WENATCHEE VALLEY COLLEGE

LPN-BSN

Nursing Handbook 2024-2025

BSN Program Accreditation

State Approval	Regional Accreditation	National Accreditation
Washington State Nursing Commission 310 Israel Road SE Tumwater, WA 98501 360.236.4700 www.doh.wa	**Northwest Commission on Colleges and Universities** 8060 165th Avenue NE, Suite 100 Redmond, WA 98052 425.558.4224 www.nwccu.org	**Commission on Collegiate Nursing Education** 655 K Street, NW, Suite 750, Washington, DC 20001 202-887-6791. www.ccneaccreditation.org

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, Wenatchee Hall 2322M, (509) 682-6445, title9@wvc.edu.
- To request disability accommodations: Student Access Coordinator, Wenatchee Hall 2133, (509) 682-6854, TTY/TTD: dial 711, sas@wvc.edu.

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SECTION 1: INTRODUCTION

Purpose

This handbook was designed to make information about the policies governing the WVC BSN program easily available to you. This handbook is also available on the nursing program website at www.wvc.edu/nursing. In addition, students should be familiar with the current Wenatchee Valley College (WVC) Student Handbook. Copies of the WVC Student Planner/Handbook are available from Student Programs on the Wenatchee and Omak campuses. The Nursing Student Handbook contains and expands information found on the WVC Nursing website. The Nursing website is our primary public source of information. Traditional and transfer undergraduate students are also responsible for policies, procedures, and opportunities described within the Student Handbook.

Welcome!

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 is designed for Registered Nurses (RN) who have already earned an Associate Degree in Nursing (ADN), and in 2023 it was expanded to include Licensed Practical Nurses (LPN). The baccalaureate program is fully accredited by the Commission on Collegiate Nursing Education (CCNE) with full approval status from the Washington State Nursing Commission. WVC has a long history of providing quality nursing education and preparing graduates for professional nursing practice in the ever- evolving health care system. Whether you want to complete your Bachelor of Science in Nursing (BSN) to advance your education, expand your nursing skills, or open new career opportunities, our BSN program is designed to meet the needs of the working professional.

As you embark on this exciting academic 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 further 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 the transition role as a BSN online nursing student, we have prepared this Nursing Student Handbook to use as a reference throughout the program.

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

Warm Regards,

Jenny Freese DNP, MAE, RN
Director, and Professor
Wenatchee Valley College Nursing Programs
jfreese@wvc.edu
509.682.6662

Contact Information & Frequently Requested Telephone Numbers

Director of Nursing Programs, Faculty and Administrative Support		
Imelda Barragan, Administrative Assistant	509.682.6660	
Kim Charlton, Administrative Assistant		509.422.7952
Jenny Freese DNP, MAE, RN, Director of Nursing Programs	509.682.6662	
Allie Benn MSN, RN Lead Faculty	509.422.7892	
Department	Wenatchee	Omak
Allied Health Educational Planner	509.682.6844	
Allied Health Office Fax	509.682.6661	509.422.7801
Barnes & Noble WVC Bookstore	509.682.6532	
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	
Disability & Support Services	509.682.6854	509.422.7812
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	509.682.6450	509.422.7803
Registration	509.682.6806	509.422.7807
Security	6911	7911 (2--10 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	509.422.7827
Veterans Services	509.682.6817	
Veterans Administration	888.442.4551	

WVC Mission Statement

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.

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.

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.

Accreditation

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WVC Student Learning Outcomes (SLO's)

WVC Student Learning Outcomes CATEGORIES

1. **Problem Solving**: A. Critical Thinking B. Creative Thinking C. Quantitative Reasoning D. Qualitative Reasoning
2. **Communication**: A. Oral Expression B. Written Expression C. Artistic Expression
3. **Social Interaction**: A. Collaboration B. Ethical Conduct C. Professional Conduct D. Cultural Diversity
4. **Inquiry:** A. Information Literacy B. Research C. Documentation

AACN Essentials of Baccalaureate Education (2008)
The following information is from the American Association of Colleges of Nursing's *The Essentials of Baccalaureate Education for Professional Nursing Practice* (aacn.nche.edu, 2008).

The *Essentials* document serves to transform baccalaureate nursing education by providing the curricular elements and framework for building the baccalaureate nursing curriculum for the twenty-first century. These *Essentials* address the key stakeholders' recommendations and landmark documents such as the IOM's recommendation for the core knowledge required of all healthcare professionals. This document emphasizes such concepts as patient-centered care, interprofessional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever-changing and complex healthcare environment.

Essentials I through IX delineate the outcomes expected of graduates of baccalaureate nursing programs. Achievement of these outcomes will enable graduates to practice within complex healthcare systems and assume the roles: provider of care; designer/manager/coordinator of care; and member of a profession. Essential IX describes generalist nursing practice at the completion of baccalaureate nursing education. This Essential includes practice-focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I-VIII. The time needed to accomplish each Essential will vary, and each Essential does not require a separate course for the achievement of the outcomes.

The nine Essentials are:
- Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
  - A solid base in liberal education provides the cornerstone for the practice and education of nurses.
- Essential II: Basic Organizational and System Leadership for Quality Care and Patient Safety
  - Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high-quality healthcare.
- Essential III: Scholarship for Evidence-Based Practice
  - Professional nursing practice is grounded in the translation of current evidence into one's practice.
- Essential IV: Information Management and Application of Patient Care Technology
  - Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
- Essential V: Health Care Policy, Finance, and Regulatory Environments
  - Healthcare policies, including financial and regulatory, directly, and indirectly, influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
- Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes
  - Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.
- Essential VII: Clinical Prevention and Population Health
  - Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
- Essential VIII: Professionalism and Professional Values
  - Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.
- Essential IX: Baccalaureate Generalist Nursing Practice
  - The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
  - The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

QSEN Competencies (2014)

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 competencies are Evidence-Based Practice (EBP), Informatics, Patient-Centered Care, Quality Improvement (QI), Safety and Teamwork & Collaboration.

QSEN. (2014). QSEN competencies. Case Western University Frances Payne Bolton School of Nursing.

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.

SECTION 2. LPN to BSN CURRICULUM

Course Policies and Procedures

BSN Program Prerequisites and Admission Process
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.
- Experience as an RN for at least 1 year is *preferred.*

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.

Quarter	Course	Name	Credits
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 Lab)
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 (Sim)
	NURS 430	Community and Public Health Nursing	5

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
	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
	NURS 450	Community Health Practicum	2
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	Senior Preceptorship	4
	NURS 490	Capstone Project	1

General Education Courses (15 quarter credits)

Students may take an elective that is not listed if, in the judgment of the Director, it will significantly enhance the learning experience in the major.

Quarter	Course	Name	Credits
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 lab)
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 (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 practical)
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
Provides practicum 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

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.

<u>NURS 490 Leadership Portfolio and Capstone Project – 1 credit</u>
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.

Assessment of Learning and Remediation
A minimum grade of "C" or better in theory and practicum is required to successfully complete the courses.

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

Theory Course Assessment and Remediation
The purpose of remediation is the early identification of students who are having difficulties meeting course or program outcomes to provide the support necessary for successful course and program completion. Students must demonstrate competency in theoretical knowledge as evidenced by 70 percent or greater in the course. The theory grade for the quarter is a compilation of points from various required activities within each course, and assessments will be weekly and be described in the course syllabus. A student who is not maintaining a 2.0 grade, or 70 percent or greater, in a nursing course will receive an Academic Warning by the faculty as soon as it becomes evident that the student is failing. An academic warning will be issued only once in each class. After the first Academic Warning has been issued, it becomes the student's responsibility to monitor his or her performance and progress in a course.

In health and illness courses (NURS 302, 303, 402, 403, 404, & 405), comprehensive evaluation of learning is completed by exam and includes a mid-term and final each quarter. In courses with an exam the exam scores and assignments are recorded as they are awarded without any rounding. Students must score an average of **80 percent on all exams** administered within the nursing courses to progress, *or they must complete remediation.*

The student will complete the following steps of remediation:

- Review: Review activities in the course and identify areas of deficient knowledge or understanding. This may require reviewing assignments and activities with the instructor.

- Remediate: Develop a remediation plan that includes content, specific resources, and page numbers for articles/textbooks.

- Submit: Present a copy of the plan to the instructor within one (1) week of the Academic Warning. In the event of test remediation (NURS 301, 302, 303, 402, 403, 404 & 405) submit the Remediation Plan: Theory form, Test Analysis Record Form, and the optional Remediation Plan Template form to the instructor and LPN to BSN lead within one (1) week of the failed exam.

Failure to complete the remediation for theory courses will result in a deficiency and possibly receive an incomplete in the course and be unable to progress in the program.

Student Failure to Remediate

Failure of the student to complete the remediation for theory courses, HESI Exams, medication safety, and/or clinical courses by the designated due date will result in the following:

- The student will receive a written warning or a deficiency notice.
- If a theory remediation plan is not completed, the student will not be allowed to take the next exam in the course. Additionally, the student will receive an incomplete for the course until the remediation plan, the remediation, and all course exams are completed.
- If a Medication Safety or clinical remediation plan is not completed, the student will receive an incomplete for the course and will be unable to progress in the Program.
- If the HESI Remediation Plan Contract and activities are not completed prior to the scheduled HESI Version 2 Exam or due date, the student will be unable to take the remediation exam. Furthermore, the student may be unable to take the course exams according to the instructor's discretion.
- A meeting may be held with the student and the Nursing Programs Administrator.

HESI Remediation Plan Contract

Student Name: _____

Date: _____

Date that remediation will be completed: _____

Exam Type (Specialty or Exit): _____

- HESI Score: _____
- HESI essential or recommended packets to be completed (identify the specific number): _____
- Adaptive Quizzing Topic/s (25 question custom quiz – must achieve 80%):
    - List topics completed for custom quizzes based on personal results:
        1. _____
        2. _____
        3. _____
        4. _____
        5. _____
- Case Study Topic (must achieve 80%):
    - List name of case study completed:
        - _____

Other (describe): _____

Plan for remediation: _____

Timeline: _____

Remediation plan is to be turned in to the Canvas drop box within 2 days of the HESI exam.

Medication Administration Safety and Remediation

The WVC LPN to BSN program provides learning opportunities and competencies throughout the program to assure that nursing students can accurately and safely administer medications. Students will be provided with theory, lab and clinical learning experiences related to safe medication administration. It is expected that students will be able to demonstrate:

- Correct reading and interpretation of a medication order
- Safe identification of a patient
- Routes of medication administration, including the nursing judgment required to safely implement the routes of medication administration
- Safe use of Automated Drug Delivery (ADD) systems and other dispensing systems
- Processes for administration of controlled substances, medication wastage
- Principles of medication reconciliation procedures
- Accurate dosage calculation
- Correct documentation of medication administration
- Process of reporting medication errors

Math Competency

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

Automated Drug Delivery Systems

Students are trained to use the Automated Drug Delivery (ADD) system to enhance patient safety in medication administration. In NURS 301 lab, students are competency verified regarding medication identification, removal, and safety checks at the ADD by a nursing instructor. Signed competency forms are placed in the student files. Nursing students are provided with opportunities to practice accessing the ADD during other simulation experiences as well.

Nursing programs, health care facilities, and pharmacies shall have policies and procedures, and provide adequate training for students accessing the ADD. 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 ADD) by the agency representative. Students are oriented to the clinical agency's ADD by agency representatives or the clinical instructor. Students must have a clinical instructor or approved proctor present when accessing the ADD in the clinical site.

Skills Cards

The WVC Nursing Student Skills Card guides medication administration allowance and supervision expectations for the nursing student level and program. Students are required to carry the skills card and abide by the expectations during clinical experiences. Students in the first clinical quarter (NURS 400 & 480) will be directly supervised by the nursing instructor or licensed practical nurse until they have demonstrated nursing judgment and competency in safe medication administration. From there the supervision will vary.

At no time will students administer or hang chemotherapeutic agents, or blood products. IV meds given via a central line must have a staff RN present. Students cannot take MD verbal orders independently or verify MD orders. 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.

Medication Errors

In accordance with the American Nurses Association's position statement "Just Culture", the WVC Nursing Department encourages and mandates reporting of medication errors. Definition of medication errors include, but are not limited to failure to:

- Check physician's orders or complete necessary assessment interventions prior to administering the medication. For example: taking an apical pulse, taking a blood pressure, or checking appropriate lab levels.
- Calculate correct dosages

- Correctly identify patient
- Administering a medication
- After patient refusal
- At the wrong time
- Via the wrong route
- In the wrong dose

To ensure a culture of safety, nursing students and clinical instructors will follow state laws, college policies, and clinical agency policies in reporting the medication error to risk management. A root cause analysis will be conducted.

Clinical and Simulation Course Assessment of Learning and Remediation

The student must maintain a passing grade in all simulation and clinical courses to progress in the BSN program. In simulation coursework the grade is determined by written documentation of the instructor to the student based on their participation, attendance, and completion of pre-simulation preparation for simulation experiences. The clinical grade is determined by written documentation of clinical behavior. Weekly evaluations occur with the student and clinical instructor so that, always, the student is aware of strengths and area for growth. A final evaluative conference is an opportunity to summarize the quarterly clinical experience and provide a final evaluation. The evaluation tool utilized can be found in the course syllabus. Guidelines are provided to the student about clinical objectives and clinical assignments to be achieved each quarter. Attendance is included in the clinical, simulation, grade.

When a student is failing a clinical or simulation course, the instructor will work with the student to help achieve stated clinical objectives. The instructor will provide 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, instructor and/or lead instructor, or Nursing Director will meet. A remediation plan or behavior contract may be utilized to identify the specific behaviors or skills needed for continuation in the BSN 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 designate. 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 instructor. Remediation will also be utilized for deficiencies (failure in student performance) related to skills or the clinical setting. Examples of situations that will result in a clinical deficiency and will require student remediation are included in the section about Deficiency Notice Policy. If a remediation plan is indicated, the clinical or lead instructor will initiate the remediation process and specify remediation requirements (as well as remediation dates/deadlines). The Remediation Plan: Medication Safety Testing and Clinical form will be utilized.

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	6	80
NURS 490	Capstone Project	1	20
Total Clinical Hours			**300**

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.	3 (Sim)	60

Practicum Course Assessment of Learning and Remediation Policy

The student must maintain a passing grade in practicum courses to progress in the BSN program. The practicum grade is determined by written documentation of practicum behavior. Students are evaluated regularly by their instructor with feedback from community mentor regularly so that 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. 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 practicum grade.

If expected goals are not met, the student, faculty and/or Nursing Programs Director will meet. A remediation plan or behavior contract 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. Remediation may be utilized for any practicum performance that requires student improvement, at the discretion of the faculty – in collaboration with the practicum site. Remediation will also be utilized for deficiencies (failure in student performance) related to the practicum setting. If a remediation plan is indicated, the faculty will initiate the remediation process and specify remediation requirements (as well as remediation dates/deadlines). Failure to complete the remediation for practicum courses will result in a deficiency and possibly receive an incomplete in the course and be unable to progress in the program.

Nursing Program Improvement

High-quality teaching and learning opportunities are key factors to meeting the 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)

SECTION 3. PROGRAM POLICIES

Admission Process

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:

    o What are your professional goals and how do you believe that obtaining a BSN will impact or improve your future practice? (max 1000 words)
    o 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.

Proposed Dates:

Winter 2024	Spring 2024	Summer 2024
January 9-12	April 2-5	June 24-28
February 6-9	April 30-May 3	July 15-19
March 12-15	June 4-7	August 12-16

Fall 2024	Winter 2025	Spring 2025*
September 30-October 3	January 7-10	April 1-4
November 5-8	February 4-7	April 29-May 2
December 3-6	March 11-14	June 3-6

*Plus 120 hours of clinical in NCW

Note that second year quarters may have date changes based on continuous quality improvement, evaluation of the program, or scheduling conflicts. The poster session and pinning ceremony will take place in June 2025, and more information will be provided on the timing and location of those activities.

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.

Immunization/Documentation Policy

It is the student's responsibility to ensure that adequate documentation of the listed requirements is provided for the student's file through Complio® (instructions for which are included in the new student information packet) during each quarter of the program. The students should keep their original documents for their personal records.

Any expiring documentation must be renewed and posted to Complio® by 0800 on the last day of each academic quarter before they expire, except Quarter One, as listed below:

Quarter One: January 3, 2024	*Quarter Four: August 21, 2024
Quarter Two: March 21, 2024	*Quarter Five: December 11, 2024
Quarter Three: June19, 2024	*Quarter Six: March 20, 2025

Lack of compliance with any of these requirements will prevent a student from entering the clinical area and completing their clinical training. Subsequent updates require that the student submit documentation to the document manager, Complio®. Lapses in renewal or updating of required documentation, immunizations, and health testing (i.e., PPD) during enrollment in the program will lead to:

1. Issuance of a Deficiency Notice (Appendix M.) due to noncompliance with program documentation requirements.
2. Issuance of a second Deficiency Notice and mandatory meetings with Director, if not compliant by the first day of the following quarter.
3. Issuance of a third Deficiency Notice due to unexcused absence from clinical experience, if not compliant by clinical date.

WVC reserves the right to modify these requirements as needed.

Criminal History Check

Washington State law (RCW 43.43.832) permits businesses or organizations that provide services to children, vulnerable adults, or developmentally disabled persons to request criminal history records. Facilities used for clinical work experience require clearance prior to the student being allowed to work in the facility. Prior to beginning any clinical work experience, criminal record checks (Complio®) are required of all students accepted into the health science programs at WVC, dated not more than forty-five (45) days prior to the beginning of the program. The forms and instructions to initiate these background checks are included in the new nursing student information packet.

Students need to be aware that conviction of certain crimes may prevent completion of the clinical course requirements of the program (thereby preventing completion of the RN to BS program) and may also prevent future licensing and employment in the healthcare field. Students with an arrest record will be contacted to schedule an appointment with the Program Director. Students will be counseled on the rules and laws regarding attending practicum sites. Students are expected to contact the Program Director if an arrest occurs while attending WVC BSN program.

Immunization Records

Official copies of immunizations are to be submitted with the documentation tracker for review by Complio®. Official documentation will include (when at all possible) the healthcare provider's letterhead, the student's name, date of immunization, signature of person administering the immunization, and the lot number of the vaccine (mandatory for all PPD tests). Students are required to purchase the document manager, at a cost of $20 annually. Documentation of student immunization status is essential to ensure the health and safety of students and patients/residents in healthcare agencies that provide clinical learning experiences.

Two-Step PPD (Tuberculin Skin Tests)
An initial negative two-step PPD is required, which means that two (2) separate tuberculin skin tests have been placed one (1) to three (3) weeks apart. Each test is read 48 to 72 hours after it has been placed. This requires four(4) visits to your healthcare provider. Documentation must show the dates and results of the tests, as well as the lot numbers of the vaccine. Students should not get any other vaccination with the first PPD.

Students with a positive PPD must provide documentation of a chest x-ray, treatment (if necessary), and a release to work in a healthcare setting from a doctor or healthcare provider.

Tuberculin skin tests are required each year (annual renewal) and must be placed and read within one year following the initial two-step PPD.

As some facilities now utilize the QuantiFERON® TB Gold Test in place of the PPD, WVC will accept this method. This does not require a two-step initial skin test; however, the test must be performed annually. If the student goes back to the PPD the year after having had the QuantiFERON® TB Fold, the two-step process is required.

PPD Timeline:

Appointment with Healthcare Provider	Action	Time Interval
First appointment	Initial injection	
Second appointment	Read results	48 to 72 hours from date/ time of injection; cannot be prior to 48 hours or later than 72 hours.
Third appointment	Second injection	One to three weeks after initial injection; cannot be less than one week or more than three weeks.
Fourth appointment	Read results	48 to 72 hours from date/ time of injection; cannot be prior to 48 hours or later than 72 hours.

Hepatitis B Vaccines (complete series of two, three or four injections)
Students must have the first and second injections prior to entering the program. Your healthcare provider can tell you about other dosing schedules that might be used in certain circumstances. A positive titer (blood test for immunity) is acceptable.

Measles, Mumps, Rubella (MMR) Vaccines, or Titer
Students must provide presumptive evidence of immunity to measles, rubella, and mumps. Presumptive evidence includes documented administration of two doses of live virus vaccine or positive titers (blood test for immunity of Mumps, Rubella, and Rubeola).

Tetanus/Diphtheria/Pertussis (Tdap) Immunization
Students must have had a Tetanus/Diphtheria/Pertussis injection, or booster, within the last ten (10) years.

Chickenpox (Varicella) Immunization
Students must have had two (2) Chickenpox injections or a positive Varicella titer (blood test for immunity).

Flu Vaccine
Each student is required to receive the new season's vaccine between September and November 30 or by the

announced date.

COVID-19 Vaccine
Covid-19 vaccination requirements may differ by facility and will need to be adhered to for student participation.

CPR for Healthcare Providers
The CPR card must be issued by a person or facility qualified specifically to instruct CPR for *healthcare providers* (i.e., American Heart Association, American Red Cross, Central Washington Hospital [662.1511], and the WVC Health 051 class). Online CPR classes will not be accepted. The Healthcare Provider CPR card must be current throughout the entire program.

Negative Drug Screen
Students must provide results of a standard, ten-panel drug screen, either urine-based or oral swab, dated not more than forty-five (45) days prior to the beginning of the program. WVC has chosen Complio® as an approved source for drug screening. After students have set up their Complio® account, they must:

- Request a Chain of Custody form (COC) from Complio®.
- Take the COC to Confluence Health (Wenatchee Valley Clinic or Omak Clinic) and provide the sample.
- Refrain from consuming large amounts of liquids just prior to the test.

Confluence Health will forward the results directly to Complio® and they will be posted to the appropriate student account.

Any positive drug result may be reviewed by a certified Medical Review Officer (MRO). This review will require an additional fee. If the MRO deems that the positive drug result is due to the use of illegal drugs, the student will not be allowed to begin their clinical experience and will be dismissed from the program.

Impaired Practice Policy
Clinical affiliates have the option of requiring drug testing of student nurses prior to the students attending a clinical rotation which results in delivery of patient care. Due to our affiliates acting on this option, all entering and continuing WVC nursing students are required to submit to a urine-based or oral swab drug screen and must comply with all the clinical affiliate standards, including this drug screen, in order to successfully complete clinical courses in the BSN program. Some facilities may require annual 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 Nursing Programs Director to discuss the circumstances surrounding the 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.

 Nursing students who re-enter the BSN program after having withdrawn for a period of one or more years will be required to submit a current negative drug screen. Students may not attend classes until the screening has been successfully completed. Refusal to comply with this requirement will lead to dismissal from the BSN program.

Chemical Dependency and Abuse
Chemical dependency is defined by the Washington State Department of Health Nursing Commission under RCW 18.130.180 (the misuse of alcohol, controlled substances, or legend drugs) as unprofessional conduct.

The WVC BSN program has adopted the following position:

- Chemical dependency may have a negative impact on all aspects of life.
- Chemical dependency is a condition that can be successfully treated.
- Chemical dependency of a nursing student will compromise patient safety and clinical standards of

performance.
- Nursing faculty have a primary responsibility to the students enrolled in the BSN program.
- Nursing faculty have a responsibility to intervene when patient safety in the clinical setting is compromised.
- Nursing faculty have a responsibility to require professional behavior (as defined in Section 1.18, and in the Washington State Department of Health Law Relating to Nursing Practice) from students in all aspects of the curriculum.
- Nursing students who misuse alcohol, controlled substances, or legend drugs will be advised to seek professional help and may be dismissed from the BSN program. They must address that problem before they will be allowed to apply for readmission and resume pursuing their professional nursing career.

A student who leaves the BSN program due to chemical dependency and/or substance abuse may apply for readmission after one year of absence from the BSN program, according to WVC readmission guidelines, as outlined above. In addition to the readmission criteria, this student must provide evidence of rehabilitation related to the alcohol/drug illness, which includes the following:

- Documentation of completion from a recognized treatment program.
- Acknowledgement of continued attendance in a 12 Step Anonymous Program.
- Evidence of after-care attendance upon completion of the treatment program.
- Letter/documentation from the treatment facility and therapist stating that the student would be able to function effectively and provide safe and therapeutic care for patients in a clinical setting.
- Repeat drug screen for alcohol/drugs immediately prior to readmission and random testing for the duration of the BSN program.

Substance Abuse

This policy refers to the use/misuse of or being under the influence of alcoholic beverages, illegal drugs (state or federal, including marijuana), or drugs which impair judgment while attending class or clinical, or representing the College in any manner, in any healthcare facility, school, institution, or other location.

The student will be asked to submit to a urine or oral swab drug screen, at their own expense, if the nursing faculty/clinical instructor, 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 Nursing Programs Director, the Vice President of Student Development, or designate. If the results of the test(s) are positive, the Nursing Programs Director may recommend that the student be dismissed from the BSN 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 Nursing Programs Director within twenty-four (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 Nursing Programs Director. 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 Nursing Programs Director is required to report the misuse to the Nursing Commission according to the mandatory reporting WAC 246.840.730.

If a student, after being readmitted to the BSN program (after leaving due to chemical dependency and/or substance abuse), has positive results on an alcohol/drug screen a second time, the student will be permanently dismissed from the BSN program.

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 pre-empt 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.

Progression/Withdrawal Requirements/Academic Requirements

Progression through the BSN program requires:

- 2.0 cumulative GPA. Minimum grade of "C" in all prerequisites, co-requisites, and BSN level courses.
- Current, valid, and unencumbered RN license in practicing state.
- Compliance with required documentation.

Students who do not meet progression requirements must withdraw from the BSN program. The LPN to BSN pathway is designed to be completed in two years (or six quarters) full time.

Maximum Attempts for a Course

The LPN to BSN students may attempt any course required for the LPN to BSN pathway a maximum of two (2) times or get permission from the Nursing Director.

Voluntary Withdrawal

If a student, for any reason, wishes to withdraw from the Program, written notification must be made to the Nursing Programs Director before the expected date of withdrawal and no later than the last day of classes for that quarter. The withdrawing student must return all Program materials in the student's possession, including but not limited to the name badge and the mailbox key. Students must also complete a WVC Withdrawal form and notify financial aid if applicable.

Leave of Absence

The BSN student who finds it necessary to interrupt the students' studies must notify the Program Director and receive approval for a leave of absence-the student must state the students' intended return date. If the leave of absence is twelve (12) months or longer, the student must submit a new WVC application and other required documents. The reapplication process must be complete before the BSN student can re-enroll in classes. The time spent on leave is considered part of the allowed time frame for completion of the Program.

Maximum Time for Program Completion

The LPN to BSN students may attempt any course required for the LPN to BSN pathway a maximum of two (2) times. The program should be completed in three (3) years. Students shall refer to the student program guide to ensure they have completed all program course requirements.

Non-academic Requirements for Involuntary Withdrawal or Dismissal

Involuntary withdrawal or dismissal can occur due to reasons of personal misconduct, poor academic performance and/or failure to participate within the first 2 weeks of class. Students are expected to post at least one time during the first 2 weeks of class to be considered active students. Failure to post in the first 2 weeks, at least one time, classifies the student as a "non-start" and the student will be dropped from the course. 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 BSN 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.

The BSN Program will also address all reports of impaired or possibly impaired performance of student practitioners to assure the safety of patients, coworkers, and other students. Health difficulties impairing performance can result from physical and/or mental/behavioral problems, including but not limited to issues such as illegal drug use, misuse of legal drugs, or alcohol abuse. Investigations, assessments, and evaluations shall be confidential under the Family Educational Rights and Privacy Act (FERPA), except as limited by regulation, ethical obligation, and/or 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 BSN Program must meet with the Nursing Programs Director to complete the exit interview process, to be considered for re-entry later.

Academic Integrity

The College is an institution of higher learning that holds academic integrity at its highest principle. The student is responsible for adhering to the values of honesty and integrity. Please review the WVC Code of Conduct in the current WVC Student Planner/Handbook on the WVC website at https://www.wvc.edu/humanresources/policies-procedures/400-student-services/1400.110-code-of-student-conduct.html under Human Resources and Policies and Procedures. Any issues involving academic dishonesty will be handled according to these policies and procedures. Academic misconduct will result in disciplinary action that may include, but is not limited to, failure of the course, suspension, or dismissal.

Professional Behaviors

Behaviors that Imply Professional Values
• Placing the patient's welfare first, the student:
• 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 BSN Program policies, the student:
• Is present and willing to learn; complies voluntarily with rules and policies of the BSN 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, the student:
• 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 BSN 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.

Student Application of the ANA Code of Ethics
Student nurses of WVC will be expected to observe and adhere to the American Nurses Association (2015) Code of Ethics.

Provision 1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
Provision 2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
Provision 3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
Provision 4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and acts consistent with the obligation to promote health and to provide optimal care.
Provision 5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
Provision 6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
Provision 7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
Provision 8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
Provision 9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Employment While a Nursing Student

Many students work while enrolled in the BSN Program. School must be the student's primary priority when the student is enrolled in the LPN to BSN pathway; 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 the students' academic success in relation to family, school, and work.

For safety reasons, do not work for at least 12 hours prior to any clinical experience. **Students who work nights must absolutely refrain from working immediately before and between clinical shifts.**

Student Affirmation and Commitment to Coworkers

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

In the event there appears to be a direct conflict between information contained in the BSN Student Handbook and the WVC catalog, the catalog takes precedence. The BSN program may have more restrictive policies than the greater WVC community.

Below is the content of the Student Affirmation Form.

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 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 coursework, I must complete required remediation as outlined in this 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 BSN 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 BSN program.

I will not divulge or accept or access any unauthorized information related to any quiz, exam, scenario, or clinical/skills testing administered during my enrollment in the BSN 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 rolls.

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.

Signature copy obtained at nursing student orientation or the first day of class.

Essential Functions & Abilities of the Nursing Student

Students accepted into the BSN program will need the cognitive ability, emotional stability, and physical endurance to complete the program and practice professional nursing. When determining professional suitability for the practice of professional nursing, the nursing student must be able to do the following: exercise safe judgments based on assessment data; remain visibly calm in emergency situations; interact in a caring manner with others; follow directions; effectively respond to the evaluation process; be flexible; and demonstrate honesty, integrity, commitment, cooperation, respect, and accountability. The student must not pose a significant risk to the health and safety of himself or others. The following are essential functions, abilities, and physical requirements for the nursing student:

● Critical thinking ability sufficient for clinical judgment (able to identify cause/effect relationships in clinical situations; able to develop nursing care plans; able to apply mathematical skills for calculating safe drug dosages).
● Interpersonal ability sufficient for interaction with individuals, families, and groups from various social, emotional, cultural, and intellectual backgrounds. Demonstrate self-control and ability to accept suggestions (able to establish rapport with patients/clients).
● Communications skills sufficient for verbal and written interactions with others (able to explain procedures, initiate health teaching, document and interpret nursing actions and patient responses, able to complete assignments and exams within specified time frames).
● Physical abilities sufficient for movement from room to room and in small spaces (able to move around in patient's room, workspaces, and treatment areas; able to administer cardiopulmonary procedures; extended periods of walking/standing, twisting, bending, stooping, kneeling, and reaching, pushing and pulling).
● Gross and fine motor skills sufficient for providing safe, effective nursing care (average lifting requirement is ten (10) to fifty (50) pounds; able to calibrate and use equipment; able to turn, reposition, lift, and ambulate patients).
● Auditory ability sufficient for monitoring and assessing health needs (able to hear monitor alarms, auscultatory sounds, and cries for help).
● Visual ability sufficient for observation and assessment necessary in nursing care (observes patient responses, prepares, and administers accurate medication, utilizes devices for patient assessments).
● Tactile ability sufficient for physical assessment (able to perform palpation, functions of physical examination, and/or those related to therapeutic interventions).

This description of the essential abilities of the nursing student is meant to include the major areas of responsibility and is not intended to be limited to the above information.

Americans with Disabilities Statement & Non-Discrimination/Academic Support Statement

The Student Access Office has been designated by the college as the primary office to guide, coach and assist students with disabilities. If you receive services (or think you should) through that office and require accommodation for this class, make an appointment with the Director of Student Access (sas@wvc.edu or 509-

682-6854) as soon as possible to discuss your approved accommodation needs. Any information you share will be kept in strictest confidence unless you give written permission to do otherwise.

Program Completion
The BSN degree is composed of 180 credits, 30 of which are from completion of prior learning to the LPN, and 60 general education credits. WVC BSN graduates must achieve a "C" in all prerequisites, co- requisites, and BSN level courses. In addition, to graduate the student must participate in the capstone poster presentation, complete an exit interview with the Director or designate and complete an evaluation of the program.

Application for Degree
BSN students must complete and submit the Application for Degree/Certificate form for the Bachelor of Nursing Science (BSN) to appear on the official transcript. If application for degree/certificate is not made, the earned degree will not be posted to the official transcript. The Application for Degree/Certificate forms can be obtained from the Registration Office. Students should check the student calendar for the Application for Degree/Certificate deadline.

Commencement and Convocation Procedures
The Application for Degree/Certificate form initiates a review of each student's academic history to determine the eligibility of each student for graduation. If a discrepancy is found, the student is notified promptly. The student must contact an Education Planner or Advisor to correct the discrepancy between the student's record and graduation requirements. All curriculum requirements and financial obligations to the College must be met prior to graduation. General WVC Commencement is on the academic calendar, and students can elect to walk in Omak or Wenatchee ceremony. Commencement is separate from the BSN Convocation. Purchase of a WVC Nursing BSN pin is optional. Convocation is celebrated in Omak immediately following the BSN poster presentation.

NCLEX® Examination
Students who successfully complete all six quarters of the LPN to BSN pathway, and meet the general education requirements for the degree, are eligible to take the National Council Licensure Examination to become a Registered Nurse (NCLEX-RN). For more information regarding the licensure process see https://portal.ncsbn.org/ and see WVC pass rates at
https://www.wvc.edu/academics/alliedhealth/nursing/SAOD.html

Student Health & Wellbeing
To promote health and wellness for students, and for the populations with which they interact, students will:
- Get adequate rest, especially before clinical days. Sleep deprivation can have similar physiologic effects to drug and alcohol intoxication and poses a significant threat to patient safety. Students who work nights must absolutely refrain from working immediately before and between clinical shifts.
- Not attend class, clinical, labs, etc. if they are ill. Upper respiratory and gastrointestinal illnesses can be highly contagious. If students are sick, they should stay at home to recover and not bring the illness to the classroom or to the clinical sites. A student who appears ill for class or clinical may be asked by the instructor to leave and may be advised consult a healthcare provider (HCP). The following addresses some (but not all) common conditions:

Condition	Restriction	Return
Conjunctivitis	No direct patient contact. Preferred that students stay away from theory but may attend.	24 hours after Rx started
COVID-19	No clinical or classroom	https://www.wvc.edu/students/safety/publichealth/index.html

Diarrhea >48 hours	No direct patient contact or food handling	Until resolved
Furunculosis/Boils/ Draining rashes/Lesions	No direct patient contact or food handling	Until no drainage
Hepatitis A	No clinical/classroom	7 days after Jaundice onset or 2 weeks after symptom onset
Hepatitis B, acute	See Exposure/Injury Protocol	
Hepatitis C, acute	See Exposure/Injury Protocol	
Hepatitis, viral	See Exposure/Injury Protocol	
Impetigo	No clinical/classroom	Lesions dry/crusted
Influenza	Handled on individual basis	
Measles (Rubeola)	No clinical/classroom	Until 7 days after rash appears
Mumps	No clinical/classroom	Until 9 days after Parotitis onset
Rubella	No clinical/classroom	Until 5 days after rash appears
TB, active	No clinical/classroom	48 hours after antibiotic begun, Sputum Bacilli free for 3 consecutive days (this may take months)
Strep Throat	No clinical/classroom	Until 24 hours after antibiotic begun
Shingles	May not care for high-risk patients, i.e., Labor and Delivery, postpartum, newborns <1, or Immuno-suppressed patients	Lesions dry/crusted
Varicella	No clinical/classroom	Lesions dry/crusted

Attendance Policy

In-Person Class Attendance
Attendance in the in-person days on campus is mandatory and fulfillment of the course grade regarding in-class participation and attendance will be at the instructor's discretion. Students who violate this attendance policy are at risk of being dismissed from the BSN program. If an unusual or extreme circumstance prevents a student from attending an in-person experience, the student must notify the instructor at least one (1) hour prior to the assigned clinical or course time.

It is the student's responsibility to obtain the information provided by the instructor in the event of an excused absence. The student is responsible for all required work in each course, including work missed due to absence. Attendance is required for quizzes, exams, and other activities required in a specific course. A percentage may be deducted from the final score of an in-person activity completed other than at the scheduled time, as outlined in individual course syllabi.

Any instructor or administrator may, at the student's discretion, request a healthcare provider's note, from any student, following any absence.

Distance or Online Learning Attendance
To succeed in the BSN program, the student is required to log onto their courses on Canvas, on a weekly basis, to complete all the assigned activities. However, the minimal requirement for online attendance 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 this table:

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

Synchronous Live/Online Meetings Student Engagement Expectations

Pursuant to the Student Rights and Responsibilities Policy, students have the right to learn and work in an environment that is safe, secure, free from harassment and discrimination, and to be treated with respect and dignity. Students have the responsibility to respect the wellbeing of other college students and employees, and to contribute to a positive learning and working environment while on campus or participating in any learning experience associated with the college. The College has implemented the following additional expectations for students to ensure a safe online learning and working environment for everyone.

Synchronous (LIVE) Online Classroom Behavior

While you may be learning from home, you are still attending college classes. Be respectful of the learning environment, and always conduct yourself appropriately.

- **Recording and Sharing:** Live classes on Zoom and Microsoft Teams are usually recorded. In most classes, video and audio recordings will be available to students. A transcript of the chat text will be available to the faculty and may be part of the recording. Avoid sharing personal or private information that you would not want to be recorded or shared with others. Do not share course materials or recordings outside of the course without faculty permission.

- **Identifying Yourself:** Log in using your WVC credentials, not a personal email address. Change your name to display your preferred first and last name as it appears on the class attendance list.

- **Arriving on Time**: Try to arrive early or on time for your class. If you are late, join the class in a way that is minimally disruptive – stay muted, and do not ask what you have missed. It is your responsibility after the class to access any missed materials on Canvas, or to contact your peers or faculty about missed content.

- **Use of Technology**: Have a reliable device charged and ready for class. Mute yourself except when sharing with the class or asking questions. Keep your video turned on during class as much as possible. If you have internet connectivity issues, turn your video off except when sharing with the class, asking questions, or participating in a breakout room. If your participation is disrupting the learning environment at any time, you may be muted, or your video may be turned off by the faculty.

- **Clothing and Background**: Dress as you would for class on campus. Check and confirm that your video call does not show objects or images that could be offensive or distracting for faculty or other students. If preferred, use a virtual background to hide your living space.

- **Classroom Rules**: Make sure you follow classroom rules, even if they look different than they did on campus. For example, your faculty might have rules for "raising your hand" or using the chat function in class. Do not interrupt your faculty or your peers.

- **Chat Function**: The chat feature is for academic purposes and is used to build community and enhance communication on the teaching topic. Do not send unsolicited chat messages to other students. Do not send inappropriate or explicit content using the chat function.

- **Respectful Communications:** Be polite and respectful in all your communications with faculty and other students. Never say anything online that you would not say to someone in person.

- **Harassment and Cyberbullying:** Cyberbullying is the use of technology to harass, threaten, embarrass, humiliate, or target another person. Cyberbullying is not only against the College's Student Rights and Responsibilities Policy, but in some cases it can also be against the law.
- **Communicating Distress:** If you are overwhelmed, experiencing panic, feeling depressed, considering hurting yourself or someone else, or experiencing thoughts of suicide, please refer to the WVC Website.

Safe Learning Environment

It is anticipated that all students will comply with these expectations to ensure a safe learning and working environment for everyone.

For most instances of noncompliance, faculty and staff will use informal resolution or classroom management techniques to restore a safe environment. However, instances of repeated noncompliance, escalation of behavior, or severe misconduct could qualify as violations under the Student Rights and Responsibilities Policy and will be referred to the Student Rights and Responsibilities Office to be addressed pursuant to their Policy and Procedure. Immediate threats to safety or wellbeing will be reported to Safety and Security at 509.682.6911. If you have questions about more specific rules in any of your classes, contact your faculty member.

Complaint and Grievance Procedure

A complaint is defined as an expression of dissatisfaction with a particular policy or situation that has impacted an individual. This may include students, faculty, staff, administrators, nurses, patients, employees, or the public. Depending upon the nature of the complaint, it may be immediately referred to Human Resources for advice. Formal complaints that include grade appeals, sexual harassment, or plagiarism are handled according to the WVC student handbook. Attempts to resolve any problems or issues begin with discussions with the student and the professor. If a remedy is not possible, the Nursing Programs Director should be notified. A formal complaint should be written, signed, and submitted to the Nursing Programs Director.

Conflict Resolution

To articulate and cultivate habits for being a member of the healthcare community and for a professional career in nursing, the following statements are a guide for students with interactions within the BSN Program:

- Assume goodwill, approach situations positively.
- Communicate respectfully; listen actively and be timely with communication.
- Be purposeful with your communication; take the problem to the person involved without going around or behind the person involved.

In recognition of the fact that disputes or concerns will arise, students are encouraged to resolve conflicts in the following manner:

1. Speak with the professor as soon as a problem or concern arises. If the professor is not available after class, attempt to meet during faculty office hours. If the concern is with a part-time faculty member, schedule to meet with the faculty to discuss the concern.
2. If the conflict remains, an appointment to meet with the Nursing Programs Director should be scheduled.

The due process procedure in the current WVC Student Planner/Handbook will be utilized for all nursing student appeals.

Title IX/Sexual Harassment: Complaints and Grievances
WVC BOARD POLICY STATEMENT 0.340 SEXUAL HARASSMENT/TITLE IX POLICY
Wenatchee Valley College is committed to the preservation of dignity and integrity for all students and employees; therefore, this policy is issued in recognition of the college's moral and legal obligations to provide protection from and resolution of incidents of sexual harassment.

It is the policy of Wenatchee Valley College to maintain an academic and work environment free of sexual harassment. Sexual harassment of faculty, staff or students is against the law and will not be tolerated. Sexual harassment violates the dignity of individuals and impedes the realization of the college's educational mission. The college is committed to preventing and addressing sexual harassment of faculty, staff, and students through education and by encouraging faculty, staff, and students to report any concerns or complaints about sexual harassment. Prompt corrective measures will be taken to stop sexual harassment whenever and wherever it occurs.

The human resources office has primary responsibility for resolving sexual harassment complaints in accordance with this policy and the college's sexual harassment/Title IX procedure 1000.340. Questions or concerns should be directed to the Executive Director of Human Resources at 509.682.6445.
https://www.wvc.edu/students/support/diversity/title-ix-sexual-harassment.html.

Simulation Lab Policy
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 – 3/2021)

Electronic Devices Policy
Videotaping of Practicum
Some courses may require students to videotape their skill performance on various activities. The submitted video may be viewed by full-time and/or adjunct instructors or peers.

Recording of Classes
Audio or video recording of any class, lecture, Sim Lab experience, or meeting is allowed only with the permission of the instructor.

Criteria for Electronic Device Use
As a rule, electronic devices (cell phones, etc.) must be turned off during class, labs, or practicums. If the instructor approves the use of an electronic device during the clinical experience, the device must be used for legitimate educational purposes only. Cell phone conversations must be conducted outside of the classrooms, labs, or clinical facilities. Emergency messages may be routed through the Secretary Supervisor in Wenatchee.

The student will not discuss or post any information about faculty, peers, patients, family members, or any clinical facility on any electronic venue (i.e., Facebook, Twitter, cell phones, etc.). Nor will the student leave/save any patient, patient family, faculty, clinical facility, or student information on any open access desktop or hard drive. The student will not use personal devices to take pictures while in the clinical environment without explicit permission from the faculty member or interdisciplinary mentor (in the event of use for NURS 490).

American Nurses Association's Principles for Social Networking
1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.

3. Nurses should understand that patients, colleagues, institutions, educators, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

Six Tips to Avoid Problems
1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

Any breach in confidentiality or privacy should be reported to full-time faculty or the Nursing Program Administrator, The principles can be found on the [American Nursing Association (ANA) website](https://www.nursingworld.org/practice-policy/nursing-excellence/social-networking-Principles/) at https://www.nursingworld.org/practice-policy/nursing-excellence/social-networking-Principles/

Confidentiality
Under any circumstances, the BSN students will not disclose any patient, healthcare facility, or staff information outside of the clinical or conference area. If, at any time, an BSN student has a concern regarding an occurrence during the student's clinical or practicum experiences, the student is to discuss the concern with the preceptor, nursing faculty, or Program Director. Failure to comply with this confidentiality policy will result in dismissal from the program and possible legal proceedings. Making copies of patient records is not allowed and may be considered a critical incident.

Critical Incident Policy
A critical incident is a potential error or one that would have occurred without preceptor or instructor intervention. It is further defined as a behavior or action that, by its omission or commission, actually or potentially places the patient or another individual in physical or psychological jeopardy or involves legal or ethical issues.

When performing skills, the critical element of safety must not be violated. Safety is defined as freedom from injury or possibility of injury of any type. Safety includes:

- Prevention of bacteriological injury through asepsis. Asepsis is of the utmost importance from the standpoint of preventing and controlling the spread of microorganisms.
- Prevention of mechanical, thermal, chemical, and electrical injuries.
- Maintenance of psychological safety, which includes mental well-being and patient comfort by preventing emotional upsets.

It is the student's responsibility to understand the practicum expectations, nursing student role, and the American Nurses Association (ANA) Code of Ethics. During practicum courses, BSN students must adhere to the "professional nursing student role" as defined by the Washington State Nursing Rules and Regulations.

Students who work outside the "professional nursing student role" or breach the ANA Code of Ethics will be seen as practicing unprofessionally. Unprofessional practice includes inappropriate student/instructor, student/student,

student/personnel, or student/patient interactions which may reflect negatively on the WVC BSN program or clinical affiliates.

If the student breaches the scope of practice, the Department of Nursing's Policies, including the Incident Reporting System, will be followed.

Incident Reporting System

Mistakes occur for many reasons – and it is ___required___ that they be reported immediately to the lead faculty and director of nursing. This includes any event that has resulted in patient harm, student injury, unreasonable *risk of* patient harm, or diversion of legend drugs or controlled substances. This includes errors and near misses.

Student responsibilities include:
In the event of a **near miss**, students will notify faculty of the near miss, and then complete the **Root Cause Analysis Form** (Section 4) Students will also complete any reporting and documentation requirements per the practicum site policy. Finally, students may have to complete a **Practicum Remediation Plan**, if indicated by the faculty. Faculty will assist the student with facility documentation, complete a **Student Practice Event Evaluation Tool (SPEET)** (Section 4) and select an action, and meet with the student to discuss the results of the evaluation and assist the student to develop a **Practicum Remediation Plan** as needed.

In the event of an **error**, student responsibilities include:
- Assess patient and provide emergent care for the patient
- Notify faculty of error
- Notify the patient's primary RN, physician and other individuals as indicated
- Complete documentation requirements per facility policy
- Complete **Root Cause Analysis Form**
- Complete the **Practicum Remediation Plan**, if indicated

Faculty will assist the student and facility with documentation, complete the **Student Practice Event Evaluation Tool (SPEET)** and select an action, and meet with the student to discuss the results of the evaluation and assist the student to develop a **Practicum Remediation Plan**, as needed.

Faculty responsibilities include:
Faculty members will assist the student in following the facility's policies and procedures for reporting incidents, notifying the appropriate individuals (such as the patient's physician, patient and/or family, lead nurse, nurse manager, and/or pharmacist), and completing the necessary documentation, such as facility incident reports and patient health record documentation. In the event of student injury faculty will also fill out required WVC documentation found on the WVC website. Faculty must notify the Director of Nursing Programs as soon as possible of any incidents.

Within two business days a report must be submitted by the supervising faculty to the commission via their website form per WAC 246-840-513. This report is necessary if there is an event that involves a student or faculty member that has resulted in patient harm, unreasonable risk of patient harm, or diversion of legend drugs or controlled substances. The website for the nursing commission form can be found at: https://fortress.wa.gov/doh/opinio/s?s=IncidentReport

The Nursing Department will file a log of events reported by the patient, family member, student, faculty, or health care provider resulting in patient harm, student injury, unreasonable risk of patient harm, or allegations of diversion, and medication errors in accordance with WAC 246-840-513. Definitions include:

a) **Unreasonable Risk of Harm:** An act or failure to act, which is below the standard of care for what a reasonably prudent nurse would do in similar circumstances, thereby creating a risk of harm to the patient,

whether actual harm resulted.

b) **Patient Harm:** Anything that impairs or adversely affects the health, safety, or well-being of the patient. Harm includes physical, mental, emotional, and sexual abuse, exploitation, neglect, or abandonment.

c) **Alleged Diversion of Legend or Controlled Substances:** A claim or assertion that an individual misappropriated any legend drug or controlled substance.

The Nursing Department will use principles of just culture (SPEET form), fairness and accountability in the reporting logs with the intent of:

- Determining the cause and contributing factors of the incident.
- Preventing future occurrences
- Facilitating student learning; and
- Using the results of the incident assessments for on-going program improvement.

Therefore, students may be asked to debrief at the end of their clinical day with their clinical group about the incident as a learning opportunity to prevent future occurrences.

Reports of students accused of diverting medications will be handled on a case-by-case basis by the Director of Nursing Programs in accordance with the clinical facility, WVC's Student Rights and Responsibilities (including WAC 132S-40-350), WAC 246-840-513, and Student Handbook guidelines. A log of diversion allegations will be kept by the Director of Nursing Programs.

Injury During Clinical or Practicum Experiences

WVC nursing students risk harm from a variety of sources and may accidentally become injured or exposed to unsafe blood borne pathogens, fluids, or other materials. As students are not employees of clinical or practicum facilities to which they have been assigned, they are required to carry appropriate insurance to cover medical care in such an instance.

Students are expected to adhere to the following protocol upon accidental injury or exposure during a clinical or practicum experience. The student will:

- Access emergency care, i.e., flush eyes. Notify clinical instructor, who will assist in following clinical policy of facility. If chemical exposure, follow MSDS recommendation.
- Notify Employee Health of a facility that offers that service; or, if there is no Employee Health, notify the Chief Nursing Officer. After hours in an acute care facility, notify the House Supervisor. This contact assures that an attempt will be made, in the case of blood borne pathogens (HIV, Hep B and Hep C), to contact the source patient, who, if contacted, can then be tested. Results of testing can then be made available to the treating provider.
- If urgent care is required, seek evaluation and medical care at the emergency department of the closest hospital or urgent care clinic.
- If urgent care is not required, seek evaluation and medical care at the primary care provider's office.
- Complete a facility specific event report and route to the student services specialist. If there is no student services specialist, route to quality control management.
- Fill out a WVC Accident Report Form and submit it to the Nursing Programs Director within forty-eight (48) hours.
- An incident report should be submitted to the state within **48 hours** and documentation should be provided to the Director of Nursing Programs to file.

The instructor will call the Nursing Programs Director on the day of the incident and will provide written documentation, in narrative form, to the Nursing Programs Director within forty-eight (48) hours. The Nursing Programs Director will attach written documentation, in narrative form, and the WVC Accident Report Form and submit originals to the WVC Business Office within forty-eight (48) hours. The instructor and Nursing Programs

Director will follow up with the students.

Distance Education in Nursing

Purpose: The purpose of this policy is to ensure the Wenatchee Valley College Nursing Program 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.

Quality Assurance: 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.

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. Examples of indicators of success in distance learning courses include course completion rates, grade distribution, student satisfaction, and reduction in achievement gaps.

To ensure instructors 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, instructors 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 is a closed and secure system that requires 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 Identification Number (SID) 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 to 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 the Student 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 (when COVID guidelines allow) 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.

Deficiency Notice Policy

The student may receive a Deficiency Notice or Written Warning (Appendix M), at the discretion of the instructor, within one (1) week if, in the judgment of the faculty or staff, the student:

- Is not compliant with 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 Student Application of the Code of Ethics.
- Earns an unexcused absence from the practicum experience, orientation, or required meetings, or violates the attendance policy.
- Is tardy for a required 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 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.
- Other: _____

The receipt of three (3) Deficiency Notices, by any student during their enrollment in the BSN program, may be grounds for dismissal from the BSN program. The instructor will notify the lead instructor as well as notify the Nursing Programs Director.

SECTION 4. OTHER INFORMATION

BSN Program Communication
Communication between Students and WVC Personnel
Faculty members will have online and face-to-face office hours. The BSN student may make appointments to meet with faculty members during these times. When a BSN student feels the student has a concern with an academic issue or action of the nursing department, the student can express the concern(s) through the proper channels. Every effort should be made to resolve the matter at the level of the instructor and the student. If the concern is not resolved at that level, the student may make an appointment with the program Director. Issues not resolved within the Nursing Department may then be discussed with the Vice President of Instruction.

Student E-mail Accounts
WVC student e-mail is the primary means of communication for the BSN program. Therefore, all WVC nursing students are required to utilize their WVC e-mail accounts for the purpose of communication with administrators, faculty members, and support staff. Program announcements, schedules, registration information, course information, syllabi, study guides, reading assignments, etc., are sent via e-mail and may be posted to the WVC nursing website or Canvas. *It is the student's responsibility to check this e-mail account daily and to respond promptly to requests by e-mail. No other e-mail account may be used for official communication with the school*.

Email Etiquette
Email communication is complicated – people are missing visual or verbal cues like your tone, facial expression, or gestures. To avoid misunderstandings, be thoughtful of how other people might hear or interpret what you say in an email. Follow these general rules for your communications.

- **College Email Account:** Use your WVC email account when corresponding about college matters. This will prevent your email from being screened out as spam or junk mail.
- **Professional Formatting:** Be brief and concise, and include a clear "ask" in your email –what result are you seeking from the person you are contacting? Use a clear subject, greeting and signature, and include your full name and WVC student ID number in all correspondence.
- **Email vs Chat:** Send an email when you have a formal request to make of a faculty member. If you request something in a chat during class, your request will likely get lost in the conversation.
- **Spelling and Grammar:** Spelling and grammar are important. Try to avoid the use of slang, abbreviations and emojis.
- **Multiple Emails:** Do not send repeated emails to a person before they have had a chance to respond to you. If you have already received a decision or response, do not continue to send emails on the subject.
- **Spamming Others:** Your email should be sent to the intended recipient, with a copy to any other people who are directly involved. It is not appropriate to "spam" an entire directory or address list of other employees who are not directly involved in your situation.
- **Inappropriate Emails:** If you are angry or upset with someone, consider waiting a day before sending an email to them. Do not swear, use offensive language, or call someone names. Do not type in ALL CAPS – this looks like you are screaming.

Students can access their WVC e-mail by going to the WVC web site (www.wvc.edu) and then selecting 'student e- mail' on the quick jump menu. The username for any student e-mail account is the student's first initial, last name, and last four digits of the student's identification number (SID), at student.wvc.edu. Following is an example of an e-mail account for a student named "College Student" with the SID number "905-00-0000": cstudent0000@student.wvc.edu.

Technology Requirements and Learning Management System (LMS)
Reliable high-speed internet access is required with access to Office 365 products such as Word and PowerPoint.

Canvas is the system used by WVC for online, hybrid, and companion-based courses. This Canvas LMS delivers powerful learning experiences and is easy to navigate. Technical support is available face to face, via e-mail, and by telephone. Resources for troubleshooting any Canvas difficulties can be found on the WVC website here: https://www.wvc.edu/academics/distance-learning/faq.html

Student Leadership Opportunities

Student Nurses of Wenatchee and Omak (SNOW & 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. BSN students are welcome to join or attend SNOW/SNOW@O activities.

Clinical and Practicum Appearance Standards
Students are expected to adhere to the dress and appearance requirements of the practicum or clinical agency where they are assigned for clinical and practicum experiences. Should the clinical agency allow employees to wear jeans, however, students are instead expected to wear business casual dress unless otherwise approved by the Nursing Director. Personal cleanliness and hygiene are essential both to portray a professional appearance, and to safeguard the health of patients, agency staff, and other students. All clothing worn should "fit" the individual and not be too tight or overly exposed shoulders, chest, or abdomen.

Uniform/Dress Code
To ensure a professional appearance that reflects the standards of the WVC Nursing Program and to promote identification of WVC nursing students in a manner that instills confidence and trust in patients, families, physicians, and other healthcare team members, the following are established expectations for clinical attire:

- The lab coat is to be washed after each wearing to control cross infection and odors.
- Good hygiene is expected of all students during all clinical experiences and at all college functions.
- The student must be in an appropriate uniform at the practicum site. This will vary by site but could include:
  - Professional attire, which includes a nice shirt or sweater (tucked in or longer than waist-length) and dress pants or skirt (jeans, cargo pants, etc., are not appropriate).
  - Street shoes (un-scuffed and clean), which must be closed-toed.
  - Some sites allow scrubs to be worn.
- The student must be in an appropriate uniform at the clinical site. This includes:
  - The required WVC uniform is to be purchased from Dove Professional Apparel (doveapparel.com or 1.800.829.3683)
  - One pair of pants and one top are required; however, two of each of the items is preferred.
  - The deadline for online ordering will be announced at the scheduled orientation session.
  - The uniform is to be washed after each wearing to control cross infection and odors (you are responsible for confirming if your lodging has laundering services).
  - The student must be in full uniform in the clinical area. This includes the Dove uniform, black shoes, name badge, penlight, watch that will monitor seconds, stethoscope, and skills card.
  - Accepted uniform alterations may be made to the waist for comfort or they may be hemmed for length (no cuffing). No other modification may be made to the uniform style.
  - White shirts, without any color, may be worn under the Dove scrub top. Shirts must be longer than

waist length.
- o Solid white, black or navy-blue socks or hosiery, with solid black leather shoes, without colored designs. The laces must match the shoe color.
- ● Students who arrive for practicum experiences lacking dress requirements will be sent from the practicum area and will receive a Deficiency Notice.

Student Picture Identification
A student picture identification badge must be worn to every clinical and practicum experience; photographs must not be covered by stickers, pins, etc. The badges will be provided. A fee of $20.00 will be charged for replacement badges.

Lab Coat
Students may wear lab coats; however, they are not required at some practicum sites.

Jewelry/Adornments
Jewelry and adornments shall not interfere with clinical performance and personal or patient safety; acceptable jewelry and adornments include:
- ● No more than two simple rings (small stones).
- ● No necklaces.
- ● Earrings must be small studs, with no more than two earrings per ear. Industrial piercings or scaffolding piercings are not allowed and will need to be removed. No other piercings may be visible (e.g. nose, tongue, eyebrow, naval, etc.) and should be removed. All jewelry in facial piercings must be removed during clinical and lab experiences.
- ● Tattoos must be covered or not visible/noticeable.
- ● Gages must be removed or flesh colored.

Hair
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, and not interfere with personal protective equipment. Surgical cap or hair covering of dark solid color (navy, brown, black) is acceptable.

Cosmetics/Fragrances
Cosmetics, if worn, must be natural-looking. Fragrances (lotions, colognes, perfumes, etc.) are not permitted. Students shall be respectful of the fact that colleagues and/or patients may be sensitive to fragrances.

Nails
Nails must be short (nails should not be visible when looking at palm of hand), clean, and well-rounded. Nail polish, artificial nails, and any type of nail enhancement are not allowed.

Other
- ● Gum-chewing is prohibited in all clinical facilities.
- ● The use of any tobacco product or smoking device is prohibited on WVC campuses and property (WVC Policy #000.240, effective June 17, 2013). The use of any tobacco product or smoking device is prohibited while wearing the WVC nursing student uniform.

Academic Support Services
Bookstore
 Here is a link with information regarding our new [online bookstore](#).

Campus Security
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. The Wenatchee Valley College Public Incident Report Form is linked here to encourage reporting an incident as soon as possible.

Employees and the general public will be notified of any changes from normal college operations through local radio stations and newspaper websites, the homepage of the WVC website, and through emergency text alerts for those students and employees who have signed up for this 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); if you've received no such email, please contact the WVC Helpdesk (509.682.6550, helpdesk@wvc.edu) to be added.

You can also register directly through the Rave website:

1. Go to 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.

Career Center
The WVC Career Center can support BSN students with all aspects of the career development process, including résumé and cover letter reviews, interview preparation, job hunting strategies, and overall career and life planning targeted toward the student's individual career goals.

Computer Lab
Computer labs on both campuses are available for use by students for either independent, group, and/or assigned activities. Computer labs may be used during posted hours. Students should be conscientious about logging on and logging off when utilizing computers.

Counseling
WVC counselors provide academic, readmission petition, career, financial, and personal counseling services, which are free, voluntary, and confidential for WVC students. Please see the WVC Student Planner/Handbook for further information about counseling services. The Knights Kupboard food bank is available for students in need of food or supplies. Contact Wenatchee at 509-682-6850 or Omak at 509-682-7803.

Disability Resource Center
The Student Access Office has been designated by the college as the primary office to guide, coach and assist students with disabilities. If you receive services (or think you should) through that office and require accommodations for this class, make an appointment with the Manager of Student Access (sas@wvc.edu or 509-682-6854) as soon as possible to discuss your approved accommodation needs. Any information you share will be kept in strictest confidence unless you give written permission to do otherwise.

If you need a referral to that office or have further questions, please contact the Manager of Student Access to assist you. Following through on these services can help you be more successful in your academic endeavors at WVC. (Note: The Manager of Student Access will require appropriate documentation of disability. The use of that office is voluntary). If reasonable accommodations are in place, the student is responsible for any necessary scheduling at the Testing Center. Please refer to the current WVC Student Planner/Handbook, Disability and Support Services, for additional information

Financial Aid

The Financial Aid Office at WVC is available to assist students in finding and applying for all types of financial assistance, including grants, work study opportunities, veteran benefits, scholarships, and student loans. The Financial Aid Office is opened daily located on the first floor of Wenatchi Hall. For current office hours, check https://www.wvc.edu/apply/pay/financial-aid/index.html.

To apply for financial aid, the student simply completes the FAFSA (Free Application for Federal Student Aid) online at http://www.fafsa.ed.gov/. Students will need the WVC school code, which is **003801.** Also, students should use the Application Checklist on the WVC Financial Aid website for the three basic steps in applying for financial aid. Eligibility for several Washington State financial aid programs has expanded to include students who are ineligible for federal financial aid due to immigration status. Students who meet individual program, income, or residency requirements for the Washington College Grant, the College Bound Scholarship, State Work Study, or Passport to Career Scholarship should complete the **free WASFA** (Washington Application for State Financial Aid) to apply for state financial aid at www.readysetgrad.org/wasfa.

Most types of aid are based on financial need and a student's successful academic progress as monitored by the Financial Aid Office. Once the student has completed the FAFSA/WASFA, the Financial Aid Office will contact the student by either mail or student's WVC email regarding eligibility and status.

The FAFSA/WASFA is available to complete starting in the fall prior to the following academic year. For example, if a student wants to attend Fall term 2022, they can complete the FAFSA starting in October 2021. Processing time for financial aid is usually three (3) to six (6) weeks. Please allow sufficient time for the processing of financial aid and tuition due dates. During peak times, processing times may increase.

Loans, unlike grants or work study, are borrowed money that **must be repaid,** with interest. To apply for a loan, a student loan application must be completed and submitted to the Financial Aid Office. The student must also have a completed FAFSA in addition to the loan worksheet. The U.S. Department of Health and Human Services offers loan forgiveness programs, up to 85 percent, through the National Health Service Corps and the Nursing Education Loan Repayment Program. These programs offer loan forgiveness to registered nurses who agree to practice for a set number of years in areas that lack adequate medical care (including remote and/or economically depressed regions). More information about the loan forgiveness program is available at: https://bhw.hrsa.gov/loansscholarships/nursecorps/lrp

Nursing students are encouraged to apply for scholarships. For more information regarding financial aid, scholarships, and other types of assistance, please visit the WVC website at https://www.wvc.edu/apply/pay/financial-aid/index.html and the Financial Aid Office may be contacted at 509-682-6810 or financialaid@wvc.edu.

This 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, Federal Direct Parent Loan to Undergraduate Students, Veteran 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, and Wenatchee Valley College Tuition Payment Plan.

Library Services

Each campus has a library with full library resources. In addition, the WVC library web site (https://library.wvc.edu/) offers access to a variety of information resources. They include access to databases with peer reviewed journal articles, an online catalog of the libraries' holdings, an online reference collection, over 100,000 electronic books, streaming instructional films from Films on Demand, research from Academic OneFile,

Lippincott Advisor, Ovid journals and other resources. When browsing the library, students will find nursing books, periodicals, and other library materials shelved from 610-619; electronic books can be searched in Ebook Central by keyword or subject. When searching for electronic periodicals or locating articles, the following databases may be helpful: CINAHL Complete, OVID Nursing Journal Collection, Psych Articles, ProQuest Science, and PubMed Central, and many other evidence-based care resources listed in the Allied Health & Nursing subject heading. Services available online include tutoring, study room reservations (Wenatchee campus), 24/7 "ask a librarian" service, and basic information about the libraries. Students are welcome to schedule individual or group research sessions with the librarian. Students are encouraged to utilize the libraries. Please refer to the WVC Student Planner/Handbook for further information about the libraries. Contact Wenatchee at 509-682-6710 or Omak at 509-422-7830 or email library@wvc.edu.

Office of Diversity, Equity & Inclusion

The Mission of the Office of Diversity, Equity and Inclusion is to create, expand, and promote opportunities for students, staff, and faculty of color. This is done through advocacy, education, and networking to strengthen WVC's commitment to diversity. The Office of Diversity, Equity and Inclusion strives to unite and integrate diversity of thought through events, speakers, and workshops. It also promotes understanding, recognition, and appreciation of cultural differences and similarities through policies and procedures that support social justice, inclusion, and equity. We offer a diversity center for student use in Van Tassell and support many diverse clubs. For further information please contact 509-682-6865 in Wenatchee or 509-422-7814 in Omak.

Sim Labs

The Allied Health programs of WVC are housed on the Wenatchee campus in Wenatchi Hall, and on the Omak campus in Mary Henrie Friendship Hall. Both campuses pride themselves on maintaining clean, state of the art, realistic simulation environments for effective skills practice. Simulation labs provide an active learning environment that replicates the healthcare setting in which healthcare graduates will find employment.

Tutoring Services

Tutoring services are available on both campuses, free of charge, to all enrolled WVC students. A variety of services are provided at each center. For further information about tutoring services, please refer to the current WVC Student Planner/Handbook or contact the appropriate tutor center. Contact www.wvc.edu/tutoring. In Wenatchee phone 509-682-6863 or Omak phone 509-422-7845.

Write Lab

The Write Lab provides tutoring services for writing you have been assigned by your WVC instructors (no matter the class). Also, you can receive help with college application letters or scholarship applications like the WVC Foundation's general application. Tutors can help you plan your writing, cite your writing, and/or help you revise your writing before you submit your final draft. Whatever questions you have about your writing, ask them. They will help students seeking feedback on writing assignments must self-enroll in the Online Write Lab. Once you're enrolled, you can submit essays to that class, and the Write Lab tutors will look over your work and give you substantial feedback. Please allow 24-48 hours for the best feedback.
https://www.wvc.edu/students/support/tutoring/writelab.html

Veterans Affairs Office

A school certifying official is available to support both Wenatchee campus and Omak campus prior service military, active-duty personnel, reservists, and their family members. Contact the WVC Veteran Office at 509.682.6817, veterans@wvc.edu or visit the webpage www.wvc.edu/veterans for more information regarding VA educational benefits, financial aid, reduced tuition and fee waivers, and campus and community resources.

References

The AACN Baccalaureate Essentials (2008) are a resource that helps to guide the WVC BSN Nursing program and other bachelor's degree programs nationally.

Aiken, L., Clarke, S., Cheung, R., Sloane, D. & Silber, J. (2003). Educational levels of hospital nurses and surgical patient mortality. The findings from this early research revealed significant reductions in surgical death rates when more nurses had bachelor's degree were involved in patient care.

The Institute of Medicine's (IOM). The Future of Nursing (Brief, 2010) anticipated a critical need for bachelor's prepared nurses in acute-care settings. The IOM, now called the National Academy of Medicine, set a national goal of 80% of hospital-based nurses to earn bachelor's degrees by the year 2020.

The American Nurses Association Code of Ethics for Nurses can be found and are discussed with examples in:
Winland-Brown, J., Lachman, V., & Swanson, E. (2015). The new code of ethics for nurses with interpretive statements (2015): Practical application, Part I. MedSug Nursing, 24, (4) 268-271.

Winland-Brown, J., Lachman, V., & Swanson, E. (2015). The new code of ethics for nurses with interpretive statements (2015): Practical application, Part II. MedSug Nursing, 24, (4) 268-271.

APPENDIX A

Crosswalk: Nursing courses, WVC Student Learning Outcomes (SLOs),
Program Learning Outcomes (PLO's) and AACN Essentials

BSN Courses	WVC Student Learning Outcomes (SLOs)		WVC BSN Program Learning Outcomes (PLO's)	AACN Essentials
ENGL & NURS 300 Professional Writing for Nursing 5 credits	1) 2) 3) 4)	A, B A, B A, C A, B, C	3, 6	I, IV, VI
NURS 301 Concepts in Professional Nursing Practice and Lab 3 credits	1) 2) 3) 4)	A, B A, B, C A, B, C, D A	1, 2, 6	II, VI, VII, VIII, IX
NURS 302 Applied Concepts in Protection and Movement 3 credits	1) 2) 3) 4)	A A, B A, B, C, D A, B, C	1, 3, 4	VI, IX
NURS 303 Applied Concepts in Homeostasis and Regulation I 3 credits	1) 2) 3) 4)	A A, B A, B, C, D A, B, C	1, 2, 3, 6	VI, IX
NURS 310 Transition to Baccalaureate Practice 5 credits	1) 2) 3) 4)	A A, B, C A, B, C A, B	1, 2, 3, 4, 5, 6	II, III, V, VI, VIII, IX
ECON & NURS 315 Economics in Healthcare 5 credits	1) 2) 3) 4)	A, B, C, D A, B A A, B	2, 3, 4	V, VII, VIII, IX
NURS 320 Nursing Research, Clinical Scholarship and Evidence Based Practice 5 credits	1) 2) 3) 4)	A, C, D A, B B A, B, C	1, 2, 3, 4, 5, 6	II, III, IV, V
NURS 330 Health Policy 5 credits	1) 2) 3) 4)	A A, B, C N/A B	2, 3, 4, 5	III, V, VIII
NURS 340 Organizational Change for Safety and Quality Care 5 credits	1) 2) 3) 4)	A, C N/C A, C A, B	1, 3, 4, 5, 6	II, III, VI, IX
NURS 350 Pathophysiology, Pharmacology and Health Assessment 5 credits (4 theory, 1 lab)	1) 2) 3) 4)	A, C, D A, B A, D A, B, C	3, 4	III, VII, IX
NURS 360 Health Equity and Cultural Competency in Nursing 5 credits	1) 2) 3) 4)	A, B A, B C, D N/A	3, 4, 5, 6	I, II, V, VIII, IX
HUMN & NURS 370 Art of Nursing 5 credits	1) 2) 3) 4)	A, B, D B D A, B	6	I, VI
NURS 390 Clinical Judgment in Nursing I 2 credits	1) 2) 3) 4)	A A, B A, C A, B	1, 2, 3, 5	II, IV, VI, IX

NURS 400 Acute Care Clinical 6 credits	1) A 2) A, B 3) A, C, D 4) A, C	1, 2, 6	II, IV, VI, IX
NURS 402 Applied Concepts in Reproductive Health and Sexuality 3 credits	1) A 2) A, B 3) B, D 4) A, B, C	1, 3, 4	VI, IX
NURS 403 Applied Concepts in Homeostasis and Regulation II 3 credits	1) A 2) A, B 3) A, B, C 4) A, B, C	1, 2, 3, 6	VI, IX
NURS 404 Applied Concepts in Psychiatric and Mental Health Nursing 2 credits	1) A 2) A, B	1, 5	VI, IX
NURS 405 Applied Concepts in Multi-System Health Problems 3 credits	1) A 2) A, B 3) A, C 4) A, B, C	1, 2, 3, 4, 6	II, III, VI, IX
NURS 410 Clinical Judgment in Nursing II 2 credits	1) A 2) A, B 3) A, C 4) A, B, C	1, 2, 3, 5	II, IV, VI, IX
NURS 411 Health Information Technology for Nurses 3 credits	1) A, B, C, D 2) N/A 3) B, C 4) A, B, C	1, 3, 4, 6	II, IV, V, VI, IX
NURS 415 Clinical Judgment in Nursing III 3 credits	1) A 2) A, B 3) A C 4) A	1, 2, 5	II, IV, VI, IX
NURS 430 Community and Public Health Nursing 5 credits (4 theory, 1 practical)	1) A, C, D 2) A, B, C 3) A, B, C, D 4) A, B	1, 2, 3, 4, 6	IIII, IV, V, VII, VIII, IX
NURS 450 Community Health Practicum 2 credits	1) N/A 2) A, B 3) A, B, C, D 4) A, B, C	1, 2, 3, 4, 5, 6	III, IV, V, VI, VII, VIII, IX
NURS 470 Transition from LPN to RN Practice 2 credits	1) A 2) A	1, 2, 3, 4, 5, 6	VII, VIII, IX
NURS 480 Senior Preceptorship 4 credits	3) A 4) A, B 5) A, B, C, D 6) A, B, C	1, 2, 6	II, IV, VI, VII, VIII, IX
NURS 490 Leadership Portfolio and Capstone Project 1 credit	1) A, B, C, D 2) A, B, C 3) A, B, C, D 4) A, B, C	2, 3, 4, 5, 6	II, III, IV, V, VI, VII, VIII, IX

APPENDIX B. Student Evaluation of Educational Quality

Wenatchee Valley College
SURVEY COURSE EVAL Allied Health

Question 1

* COURSE CONTENT - For each of the statements below, choose the option that best represents your experience in this course:

	(5) Strongly agree	(4) Agree	(3) Neither agree nor disagree	(2) Disagree	(1) Strongly disagree	(0) N/A
The organization of the course is clear.	O	O	O	O	O	O
Exams, quizzes, papers, or other assessments fit the objectives stated in the course outline or course description.	O	O	O	O	O	O
The textbook(s) are effective in helping me learn.	O	O	O	O	O	O
Workbooks, handouts, or other materials are effective in helping me learn.	O	O	O	O	O	O
Overall, the course covers the information I expect based on the course outline or course description.	O	O	O	O	O	O

• Reversed Options

Question 2

* STUDENT - For each of the statements below, choose the option that best represents your experience in this course:

	(5) Strongly agree	(4) Agree	(3) Neither agree nor disagree	(2) Disagree	(1) Strongly disagree	(0) N/A
My performance in this course meets my own expectations.	O	O	O	O	O	O
I put enough effort into the course to be successful.	O	O	O	O	O	O
I learned as much or more than I expected in this course.	O	O	O	O	O	O

• Reversed Options

Question 3

Thus far, what do you like about the course and its content? PLEASE DO NOT USE NAMES OF FACULTY or STUDENTS.

Question 4

Based on what you have learned, what would you like to see improved in the course and the course content? PLEASE DO NOT USE NAMES OF FACULTY or STUDENTS.

Question 5

Do you have any helpful comments or suggestions you would like to make about the course? PLEASE DO NOT USE NAMES OF FACULTY or STUDENTS.

APPENDIX C. Student Evaluation of Practicum Site

Wenatchee Valley College
CLINICAL FACILITY EVAL Allied H Project

Question 1

*

Please state in detail where you went for your clinical site this quarter:

• Team Taught Question

Question 2

* Please answer the following statements

	(4) Strongly agree	(3) Agree	(2) Disagree	(1) Strongly disagree
I achieved identifiable clinical goals in this facility.	O	O	O	O
The clinical site served as a model for collaborative practice by the health care team.	O	O	O	O
The staff are familiar with the objectives for the clinical experience.	O	O	O	O
The staff model professional behavior in client care.	O	O	O	O
The unit staff are receptive to the nursing students.	O	O	O	O
The students have ready access to client data.	O	O	O	O
The students are encouraged to collaborate in the plan of care.	O	O	O	O
The client census is adequate to meet course competencies for the students.	O	O	O	O
The unit (s) provide a variety of experiences for the students to meet course competencies.	O	O	O	O
Space is available for confidential conferences between the students and the instructor as needed.	O	O	O	O
The clinical agency is recommended as a teaching site.	O	O	O	O

• Reversed Options

Question 3

Please feel free to leave additional comments provided in the space below. Please DO NOT use names of FACULTY, STAFF or STUDENTS.

* Team Taught Question

APPENDIX D. Student Evaluation of Preceptor

Wenatchee Valley College
SURVEY INSTRUCTOR EVAL Allied Health

---

* INSTRUCTOR - For each of the statements below, choose the option that best represents your experience in this cour

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
The instructor is prepared for class sessions (For online courses, consider whether there is sufficient and well-organized course material available to help you learn the topics).	O	O	O	O	O	O
The instructor's presentations engage students' interest (For online courses, consider if the materials presented engage students' interest).	O	O	O	O	O	O
The instructor is knowledgeable about the course subject matter.	O	O	O	O	O	O
The instructor treats students fairly.	O	O	O	O	O	O
The instructor uses class time effectively(For online courses, consider whether the instructional materials are well-aligned to what you're learning).	O	O	O	O	O	O
The instructor is on time for class sessions or appointments (For online courses, consider whether course material is available in a timely manner).	O	O	O	O	O	O
The instructor is approachable if students need help or ask questions.	O	O	O	O	O	O
The instructor makes an effort to be available outside of class (For online courses, consider whether responses to questions and messages are timely and effective).	O	O	O	O	O	O

What is most helpful and least helpful about the instructor's teaching style?

APPENDIX E. BSN Alumni Survey

Wenatchee Valley College
BSN Program
ALUMNI SURVEY

The Bachelor of Science in Nursing (BSN) program at Wenatchee Valley College is committed to the maintenance of a quality program. To this aim, your input is appreciated. Please check your answers to the following survey.		
The BSN program at WVC satisfactorily prepares graduates:		
	Yes	**No**
1. To function as a baccalaureate generalist nurse		
2. To prioritize patient safety		
3. With a base in liberal education.		
4. With knowledge and skills in leadership		
5. With knowledge and skills in quality improvement.		
6. With preparation to practice with individuals, families, groups, communities, and populations		
7. To delegate nursing activities to others appropriately.		
8. For the legal and ethical responsibilities of the profession of nursing.		
9. To communicate effectively with verbal communication skills.		
10. To communicate effectively with written communication skills.		
11. To collaborate as an effective interdisciplinary healthcare team member.		
12. To promote health and prevent disease.		
13. To function as a patient advocate.		
14. For conflict management.		
15. With knowledge of healthcare costs and resource management.		
16. For necessity of involvement in professional associations.		
17. To translate evidence into practice		
18. The BSN program provided opportunities to work with peers from diverse backgrounds.		
19. The BSN program teaching-learning practices supported the achievement of the student learning outcomes		
20. The BSN program introduced you to the social, political, and economic implications of healthcare.		
21. The length of the program provided sufficient opportunity to acquire the knowledge, skills, values, and competencies necessary in baccalaureate nursing practice (i.e., to achieve program objectives).		
22. Were changes in policies, procedures and program information communicated in a clear and timely manner?		
23. Did the teaching-learning environment (classroom, practicum setting, lab, etc.) support achievement of course learning outcomes?		

		Yes	**No**	**N/A**
	24. Nursing Simulation Lab			
	25. Library			
	26. Tutoring services			
	27. Advising			
Did the following services meet your needs?	28. Counseling			
	29. Financial Aid			
	30. Disability Services/Special Populations			
	31. Computer services			
	32. Computer and technology support			
	33. Adequate classroom space			
	34. Online resources			

Please provide additional comments or explanation for 'No' responses (items 1 – 34 above). Thank you!

APPENDIX F. Adherence Agreement

WENATCHEE VALLEY
C O L L E G E
Nursing Department
BSN Program

Adherence Agreement

Quarter_____ Year_____

1. I understand that I am responsible for adhering to the policies and procedures contained in the BSN Student Handbook and in the College Handbook. I understand that this signed statement will become part of my student file.

2. I understand that successful completion of the BSN curriculum will result in an award of a Bachelor of Science in Nursing degree.

3. By signing this document, I verify that I have received a copy of the WVC Nursing Department BSN Student Handbook.

_____   _____
Student ID Number   Date

_____   _____
Student Printed Name   Student Signature

APPENDIX G. Remediation Plan Template

WENATCHEE VALLEY COLLEGE

Remediation Plan Template

Student: _____ Class: _____

After reviewing the activity, the following areas were identified as needing remediation:

_____

_____

_____

_____

Topic for Review	Resource	Time for Completion	Completion Date	Done

Remediation Plan: Theory

Student Name _____   Quarter _____

Course _____   Test Grade _____

Students who score below 80 percent on a theory exam are required to complete a remediation plan, to include any of the following selected actions, which are outlined on this form.

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

1. Attend the test review and/or review the exam with your instructor to identify areas of deficient knowledge or understanding using the Test Analysis Form. Dates: _____
2. Create a personalized remediation plan. Your study plan should specify the following:
   a. Identify the specific resources and strategies you are going to use to study for this content. Be sure to include specific page numbers. You may also use the Test Remediation Plan Template for this step. If you do so, be sure to attach that document to this Remediation Plan when you submit it to faculty.

   b. Remediation for this exam/test will be completed on/before: _____.
   c. Identify the challenges you are going to encounter when completing this plan (examples include: inability to study at home due to family obligations, work obligations, or illness).

_____   _____
Instructor Signature   Date   Student Signature   Date

(Student to make copies, as necessary)

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.

Test Question Missed	INSUFFICIENT INFORMATION					TEST ANXIETY				LACK OF TEST SKILLS							INADEQUATE LANGUAGE SKILLS			OTHER	
	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.		
Number of items missed																					

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):

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└─────────────────────────────────────────────────────────────┘
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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 instructor and the student, described below:

```
┌─────────────────────────────────────────────────────────────┐
│                                                             │
│                                                             │
│                                                             │
│                                                             │
│                                                             │
└─────────────────────────────────────────────────────────────┘
```

_____   _____   _____   _____
Instructor Signature   Date   Student Signature   Date

(Student to make copies, as necessary)

Nursing Skills Testing Remediation Form

Student Name: _____ Date: _____ Course: _____

Skill: _____ Retest Date/Time:_____

When the student is unsuccessful with the attempt of a skill, this remediation form will be completed by the Nursing Skills Tester and provided to the student.

_____The student must complete a one paragraph, typed reflection using evidence- based practice to show the impact the specific mistake could have on the patient. A reference related to the unsuccessful portion of the skill, along with an in-text citation in APA format, is required.

Examples include   effects of medication errors, increased costs due to nosocomial infections, missed findings, or compromised sterile technique. The reference can be from a professional journal, nursing reference book or textbook.

_____Spend _____hour(s) practicing _____skill in the Simulation Lab.

_____Other interventions, as agreed upon by the instructor and the student, described below:

_____

The student must complete remediation and bring this form along with their typed reflection (if line checked) to their retesting time.

Retest Attempt: 1st   2nd   Satisfactory: _____ Unsatisfactory: _____ Initials: _____

Student Signature: _____   Date:_____

Skills Tester Signature: _____   Date:_____

Remediation completed: Date_____   Faculty signature_____

The skills tester will file all testing papers in the student's academic file.

HESI Remediation Plan Contract

Student Name: _____

Date: _____

Date that remediation will be completed: _____

☐ Exam Type (Specialty or Exit): _____

- ● HESI Score: _____
- ● HESI essential or recommended packets to be completed: _____
  - ○ Students must complete the pre- and post-tests. Clicks through content may be monitored.
- ● Adaptive Quizzing Topic/s (25 question custom quiz – must achieve 80%):
  - ○ List topics completed for custom quizzes:
    1.
    2.
    3.
    4.
    5.
- ● Case Study Topic (must achieve 80%):
  - ○ List name of case study completed:
    - ▪

☐ Other (describe): _____

Plan for remediation: _____

Timeline: _____

Remediation plan is to be turned into the Canvas drop box within 2 days of the HESI exam.

WENATCHEE VALLEY COLLEGE

APPENDIX H. Root Cause Analysis & Practicum Remediation Plan

Root Cause Analysis

Root cause analysis (RCA) 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 instructor when it is completed.

1. Information about the event.

Your Name	
WVC Nursing Instructor	
Date of Report	
Date of Incident	
Location of Incident	
Did the error or near miss involve a medication?	Yes ☐ No ☐
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?)

   I have completed this RCA to the best of my ability based on my recollection of the events that occurred.

   _____   _____
   Student Signature   Date

6. Faculty Comments

   I have reviewed the RCA with the student.

   _____   _____
                        Date

Practicum Remediation Plan

Student's Name: _____   Today's Date: _____

You have been asked by your practicum preceptor or instructor 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 instructor to review it. The Practicum Remediation Plan will be kept in your file in the Nursing Office.

_____   _____
Student Signature   **Date**

_____   _____
Faculty Electronic Signature   **Date**

Appendix I. NCBON Just Culture STUDENT PRACTICE EVENT EVALUATION TOOL (SPEET)

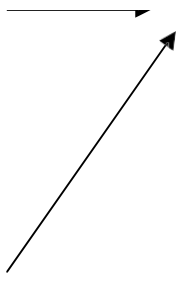**Event(s):**   **Event Number:**

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

Mitigating Factors – check all identified		Aggravating Factors – check all identified	
	Com0munication 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 (subtract 1 point for 1 – 3 factors; 2 points for 4 – 6 Factors; and 3 points for 7 or more factors)	
Aggravating factors (add 1 point for each identified factor)	
Total Overall Score	

Human Error	At-Risk Behavior	Reckless Behavior
# criteria in green= _____	# criteria in yellow=_____	# criteria in red = _____
IF 3 or more criteria in Green OR total score <8 – Address event by consoling student and/or developing remedial improvement plan with student	IF 3 or more criteria in yellow OR total score 8 -19 – Address event by coaching student, possibly counseling, and/or developing remedial improvement plan with student	IF 3 or more criteria in red OR total score 20 or greater - Consider disciplinary action and/or remedial action in addressing event with student

Evaluator: _____ **School Name:** __ **Date of Event:** _____

NOTE: This SPEET is NOT used if 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 student 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 J. Deficiency Notice

Wenatchee Valley College BSN Program

Deficiency Notice/Written Warning

☐   Written Warning   ☐   Deficiency Notice
        Instructor Initials   Instructor Initials

Student: _____ Instructor: _____ Date: _____

The incident as described below has resulted in the issuance of a Deficiency Notice, as outlined in the BSN Program Policies

_____ Is not compliant with Program documentation requirements

_____ The student is not prepared or is not suitably attired for the practicum experience.

_____ The student's acts of omission, commission, and/or failure to follow through with instruction actually or potentially endanger the client's safety and/or welfare.

_____ The student has an unexcused absence from the practicum experience, orientation, or required meetings, or violates attendance policy.

_____ The student is tardy for the required experience.

_____ The student fails to maintain competencies from prior quarters.

_____ The student fails to demonstrate expected level of competency in the nursing process.

_____ The student fails to demonstrate expected level of competency in clinical/course paperwork.

_____ The student fails to complete assignments in a timely manner.

_____ The student demonstrates impaired function due to the use of drugs, alcohol, or other chemical substances, or physical or mental exhaustion or illness. The student's behavior actually or potentially jeopardizes the patient's safety and/or welfare.

_____ The student fails to demonstrate behaviors/expectation outlined in the current Nursing Student Handbook

_____ The student violates the Code of Conduct for Nursing Students

_____ The student violates the American Nurses Association Code of Ethics

_____ The student violates the American Nurses Association Principles for Social Networking.

_____ Other

Objective description of student behaviors:

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_____   _____
Instructor Signature   Date   Student Signature   Date

_____
Nursing Programs Director   Date

APPENDIX K. Student Reference & FERPA Release

Wenatchee Valley College

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_____
<center>Please feel free to use the back of this form if needed.</center>

☐   **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)
<center>Please feel free to use the back of this form if needed.</center>

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

Appendix L. Request for an Exception to the Attendance Policy

Please refer to the WVC Student Nursing Handbook (Page 31) 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):** _____

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

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 instructor *and* to the Nursing Programs Administrator 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 Nursing Programs Administrator will discuss this request at the next regularly scheduled department meeting. Decisions will be made based on the urgency of the situation.
>
> c) Lead faculty, the Nursing Programs Administrator, or an appointed designate will notify the student regarding the status of the students request (at the soonest possible date).

_____ **Approved** _____ **Denied**   **Decision communicated to student on:** _____

Faculty/Administrator Signature: _____

(Student to make copies, as necessary)