant second digital readout or sweep secondhand watch is acceptable. Students without a watch may be considered unprepared and sent home.

Students who arrive for a clinical experience lacking full uniform requirements will be dismissed from the clinical area and will receive a Deficiency Notice.

#### Personal Appearance

- Cosmetics: Make-up, blusher, mascara, eyeliner, applied lightly is acceptable. Exotic stage make-up is unacceptable (heavy, dark). Clear, transparent nail polish on short, clean nails is acceptable. No artificial nails.
- Perfume/Scents: No use of artificial scents of any type (including lotions) is allowed without exception. Many people are allergic to the chemicals used in fragrances, and others find it offensive, or it may cause nausea.
- Hairstyles: Hair must be clean, well groomed, and effectively restrained so that it does not fall into or contaminate the workspace. Beards and/or mustaches must be clean, neatly groomed, no longer than  $\frac{3}{4}$  inch, and not interfere with personal protective equipment. Surgical cap or hair covering of dark solid color (navy, brown, black) is acceptable.
- Tattoos: Some facilities utilized for lab/clinical experience require visible tattoos to be covered either by clothing or a bandage. Visible tattoos are to be minimized when required by a facility.
- Gum: Gum and chewing tobacco are not acceptable in the nursing program.
- Smoking: Smoking creates an added scent in those who smoke and is unacceptable in lab settings as many clients find it offensive and causes nausea. Students who smell of smoke will be sent home. Many healthcare facilities are 'smoke free' environments, and therefore, there is no smoking on the premises. Wenatchee Valley College is a tobacco-free campus. The use of tobacco products is not allowed on college property and smoking materials must be extinguished and disposed of prior to entering any college property. This includes cigarettes, e-cigarettes, and smokeless tobacco.

## Clinical Practice Settings

### Hospitals and Clinics

- Nursing uniform, as described above, must be worn.
- White shirts, without any color, may be worn under the scrub top. Shirts must be longer than waist length.
- Solid white, black or navy-blue socks or hosiery.
- Solid black leather-type shoes, without colored designs. The laces must match the shoe color.

### Community Health

- Professional attire, which includes a nice shirt or sweater (shoulders must be covered, chest not exposed, and shirt tucked in or longer than waist-length) and dress pants or skirt (jeans, cargo pants, yoga pants, leggings, etc., are not appropriate).
- Jeans, tight pants, yoga pants, or leggings are not appropriate.
- Street shoes (free from scuff marks and clean), which must be closed-toed.
- Some sites allow the uniform to be worn or provide facility-issued attire.

## **Nursing Skills and Simulation Lab Standards**

Purpose: To inform students of the program's expectations of skills lab behavior

Scope: Applies to all students enrolled in a Nursing program

Overview: The philosophy of the Nursing department is that learning is a shared responsibility. Active participation in all lab activities is critical to the student's success in the course and in the program. The lab activities provide students with opportunities to learn and practice basic skills in preparation for the administration of quality care to patients. The lab setting contains updated learning resources such as audiovisual equipment, scientific charts and models, and disposable and non-disposable supplies utilized in client care. The lab can provide a simulated hospital and clinical environment, with various equipment and life-size manikins to simulate client care situations.

### Expectations

- Students need to arrange their daily schedule to receive adequate rest. Students found dozing off or sleeping in class will be required to leave and will not receive credits for that course's participation.
- If the student is unable to attend or anticipates being late, see the Attendance Policy for more information.
- Cell phones and other electronic devices are to be left on silent mode in the skills lab or clinical setting. Cell phones should not be answered during skills lab or clinical setting.
- Effective communication will include (reading, writing, speaking) the ability to process and communicate information in a timely, succinct, yet comprehensive manner. Demonstration of responsive, empathetic listening to establish rapport. Recognition of the significance of nonverbal responses is required. Fluency in the English language will be necessary as it is used for the licensure exam.
- Children are not allowed in skills labs or clinical settings. Students are expected to arrange for appropriate childcare.

### Canceled Skills Lab

On rare occasions, the college may cancel all courses due to weather conditions. In that case, the college will announce cancellations via Wenatchee Valley College safety alerts and on the college website. To sign up for college alerts and notifications, see the [Wenatchee Valley College emergency and safety alerts website](#) for instructions. If the Nursing faculty is notified of the cancellation, the cancellation will be announced via Canvas or email. If Nursing faculty need to cancel a skills lab, the cancellation will be announced via CANVAS or email.

### Dress and Personal Hygiene

Please refer to the Dress Code Policy.

### Injury and/or Body Fluid Exposure in Lab Setting

- The student is expected to follow recommended treatment/steps for injury or body fluid exposure in the lab. Examples of incidents in the lab to report include: any break to skin integrity, needle sticks, body fluid splashes (urine, blood, vomit), neck and back strains, sprains, assaults by clients, or injuries from equipment.
- Injuries in the lab must be reported immediately to the nursing faculty so that necessary medical care is provided, and the proper forms are completed. The student and faculty must notify the Director of Nursing Programs of nursing immediately.

### Evaluation and Grading

The student must maintain a passing grade in clinical courses to progress in the ADN Program. The clinical grade is determined by written documentation of clinical behavior. Weekly evaluations occur with the student and clinical faculty so that, always, the student is aware of strengths and areas for growth. The evaluation tool utilized can be found in quarterly syllabi. Guidelines are provided to the student about the clinical objectives and clinical assignments to be achieved each quarter. Attendance is included in the clinical grade.

When a student is failing a clinical course, the clinical faculty will work with the student to help achieve stated clinical objectives. The faculty will provide timely written feedback to the student of performance outcomes that must be achieved to earn a satisfactory clinical grade. If expected goals are not met, the student, faculty and/or lead faculty, or Nursing Programs Administrator will meet. A remediation plan or collaborative performance plan may be utilized to identify the specific behaviors or skills needed for continuation in the ADN Program. Written and signed documentation will be given to the student to ensure a consistent message is conveyed and understood by all.

If the student is dissatisfied with the outcome of the meeting, the student may request a meeting with the Vice President of Instruction or designee. Please refer to the current WVC Student Planner/Handbook for further information.

Remediation may be utilized for any clinical performance that requires student improvement, at the discretion of the clinical Faculty. Remediation will also be utilized for deficiencies (failure in student performance) related to the clinical setting. Examples of situations that will result in a clinical deficiency and will require student remediation are outlined in the Deficiency Notice Policy. If a remediation plan is indicated, the clinical or lead faculty will initiate the remediation process and specify remediation requirements (as well as remediation dates/deadlines). The ADN Program Remediation Plan: Medication Safety Testing and Clinical form will be utilized.

## **Nursing Clinical Site Standards**

Purpose: To inform students of the Nursing program's expectations of student behavior at clinical sites

Scope: Applies to all students enrolled in a Nursing program

Overview: The Nursing department utilizes a variety of sites for learning experiences to enable the student to observe and practice safe nursing care of persons at each stage of the human life cycle. These experiences will include opportunities for the student to learn and provide nursing care to clients in the areas of acute and chronic illnesses, promotion and maintenance of wellness, prevention of illness, rehabilitation, and support in death. Clinical experiences will include opportunities to learn and provide care to clients from diverse ethnic and cultural backgrounds. The experiences may include, but need not be limited to, hospitals, clinics, offices of health professionals, health centers, nursery schools, elementary and secondary schools, rehabilitation centers, mental health clinics, public health departments, and extended care resources.

Clinical facilities will be selected to provide learning experience of sufficient number and kind for student achievement of the course/curriculum objectives. The number of hours of class and clinical practice opportunities and distribution of these shall be in direct ratio to the amount of time necessary for the student at the stage of development to accomplish the objectives. Student clinical hours are carefully tracked to ensure compliance of [WAC 246-840-531](#).

### Clinical Site Preparation and Participation Standards

Students will review the clinical standards and complete, with benchmark competence, the required learning activities, assignments and skills competency evaluations prior to the assigned clinical experience. The student will update, and review previously learned skills as necessary to maintain a safe and acceptable level of performance.

### Orientation

- Students are required to complete clinical agency orientations. In addition to standards set by Wenatchee Valley College Nursing Programs, students will follow the procedures and policies of the clinical site when assigned to clinical experienced in that agency.

### Scope of Practice

- Students are only allowed to practice those skills authorized by their clinical faculty upon return demonstration of the skill. Failure to practice within the students' approved scope is considered unsafe and may lead to dismissal from the program.



### Scheduling and Assignments

- Experiences are designed to help the student meet the objectives of the various levels in the program. The clinical facility size, availability, client census, student level, and theory content are considered. Schedules will be handed out at the beginning of each quarter so that students can make personal arrangements for transportation, job scheduling, and childcare. In some quarters, day/evening assignments and non-class day special experiences and travel to include up to 60 miles one-way to the clinic site are required. On occasion, clinical rotation schedules may be changed by the clinical site with little notice. Clinical site assignments are determined by the Nursing department.
- Client/patient assignments for each clinical rotation will be made by the faculty or site preceptor. Only the faculty or site preceptor has the right to alter a student's assignment as needed to meet learning objectives. When selecting clients for rotations, students must follow the direction of the faculty or site preceptor. It is expected that the student will select a variety of clients with diagnoses consistent with the learning content of the theory classes, if possible, and those that will facilitate the most learning opportunities for the student. The faculty or site preceptor is to be notified immediately if the assignment is altered in any way, i.e., client discharge or transfer. Students are expected to be in assigned areas only.
- It is unacceptable to refuse a client assignment. This action will result in disciplinary measures which could include dismissal from the program. If the client assignment is a relative or friend of the student, the faculty or site preceptor must be notified immediately.
- Students are responsible for securing their own valuables on the clinical site. Most nursing units do not have lockers nor any other secured storage available to students for personal belongings.
- Students are not allowed to be in the clinical area outside of assigned times and assigned units without written permission from the faculty. Students are not permitted to leave their clinical site for any reason during a scheduled shift without permission from their faculty.
- Students must not engage in any personal relationships including nurse-to-student relationships or student-to-patient relationships at any time during the clinical rotation.

### Clinical Computer Access

- If a student is employed at an agency and has access to the agency's computer system, the students may not use their employee access during student clinical time.
- The agencies that allow nursing student access to their computer records will assign such access according to their agency policies and guidelines. Each student will be informed of the agency's computer policy/guidelines during orientation.
- Students are not permitted to bring a personal laptop or tablet to the clinical without the permission of the faculty or preceptor.
- Failure to abide by the computer policy/guidelines may result in dismissal from the Nursing program.

### Employment During Clinical Experiences

- Students are not permitted to work during the twelve hours prior to the clinical experience to ensure they can provide safe, quality care.

## Expectations

- Students need to arrange their daily schedule to receive adequate rest and be able to fully participate in clinical experiences.
- If the student is unable to attend or anticipates being late, a voice message and email to the faculty is required prior to start time. If a student is working with a preceptor, the preceptor must also be contacted prior to the start time of the rotation.
- Cell phones and other electronic devices are to be left on silent mode in the clinical setting. Cell phones should not be answered during the shift at the clinical setting.
- Effective communication will include (reading, writing, speaking) the ability to process and communicate information in a timely, succinct, yet comprehensive manner. Demonstration of responsive, empathetic listening to establish rapport. Recognition of the significance of nonverbal responses is required. Fluency in the English language will be necessary as it is used for the licensure exam.
- If a student is feeling ill, they are not permitted to participate in clinical and must contact their faculty or preceptor prior to start time. Students are not allowed to return to the clinical until the symptoms resolve, or if medical attention was required, a doctor's clearance has been provided to the Nursing department.

## Clinical Course Assessment of Learning and Remediation Policy

The student must maintain a passing grade in clinical courses to progress in the ADN Program. The clinical grade is determined by written documentation of clinical behavior. Weekly evaluations occur with the student and clinical Faculty so that, always, the student is aware of strengths and areas for growth. A final evaluative conference is an opportunity to summarize the quarterly clinical experience and provide a final evaluation. Guidelines are provided to the student about the clinical objectives and clinical assignments to be achieved each quarter. Attendance is included in the clinical grade.

When a student is failing a clinical course, the clinical faculty will work with the student to help achieve stated clinical objectives. The faculty will provide timely written feedback to the student of performance outcomes that must be achieved to earn a satisfactory clinical grade. If expected goals are not met, the student, faculty and/or lead faculty, or Director of Nursing Programs will meet. A remediation plan or collaborative performance plan may be utilized to identify the specific behaviors or skills needed for continuation in the program. Written and signed documentation will be given to the student to ensure a consistent message is conveyed and understood by all.

If the student is dissatisfied with the outcome of the meeting, the student may request a meeting with the Vice President of Instruction or designee. Please refer to the current WVC Student Planner/Handbook for further information.

Remediation may be utilized for any clinical performance that requires student improvement, at the discretion of the clinical faculty. Remediation will also be utilized for deficiencies (failure in student performance) related to the clinical setting. Examples of situations that will result in a clinical deficiency and will require student remediation are outlined in the Deficiency Notice Policy. If a remediation plan is indicated, the clinical or lead faculty will initiate the remediation process and specify remediation requirements (as well as remediation

dates/deadlines). The ADN Program Remediation Plan: Medication Safety Testing and Clinical form will be utilized.

#### Canceled Clinical

On occasion, the clinical site or the college may cancel due to weather or other concerns. In the case that the college cancels, the cancellation will be announced via Wenatchee Valley College safety alerts and on the college website. To sign up for college alerts and notifications, see the [Wenatchee Valley College emergency and safety alerts website](#) for instructions. In the case that the clinical site cancels, Nursing faculty will notify the student.

#### Dress and Personal Hygiene

Please refer to the Dress Code Policy.

#### HIPAA Guidelines for Clinicals

The student will consider all information obtained regarding the client's status as strictly confidential and will not discuss the client with anyone except the faculty, peers assigned to the same clinical facility/area, and appropriate hospital personnel. Students are expected to adhere to clinical facility policies around use of electronics in client care areas to avoid violations of HIPAA and legal ramifications for themselves, their faculty, the healthcare facility and the nursing program.

- Consider all information obtained as strictly confidential. Confidentiality of client information is a requirement and a major concern of the nursing program.
- Refer to staff or physician by title only (i.e. CNA, LPN, RN, or MD). No names of cities or hospitals should be used.
- All potentially identifying information should be destroyed (notes, rough drafts). Please be sure that material is screened ahead of time, if in doubt, discuss with the nursing faculty.
- Students will abide by the hospital policy and lab faculty directions regarding use of the hospital copy machine and client information.
- No portion of a client's chart or record may be photographed or copied.
- Any forms with client information (whether faculty or hospital provided) are to be destroyed prior to leaving the clinical area.
- Students must not disclose patient identifiers in any verbal or written work.

Any student who violates the HIPAA guidelines during their clinical rotation is subject to dismissal from the Nursing program and not eligible for re-entry.

#### Personal Protective Equipment

The student is expected to wear appropriate protection to prevent body fluid exposure, including goggles or a face shield, gloves, and plastic gown, if needed. Personnel are professionally and ethically obligated to provide client care with respect for human dignity. Student assignments may include clients who are at risk of contracting or having an infectious disease such as HIV, AIDS, HBV, and TB.

#### Injury and/or Body Fluid Exposure in Clinical Setting

- The student is expected to follow recommended treatment/steps for injury or body fluid

exposure of the clinical site. Examples of incidents in the clinical areas to report include: any break to skin integrity, needle sticks, body fluid splashes (urine, blood, vomit), neck and back strains, sprains, assaults by clients, or injuries from equipment.

- Injuries in the clinical lab must be reported immediately to the Nursing faculty so that necessary medical care is provided, and the proper forms are completed. The student and their faculty must notify the Director of Nursing Programs of nursing within eight hours of such an injury. A Reportable Student/Client/Client Occurrence form is due to the Director of Nursing Programs of nursing within three days of incident.

#### Pre/Post conferences

Pre/Post conferences are scheduled for students to discuss their learning experiences, as well as to explore client nursing issues. Students are required to be on time and to be adequately prepared.

A pre/post conference absence is considered a clinical absence unless otherwise directed by Nursing faculty.

## Section 4: Appendices

### Appendix A: Acknowledgement of Handbook, Policies, Requirements and Standards:

Nursing students are responsible for knowing and adhering to the information contained in the WVC catalog and the Nursing Student Handbook. Students will be required to sign the Program Student Affirmation, which will be discussed and distributed during orientation, and which will be maintained in the student files.

I understand that, as a nursing student, I am a member of a profession which places me in a position of confidence, requiring the utmost discretion and professionalism to protect those with and for whom I work. I acknowledge that, as a member of the nursing profession, I have a responsibility to act in a manner consistent with the essential attributes of the profession. In this regard:

I agree to protect the privacy of faculty, peers, patients, and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients, or their family members that is disclosed to me in my capacity as a WVC nursing student.

I have/will read the syllabi of the nursing courses I am taking this year, and I understand the criteria established for grading my course work.

I understand that, if I do not attain a passing grade in theory courses or on Math Competency exams, I must complete required remediation, as outlined in the student handbook.

I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses.

I will maintain and uphold the policies of the Nursing Program and will not condone or participate in any activities of academic dishonesty, including, but not limited to, plagiarism, cheating, stealing, copying another's assigned work, or lying about any situation.

I will not recreate any items or portions of any exam for my own use, or for use by others, during my enrollment in the Nursing Program.

I will not divulge or accept or access any unauthorized information related to any quiz, exam, scenario, or clinical testing administered during my enrollment in the Nursing Program. 'Unauthorized information' includes sharing any information about testing other than 'I passed' or 'I did not pass.'

I will sign my own papers and other documents and will not sign any other student's name to anything, including class attendance sheets. I will not allow any student access to any of my paperwork for the purpose of copying.

I will not discuss or post any information about faculty, peers, patients, family members, or any clinical facility on any electronic venue (i.e., social media, cell phones, etc.). Nor will I leave/save any patient, patient family, faculty, clinical facility, or student information on any open access desktop or hard drive.

## Appendix B: Wenatchee Valley College Nursing Program Test Analysis Record Sheet

*(Student to make copies, as necessary)*

To complete this form, list the number of each test question that you missed in the first column. Then mark an X under the description that best explains why you missed that question. Sometimes you will mark more than one reason for a question. If you missed a question for a reason other than those listed, clearly specify the reason in the "Other" column on the right side of the chart. Next, add the number of X's under each reason. These numbers indicate the areas of study on test-taking strategies that need more attention.

	<u>INSUFFICIENT INFORMATION</u>					<u>TEST ANXIETY</u>				<u>LACK OF TEST SKILLS</u>							<u>INADEQUATE LANGUAGE SKILLS</u>			<u>OTHER</u>	
Test Question Missed	I did not read the text thoroughly.	The information was not in my notes.	I studied the information but could not remember it.	I knew information but could not apply it.	I studied the wrong information	I experienced a mental block.	I spent too much time daydreaming.	I was so tired I could not concentrate	I panicked.	I carelessly marked a wrong choice.	I changed a correct answer to a wrong one.	I did not choose the best choice.	I did not notice the qualifications.	I did not notice a negative.	I misread the question.	I made poor use of the time provided.	I misunderstood the question.	I did not know the meaning of the vocabulary.	I did not read fast enough to finish.		

**Appendix C: Wenatchee Valley College Nursing Program  
Remediation Plan: Medication Safety and Clinical**

**Student Name** \_\_\_\_\_ **Quarter** \_\_\_\_\_ **Clinical Course** \_\_\_\_\_

**Medication Safety Exam Remediation**

If test performance is below 100 percent on the Medication Safety exam, the student will be required to complete the designated activities on or before \_\_\_\_\_.

Interventions:

\_\_\_\_\_ Complete at least \_\_\_\_\_ practice test(s) on the safeMedicate® website, until a score of 100 percent is obtained.

\_\_\_\_\_ Other interventions (as agreed upon by the faculty and student):

**Clinical Performance Remediation**

If a deficit is noted in clinical performance as outlined in the policy, the student will be required to complete the activities outlined below, on or before \_\_\_\_\_.

\_\_\_\_\_ Spend \_\_\_\_\_ hour(s) practicing \_\_\_\_\_ skill(s) in the Simulation Lab.

\_\_\_\_\_ Other interventions, as agreed upon by the faculty and the student, described below:

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

*(Student to make copies, as necessary)*

**Appendix D: Nursing Skills Testing Remediation Form**

Student Name:

Date:

Course:

Skill:

Retest Date/Time:

When a student needs additional practice to demonstrate competency with a skill, this remediation form will be completed by nursing faculty and provided to the student.

Spend \_\_\_ hour(s) practicing skill \_\_\_\_\_ in the Simulation Lab.

\_\_\_ Other interventions, as agreed upon by the faculty and the student, described below:

*The student must complete remediation and bring this form to their retesting time.*

Retest Attempt: 1st    2nd    3rd

Demonstrates skill competency: \_\_\_\_\_ Needs Additional practice \_\_\_\_\_

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

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Date Remediation completed: \_\_\_\_\_ Faculty signature: \_\_\_\_\_

*The faculty will file all testing papers in the student's academic file*



### Appendix E: Nursing Simulation and Skills Course Remediation Form

Student Name:

Date:

Course:

Skill:

When a student receives “needs additional practice” in a simulation or skills course, this form will be completed by the student. The student must complete this remediation form and bring it with them to their scheduled evaluation time.

Spend \_\_\_ hour(s) practicing skill \_\_\_\_\_ in the Simulation Lab.

\_\_\_ Other interventions, as agreed upon by the faculty and the student, described below:

Signature of partner:	Peer Feedback:
-----------------------	----------------

Appointment time with faculty to demonstrate competency: \_\_\_\_\_

*The student must bring this form to the appointment with the faculty*

## Remediation Plan: Theory

Student Name:

Quarter:

Unit:

Test Score:

Students who score below 80 percent on a theory exam or score less than 80% in the overall unit are required to complete a remediation plan.

*The student must present a copy of the plan to the instructor within one (1) week days of the failed exam.*

Student Performance Improvement Plan (PIP)

1. **Assess:** Attend the exam review to assess your performance
  - **KNOWLEDGE OF CONTENT:**
    - Review your ExamSoft report sheet and your Test Analysis Record Sheet to identify what content you missed
      - List the content topics that you missed on the exam
  - 
  - **TAKE-CONTROL SKILLS:**
    - Review your Test Analysis Record Sheet to determine what factors contributed to each question missed
      - List each description for missed questions here, if a description matches more than 1 missed test question put the number next to it (e.g. I changed a correct answer to a wrong one (3)).
  -
2. **Diagnose:** Use the information from the exam review to identify your barriers to success
  - List the most common factors below
    -
3. **Plan:** What outcomes do you want to achieve after remediation is complete:
  - Utilize your identified challenges to write at least three goals you will achieve by the end of your remediation work (SMART)
    - 
    - 
    -
4. **Implement:** Identify what actions you will implement for each of your identified outcomes.
  - Utilize the table on the next page for suggested remediation activities you can utilize or review the remediation module in your theory Canvas course.
  - You can also add in your own remediation activities based on your study preferences.
    -
5. **Evaluate:** Describe how will you evaluate if your remediation work helped you achieve your remediation goals identified in step 3.

Insufficient Information	<ul style="list-style-type: none"> <li>• Exam review</li> <li>• Faculty office hours</li> <li>• Textbook review</li> <li>• Lecture material review</li> <li>• Sherpath module review</li> <li>• Sherpath Chapter EAQ</li> <li>• EAQ course</li> <li>• Saunder’s NCLEX RN Review book</li> <li>• Increasing reading comprehension Panopto and PowerPoint</li> <li>• Check out the study skills textbook and identify the chapter that matches your challenge for review</li> </ul>
Take-Control Skills	<ul style="list-style-type: none"> <li>• Check out the study skills textbook and identify the chapter that matches your challenge for review</li> <li>• Evaluate if there are outside stressors in your life that may benefit from meeting with a counselor. WVC has free, confidential counseling services available to all students</li> <li>• Rewatch Panopto from WVC counselor</li> <li>• Watch Professor Chvilicek’s Panopto</li> <li>• Review PowerPoint</li> </ul>
Lack of Test Skills and Inadequate Language Skills	<ul style="list-style-type: none"> <li>• Saunder’s NCLEX RN Review book, chapter 4: Test-Taking Strategies</li> <li>• Saunder’s online resources: Click on study, then click on strategies, then choose the strategy that you have identified as a challenge</li> <li>• Increasing reading comprehension Panopto and PowerPoint</li> <li>• Check out the study skills textbook and identify the chapter that matches your challenge for review</li> <li>• Review APA citation in _____</li> <li>• Review writing resources _____</li> </ul>

**Appendix G: Alternate HESI Remediation Form**

**Student Name:**

**Date:**

**Exam Name:**

**Faculty Name:**

**Date of Remediation Discussion:**

**Plan for Alternative Remediation:**

## Appendix H: PRACTICUM REMEDIATION PLAN

Student's Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

You have been asked by your practicum preceptor or faculty to develop a plan for improvement. Please describe what methods or means you will use in the space below. Be specific and realistic.

We are here to help you! Please don't hesitate to ask the nursing faculty for assistance!

After completing your Practicum Remediation Plan, please print it, sign below, and make an appointment with your faculty to review it. The Practicum Remediation Plan will be kept in the Root Cause Analysis File (log).

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Electronic Signature

\_\_\_\_\_  
Date

*(Student to make copies, as necessary)*

## Appendix I: ROOT CAUSE ANALYSIS FORM

*Root cause analysis is a method of investigation designed to identify the root causes – those factors that cause a chain of events that lead to an undesirable outcome. The form can be filled out electronically and saved. Please send a copy to your faculty when it is completed.*

1. Information about the event.

Your Name	
WVC Nursing Faculty	
Date of Report	
Date of Incident	
Location of Incident	
Did the error or near miss involve medication?	Yes <input type="checkbox"/> No <input type="checkbox"/>
What are the names of other people who were involved in the incident?	
Who did you notify about the incident?	

2. Description of the Error or Near Miss. (Briefly describe the error or near miss that occurred. Be detailed and keep to the facts. Include dates and times if known. If the incident was related to a medication, list the name of the medication, and the dose, time, and route of administration.)
  
3. Contributing Factors (In your opinion, what factors contributed towards this error or near miss? Consider factors such as communication issues, level of training/education related to task, patient characteristics, environment, and clarity of policies/procedures. Be detailed in your analysis of factors. For each factor that contributed towards the incident, ask yourself “Why? Why did this happen at this time, under this circumstance.”)
  
4. Possible System Improvements (In your opinion, are there system improvements that could be made that might help someone else avoid this error or near miss in the future?)
  
5. Change in personal practice (How will you change your practice to avoid this incident from occurring again in the future?)
  
6. Faculty Comments:

I have completed the Root Cause Analysis to the best of my ability based	<div style="text-align: right; border-top: 1px solid black; margin-top: 5px;"> <span style="margin-right: 100px;">Student Signature</span> <span>Date</span> </div>
I have reviewed the Root Cause Analysis with the student:	<div style="text-align: right; border-top: 1px solid black; margin-top: 5px;"> <span style="margin-right: 100px;">Faculty Signature</span> <span>Date</span> </div>

*(Student to make copies, as necessary)*

Appendix J: NCBON Just Culture STUDENT PRACTICE EVENT EVALUATION TOOL (SPEET)

Event(s):

Event Number:

	Criteria	Human Error	At Risk Behavior			Reckless Behavior		Score
		0	1	2	3	4	5	
G	<b>General Nursing Practice</b>	No prior counseling for practice related issues	Prior counseling for single <b>non-related</b> practice issue	Prior counseling for single " <u>related</u> " issue	Prior counseling for " <u>same</u> " issue	Prior counseling for multiple related or non-related practice issues	Prior counseling for <u>same</u> or <u>related</u> issue with no or little evidence of improvement.	
U	<b>Understanding expected based on program level, course objectives/outcomes</b>	Has knowledge, skill and ability - <i>Incident was accidental, inadvertent, or an oversight</i>	Task driven/rote learning. OR <u>Wrong action for this circumstance.</u>	Failed to demonstrate appropriate understanding of options/resources. OR Aware of safety issues but in this instance <u>cut corners.</u>	Understands rationale but failed to recognize situations in terms of overall picture or to prioritize actions. OR In this instance, failed to obtain sufficient info or consult before acting.	Able to recognize potential problems. In this instance " <u>negligent</u> " OR <u>failed to act according to standards.</u> Risk to client outweighed benefits.	Knows or should have known correct action, role and limitations. In this instance action was " <u>gross negligence/ unsafe act</u> " and demonstrated no regard for patient safety.	
I	<b>Internal Program or Agency Policies/standards/inter-disciplinary orders</b>	Unintentional breach OR No policy/standard/order available.	Policy not enforced. OR <u>Cultural norm</u> or common deviation of staff. OR Policy/order misinterpreted.	Student cut corners or <i>deviated</i> in this instance from policy/standard/order as <u>time saver.</u> - No evidence or suggestion of a pattern of behavior.	Aware of policy/ standard/order but <u>ignored or disregarded</u> to achieve <i>perceived expectations</i> of faculty, staff, patient or others. May indicate pattern or single event.	Disregarded policy/standard/order for <u>own personal gain.</u>	<u>Maliciously</u> disregarded policy/standard/order.	
D	<b>Decision/choice</b>	Accidental/ mistake/ Inadvertent error.	<u>Advantages</u> to patient <u>outweighed risk.</u>	<u>Emergent situation</u> - quick response required.	<u>Non-emergent situation.</u> Chose to act/not to act without weighing options or utilizing resources. Used poor judgement.	Clearly a prudent student would not have done. <u>Unacceptable risk to patient/agency/public</u> Disregard for patient safety.	Conscious choice. Put own interest above that of patient/agency/public. <u>Egregious choice.</u> <u>Neglected red flags.</u>	
E	<b>Ethics/credibility/accountability</b>	Identified own error and <u>self-reported.</u> Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.	Admitted to error and <u>accepts responsibility.</u> Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.	Acknowledged role in error but <u>attributes to circumstances</u> and/or blames others to justify action/inaction. Cooperative during investigation. Demonstrates desire to improve practice.	Denies responsibility until confronted with evidence. Reluctantly accepts responsibility. <u>Made excuses</u> or <u>made light of occurrence.</u> Marginally cooperative during investigation.	Denied responsibility despite evidence. Indifferent to situation. <u>Uncooperative</u> and/or <u>dishonest</u> during investigation.	Took active steps to <u>conceal</u> error or <u>failed to disclose known error.</u>	

Criteria Score \_\_\_\_\_

Mitigating Factors – check all identified		Aggravating Factors – check all identified	
Communication breakdown (multiple handoffs, change of shift, language barriers)			
Unavailable resources (inadequate supplies/equipment)		Especially heinous, cruel, and / or violent act	
Interruptions / chaotic environment / emergencies – frequent interruptions / distractions		Knowingly created risk for more than one client	
Inadequate supervision by faculty or preceptor		Threatening / bullying behaviors	
Inappropriate assignment by faculty or preceptor		Prior formal student disciplinary record for practice issue(s)	
Policies / procedures unclear			
Client factors (combative/agitated, cognitively impaired, threatening)			
Non-supportive environment – interdepartmental/staff/student conflicts		Other (identify)	
Lack of response by other departments / providers			
Other (identify)			
Total # mitigating factors identified		Total # aggravating factors identified	

Criteria Score (from front page)	
Mitigating factors ( <u>subtract</u> 1 point for 1 – 3 factors; 2 points for 4 – 6 Factors; and 3 points for 7 or more factors)	
Aggravating factors ( <u>add</u> 1 point for each identified factor)	

Human Error	At-Risk Behavior	Reckless Behavior
# criteria in green= _____	# criteria in yellow= _____	# criteria in red = _____
IF 3 or more criteria in  Green OR	IF 3 or more criteria in  yellow OR	IF 3 or more criteria in  red OR
Address event by  consoling student and/or	Address event by  coaching student,	Consider disciplinary  action and/or remedial



Total Overall Score	
---------------------	--

improvement plan with student	and/or developing remedial improvement plan with student	event with student
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Evaluator: \_\_\_\_\_ School Name: \_\_\_\_\_ Date of Event: \_\_\_\_\_

**NOTE: This SPEET is NOT used if an event involves misconduct such as: academic cheating, confidentiality, fraud, theft, drug abuse, diversion, boundary issues, sexual misconduct, mental/physical impairment. Instead, these are managed through established mechanisms outside of this clinical framework.**

- Human Error = Inadvertently doing other than what should have been done; a slip lapse, mistake.
- At-Risk Behavior = Behavioral choice that increases risk where risk is not recognized or is mistakenly believed to be justified. Reckless Behavior = Behavioral choice to consciously disregard a substantial and unjustifiable risk.
- Consoling = Comforting, calming; supporting student while examining event.
- Coaching = Supportive discussion with the student on the need to engage in safe behavioral choices.
- Remedial Action = Actions taken to aid students including education, training assignment to program level-appropriate tasks. Counseling = A first step disciplinary action; putting the student on notice that performance is unacceptable
- Disciplinary Action = Punitive deterrent to cause student to refrain from undesired behavioral choices.

**NCBON Education Consultant:** \_\_\_\_\_  
**Action Taken:**



## Appendix L: Nursing Program

### Request for an Exception to the Attendance Policy

Please refer to the WVC Student Nursing Handbook Attendance Policy regarding the attendance policy for theory, clinical and lab experiences.

**Any student requesting an exception to the WVC Nursing Attendance Policy, must do the following:**

**STEP ONE:**

The student must complete the first section of this form, providing the information requested below.

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\_\_\_\_\_ I am requesting \_\_\_\_\_ hours away from clinical/lab on the following date(s): \_\_\_\_\_

Clinical Course Effected (NURS): \_\_\_\_\_

BSN Pathway (NURS) \_\_\_\_\_

\_\_\_\_\_ I am requesting to be absent from theory testing on the following date(s): \_\_\_\_\_

Theory Course Effected (NURS): \_\_\_\_\_

Pharmacology (PHARM): \_\_\_\_\_

BSN Pathway (NURS) \_\_\_\_\_

**The reason for this request is (be succinct but specific):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**STEP TWO:**

- a) Once the student has signed this form, the student should submit the form (electronically) to the lead faculty *and* to the Director of Nursing Programs as far in advance as possible. The form should be submitted *at least* two weeks prior to the end of the previous quarter.
- b) Nursing faculty and the Director of Nursing Programs will discuss the student request at the next regularly scheduled department meeting. Decisions will be made based on the urgency of the situation.
- c) Lead faculty, the Director of Nursing Programs, or an appointed designee will notify the student

\_\_\_\_\_ **Approved** \_\_\_\_\_ **Denied** **Decision communicated to student on:** \_\_\_\_\_

**Faculty/Program Director Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*(Student to make copies, as necessary)*



### Student Reference Request and FERPA Release

In accordance with FERPA (Family Educational Rights and Privacy Act) regulations, any student wishing a recommendation from nursing faculty will provide the following information.

Student name (please print): \_\_\_\_\_

I request the following faculty to serve as a reference for me and to provide requested reference in written form. (print names below **OR** check box for all faculty/staff)

Faculty Name \_\_\_\_\_ Faculty Name \_\_\_\_\_

Please feel free to use the back of this form if needed.

Check this box if you authorize all faculty/staff.

The purpose of the reference is (check all applicable spaces):

Application for employment, scholarship, internship

Admission to another education institution

Other \_\_\_\_\_

I authorize the above person(s) to release information and provide an evaluation about any and all information from my education records at WVC, including information pertaining to my education at other institutions I have previously attended, which is a part of my education records at WVC, to the following *agency(ies)* (please print; you may list each facility individually **OR** check the box for any/all prospective employers or educational facilities):

**Check this box if you authorize the above to release any/all prospective employers or educational facilities.**

1. \_\_\_\_\_  
(Name and Address)

2. \_\_\_\_\_  
(Name and Address)

Please feel free to use the back of this form if needed.

\_\_\_\_\_  
I understand that I have the right not to consent to the release of my education records; I have a right to receive a copy of any written reference upon request; and that this consent shall remain in effect until revoked by me, in writing, and delivered to the above faculty member, but that any such revocation shall not affect disclosures previously made by said faculty member prior to the faculty member's receipt of any such written revocation.

Student Signature

Date

### Online Passwords

<u>Website URL</u>	<u>Username</u>	<u>Password</u>
<b>safeMedicate®</b> <a href="https://www.safemedicate.net/login.php">https://www.safemedicate.net/login.php</a>		
<b>Wenatchee Valley College Commons site</b> <a href="http://commons.wvc.edu/default.aspx">http://commons.wvc.edu/default.aspx</a>		
<b>Canvas</b> <a href="https://wvc.instructure.com/login">https://wvc.instructure.com/login</a>		
<b>Wenatchee Valley College Email</b> <a href="http://commons.wvc.edu/default.aspx">http://commons.wvc.edu/default.aspx</a>		
<b>ExamSoft</b> <a href="https://learn.examsoft.com/">https://learn.examsoft.com/</a>		
<b>Elsevier/Evolve</b> <a href="https://evolve.elsevier.com/cs/">https://evolve.elsevier.com/cs/</a>		

**Clinical Contact Information**

**Summer Quarter**

Clinical Faculty: \_\_\_\_\_

Contact Numbers: \_\_\_\_\_

Clinical Facility: \_\_\_\_\_

Contact Numbers: \_\_\_\_\_

Notes: \_\_\_\_\_

**Spring Quarter**

Clinical Faculty: \_\_\_\_\_

Contact Numbers: \_\_\_\_\_

Clinical Facility: \_\_\_\_\_

Contact Numbers: \_\_\_\_\_

Notes: \_\_\_\_\_