

Wenatchee Valley College Associate Degree Nursing (ADN)



2023-2024

Student Handbook

116 West Apple Avenue, Omak, WA 98841

1300 Fifth Street, Wenatchee, WA 98801



ADN Program Accreditation

<i>State Approval</i>	<i>Regional Accreditation</i>	<i>National Accreditation</i>
<p>Washington State Nursing Commission 310 Israel Road SE Tumwater, WA 98501 360.236.4700 www.doh.wa</p>	<p>Northwest Commission on Colleges and Universities 8060 165th Avenue NE, Suite 100 Redmond, WA 98052 425.558.4224 www.nwccu.org</p>	<p>Accreditation Commission for Education in Nursing 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 409.975.5000 www.acenursing.org</p>

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

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

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Section 1: Department Information



The Wenatchee Valley College RN pin acknowledges the part that the community college has played in the education and training of each graduate.

1.1 : Introduction and Welcome

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

Welcome!

On behalf of the faculty and staff, I welcome you to the Nursing Program at Wenatchee Valley College (WVC). You have made an excellent choice for continuing your education and selecting a discipline that is limitless in professional opportunities. The faculty and staff look forward to guiding your academic journey as an adult learner. The program is academically rigorous and will require dedication and commitment to your professional goals. You will have the opportunity to work with the finest nurse educators who will share their passion for the nursing profession and inspire you to achieve your academic goal of becoming a Registered Nurse. As a student in the associate degree in nursing (ADN) program, you will join the ranks of over 2,000 graduates who are making a difference in the lives of patients they touch. WVC nurses have a long and respected history of excellence in clinical practice and leadership in the profession.

This handbook contains policies and guidelines for the ADN program and prescribes standards of conduct for nursing students enrolled at WVC. It is intended to supplement the policies, rules, and regulations applicable to students attending WVC. It is the student's responsibility to carefully read the entire nursing handbook and comply with all policies. Students are required to sign a statement acknowledging receipt and awareness of the information in the handbook. Students are responsible for accessing the nursing handbook on the WVC website for the most up-to-date information.

Nursing is a noble and rewarding profession and your decision to pursue a career in this profession is a testament to your dedication, compassion, and commitment to making a positive impact on the lives of others. The faculty and staff are eager and ready to facilitate your personal and professional growth.

Thank you for choosing Wenatchee Valley College!
Wishing you the greatest success!
Jenny Freese, DNP, MAE, RN
Nursing Administrator

1.2 : Student Affirmation and Commitment to Coworkers

Nursing students are responsible for knowing and adhering to the information contained in the WVC catalog and this Nursing Student Handbook. Students will be required to sign the WVC ADN 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 Nursing Student Handbook and the WVC catalog, the catalog takes precedence. The ADN 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 nursing courses I am taking this year, and I understand the criteria established for grading my course work. I understand that my average on exams must be 80 percent or higher to attain a passing grade in theory courses. I understand that my average on Math Competency exams must be 100 percent.

I understand that, if I do not attain a passing grade in theory courses or on Math Competency exams, I must complete required remediation, as outlined in Section 3.10 of 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 ADN 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 ADN Program.

I will not divulge or accept or access any unauthorized information related to any quiz, exam, scenario, or clinical testing administered during my enrollment in the ADN 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 during new student orientation.

Commitment to My Co-Workers

This language is used by our clinical partners, and we have adopted this for the ADN Program. This is a commitment and expectation of all Nursing Department faculty, staff, and students.

As your coworker and with our shared goal of excellent patient care, I commit to the following:

I will accept responsibility for establishing and maintaining healthy interpersonal relationships with you and every member of this team.

I will talk to you promptly if I am having a problem with you. The only time I will discuss it with another person is when I need advice or help in deciding how to communicate with you appropriately.

I will establish and maintain a relationship of functional trust with you and every member of this team. My relationship with each of you will be equally respectful, regardless of job title, level of educational preparation, or any other differences that may exist.

I will not engage in the “3Bs” (Bickering, Backbiting and Blaming) and ask you not to as well.

I will practice the “3Cs” (Caring, Commitment and Collaboration) in my relationship with you, and ask you to do the same with me.

I will not complain about another team member and ask you not to as well. If I hear you doing so, I will ask you to talk to that person.

I will accept you as you are today, forgiving past problems, and ask you to do the same with me.

I will be committed to finding solutions to problems rather than complaining about them or blaming someone for them and ask you to do the same.

I will affirm your contribution to the quality of our work.

I will remember that neither of us is perfect and that human errors are opportunities, not for shame or guilt, but for forgiveness and growth.

-Compiled by Marie Manthey
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1.3 : Contact Information

WVC Nursing Program Staff and Faculty Contacts		
Imelda Barragan Allied Health and Nursing Administrative Assistant in Wenatchee	lbarragan@wvc.edu	509.682.6660
Kim Charlton Allied Health and Nursing Administrative Assistant in Omak	kcharlton@wvc.edu	509.422.7952
Jenny Freese, DNP, MAE, RN Nursing Administrator	jfreese@wvc.edu	509.682.6662
Carol McClure Administrative Assistant in Wenatchee	cmclure@wvc.edu	509.682.6664
Richard Russell Simulation Assistant in Omak	rrussell@wvc.edu	509.422.7811
Roman Sandoval Simulation Coordinator in Wenatchee	rsandoval@wvc.edu	509.682.6663
Full-Time Faculty		
Gretchen Aguilar, MSN, RN 1 st & 2 nd Year Lead Nursing Faculty in Omak	gaguilar@wvc.edu	509.422.7956
Kristen Baltz, BSN, RN Nursing Faculty in Wenatchee	kbaltz@wvc.edu	509.682.6680
Allie Benn, MSN, RN LPN to BSN Lead Nursing Faculty in Omak	abenn@wvc.edu	509.422.7892
Meleah Butruille, MSN, RN RN to BSN Lead Nursing Faculty in Wenatchee	mbutruille@wvc.edu	509.682.6674
Brigid Chvilicek, MSN, RN 1 st Year Lead Nursing Faculty in Wenatchee	bchvilicek@wvc.edu	509.682.6681
Tina Gadeberg, MSN, RN Nursing Faculty/Simulation Manager in Omak	tgadeberg@wvc.edu	509.422.7957
Carolina Martinez, MSN, RN Nursing Faculty in Wenatchee	gmartinezcalderon@wvc.edu	509.682.6675
Julie Robinson, MSN, RN Nursing Faculty/Simulation Manager in Wenatchee	jrobinson@wvc.edu	509.682.6673
Julie Smith, MSN, RN 1 st Year Lead Nursing Faculty in Wenatchee	jsmith2@wvc.edu	509.670.0190
Susan Yale, MSN, RN 2 nd Year Lead Nursing Faculty in Wenatchee	syale@wvc.edu	509.682.6670

Frequently Requested Telephone Numbers

Department	Wenatchee	Omak
Allied Health Educational Navigator	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	
Student Access & Support Services	509.682.6854	
Financial Aid	509.682.6810	509.422.7808
Library	509.682.6710	509.422.7830
Lost & Found	509.682.6860	509.422.7803
Office of Diversity, Equity & Inclusion	509.682.6868	
Parking	509.682.6450	509.422.7803
Registration	509.682.6806	509.422.7807
Security	6911	7911 (1-9 PM)
Student Resource Center	509.682.6830	509.422.7810
Student Senate	509.682.6878	509.422.7890
TRiO Student Support Services	509.682.6978	509.422.7810
Tutor Center	509.682.6863	509.422.7845
Veterans Services	509.682.6817	
Veterans Administration	888.442.4551	

1.4 : 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. On the Omak Campus, at (509) 429-5244 from 6:00 am-3:00 pm; or call 7911 from a campus phone or 422-7911 from a personal phone (Monday through Thursday, 1:00 pm to 9:00 pm, and Friday, 9:00 am to 1:00 pm).

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

Employees and the 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.

1.5 : 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.

1.6 : ADN Program Mission Statement

The WVC ADN Program functions within the framework of the mission and goals of WVC. As part of the larger community, the WVC ADN Program builds on the college mission by preparing students to successfully take the national registered nurse licensure examination and providing options to transfer to baccalaureate programs after graduation. The program is responsive to the changing needs of the communities, is accessible to students seeking academic progression, and is representative of the diversity of the college community.

1.7 : ADN Program Philosophy

Nursing is an art as well as a science. The profession requires critical thinking in both practice and partnerships within healthcare. Professionalism, effective communication, use of the nursing process, collaboration, and patient-centered care are all central themes in nursing.

Nursing education is a dynamic process that promotes competence, both independently and collaboratively. Learning is a cooperative endeavor between instructor and student. As a lifelong process, learning is the acquisition of knowledge and skills through active participation, critical thinking, and application of artistic and scientific concepts. Effective exchange of ideas and experiences help facilitate the learning process. The goal of nurse educators is to provide meaningful learning experiences for students to become proficient, safe, and professional practitioners of nursing.

The faculty is invested in student success. Faculty influence the learning process by encouraging students and exposing them to a variety of experiences, skills, and knowledge. A variety of instructional methods are utilized to meet the learning needs of students of various cultural and ethnic backgrounds. Students are guided to champion their own learning. With the assistance of faculty and staff, it is the student's responsibility to identify the student's own strengths and areas of development for personal and professional advancement. A supportive environment that facilitates student success in the ADN Program is provided and facilitated.

Graduates of the WVC ADN Program demonstrate professionalism by exhibiting accountability for their actions and upholding their commitment to the public by adhering to established standards within the profession. Using the nursing process, graduates incorporate advocacy and critical thinking for promoting, maintaining, and restoring health. Graduates are prepared to provide patient-centered evidence-based care in response to the client's values, beliefs, practices, and environmental influences.

1.8 : ADN Program Goals

1. The program's most recent pass rate will be at 95 percent or above for all first-time test-takers during a 12-month period.

2. Eighty percent of students will complete the nursing program within three years of beginning the program.
3. Within 6 months of graduation, 80 percent of graduates who choose to continue to work in nursing will be employed as an RN.

1.9 : ADN WVC Nursing—Program Outcomes

1. Integrate evidence-based knowledge, clinical reasoning, and the nursing process to formulate safe nursing judgment when providing patient-centered care. (Patient-Centered Care)
2. Utilize the nursing process to provide nursing care for individuals and families in a variety of settings. (Nursing Process)
3. Collaborate with the client, family, and healthcare team utilizing evidence-based health information/ informatics to achieve quality outcomes. (Collaboration)
4. Communicate with a therapeutic attitude of positive regard, respect for diversity, and utilize empathy and integrity when providing patient-centered care. (Communication)
5. Practice within the ethical and legal framework of the nursing profession. (Professionalism)
6. Identify individual learning goals for personal and professional development within a changing healthcare environment. (Professionalism)

1.10 : ADN Program Core Themes

Core Theme Definitions

Patient-Centered Care: The provision of compassionate, safe care based on respect for the patient’s preferences, values, culture, and needs. The principles of delegation, advocacy, supervision, resource management, and evidence-based practice are applied to assessing, planning, providing, and evaluating nursing care across the lifespan and in diverse health care settings.

Nursing Process: The ability to collect, analyze, plan, and evaluate patient data to ensure safety and optimize patient outcomes across the lifespan. This includes the use of clinical data, technology, and evidence-based practice to support clinical decision making, quality improvement, and meet health care needs. Collaboration: The coordination of care with the patient, significant support systems, and members of the healthcare team to provide optimal patient and organizational outcomes.

Communication: An interactive process using verbal, non-verbal, and/or written information skills across disciplines, contexts, and technologies. It includes communication between healthcare team members, with patients and/or family members. Communication should be concise, accurate, and pertinent, while maintaining confidentiality.

Professionalism: The accountable and responsible actions of the nurse based on awareness of strengths and limitations which are governed by legal regulations and ethical values, including lifelong learning activities to provide leadership essential to the role of the RN.

<u>Core Theme</u>	<u>Level One (Year One)</u>	<u>Level Two (Year Two)</u>
Patient-Centered Care	Deliver care that is patient-centered, holistic, caring, and culturally competent. Take accountability for patient safety under the direction of the RN. Organize and prioritize patient care and delegate selected nursing tasks. Identify evidence-based best practices to meet the care needs of patients and families.	Deliver care that is patient-centered, holistic, caring, and culturally competent. Take accountability for patient safety in the supervision, prioritization, organization, and delegation of patient care. Evaluate nursing interventions that support evidence-based best practices and propose modifications to meet the care needs of patients and families.
Nursing Process	Assist in implementing the nursing process by making basic observations for assessment and participating in planning, delivering, and evaluating care.	Assess, initiate data collection, identify client problems, plan, implement, and analyze outcomes. Propose modifications to the plan of care.

Collaboration	Apply concepts of collaboration as a member of the healthcare team to promote continuity of patient care.	Propose and evaluate methods of collaboration with members of the healthcare team to promote continuity of patient care.
Communication	Demonstrate and explain the use of effective verbal and non-verbal communication techniques with patients, families, and healthcare team members.	Evaluate and refine the use of verbal and non-verbal communication techniques with patients, families, and healthcare team members.
Professionalism	Demonstrate responsibility and accountability in adhering to professional and ethical standards of nursing practice. Apply nursing values to nursing practice. Under direction, apply knowledge of leadership principles to collaborate with the healthcare team to provide quality nursing care to patients.	Demonstrate responsibility and accountability in adhering to professional and ethical standards of nursing practice. Internalize nursing values to own nursing practice. Demonstrate leadership in delegating selected nursing functions to others in accordance with their education, credentials, and demonstrated competence.

1.11 : 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.

Distance Education Policy in Nursing

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. ExamSoft is used for unit and comprehensive final assessments.

All courses, distance learning courses included, are reviewed to validate that they meet the College's quality standards that are measurable and verified. The quality control process assures that there is alignment between faculty professional development opportunities, approved course outlines, class observation checklist, student evaluations, and course approval process. 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 and ExamSoft are closed and secure systems that require student authentication upon logging in. Students log in using their WVC email address and a personalized password to verify identity. All WVC students are assigned a Canvas account (which includes a Student 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 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.

1.12 : ADN Courses

<u>Quarter</u>	<u>Course</u>	<u>Name</u>	<u>Credits</u>
One	NURS 101	Foundations in Nursing Practice	3
	PHIL 105	Ethics and Policy in Healthcare I	1
	PSYC 105	Psychosocial Issues in Healthcare I	1
	NUTR 105	Nutrition in Healthcare I	1
	NURS 151	Foundations in Nursing Practice Lab	6
	NURS 112	Application of Nursing Concepts I*	1
	PHARM 101	Pharmacology in Nursing I	1
	<i>Total Credits</i>		
Two	NURS 102	Nursing Concepts I	4
	NUTR 106	Nutrition in Healthcare II	2

	NURS 152	Nursing Concepts I Practice Lab	6
	NURS 113	Application of Nursing Concepts II*	1
	PHARM 102	Pharmacology in Nursing II	1
	<i>Total Credits</i>		<i>13-14</i>
Three	NURS 103	Nursing Concepts II	5
	NUTR 107	Nutrition in Healthcare III	1
	NURS 153	Nursing Concepts II Practice Lab	6
	NURS 114	Application of Nursing Concepts III*	1
	PHARM 103	Pharmacology in Nursing III	1
	<i>Total Credits</i>		<i>13-14</i>
Four	NURS 201	Advanced Nursing Concepts I	3
	PHIL 201	Ethics and Policy in Healthcare II	1
	PSYC 202	Psychosocial Issues in Healthcare II	2
	NURS 251	Advanced Nursing Concepts I Practice Lab	6
	NURS 210	Senior Seminar I*	1
	<i>Total Credits</i>		<i>12-13</i>
Five	NURS 202	Advanced Nursing Concepts II	2
	PHIL 202	Ethics and Policy in Healthcare III	2
	PSYC 203	Psychosocial Issues in Healthcare III	1
	NUTR 202	Nutrition in Healthcare IV	1
	NURS 252	Advanced Nursing Concepts II Practice Lab	6
	<i>Total Credits</i>		<i>12</i>
Six	NURS 203	Advanced Nursing Concepts III	4
	PHIL 203	Ethics and Policy in Healthcare IV	1
	PSYC 204	Psychosocial Issues in Healthcare IV	1
	NURS 253	Advanced Nursing Concepts III Practice Lab	6
	NURS 214	Senior Seminar II*	1
	<i>Total Credits</i>		<i>12-13</i>

*These courses are optional Pass/Fail; the credits are not included in the total credits for the quarter (above).

1.13 : ADN Program Conceptualization

Quarter One

<u>Courses</u>		At the end of this course, the student will be able to:
NURSING 101	<p><u>NURS 101:</u> <u>Foundations in Nursing Practice</u> 3 Credits <i>The Nursing Process Unit</i> <i>Professional Concepts Unit</i> <i>Nursing Care Across the Lifespan Unit</i></p>	<ol style="list-style-type: none"> 1. Identify steps of the nursing process to develop a basic nursing plan of care. 2. Define the role of the professional nurse as communicator, client advocate and member of the healthcare team. 3. Identify how to use verbal and non-verbal techniques in therapeutic communication. 4. Discuss holistic, developmental and cultural assessments as a basis for patient-centered care. 5. Describe factors that create a culture of safety, across the lifespan.
	<p><u>PHIL 105 / NURS 101E: Ethics and Policy in Healthcare I</u> 1 Credit</p>	<ol style="list-style-type: none"> 1. Identify legal and ethical concepts involved in providing patient-centered care. 2. Participate in therapeutic relationships with peers through communication, delegation, and collaboration. 3. Describe the healthcare role as it pertains to professionalism, advocacy, communication, and collaboration.
	<p><u>PSYC 105 / NURS 101P: Psychosocial Issues in Healthcare I</u> 1 Credit</p>	<ol style="list-style-type: none"> 1. Discuss physical, emotional, psychosocial, spiritual, sexual, developmental, and cultural assessments as a basis for patient-centered care. 2. Identify verbal and non-verbal techniques used by healthcare professionals that encourage effective communication across the lifespan. 3. Recognize the concepts of sexuality, spirituality, culture, and ethnicity and their importance in providing patient-centered care. 4. Recognize cognitive changes and issues related to safety for clients across the lifespan.
	<p><u>NUTR 105 / NURS 101N: Nutrition in Healthcare I</u> 1 Credit</p>	<ol style="list-style-type: none"> 1. Identify methods to perform nutritional assessments on clients across the lifespan. 2. Recognize the nutritional requirements of individuals across the lifespan. 3. Describe the role of nutrition in wellness and the impact of inadequate or imbalanced nutrition across the lifespan.
	<p><u>NURS 151: Foundations in Nursing Practice Lab</u> 6 Credits</p>	<ol style="list-style-type: none"> 1. Recognize the importance of providing patient-centered care. 2. Apply the steps of the nursing process. 3. Observe interactions in professional situations that exhibit interdisciplinary collaboration. 4. Participate in the clinical area concentrating on effective therapeutic communication. 5. Identify behaviors that exhibit professionalism.

<p><u>NURS 112: Application of Nursing Concepts I</u> 1 Credits - Optional</p>	<ol style="list-style-type: none"> 1. Discuss application of various learning styles to nursing knowledge acquisition. 2. Utilize the nursing process to determine appropriate nursing care for patients in fundamental nursing case students or clinical scenarios. 3. Apply knowledge gained from nursing theory and pharmacology to varying fundamental case studies or clinical scenarios. 4. Use medical terminology, abbreviations, and appropriate charting format in response to varying case study scenarios. 5. Demonstrate beginning competency with multiple choice, scenario-based NCLEX questions.
<p><u>PHARM 101: Pharmacology in Nursing I</u> 1 Credit</p>	<ol style="list-style-type: none"> 1. Discuss legal and ethical responsibilities of the interdisciplinary team members involved in pharmacologic interventions. 2. Demonstrate accurate dose calculations and conversions. 3. Identify the concepts of medication absorption, distribution, metabolism, and excretion across the lifespan. 4. Describe nursing considerations related to client variables which may alter drug responses. 5. Recognize methods of safe preparation and administration of medications by oral, enteral, parenteral (excluding intravenous) and percutaneous routes. 6. Discuss medication administration as a component of safe and effective healthcare. 7. Demonstrate ability to utilize medication references to support evidence-based practice. 8. Demonstrate understanding of the effects of medications which alter the Autonomic and Central Nervous Systems' response.

Lab Activities:

- Sterile Technique Lab I & II
- History Taking and Physical Assessment Lab
- Gastrointestinal Lab
- Medication Administration Lab
- Communications/Cultural Awareness Lab
- Simulation Day

Skill Competency will be verified

- Foley insertion (female)
- Wound dressing wet-moist with irrigation
- Physical Assessment
- Medication, intermuscular, subcutaneous, intradermal
- Cardiopulmonary Lab
- Trach care and suctioning

Clinical Experiences:

- Long-Term Care

Quarter Two

NURSING 102	<u>Course</u>	At the end of this course, the student will be able to:
	<p align="center"><u>NURS 102: Nursing Concepts I</u> 6 Credits <i>Maternal-Child Nursing and Women’s Health Unit</i></p> <p><i>Medical-Surgical Nursing: Cardiopulmonary Unit</i></p> <p><i>Medical-Surgical Nursing: Endocrine, Renal, and Fluid and Electrolytes Unit</i></p>	<ol style="list-style-type: none"> 1. Utilize the nursing process when planning care for a perinatal client and child, or for clients with chronic problems of the renal, reproductive, endocrine, or cardiopulmonary systems. 2. Recognize the educational needs of clients with chronic problems of the urinary, reproductive, endocrine, or cardiopulmonary system. 3. Identify normal/abnormal assessment and diagnostic data of the client with chronic problems of the urinary, reproductive, endocrine and cardiopulmonary system. 4. Describe the nurse role when collaborating with healthcare team members in providing care of the perinatal patient and pediatric client, and for clients with chronic problems of the endocrine and/or cardiopulmonary system.
	<p align="center"><u>NUTR 106 / NURS 102N: Nutrition in Healthcare II</u> 2 Credits</p>	<ol style="list-style-type: none"> 1. Identify risk factors and lifestyle practices that may affect the reproductive system, or the perinatal client, newborn and pediatric client. 2. Identify risk factors and lifestyle practices that may affect the renal, cardiopulmonary, and endocrine systems. 3. Identify client safety concerns as they relate to medication interactions and nutrition. 4. Describe the nutritional needs of clients with chronic problems of the renal, cardiopulmonary, and endocrine systems. 5. Describe the nutritional needs of the perinatal, newborn, and pediatric client.
	<p align="center"><u>NURS 152: Nursing Concepts I Practice Lab</u> 6 Credits</p>	<ol style="list-style-type: none"> 1. Provide safe, patient-centered care for perinatal client and child, or for the client hospitalized with acute/chronic health problems or surgery. 2. Participate in developing a plan of care to meet the needs of a perinatal client and child, or for the client hospitalized with acute/chronic health problems or surgery. 3. Demonstrate an understanding of the roles and responsibilities of individual members of the healthcare team, when collaborating with others to provide safe, patient-centered care. 4. Display effective communication skills with clients, families, and other members of the healthcare team. 5. Practice client advocacy and education, within the professional, ethical and legal framework of nursing.
<p align="center"><u>NURS 113: Application of Nursing Concepts II</u> 1 Credit - Optional</p>	<ol style="list-style-type: none"> 1. Continue to use the nursing process to identify patient needs, plan an intervention and evaluate outcomes. 2. Demonstrate critical thinking concepts to various case scenarios. 3. Collaborate with fellow students in the evaluation of care of patients in case studies or clinical scenarios. 4. Increase familiarity with multiple choice scenario-based questions as presented on NCLEX exams. 	

<p><u>PHARM 102: Pharmacology in Nursing II</u> 1 Credit</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the pharmacokinetics of medications used to treat alterations of homeostasis, metabolism, reproductive, and cardiopulmonary function. 2. Examine the pharmacotherapeutics of medications to promote wellness across the lifespan. 3. Calculate accurate medication dosages and conversions. 4. Examine client variables that lead to alterations in medication responses. 5. Identify age specific strategies for safe medication administration. 6. Demonstrate a knowledge of safe preparation and proper methods for administration of medications used to treat alterations in homeostasis, metabolism, reproductive, and cardiopulmonary function. 7. Integrate knowledge of medication when developing an individualized nursing plan of care. 8. Apply effective teaching strategies when educating clients about medications.
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Lab Activities:

- Diabetes Lab
- Obstetric/pediatric Lab
- Simulation Day
- Surgical Lab

Clinical Experiences:

- Obstetric, pediatric, medical, or surgical patient care in a variety of healthcare settings

Skill Competency will be verified

- Foley insertion (female or male)
- Wound dressing wet-moist with irrigation
- NG tube placement

HESI Specialty and Exit Exams

Quarter Three

		Course	At the end of this course, the student will be able to:
NURSING 103		<p><u>NURS 103: Nursing Concepts II</u> 5 Credits</p> <p><i>Medical-Surgical Nursing: Neurosensory Unit</i></p> <p><i>Medical-Surgical Nursing: Alterations in Cellular Function Unit</i></p> <p><i>Medical-Surgical Nursing: Organs of Digestion Unit</i></p>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Prioritize nursing care for the client with problems of the neurosensory, hepatic, hematologic, gastrointestinal, musculoskeletal, integumentary, and/or immune system. 2. Discuss factors, nutritional and pharmacologic management of clients with chronic problems of the neurosensory, hepatic, hematologic, gastrointestinal, musculoskeletal, integumentary, and/or immune system across the lifespan. 3. Develop appropriate verbal and nonverbal, cultural humility communication strategies, for clients with acute/chronic health conditions. 4. Identify priority assessment, diagnostic and lab data when determining client needs. 5. Utilize appropriate evidence-based resources for clients with acute/chronic health conditions.
		<p><u>NUTR 107 / NURS 103N: Nutrition in Healthcare III</u> 1 Credit</p>	<ol style="list-style-type: none"> 1. Analyze normal/abnormal laboratory and diagnostic findings in the client with nutritional imbalance or problems of the gastrointestinal system. 2. Evaluate the effect of chronic and acute illness on nutrition and assessment of adequate/inadequate nutrition in the client with chronic and/or acute illness.
		<p><u>NURS 153: Nursing Concepts II Practice Lab</u> 6 Credits</p>	<ol style="list-style-type: none"> 1. Organize safe, cultural humility, age specific care for perinatal clients, children or adults with chronic health problems or undergoing surgery. 2. Develop a plan of care for a perinatal client and child, or an adult client hospitalized for chronic health problems or surgery. 3. Work collaboratively with other members of the healthcare team to provide safe, appropriate client care. 4. Follow appropriate lines of communication in the clinical setting that increases client safety. 5. Demonstrate an understanding of appropriate professional boundaries as defined by professional, legal and ethical standards.
		<p><u>NURS 114: Application of Nursing Concepts III</u> 1 Credit - Optional</p>	<ol style="list-style-type: none"> 1. Apply critical thinking concepts to various case scenarios. 2. Critically assess and develop nursing interventions in case studies and patient scenarios. 3. Demonstrate small group collaboration within a healthcare team through case studies and patient scenarios. 4. Apply past learning to correctly respond to multiple choice scenario-based questions as presented on NCLEX exams.

<p>PHARM 103: Pharmacology in Nursing III 1 Credit</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of pharmacokinetics of medications used to treat integumentary, musculoskeletal, neurosensory, and gastrointestinal disorders. 2. Calculate accurate medication dosages and conversions. 3. Correlate nursing considerations to client variables which may alter medication responses. 4. Evaluate client-specific strategies for safe medication administration. 5. Demonstrate knowledge of safe preparation and proper methods for administering medications via the intravenous route. 6. Integrate knowledge of pharmacology when developing an individualized nursing plan of care. 7. Demonstrate effective teaching strategies to use when educating clients about medications.
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Lab Activities:

- Simulation Day
- Intravenous Therapy Lab

Skill Competency will be verified:

- Medication administration (Insulin)
- IV Skills Testing

Clinical Experiences:

- Obstetric, pediatric, medical, or surgical patient care in a variety of healthcare settings

HESI Specialty and Exit Exams

- HESI PN Exit Exam
- Pharmacology

Quarter Four

		Course	At the end of this course, the student will be able to:
NURSING 201		<p><u>NURS 201: Advanced Nursing Concepts I</u> 3 Credits <i>Advanced Medical-Surgical Nursing: Cardiopulmonary Unit</i> <i>Community Health Nursing Unit</i> <i>Psychiatric and Mental Health Nursing Unit</i></p>	<ol style="list-style-type: none"> 1. Determine priority assessments and interventions for clients experiencing mental illness or urgent and emergent health problems of the cardiopulmonary system. 2. Assess resources for clients and their families across the care continuum. 3. Identify appropriate health education for clients, families, and/or communities. 4. Analyze assessment findings, diagnostics, and labs for clients with urgent/emergent health problems.
		<p><u>PHIL 201 / NURS 201E: Ethics and Policy in Healthcare II</u> 1 Credit</p>	<ol style="list-style-type: none"> 1. Analyze appropriate patient care the various out-patient settings and regulations that govern each. 2. Discuss the role of the healthcare professional in advocacy, collaboration, patient education, and disaster planning in the community setting. 3. Evaluate the effective use of health care resources and legislation that influences reimbursement.
		<p><u>PSYC 202/ NURS 201P: Psychosocial Issues in Healthcare II</u> 2 Credits</p>	<ol style="list-style-type: none"> 1. Describe risk factors, psychosocial and focused assessment of the client with an acute or chronic mental health disorder across the lifespan. 2. Identify priority interventions and preventative measures for the client who is suicidal. 3. Identify therapeutic communication techniques and safety measures for the client with a mental health disorder. 4. Describe pharmacologic, non-pharmacologic and nutritional interventions that support management of the patient with a mental health disorder. 5. Discuss legislation and resource management that impacts care of the client with a mental health disorder.
		<p><u>NURS 251: Advanced Nursing Concepts I Practice Lab</u> 6 Credits</p>	<ol style="list-style-type: none"> 1. Organize safe, patient-centered, cultural humility care for clients in a variety of care settings including those with urgent/emergent and mental health problems. 2. Construct a plan of care for clients in a variety of health-care settings. 3. Begin to integrate leadership and delegation skills as a collaborative member of the health care team in a variety of care settings. 4. Utilize effective verbal and non-verbal communication techniques in clinical practice. 5. Develop an individualized nursing practice, based on a knowledge of professional, ethical, and legal responsibilities.

<p><u>NURS 210: Senior Seminar I</u> 1 Credit - Optional</p>	<ol style="list-style-type: none"> 1. Discuss the importance of clinical judgment in nursing practice. 2. Demonstrate the skills necessary to make sound clinical decisions (employ clinical judgement). 3. Explain clinical judgement and rationale when completing case studies, patient-care scenarios and when answering NCLEX style questions.
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Lab Activities

- Application of clinical concepts lab
- Teaching and learning experience

Skills competency will be verified

- Clinical Judgement Scenarios

Clinical Experiences:

- Advanced medical and surgical experiences in a variety of healthcare settings
- Community Health Nursing
- Mental Health Nursing

HESI Specialty and Exit Exam

- RN Fundamentals

Quarter Five

Course		At the end of this course, the student will be able to:
NURSING 202	<p><u>NURS 202: Advanced Nursing Concepts II</u> 2 Credits <i>Advanced Medical-Surgical</i></p> <p><i>Nursing: Endocrine & IV Fluid/Electrolyte Therapy Unit</i></p> <p><i>Advanced Medical-Surgical Nursing: Neurosensory and Musculoskeletal Unit</i></p> <p><i>Nursing Leadership and Transition to Practice Unit</i></p>	<ol style="list-style-type: none"> 1. Prioritize nursing care for clients with urgent/emergent endocrine, renal, musculoskeletal, neurosensory, fluid, electrolyte, and acid/base problems. 2. Analyze assessment findings, diagnostics, nutrition, and safety concerns for clients with urgent/emergent problems. 3. Develop a nursing plan of care that is safe, patient-centered, and evidence-based.
	<p><u>PHIL 202 / NURS 202E: Ethics and Policy in Healthcare III</u> 2 Credits</p>	<ol style="list-style-type: none"> 1. Describe the role of the healthcare professional as advocate, collaborator and coordinator of safe care relating to the patient with urgent/emergent problems of the neurosensory system. 2. Evaluate current research and CORE measures relating to patient centered care in the patient with urgent/emergent problems of the neurosensory system. 3. Present examples of the healthcare professional as advocate, educator, coordinator of care and member of the healthcare team. 4. Identify behaviors in the graduate healthcare professional that can impede successful integration into the culture of nursing. 5. Evaluate current research and legislation that impacts the role of the healthcare professional and patient-centered care.
	<p><u>NUTR 202 / NURS 202N: Nutrition in Healthcare IV</u> 1 Credit</p>	<ol style="list-style-type: none"> 1. Prioritize nutritional assessment/reassessment of the client with urgent/emergent endocrine, renal, musculoskeletal, neurosensory, fluid and electrolyte, and acid/base problems. 2. Evaluate pharmacologic, nutritional, IV fluid, and electrolyte replacement interventions for the client with urgent/emergent health problems.
	<p><u>PSYC 203 / NURS 202P: Psychosocial Issues in Healthcare III</u> 1 Credit</p>	<ol style="list-style-type: none"> 1. Prioritize assessment and reassessment of the client with urgent/emergent health problems. 2. Analyze client assessment findings, labs and diagnostics relating to urgent/emergent health problems. 3. Evaluate pharmacologic and non-pharmacologic interventions for the client with urgent/emergent health problems. 4. Evaluate therapeutic communication techniques used by the healthcare professional for conflict management, delegation, supervision, and collaboration.

<p><u>NURS 252: Advanced Nursing Concepts II Practice Lab</u> 6 Credits</p>	<ol style="list-style-type: none"> 1. Prioritize safe, cultural humility client care for multiple clients with urgent/emergent health problems. 2. Modify the plan of care as needed for clients with urgent/emergent health problems. 3. Coordinate client care with other members of the healthcare team, including delegation of patient care responsibilities to appropriate team members. 4. Utilize effective verbal and nonverbal communication during interactions with clients, families, and other healthcare professionals. 5. Integrate professionalism into individual nursing practice as it relates to advocacy, safety, and professional boundaries.
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Lab Activities:

- Simulation day
- Teaching and learning experience

Skills competency will be verified

- Clinical Judgment Scenarios

Clinical Experiences:

- Advanced medical and surgical experiences in a variety of healthcare settings
- Community health

HESI Specialty and Exit Exams:

- RN Med/Surg

Quarter Six

NURSING 203	Course	At the end of this course, the student will be able to:
	<p><u>NURS 203: Advanced Nursing Concepts III</u> 4 Credits <i>Care Management of the Older Adult Unit</i></p> <p><i>Complex OB and the Hospitalized Child Unit</i></p> <p><i>Advanced Medical-Surgical Nursing: Care of the Complex Patient in ER & ICU</i></p>	<ol style="list-style-type: none"> 1. Prioritize nursing care for high-risk perinatal clients, children and adults with complex, emergent, and/or high acuity health problems. 2. Refine verbal and non-verbal communication in client education and health maintenance across the care continuum. 3. Analyze assessment findings, diagnostics, and labs in high-risk perinatal clients, children and adults with complex, emergent, and/or high acuity health problems. 4. Provide examples of effective collaboration with clients, families, and healthcare team members.
	<p><u>PHIL 203 / NURS 203E: Ethics and Policy in Healthcare IV</u> 1 Credit</p>	<ol style="list-style-type: none"> 1. Evaluate the role of the healthcare professional in resource management, advocacy, and focus on wellness across the care continuum. 2. Analyze current research and legislation that impact health care management for the patient with comorbidities.
	<p><u>PSYC 204 / NURS 203P: Psychosocial Issues in Healthcare IV</u> 1 Credit</p>	<ol style="list-style-type: none"> 1. Determine priority assessments and interventions for clients across the care continuum. 2. Determine appropriate outcomes for older adult clients with co morbidities using physical assessment and diagnostic data. 3. Evaluate therapeutic communication techniques used by the healthcare professional when caring for clients across the care continuum. 4. Refine a developmentally appropriate, culturally competent, and patient centered plan of care for clients across the care continuum.
	<p><u>NURS 253: Advanced Nursing Concepts III Practice Lab</u> 6 Credits</p>	<ol style="list-style-type: none"> 1. Evaluate the effectiveness of patient-centered, cultural humility care for multiple patients in a variety of care settings. 2. Evaluate the need to modify the plan of care for patients in a variety of care settings and across levels of acuity. 3. Collaborate with patients, families, and other members of the healthcare team to coordinate and prioritize safe, effective patient care. 4. Integrate effective verbal and nonverbal communication techniques in problematic interactions and client education across the care continuum. 5. Demonstrate responsibility for individual behaviors, decisions, and interventions as part of the transition from student to professional nurse.
<p><u>NURS 214: Senior Seminar II</u> 1 Credit - Optional</p>	<ol style="list-style-type: none"> 1. Identify strategies that promote student success on the NCLEX-RN. 2. Develop an individualized NCLEX-RN study plan. 3. Demonstrate the ability to make sound clinical judgements that support client needs and contribute to optimal client outcomes. 	

Lab Activities: Simulation Day

HESI Specialty and Exit Exam:

- HESI RN Exit Exam

Clinical Experiences:

- Advanced medical and surgical experiences in a variety of healthcare settings
- Preceptorships

Optional ADN Support Courses

Optional support courses are a great way for students to have smaller class sizes and focus on some of the topics discussed in nursing or larger topics within the nursing profession. These theory-based courses are all pass/fail courses. These include the following:

Nursing 112 Applied Nursing Concepts I (1 credit theory class; 10 hours per quarter): Designed for the beginning nursing student to define the nursing process and apply it to basic patient care scenarios. Students will also learn to use knowledge of their personal learning style to assist with the acquisition of nursing knowledge.

Nursing 113 Applied Nursing Concepts II (1 credit theory class; 10 hours per quarter): Will assist the student to integrate theory content and clinical practice by expanding the student's base of nursing knowledge.

Nursing 114 Applied Nursing Concepts III (1 credit theory class; 10 hours per quarter): Will assist the student to think critically, demonstrate leadership, and collaborate with the healthcare team through patient care simulation scenarios.

Nursing 210 Senior Seminar I (1 credit theory class; 10 hours per quarter): Employs patient-care scenarios to enhance the continued development of critical thinking by the student. The critical thinking activities promote application of holistic concepts, health care promotion and illness prevention. Course is organized around Orem's conceptual framework.

Nursing 214 Senior Seminar II (1 credit theory class; 10 hours per quarter): The seminar prepares the student for entry level into the workforce. It explores issues affecting current nursing practice. Scenarios, role play, discussion, and modeling of professionalism will be used.

Optional Professional Vocational Relationships (PVR) Course Information

Course Information

This 15-hour course is required for students wishing to obtain LPN licensure in Washington State. The course will be taught in an online format. Students will register for the course through the WVC Continuing Education department.

Course Description

For students wishing to obtain their LPN license, this course focuses on the transition to the LPN role; specifically, on topics related to professionalism, effective communication, health care law, regulation of nursing practice, scope of practice, conflict management, delegation, and licensure. This is a pass/fail course. Students are eligible to register for this course after successful completion of the third quarter of the nursing program.

1.14 : ADN Program Communication

Communication between Students and WVC Personnel

All administrators, faculty members, and support staff are available via office phone, Zoom or e-mail (Section 1.3). Faculty members are frequently off campus involved with clinical experiences. Faculty may provide their personal cell phone numbers for emergencies in the clinical settings or on field trips. Students are expected to be respectful and professional in their communication and non-emergencies or communication outside of the clinical/field trip activities should not include contact via private phone.

Student E-Mail Accounts

WVC student e-mail is the primary means of communication for the Nursing Department. 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. Students are also required to utilize their WVC e-mail accounts for any safeMedicate®, ExamSoft, Elsevier, Canvas, or other nursing program activities. Program announcements, schedules, registration information, course information, syllabi, study guides, reading assignments, etc., are sent via e-mail and may be posted to the nursing website, instructor websites, or Canvas.

It is the student's responsibility to check this email account daily (or in the summer at least weekly after August 1st) and to respond promptly to requests by email. No other email account may be used for official communication with the school.

Students can access their WVC e-mail by going to the WVC website (www.wvc.edu) and then selecting “student email” on the “Quick Links” menu located under “Student Tools.” The username for any student e-mail account is the student’s first initial, last name, and last four digits of the student identification number, at student.wvc.edu. cstudent0000@student.wvc.edu.

Bulletin Boards

The ADN Nursing Department has bulletin boards located on each campus, which are used to communicate ADN Program announcements, schedules, registration information, course information, etc. In Wenatchee, there are two bulletin boards; one is in the nursing classroom and the other is in the Allied Health hallway. In Omak, there are two locations for postings: the bulletin board in the back of the classroom and the Allied Health Office door.

Student Mailboxes

Students are assigned mailboxes, which are located just outside the Allied Health Office on both campuses. Correspondence, announcements, schedules, registration information, course information, reading assignments, etc., may be placed in student mailboxes. *Students are responsible for all information placed in their mailboxes and are expected to check them daily when on campus.* Students are expected to return their mailbox keys at the end of their enrollment in the ADN Program. A replacement fee of \$20.00 will be charged for lost or unreturned keys.

Faculty Files

Faculty members in Omak have files, located in the Allied Health Office, which can be utilized for turning in assignments not submitted electronically or in class. Faculty members in Wenatchee have files, located in the adjunct faculty desk in the hallway of the Allied Health Department, which can be utilized for turning in assignments not submitted electronically or in class.

Info Sessions

To provide consistent communication, a face to face, or recorded information session is scheduled at the beginning of each quarter. Fall Quarter information sessions will be provided in person/virtually by faculty for first-year students and will be scheduled on the course calendar; all other quarterly information sessions may be recorded.

1.15 : Student Leadership Roles



Wenatchee Valley College Nursing Students and staff attending Advocacy Camp January 2020 in Olympia, WA

SNOW and SNOW@O

The purpose of the student nurse organizations is: “To promote and provide educational opportunities, to provide opportunities for students to participate in community volunteerism, to provide opportunities for interaction between students outside the classroom, and to provide leadership opportunities.”

The student nurse organization on each campus is open to all WVC students for membership. Student Nurses of Wenatchee (SNOW), the organization in Wenatchee, and Student Nurses of Wenatchee at Omak (SNOW@O), the organization in Omak, meet monthly. These organizations encourage fellowship and professional unity. Students

take an active role in school-sponsored activities and educational seminars. Officers of the clubs are elected annually, and representatives meet with the associated student body regularly. Constitutions and bylaws are available in the Allied Health Office on each campus and online on canvas.

Student Representation on Committees

Communication between representative student groups and the faculty is tremendously important, especially when decisions and discussions impact students. Students need to know about continuous process improvement initiatives and faculty need the student perspective when considering changes, implementing ideas, and collecting information. Students that are interested in participating may contact the Nursing Administrator for more information.

Nursing Department Meeting Student Representative

Purpose: The nursing department holds monthly meetings to discuss topics essential to the nursing program. Student participation and input is essential in ensuring that the decisions related to the program have a broad spectrum of viewpoints and an opportunity to participate in shared governance.

Process: The director of nursing will seek two volunteers from each cohort at the start of the academic school year. The students will collaborate to schedule coverage of meetings and duties. If neither student can attend the meeting, then they will find an alternate to attend the meeting in their place. and communicate the change to the director of nursing programs.

Role: The student representative will be responsible for bringing student agenda items to the meeting, sharing information from the meetings with the class, and providing input from the student viewpoint to agenda items. There are times when the student representative will learn of decisions that are not yet finalized. If students are unsure of what information should not yet be shared with classmates, then the student representative can clarify with the director of nursing programs.

Advisory Committee Meeting Student Representative

Purpose: The nursing program meets with its advisory board quarterly to share the status of the nursing program and to receive feedback from our community stakeholders. Students are an essential stakeholder in the Nursing Program and their participation in the meeting ensures our stakeholders understand the status of the program from the student viewpoint.

Process: The nursing administrator of nursing will seek two volunteers from each cohort at the start of the academic school year. The students will collaborate to schedule coverage of meetings. If neither student can attend the meeting, then they will find an alternate to attend the meeting in their place.

Role: During the meeting the committee chair will ask each nursing student to communicate highlights from the nursing student's cohort. Examples of topics nursing students discuss are clinical site locations, theory topics, successes on HESI exams or theory exams, simulation labs, guest speakers, volunteer events, SNOW events, etc. Community stakeholders will often share job opportunities and new programs. The student representative then reports pertinent information to the cohort.

Honor Society for Community Colleges

Phi Theta Kappa is the official honor society for two-year colleges, as recognized by the American Association of Community Colleges. There is a chapter on each WVC campus. Membership is granted by invitation, based on superior academic achievement. Members of the society are eligible for special scholarships, receive recognition of academic achievement, have opportunities for personal and leadership development, and have access to enhanced transfer and career resources. Contact advisor Dan Stephens at dstephens@wvc.edu in Wenatchee.

1.16 : NSNA Code of Conduct

WVC has used the following National Student Nurses' Association Code as a guide to develop academic and clinical conduct policies.

STUDENT RIGHTS AND RESPONSIBILITIES

Personal and professional ethics are qualities essential in the nursing profession and are expected of each student entering the nursing program. Nursing students are expected to abide by and demonstrate these qualities by following the expectations as outlined in the [Student Rights & Freedoms and Conduct and Code of Student Conduct Policies](#). Students are expected to report violations of this policy confidentially to the Nursing Program Director. Violations of these policies are subject to the [Student Discipline Policy](#) and may result in disciplinary action up to and including program probation or dismissal from the program.

In addition, the nursing program holds students accountable for professional behavior as identified in the Revised Code of Washington (RCW) chapters 18.79 (Nursing Care) 18.130 (Regulation of Professional-Uniform Disciplinary Act) and Washington Administrative Code (WAC) 246-840 (Practical and Registered Nursing), the National Student Nurses Association Code of Ethics, and the American Nurses Association Code of Ethics.

CODE OF ACADEMIC AND CLINICAL CONDUCT PREAMBLE

Students of nursing have a responsibility to actively promote the highest level of moral and ethical principles and to embody the academic theory and clinical skills needed to continuously provide evidence-based nursing care given the resources available. Grounded in excellence, altruism and integrity, the clinical setting presents unique challenges and responsibilities while caring for people in a variety of health care environments.

The Washington State Administrative Code (WAC) #246-840-700: Standards of Nursing conduct or practice states, "Each individual, upon entering the practice of Nursing, assumes a measure of responsibility and public trust and the corresponding obligation to adhere to the professional and ethical standards of nursing practice. The nurse shall be responsible and accountable for the quality of nursing care given to clients. This responsibility cannot be avoided by accepting the orders or direction of another person." Nursing students, as well as graduates, are held to the standards in rule and law.

The Code of Academic and Clinical Conduct is based on an agreement to uphold the trust that society has placed in us while practicing as nursing students. The statements of the Code provide guidance for nursing students in the personal development of an ethical foundation for nursing practice. These moral and ethical principles are not limited to the academic or clinical environment and have relevance for the holistic professional development of all students studying to become Registered Nurses.

Code of Academic and Clinical Conduct As students who are involved in the clinical and academic environments, we believe that ethical principles, in adherence with the NSNA Core Values, are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all patients.
2. Diligently maintain patient confidentiality in all respects, regardless of method or medium of communication.
3. Take appropriate action to ensure the safety of patients, self, and others.
4. Provide care for the patient in a timely, compassionate, professional, and culturally sensitive and competent manner.
5. Are truthful, timely and accurate in all communications related to patient care.
6. Accept responsibility for our decisions and actions.
7. Promote excellence and leadership in nursing by encouraging lifelong learning, continuing education, and professional development.
8. Treat others with respect and promote an inclusive environment that values the diversity, rights, cultural practices and spiritual beliefs of all patients and fellow healthcare professionals.
9. Collaborate with academic faculty and clinical staff to ensure the highest quality of patient care and student

education.

10. Use every opportunity to improve faculty and clinical staff understanding of the nursing student's learning needs.
11. Encourage mentorship among nursing students, faculty, clinical staff, and interprofessional peers.
12. Refrain from performing skills or procedures without adequate preparation and seek supervision and assistance when necessary.
13. Refrain from any deliberate action or omission in academic or clinical settings that create unnecessary risk of injury to the patient, self, or others.
14. Assist the clinical nurse or preceptor in ensuring that adequate informed consent is obtained from patient for research participation, for certain treatments, or for invasive procedures.
15. Abstain from the use of any legal or illegal substances in academic and clinical settings that could impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairment related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

First adopted by the 2001 House of Delegates, Nashville, TN. Amended by the House of Delegates at the NSNA Annual Convention on April 7, 2017, in Dallas, TX.

This code, as written above, applies to all ADN Program activities, formal or informal, whether on campus or off.

1.17 : Student Application of the ANA Code of Ethics

Student nurses of WVC will be expected to observe and adhere to the American Nurses Association Code of Ethics.

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
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.
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.
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.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
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.

From the American Nurses Association, www.nursingworld.org/codeofethics

Examples of application of the American Nurses Code of Ethics are:

- Demonstrate respect for others, including classmates, instructors, patients, and other members of the healthcare team.
- Keep in confidence all information about the patient. Information shall **not be shared** with classmates, friends, family, or anyone outside of the work environment.

- Demonstrate professional behavior.
- Achieve and maintain competence at the level of a student nurse.

1.18 : Essential Functions and Abilities of the Nursing Student

Students accepted into this program will need cognitive ability, emotional stability, and physical endurance to complete the ADN 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).
- Communication 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.

1.19 : 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 Policies and Procedures on the WVC website.

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.

1.20 : 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 ADN Program policies, the student:

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

Cooperating, the student:

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

Maintaining intellectual and personal integrity, the student:

- Readily admits mistakes and oversights.
- Is forthright with peers, staff, and faculty.
- Selects appropriate responses to patients.
- Always observes 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 ADN Program policies, the student:

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

Not cooperating, the student:

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

Not maintaining intellectual and personal integrity, the student:

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

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

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

1.21 : Employment While a Nursing Student

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

It is strongly recommended that students work **no more** than 12 hours per week. 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.**

1.22 : Nurse Technician Functions and Information

Nurse Technician Functions and Information Nurse technicians are authorized to perform specific nursing functions within the limits of their education, up to their skill and knowledge. Nurse technicians may function only under the direct supervision of a registered nurse who agrees to act as supervisor and is immediately available to the nurse technician. Nurse technicians may only perform specific nursing functions based upon and limited to

their education and when they have demonstrated the ability and been verified to safely perform these functions by the ADN Program in which the nurse technician is enrolled. For further information, please contact the Nursing Programs Administrator. For more information, you may go to:

<https://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NurseLicensing/NursingTechnician>

WAC 246-840-840 provides the following additional information:

Nursing Technician

The purpose of the nursing technician credential is to provide additional work-related opportunities for students enrolled in an ADN or BSN program, within the limits of their education, to gain valuable judgment and knowledge through expanded work opportunities.

- (1) The nursing technician is as defined in WAC [246-840-010](#)(18).
- (2) The nursing technician shall have knowledge and understanding of the laws and rules regulating the nursing technician and shall function within the legal scope of their authorization under chapter [18.79](#) RCW and shall be responsible and accountable for the specific nursing functions which they can safely perform as verified by their nursing program.
- (3) The nursing technician shall work directly for the hospital, clinic or nursing home and may not be employed in these facilities through a temporary agency.

1.23 : Instructor Illness

On rare occasions, instructors may have to cancel theory classes or clinical experiences. Upon the cancellation of a class, the instructor will inform the Nursing Programs Administrator (and the healthcare facility in the case of a clinical class) as soon as possible. The instructor will also notify students by voice or electronic means. The instructor:

- May arrange for an alternate theory assignment to be completed by the students.
- Will arrange for an alternate clinical assignment (i.e., additional assigned clinical hours, virtual clinical experience) to be completed by the students.

1.24 : 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.

Discrimination and discriminatory harassment are addressed separately in the college's nondiscrimination and discriminatory harassment policy 000.330 and procedure 1000.330.

1.25 : Uniform/Dress Code

To ensure a professional appearance that reflects the standards of the WVC ADN 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 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 code word to order online is WVC.
- 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.
- Good hygiene is expected of all students during all clinical experiences and at all College functions.
- 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.
- Students who arrive for clinical experiences lacking full uniform requirements will be sent from the clinical area and will receive a Deficiency Notice (Section 3.13).
- 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.

Student Picture Identification:

A student picture identification badge must be worn to every clinical experience; photographs must not be covered by stickers, pins, etc. The badges will be provided during the first week of the Fall Quarter. A fee of \$20.00 will be charged for replacement badges.

Clinical Agencies

Hospitals and Clinics

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

Community Health

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

Jewelry/Adornments

Jewelry and adornments shall not interfere with clinical performance and personal or patient safety; suggested jewelry and adornments include:

- No more than two simple rings (small stones).
- No necklaces or bracelets.
- Earrings must be small studs.
- Tattoos may need to be covered depending upon the situation or facility policy.
- Gages should 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, no longer than ¾ inch, 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 the palm of hand), clean, and well-rounded. Nail polish, artificial nails, and any type of nail enhancement are not allowed.

Professional Equipment

- A wristwatch with a second hand or digital watch marking seconds is required.
- Stethoscope (without cloth cover, unless a physician-documented allergy exists, and documentation is on file in the Allied Health Office).
- Penlight.
- Bandage scissors.
- Goggles/face shield.
- Gait Belt.
- Name Badge.
- Skills Card.

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.

1.26 : ADN Program Expenses

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

<u>Estimated Program Expense</u>	First Year 3 Quarters	Second Year 3 Quarters
*Tuition; \$123.58. per credit (includes all optional courses)	\$5,000.00	\$4,530.00
Books and Supplies	\$1,600.00	40.00
Acceptance Fee	\$50.00	N/A
Personal Computer for testing (Chrome books will not work)	\$1,500.00	N/A
Registration/Comprehensive Fee/Tech Fees/Rec Center Fee	\$510.00	\$510.00

Parking Permit (Wenatchee Campus only)	\$75.00	\$75.00
Immunizations	Varies	Varies
Complio® Fees	\$123.00	\$30.00
Lab Fees	\$300.00	\$225.00
ExamSoft	65.00	65.00
HESI/Elsevier Fees	\$350.00	\$350.00
**safeMedicate® Fees	\$99.00	N/A
Liability Insurance (Annual)	\$16.25	\$16.25
Eastern State Hospital Clinical Rotation	N/A	\$150.00
Scrub Set/Shoes	\$200.00	N/A
Stethoscope	\$100.00	N/A
Penlight	\$15.00	N/A
Nursing Lab Kit	\$200.00	N/A
NCLEX® Exam (Optional for first-year students)	\$300.00	N/A
***NCLEX® Review Course (Optional)	N/A	\$361.00
***NCLEX® Exam	N/A	\$320.00
RN Pin (Optional)	N/A	\$50.00
PVR Course (Optional)	\$160.00	N/A
Virtual Simulation	\$200.00	N/A

* Tuition may increase see WVC.edu

**Two-year subscription

***Post-graduation expenses

1.27 : Commencement and Pinning Ceremony

Application for Degree

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

Commencement

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

Pinning Ceremony

Nursing graduates from both campuses are honored in a pinning ceremony in person or virtual in June every year. The nursing faculty and staff, as well as family members and friends are invited to attend this special event. The highlight of the event is the presentation of the WVC Nursing program pin and candle lighting ceremony. The graduates should wear their WVC pin with pride, as it is an indication and symbol of their academic accomplishment. The dress code for the graduates for this event is the WVC uniform.

1.28 : NCLEX® Examination

Students who successfully complete the first three quarters of the ADN program and complete a Professional Vocational Relations (PVR) class are eligible to take the National Council Licensure Examination to become a licensed practical nursing (NCLEX-PN). Students who successfully complete all six quarters of the ADN program, 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](https://www.wvc.edu/academics/alliedhealth/nursing/SAOD.html)

Section 2: Student Resources and Services

2.1 : Financial Aid/Scholarships

The Financial Aid (FA) 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 open daily and located on the first floor of Wenatchi Hall. Office hours are Monday through Thursday, 8:00 a.m. to 3:00 p.m., and Fridays from 8:00 a.m. to noon. Since FA office hours may change, students are encouraged to check <https://www.wvc.edu/apply/pay/financial-aid/index.html> for current hours.

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 2023, they can complete the FAFSA starting in October 2022. 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.

2.2 : Support Services

Bookstore

The WVC bookstore is an online bookstore and information can be found at wvc.ecampus.com.

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 and Support Services/Reasonable Accommodations

Student Access Services (SAS) is the primary office to assist students with disabilities through the provision of individualized accommodation plans and modifications. A disability, under Americans with Disabilities Act (as amended), is defined as any physical or mental impairment that substantially limits one or more major life activities of an individual. Conditions include but are not limited to mental health, attention-related, learning, vision, hearing, physical or health impacts. This includes people who have a record of such impairment or individuals who are regarded as having a disability. Disclosure of a disability and utilization of accommodations is voluntary.

If you anticipate or experience any barriers to learning or participating in other WVC services due to a temporary health condition or permanent disability, please follow the Interactive Process outlined on our website www.wvc.edu/studentaccess. If you are having trouble during the process, please contact SAS at sas@wvc.edu or 509-682-6854.

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 e-book 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.

Belonging, Equity, Diversity and Inclusion Committee

The Nursing Department also has a Belonging, Equity, Diversity, and Inclusion (BEDI) committee. The committee aims to raise awareness and promote a framework that works towards equity, inclusion, and diversity from admission to completion of the nursing programs. The committee meets regularly to discuss issues within the program, raise awareness, and address concerns. Full-time faculty, part-time faculty, and nursing students in any of the nursing programs are welcome to join this committee. For more information, please contact the Director of Nursing Programs to connect with the current chair of this committee.

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. There are two labs on both the Wenatchee Campus and the Omak Campus. On the Wenatchee Campus, the Sim Lab is in Wenatchi 2145 and 2147, and the CNA Lab is in the Mish ee twee building. On the Omak Campus, the Sim Lab is in Mary Henrie Friendship Hall 208, and the CNA Lab is in the Classroom/Science Lab building, room 302. 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.

Veterans Services

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.

Section 3: ADN Program Policies

3.1 : 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 the quarter, before it expires (except Quarter One), as listed below:

***Fall 2023: August 18, 2023**

***Winter 2024: December 13, 2023**

***Spring 2024: March 20, 2024**

For example, if your CPR expires on March 5, 2022, your CPR certification is due December 16, 2021, at 0800. 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 with 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 (Section 3.13) due to noncompliance with program documentation requirements.
2. Issuance of a second Deficiency Notice and mandatory meeting with Nursing Programs Administrator 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 ADN 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 ADN Program (thereby preventing completion of the ADN Program) and may also prevent future licensing and employment in the healthcare field.

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 ADN Program. WVC has chosen Complio® as an approved source for drug screening. After students have set up their Complio® account, they must:

- Take the COC to Confluence Health (either the Wenatchee Valley Clinic or the 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.

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 the person administering the immunization, and the lot number of the vaccine (mandatory for all PPD tests). Students are required to purchase the document 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 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.

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 Gold, the two-step process is required.

PPD Timeline:

<u>Appointment with Healthcare Provider</u>	<u>Action</u>	<u>Time Interval</u>
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

Depending on the availability of flu vaccine, each student is required to be vaccinated by the announced date.

COVID Vaccine

Clinical agencies that provide clinical experiences for nursing students are adopting policies requiring students that access their facilities for clinical experiences be fully vaccinated for COVID-19. Fully vaccinated means 2 weeks after the single dose Johnson and Johnson vaccine or 2 weeks after the second dose of Pfizer or Moderna vaccines. If you are just starting your vaccination series, this could mean a 2 to 5 week waiting period before your vaccination series is complete and you are considered fully vaccinated. Please keep this timeline in mind as the program cannot place students that do not meet clinical agency requirements into a clinical site, and this may impact your ability to be successful with the course or program.

CPR for Healthcare Providers

The CPR card must be issued by a person or facility qualified specifically to instruct CPR for *healthcare providers (Basic Life Support/BLS)* (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. Class receipts will not be honored as proof of completion.

3.2 : Attendance Policy

Theory Classes

Attendance in the nursing theory courses is highly encouraged and may be required (at the instructor's discretion) to fulfill the requirements for a unit grade. It is the student's responsibility to obtain the information provided by the instructor in the event of an 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 unit of study. The student must notify the instructor if the student will be absent for a quiz or exam, prior to the scheduled date/time of the quiz or exam. A percentage of the grade may be deducted from the final score of a quiz or exam taken other than at the scheduled time, as outlined in the student handbook and in course syllabi and/or unit study guides. Following any absence, a full-time nursing instructor or program administrator may, at their discretion, request verification of the reason for absence and/or return to work documentation from a healthcare provider.

Clinical and Labs

Attendance is required for every clinical/lab experience. Students are held to the same standards as those expected in the professional work environment. Students are required to attend clinical on a predictable and consistent basis to meet required clinical hours and clinical course objectives. Students who violate this attendance policy are at risk of disciplinary action.

If an unusual or extreme circumstance prevents a student from attending a clinical or lab experience (i.e., an acute illness or emergency), the student must notify the instructor, by phone or in person, at least one hour in advance of the assigned clinical/lab experience. For unanticipated clinical absences, students must also notify the assigned clinical site/unit, unless otherwise instructed.

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

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

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

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

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

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

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

3.3 : Student Health and 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 to consult a healthcare provider (HCP). The following addresses some (but not all) common conditions:

<i>Condition</i>	<i>Restriction</i>	<i>Return</i>
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	WVC COVID Guidelines
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

3.4 : Children on Campus Policy (WVC Policy 000.260)

Wenatchee Valley College is committed to the health and safety of its workforce, students and visitors, including visitors that are children.

As an institution of higher education, the college provides educational and support services primarily to adult learners. Under certain circumstances and under the auspices of special programs, students under the age of 18 also attend classes and/or participate in programs or activities on college property.

The college is a public facility of the state of Washington, available to its students as well as to the general public who may wish to use its facilities, learn about its services and programs, or attend functions at the college. Citizens have the right to use the facilities of the college and to visit the college during normal business hours of operation. The college recognizes that children often appropriately accompany adults during visits to the college. Children, however, always need to be under the supervision of a responsible adult and it is the adult's responsibility to ensure that the children behave appropriately. It is inappropriate for a parent/guardian to ask members of the college community—faculty, staff, or students—to assume these responsibilities, unless the individual is leaving the child in a college program sanctioned for children.

Children without supervision or with supervision imposed upon college employees or students, may disrupt the educational process, or work setting, and possibly create a safety hazard for the children themselves or for others. This policy, together with its accompanying procedure, is intended to help ensure the safety and security of children visitors to the college and to safeguard the educational and work environments of the college.

This policy pertains to all employees and persons who visit the college, participate in classes, and/or programs, events, or other activities on college property.

3.5 : Tobacco Free Campus Policy (WVC Policy 000.240)

Wenatchee Valley College prohibits smoking or other tobacco use, distribution, or sale of tobacco, including any smoking device, or carrying of any lighted smoking instrument within the perimeter of college property. This includes all college sidewalks, parking lots, landscaped areas, sports fields, and college buildings. Use of tobacco is also prohibited at events on college premises, or in college-owned, rented, or leased vehicles.

For this policy, "tobacco" is defined to include any lighted or unlighted cigarette, e-cigarette, cigar, pipe, clove cigarette, and any other smoking product; and smokeless or spit tobacco, also known as dip, chew or snuff, in any form.

Smoking materials must be extinguished and properly disposed of prior to entering college property or exiting a vehicle. Improper disposal includes but is not limited to spitting smokeless tobacco products, littering (e.g., discarding cigarette butts, throwing cigarette butts out of windows, leaving spit containers).

All college employees, students and visitors are required to comply with this policy, which shall always remain in force.

3.6 : 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 ADN 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/instructor 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 instructor, schedule to meet with the instructor to discuss the concern. If the part-time instructor is not able to assist the student with the concern, the student should seek assistance from the lead instructor.

2. If the conflict remains, an appointment to meet with the Nursing Programs Administrator should be scheduled.

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

3.7 : Sim 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 – 9-2021](#))

3.8 : Electronic Devices Policy

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 clinicals. 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 and BAS Coordinator in Wenatchee or the Program Assistant in Omak.

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.

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 Programs Administrator, the principles can be found on the [American Nursing Association \(ANA\) website at https://www.nursingworld.org/practice-policy/nursing-excellence/social-networking-Principles/](https://www.nursingworld.org/practice-policy/nursing-excellence/social-networking-Principles/)

3.9 : Exam Proctoring Policy

The exam proctoring policy relates to in-person and remote proctoring.

1. Students may have one beverage in a closed/sealed container. Students may have unwrapped throat/cough lozenges (if necessary) at the testing station. Other food items are not allowed during testing.
2. Students *may not* have personal items or electronic devices other than a laptop at the testing station (or on the desktop). This includes devices such as smart watches. All personal belongings (including, but not limited to, hats and sunglasses) must be stored out of reach, with discretionary allowances for religious apparel.
3. For in-person proctoring, students *may not* leave the testing room without proctor approval.
 - Students are to use the restroom prior to the start of the exam.
 - A student *may* be granted permission to use the restroom during the exam, at the discretion of the proctor.
 - A sign-out sheet may be used, at the discretion of the proctor. Time out of the classroom will be monitored.
 - Only one student may leave the testing room at a time.
 - Students may not take exam materials or any personal belongings outside of the room during an unscheduled break.
 - Missed time during the exam for a restroom break is lost and cannot be made up.
4. For remote proctoring, the student will take actions to limit interruptions to testing.
 - Students are to attend to needs, such as eating or using the restroom, prior to the start of the exam.
 - If necessary, students will announce the reason for leaving the testing environment to the camera and return promptly.
 - Students may not take exam materials or any personal belongings outside of the testing environment.
 - Students may not view notes or resources during their absence.
 - During a break, missed time is lost and cannot be made up.
 - If students have a question or problem, they will announce their issue to the camera and alert the proctor via email.
5. Students who have completed the exam may not discuss exam questions or content, except during an exam review or when meeting with a faculty member, nursing administrator, or staff member.
6. In consideration for those testing, students should leave the testing area so as not to disturb testers.

3.10 : Assessment of Learning and Remediation Policies

The Wenatchee Valley College ADN Program remediation policy is designed to assist students to meet program benchmarks (a standard of excellence or achievement, against which similar things must be measured or judged) in the following areas:

- Theory Exams and Assignments
- Medication Safety Testing
- Clinical Performance
- HESI Exams

Remediation is the action or process of **remedying** (correcting) a situation. Those who fail to demonstrate competency in the above areas need to identify how they are going to “close the gap” between what they know and what they need to learn. The remediation plan should specify how the student is going to accomplish this.

The remediation plan is a specific plan of action that details the student’s plan for self-evaluation and the planning of specific interventions (actions) the student is going to take. Six separate remediation forms, and one template, are available in this Student Handbook, Section 4. The following forms address each area of performance listed above:

- Remediation Plan: Theory
- Remediation Plan Template (This form is available for student use to aid in the development of a remediation plan.)
- Test Analysis Record
- Remediation Plan: Medication Safety Testing and Clinical
- Nursing Skills Testing Remediation Form
- HESI Remediation Plan Contract
- Root Cause Analysis (This form might be used for students that are reporting an incident.)

It is the responsibility of the student to initiate and complete the remediation process for theory unit exams and HESI assessments. The instructor will initiate the remediation process for medication safety and clinical performance. The skills tester will initiate the remediation process for skills testing.

If a student remediation plan lacks specific detail and thought, the student will be asked to rewrite and resubmit the remediation plan.

1. Theory Courses Assessment of Learning and Remediation Policy

The theory grade for the quarter is a compilation of points from the course’s required activities. The final score will include exams, HESI points, quizzes, written papers, and/or assignments, at the discretion of the instructor.

In nursing courses and pharmacology unit exam scores and assignments are recorded as they are awarded without any rounding. The final course grade is rounded up to the next highest number for anything .5 or higher and rounded down to the next lowest number for anything .4 or lower. For example, a final score of 84.6 becomes 85; a final score of 84.4 becomes 84.

The following percentages to letter grade equivalents have been established for the ADN Program:

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

In nursing and pharmacology courses, students must earn a cumulative course grade of 80 percent or greater to progress in the ADN Program.

Remediation will be required for students who score below 80 percent on any nursing or pharmacology unit exam. Those students are required to complete a remediation plan, to include any of the following selected actions, which will be outlined on the ADN Program Remediation Plan: Theory form (Section 4). Students can refer to the module titled "Developing Test Taking Skills - Remediation and Resiliency Resources" in the Canvas course.

The student will complete the following steps of remediation:

- Review: Review the exam and identify areas of deficient knowledge or understanding, utilizing the Test Analysis Record Sheet. This may include attending the class test review, reviewing the exam with the instructor, or both.
- Remediate: Utilizing the Remediation Plan: Theory form, develop a remediation plan that includes content, specific resources, and page numbers. In addition, the student may utilize the optional Remediation Plan Template form to organize their plan.
- Submit: Present the Remediation Plan: Theory form, Test Analysis Record form and the optional Remediation Plan Template form to the instructor within one (1) week of the failed exam.

2. Medication Administration Safety and Remediation Policy

The WVC College of Nursing provides learning opportunities and competencies throughout the program to assure that nursing students can accurately and safely administer medications. Students will be provided with both theory and clinical learning experiences related to safe medication administration. Learning experiences will include:

- Correct reading and interpretation of a medication order
- Safe identification of the 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

Learning experiences and evaluation occur:

- Pharmacology 101-103- Nursing students receive theoretical knowledge of medication administration, medication reconciliation, dose calculation, and reporting medication errors. Students are evaluated through examinations.
- Nursing 101-Nursing students complete an 8-hour Medication Administration Lab where they learn and practice safe and accurate medication administration via multiple routes. Students will complete skills modules, videos, and quizzes as lab preparation. Students are oriented to and practice using the ADD to enhance patient safety in medication administration. Once competency is verified by a nursing instructor, The Medication Administration Competency Form is signed and filed.
- Nursing 101, 103-Nursing students are evaluated, and competency verified by a Skill Tester nursing faculty during the Medication Administration Skills Test. Failure to pass the medication administration skill test within three attempts will result in a recommendation for dismissal from the ADN Program. See Policy 3.11.
- Nursing 103-Nursing students learn and practice intravenous medication administration. Students will complete skills modules, videos, and quizzes as lab preparation. Once competency is verified by a nursing instructor, the Medication Administration Competency Form is signed and filed.
- Nursing 101, 102, 103, 201, 202, 203 - Nursing students complete a math competency exam with 100% score prior to administering medication in the clinical setting.

Medication Administration Requirements

Practice with medication administration will occur during simulated scenarios, skills practice labs, medication calculation and administration online modules, and skill tests before a student is able to administer medications in the clinical environment. Specifically, the ability of nursing students to administer medications in the clinical setting is based on 1) successful skills competency verification in Quarters 1 and 3, 2) earning 100% on a Math Competency Exam each quarter, 3) clinical instructor/nurse proctor discretion 4) orientation and adherence to clinical agency nursing student policy, and 5) level of nursing student (medication administration routes and autonomy are leveled for Student Nurse Year 1 and Student Nurse Year 2).

Math Competency

The nursing profession requires nurses to have a broad base of mathematical computational skills to administer medications accurately and safely. The WVC ADN Program requires students to demonstrate competency in their math skills as they progress through the ADN Program. Nursing students will demonstrate continued math competency in their ability to calculate correct dosages of medications and intravenous fluids as evidenced by achieving 100 percent on a proctored medication safety exam. See policy 3.10.

Automated Drug Delivery Systems

Students are trained to use the Automated Drug Delivery (ADD) system to enhance patient safety in medication administration. In Pharmacology 101, students are taught about ADDs and methods to increase the safety of drug identification and preparation. In the Nursing 101L Medication Administration 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 opportunities to practice accessing the ADD during other skills labs and simulation experiences.

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

Skills Card

The Wenatchee Valley College Nursing Student Skills Card guides medication administration allowance and supervision expectations for the nursing student level (SN1, SN2). Students are required to carry the skills card and abide by the expectations during clinical experiences. Students in the first year of the nursing program must be directly supervised at every step of the medication administration process by the nursing instructor or licensed nurse. Second year student's supervision will vary depending on demonstrated nursing judgment and competency.

Student Nurse Year 1 students may:

- Administer medications/immunizations via the PO, IM, sub-cutaneous, Intra-dermal, inhalation routes with direct supervision by a nursing instructor, approved proctor, or licensed nurse.
- Access the ADD after orientation and with direct supervision by a nursing instructor, approved proctor, or licensed nurse.

Student Nurse Year 1 students may not:

- Administer medications or fluids via intravenous route

Student Nurse Year 2 students may:

- Administer medications/immunizations via the PO, IM, sub-cutaneous, Intra-dermal, inhalation routes with minimal supervision after competency is verified by clinical instructor.
- Administer fluids and medications through the intravenous route with direct supervision by a nursing instructor,

- approved proctor, or licensed nurse.
- Access the ADD after orientation and with direct supervision by a nursing instructor, approved proctor, or licensed nurse.

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

3. Clinical Course Assessment of Learning and Remediation Policy

The student must maintain a passing grade in clinical courses to progress in the ADN Program. The clinical grade is determined by written documentation of clinical behavior. Weekly evaluations occur with the student and clinical instructor so that, at all times, 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 clinical grade.

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

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

Remediation may be utilized for any clinical performance that requires student improvement, at the discretion of the clinical instructor. Remediation will also be utilized for deficiencies (failure in student performance) related to the clinical setting. Examples of situations that will result in a clinical deficiency and will require student remediation are outlined in Section 3.13, 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 ADN Program Remediation Plan: Medication Safety Testing and Clinical form will be utilized.

4. HESI Exams and Remediation Policy

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

The WVC Nursing Program has chosen to utilize the student self-pay model (eCommerce). This means that students will bear the responsibility for self-payment (via Credit Card) for HESI materials. Students must pay for their HESI resources during the first week of quarters 1 and 4 or are subject to receive a deficiency. The faculty will provide instructions for payment collection. This program is mandatory if students wish to attend the WVC Nursing Program.

Students will be notified of the HESI testing schedule on a quarterly basis. The testing schedule will be included as part of the schedule for the quarter.

<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter3</u>
		* Pharmacology * HESI PN Exit Exam <i>(only version 1 required, version 2 optional)</i>
<u>Quarter 4</u>	<u>Quarter 5</u>	<u>Quarter 6</u>
RN Fundamentals	RN Med/Surg	HESI RN Exit Exam

For each HESI specialty or exit exam category, two versions are available. All students are required to take both versions of proctored HESI exams, with the exception of the PN exit. The WVC Nursing Program goal is for all students to achieve and maintain an acceptable level of performance (a score of 900 or above) on proctored HESI assessments. Students will complete the non-proctored exam (practice exam) prior to taking the HESI proctored exam Version 1. Practice exams are found in the HESI Patient Reviews with RN Case Studies, and Practice Test course. The student must earn $\geq 80\%$ on the practice exam. Practice exams may be re-taken until a score of $\geq 80\%$ is achieved. There is no practice exam required before taking HESI Exam Version 2. If this process is not followed, the student will receive a written warning or a deficiency notice.

Students who score ≥ 900 points on either version of the HESI proctored exam can earn bonus points. These points will be added to the overall theory grade. Points from the HESI Pharmacology exam will be added to the pharmacology course grade. See the Table of HESI Performance Benchmarks for scoring intervals and corresponding point allotment. Non-proctored practice exams do not qualify for extra points.

Table of HESI Performance Benchmarks

HESI Scoring Interval (Test Score)	Description of Performance Level	Points Possible	Remediation
>= 1000	<p align="center"><u>High Achiever</u></p> <ul style="list-style-type: none"> * Outstanding probability of passing * Demonstrates performance that exceeds expectations 	4	Required
950-999	<p align="center"><u>Excellent Performance</u></p> <ul style="list-style-type: none"> * Strong probability of meeting NCLEX® standards. 	3	Required
900-949	<p align="center"><u>Acceptable Performance</u></p> <ul style="list-style-type: none"> * Fairly certain to meet NCLEX® standards. * Demonstrates satisfactory level of competence. 	2	Required
850-899	<p align="center"><u>Below Acceptable Performance</u></p> <ul style="list-style-type: none"> * Average probability of passing NCLEX® standards. * Meets absolute minimum standards 	1	Required
< 850	<p align="center"><u>Needs Further Preparation</u></p> <ul style="list-style-type: none"> * Below average probability of passing NCLEX® standards. * Does not meet minimum standards. 	0	Required

HESI Remediation Process:

Following a HESI Version 1 Exam, all students must complete the following steps:

Step 1: Complete the HESI Remediation Plan Contract (Section 4). The requirements for remediation for each level are outlined in the HESI Student Remediation Table (Section 4).

Step 2: Turn in the HESI remediation plan into the Canvas drop box within 2 days of taking the HESI exam.

Step 3: Complete remediation activities by the due date and turn it into the appropriate Canvas drop box. The student must earn ≥ 80% on EAQs and case studies and must include screenshots of EAQ and case study completion in a drop box submission. The packet completion can be seen by faculty, so no screenshots are needed.

Step 4: Retake the HESI Version 2 Exam at the time designated on the quarterly calendar.

Remediation is recommended, but not required following a HESI Version 2 Exam.

* The remediation packets are found in the HESI Next-Generation course and are specifically assigned based on the student’s performance on the exam. Based on individual test results, a student may receive multiple remediation packets. Students will be required to complete the minimum number of packets identified in the *HESI Student Remediation Table* (section 4).

Medication Administration Requirements

Practice with medication administration will occur during simulated scenarios, skills practice labs, medication calculation and administration online modules, and skill tests before a student is able to administer medications in the clinical environment. Specifically, the ability of nursing students to administer medications in the clinical setting is based on 1) successful skills competency verification in Quarters 1 and 3, 2) earning 100% on a Math Competency Exam each quarter, 3) clinical instructor/nurse proctor discretion 4) orientation and adherence to clinical agency nursing student policy, and 5) level of nursing student (medication administration routes and autonomy are leveled for Student Nurse Year 1 and Student Nurse Year 2).

Math Competency

The nursing profession requires nurses to have a broad base of mathematical computational skills to administer medications accurately and safely. The WVC ADN Program requires students to demonstrate competency in their math skills as they progress through the ADN Program. Nursing students will demonstrate continued math competency in their ability to calculate correct dosages of medications and intravenous fluids as evidenced by achieving 100 percent on a proctored medication safety exam. See policy 3.10.

Automated Drug Delivery Systems

Students are trained to use the Automated Drug Delivery (ADD) system to enhance patient safety in medication administration. In Pharmacology 101, students are taught about ADDs and methods to increase the safety of drug identification and preparation. In the Nursing 101L Medication Administration 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 opportunities to practice accessing the ADD during other skills labs and simulation experiences.

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

Skills Card

The Wenatchee Valley College Nursing Student Skills Card guides medication administration allowance and supervision expectations for the nursing student level (SN1, SN2). Students are required to carry the skills card and abide by the expectations during clinical experiences. Students in the first year of the nursing program must be directly supervised at every step of the medication administration process by the nursing instructor or licensed nurse. Second year student's supervision will vary depending on demonstrated nursing judgment and competency.

Student Nurse Year 1 students may:

- Administer medications/immunizations via the PO, IM, sub-cutaneous, Intra-dermal, inhalation routes with direct supervision by a nursing instructor, approved proctor, or licensed nurse.
- Access the ADD after orientation and with direct supervision by a nursing instructor, approved proctor, or licensed nurse.

Student Nurse Year 1 students may not:

- Administer medications or fluids via intravenous route

Student Nurse Year 2 students may:

- Administer medications/immunizations via the PO, IM, sub-cutaneous, Intra-dermal, inhalation routes with minimal supervision after competency is verified by clinical instructor.
- Administer fluids and medications through the intravenous route with direct supervision by a nursing instructor,

approved proctor, or licensed nurse.

- Access the ADD after orientation and with direct supervision by a nursing instructor, approved proctor, or licensed nurse.

Student Nurse Year 2 students may not:

- Administer chemotherapeutic agents and blood products

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

1. Clinical Course Assessment of Learning and Remediation Policy

The student must maintain a passing grade in clinical courses to progress in the ADN Program. The clinical grade is determined by written documentation of clinical behavior. Weekly evaluations occur with the student and clinical instructor so that, at all times, 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 clinical grade.

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

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

Remediation may be utilized for any clinical performance that requires student improvement, at the discretion of the clinical instructor. Remediation will also be utilized for deficiencies (failure in student performance) related to

the clinical setting. Examples of situations that will result in a clinical deficiency and will require student remediation are outlined in Section 3.13, 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 ADN Program Remediation Plan: Medication Safety Testing and Clinical form will be utilized.

2. HESI Exams and Remediation Policy

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

The WVC Nursing Program has chosen to utilize the student self-pay model (eCommerce). This means that students will bear the responsibility for self-payment (via Credit Card) for HESI materials. This program is mandatory if students wish to attend the WVC Nursing Program. **Students will be notified of the HESI testing schedule on a quarterly basis. The testing schedule will be included as part of the schedule for the quarter.**

WVC HESI Testing Plan - Table of HESI Proctored Assessments

<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter3</u>
		* Pharmacology * HESI PN Exit Exam (One version required, a 2 nd is optional)
<u>Quarter 4</u>	<u>Quarter 5</u>	<u>Quarter 6</u>
• RN Fundamentals	• RN Med/Surg	• HESI RN Exit Exam

For each HESI specialty or exit exam category, two versions are available. All students are required to take both versions of proctored HESI exams except for the PN exit. The WVC Nursing Program goal is for all students to achieve and maintain an acceptable level of performance (a score of 900 or above) on proctored HESI assessments. Students will complete the non-proctored exam (practice exam) prior to taking the HESI proctored exam Version 1. Practice exams are found in the *HESI Patient Reviews with RN Case Studies, and Practice Test* course. The student must earn $\geq 80\%$ on the practice exam. Practice exams may be re-taken until a score of $\geq 80\%$ is achieved. Students will not be able to take the HESI Version 1 proctored exam without completing the practice exam with $\geq 80\%$ prior to the due date. There is no practice exam required before taking HESI Exam Version 2. If this process is not followed, the student will receive a written warning or a deficiency notice.

Students who score ≥ 900 points on either version of the HESI proctored exam can earn bonus points. These points will be added to the overall theory grade. Points from the HESI Pharmacology exam will be added to the pharmacology course grade. See the Table of HESI Performance Benchmarks for scoring intervals and corresponding point allotment. Non-proctored practice assessments do not qualify for extra points.

Table of HESI Performance Benchmarks

HESI Scoring Interval (Test Score)	Description of Performance Level	Bonus Points Possible	Remediation
≥ 1000	<u>High Achiever</u> * Outstanding probability of meeting NCLEX standards * Demonstrates performance that exceeds expectations	4	Required

950-999	<p style="text-align: center;"><u>Excellent Performance</u></p> <ul style="list-style-type: none"> * Strong probability of meeting NCLEX® standards. 	3	Required
900-949	<p style="text-align: center;"><u>Acceptable Performance</u></p> <ul style="list-style-type: none"> * Fairly certain to meet NCLEX® standards. * Demonstrates satisfactory level of competence. 	2	Required
850-899	<p style="text-align: center;"><u>Below Acceptable Performance</u></p> <ul style="list-style-type: none"> * Average probability of passing NCLEX© standards. * Meets absolute minimum standards 	1	Required
< 850	<p style="text-align: center;"><u>Needs Further Preparation</u></p> <ul style="list-style-type: none"> * Below average probability of passing NCLEX© standards. * Does not meet minimum standards. 	0	Required

HESI Remediation Process:

Following a HESI Version 1 Exam, the student must complete the following steps:

Step 1: Complete the HESI Remediation Plan Contract (Section 4). The requirements for remediation for each level are outlined in the HESI Student Remediation Table (Section 4).

Step 2: Turn in the HESI remediation plan into the Canvas drop box within 2 days of taking the HESI exam.

Step 3: Complete remediation activities by the due date and turn it in to the appropriate Canvas drop box. The student must earn $\geq 80\%$ on EAQs and case studies and must include screenshots of EAQ, case study, and remediation packet completion in a drop box submission. Packet completion can be seen by faculty so no screenshots are needed.

Step 4: Retake the HESI Version 2 Exam at the time designated on the quarterly calendar.

*Remediation is recommended, but not required following a HESI Version 2 Exam.

HESI Remediation Table

HESI Score ≥ 900 Required	<ul style="list-style-type: none"> • Complete online remediation provided in the HESI Next Generation Course. Students will complete five essential or recommended packets. *
HESI Score 850 - 899 Required	<ul style="list-style-type: none"> • Complete online remediation provided in the HESI Next Generation Course. Students will complete five essential or recommended packets. * • Develop one 25-question custom quiz in the Evolve Adaptive Quizzing for NCLEX course. The quiz should reflect a priority content area and subtopic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. **
HESI Score 800 – 849 Required	<ul style="list-style-type: none"> • Complete online remediation provided in the HESI Next Generation Course. Students will complete five essential or recommended packets. * • Develop two 25-question custom quizzes in the Evolve Adaptive Quizzing for NCLEX course. Each quiz should reflect a priority content area and subtopic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. **

HESI Score 750-799 Required	<ul style="list-style-type: none"> • Complete online remediation provided the HESI Next Generation Course. Students will complete ten essential or recommended packets. * • Develop three 25-question custom quizzes in the Evolve Adaptive Quizzing for NCLEX course. Each quiz should reflect ONE priority content area and subtopic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. **
HESI Score 700 - 749 Required	<ul style="list-style-type: none"> • Complete online remediation provided the HESI Next Generation Course. Students will complete ten essential or recommended packets. * • Develop four 25-question custom quizzes in the Evolve Adaptive Quizzing for NCLEX course. Each quiz should reflect ONE priority content area and subtopic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. ** • Select one HESI Case Studies in a content area of weakness based on your HESI Exam Student. Report and complete with 80% score. ***
HESI Score 699 or below Required	<ul style="list-style-type: none"> • Complete online remediation provided the HESI Next Generation Course. Students will complete 15 essential or recommended packets. * • Develop five 25-question custom quizzes in the Evolve Adaptive Quizzing for NCLEX course. Each quiz should reflect ONE priority content area and subtopic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. ** • Select one HESI Case Studies in a content area of weakness based on your HESI Exam Student. Report and complete with 80% score. ***

* The remediation packets are found in the HESI Next Generation course and are specifically assigned based on the student's performance on the exam.

**When using Adaptive Quizzing as remediation after HESI exams, use Custom Exams created in the EAQ Course, not Mastery Exams. One content area should be selected for each area of weakness, rather than combining multiple topic areas into a quiz with more questions. A >80% score is captured with a screenshot and uploaded to the remediation drop box on Canvas.

***Case Studies are found in the HESI Patient Reviews with RN Case Studies, and Practice Test course. The student must choose a case study that they have not completed previously. The student must earn >80% on the case study. A >80% score is captured with a screenshot and uploaded to the remediation drop box.

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 unit exam or, if it is the final unit, the student will not be allowed to take the comprehensive final exam. 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 theory unit or final exams according to instructor 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.

3.11 : Clinical Skill Proficiency Testing Policy

The Clinical Skill Proficiency Testing Policy was determined and implemented to guide students, clinical lab staff, faculty, and administrators on testing for skill proficiency.

Quarters 1 through 4:

- Passing a skill results in a “Satisfactory” on the Clinical Evaluation Tool (CET).
- Failing a skill on the first and second attempts results in a “Not Satisfactory” on the CET.
- A second/third attempt of the failed skill will be scheduled before the next clinical day if possible. The student will not be allowed to retest on the same day.
- The student will not be allowed to perform the skill in the clinical area.
- Failing a skill on the third attempt results in a third “Not Satisfactory” on the CET and may result in a recommendation for dismissal from the ADN Program.
- Remediation will be instituted after failure of a skill during clinical skill proficiency testing. The skills tester or faculty member will initiate the remediation process and specify remediation requirements (as well as remediation dates/deadlines). The Nursing Skills Testing Remediation form will be utilized.
- Skills testers may issue Written Warnings/Deficiencies, as appropriate and according to the ADN handbook policies.

Additional Student Guidelines for Skills Testing:

1. Arrive in full WVC uniform, per ADN handbook.
2. Bring skills lab bag, with required supplies, and signed-off skills testing forms.
3. Students may use a 3"x5" note card only for the Physical Assessment skill. No other cue cards or note cards will be allowed.
4. If a student is unable to complete the skill test as scheduled (i.e., for tardiness, inappropriate attire, or failure to provide a signed skill Pass-off Form), the student will not be allowed to test at that time. The student will receive a NS on their CET for not being prepared, and an additional time to re-test will be scheduled.
5. The student will have a maximum of 25 minutes to perform the skill. This time starts when the student enters the room. Students will be encouraged to arrive 15 minutes early, so that they can gather and organize supplies. If a student takes longer than 25 minutes to perform the skill, the student will fail the skill, and need to retest.
6. Students are not to talk to the skills tester during the testing. An exception to this would be if the student asks the skills tester to assist with the procedure. In this case, the student may ask the skill tester to obtain an item, or to assist with positioning of the patient as their CNA.
7. When the student has completed the skill, the student will be informed as to whether they passed. This explanation will be brief. This is not a time for re-teaching the skill.

3.12 : Incident Reporting System

Mistakes occur for many reasons – and should be reported immediately to the lead faculty and Nursing Programs Administrator. 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 nursing administrator 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, student injury, 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 and the Student Practice Event Evaluation Tool (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 Nursing Programs Administrator 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 Nursing Programs Administrator.

3.13 : Deficiency Notice Policy

The student may receive a Deficiency Notice or Written Warning (Section 4), 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 ADN Program documentation requirements.
- Is not prepared or is not suitably attired for the clinical experience.
- Acts of omission, commission, and/or failure to follow through with instructions actually or potentially endanger the patient's safety and/or welfare (included in the Student Application of the Code of Ethics, (Section 1.16).
- Has an unexcused absence from the clinical experience, orientation, or required meetings, or violates attendance policy.

- Is tardy for a clinical or required theory experience.
- Fails to maintain competencies from prior quarters.
- Fails to demonstrate expected level of competency of the nursing process.
- Fails to demonstrate expected level of competency in clinical/course paperwork.
- Fails to demonstrate skills test competency.
- Fails to complete written assignments in a timely manner.
- Demonstrates impaired function due to the use of drugs, alcohol, or other chemical substances, or physical or mental exhaustion or illness. Student's behavior actually or potentially jeopardizes the patient's safety and/or welfare (Section 3.17).
- Fails to demonstrate behaviors/expectations outlined in the current Nursing Student Handbook (Section 1.20).
- Violates the Code of Conduct for Nursing Students (Section 1.16).
- Violates the American Nurses Association Code of Ethics (Section 1.17).
- Violates the American Nurses Association Principles for Social Networking (Section 3.8).

The receipt of three (3) Deficiency Notices, by any student during enrollment in the ADN Program, may be grounds for dismissal from the ADN Program. The clinical instructor will notify the lead instructor of any Deficiency Notices; the lead instructor will, in turn, notify the Nursing Programs Administrator.

3.14 : Opportunity for Students to Evaluate ADN Program

High-quality teaching and learning opportunities are key factors to meeting nursing students' needs. Online evaluations, which provide anonymity and confidentiality for participating students, have been developed to provide information to WVC administration and individual faculty members, and are used to improve and advance the curriculum and its instruction.

Evaluations are also provided for capturing information on events, such as Allied Health Day, or for evaluation of simulation activities. Additionally, evaluations are collected from employers, faculty, clinical agencies, and graduates of the ADN Program. Students assist their instructors and the program by providing honest, constructive, and substantive responses in the evaluations.

3.15 : Withdrawal from the ADN Program

Voluntary Withdrawal

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

Involuntary Withdrawal or Dismissal

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

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

- Pose a significant threat of danger and/or harm to self or other members of the community.
- Interfere with the lawful activities or basic rights of other students, college employees, or visitors.
- Pose a threat, or suspicion of threat, to patient safety.

The ADN Program will also address all reports of impaired or possibly impaired performance of student practitioners in order 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 ADN Program must meet with the Nursing Programs Administrator to complete the exit interview process, in order to be considered for re-entry to the ADN Program at a later date.

3.16 : Readmission Policy

Any former WVC nursing student may return to the ADN Program, on a space available basis, one (1) time only, and only if the student has passed clinicals. An average of 80 percent is required to pass the theory courses, which correlates with the minimum passing score for the State Board exams for licensure. The student who fails a theory course may apply for re-entry the following year, on a space available basis. Space available includes classroom space, clinical facility space, as well as available clinical faculty. Definitions include:

- **Re-entry:** the student has stepped out of the program and is able to re-enter one time in the same curriculum.
- **Readmission:** the student is applying to be admitted either as a first quarter RN student, or a 4th quarter LPN to RN student (if they are a licensed LPN).

A student seeking readmission must first meet with the Nursing Programs Administrator, to identify if the student fulfilled all requirements for entrance into the ADN Program (refer to the WVC Student Planner/Handbook, the WVC website, or the supplemental application form for specific information). Priority for re-entry and readmission will be based on GPA.

All students seeking re-entry or readmission must:

- Be in good standing.
- Have passed all clinical courses.
- Send a letter of intent to the Nursing Programs Administrator, which includes:
 - Dates of ADN Program attendance.
 - Reason(s) for leaving the ADN Program.
 - Appraisal of theory and clinical performance, and plan for success after return.
 - Recommendation letter for acceptance.
 - Outline of course content completed.
- Meet with the Allied Health Department Educational Planner.
- Submit a supplemental application (available on the WVC website) during the application period, to secure an available slot.
- Have only been admitted to the program once before.

A favorable letter of recommendation from the applicant's current employer (with whom the applicant has been employed during the previous three months) must be sent to the WVC Nursing Programs Administrator.

When the student seeking re-entry or readmission has been accepted to the ADN Program, they must obtain a current Student Nursing Handbook and verify that all personal documentation and immunization records are current. Exceptions to the Readmission Policy are considered on an individual, case-by-case basis.

3.17 : 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 of the clinical affiliate standards, including this drug screen, in order to successfully complete

clinical courses in the ADN Program. Some facilities may require annual drug screening.

Nursing students who re-enter the ADN Program after having withdrawn for a period of one or more years will be required to submit a current negative drug screen (Section 3.1). Students may not attend classes until the screening has been successfully completed. Refusal to comply with this requirement will lead to dismissal from the ADN Program (Section 3.15).

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 ADN 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 ADN 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 1.20, 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 ADN 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 ADN Program due to chemical dependency and/or substance abuse may apply for readmission after one year of absence from the ADN 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 ADN 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 Administrator, the Vice President of Student Development, or designee. If the results of the test(s) are positive, the Nursing Programs Administrator may recommend that the student be dismissed from the ADN 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 Administrator within 24 hours of the test results to discuss the circumstances surrounding the impaired

clinical behavior. If the indicator was the odor of alcohol, the student will be mandated to discontinue the use of whatever may have caused the alcohol-like odor before being allowed to return to the clinical setting. If the indicator was behavioral, consideration must be given to a possible medical condition being responsible for the symptoms. A medical referral for evaluation may be indicated.

If a student refuses to submit to a urine or oral swab drug screen, the student will be removed from the clinical setting pending a full investigation by the Nursing Programs Administrator. 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 Administrator 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 ADN 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 ADN Program.

“For Cause” Drug Screening

If the clinical facility observes a student behaving in a manner that is consistent with the use or misuse of alcohol, illegal drugs, or drugs, which impair judgment, the student will be removed from the clinical setting and may be required to submit to the agency’s drug screening. The student will meet with the Nursing Programs Administrator or designee to discuss the circumstances surrounding impaired behavior. If the drug screen is negative, the student may return to clinical; the clinical site may determine if the student may return. If the drug screen is positive, the student will withdraw from all nursing courses.

If the student refuses a “for cause” testing, the student will be removed from the clinical site pending an investigation. This time will count as clinical absences.

Definitions

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

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

Marijuana and the Law

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

3.18 : Exposure/Injury Protocol

WVC nursing students risk harm from a variety of sources and may accidentally become injured or exposed to unsafe bloodborne pathogens, fluids, or other materials. As students are not employees of clinical facilities to which they have been assigned, students are covered under the Washington State Tort and community colleges liability.

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

- Access emergent care; i.e., flush eyes. Notify the clinical instructor, who will assist in following the clinical policy of the facility. If chemical exposure, follow MSDS recommendation.
- Notify Employee Health in 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 bloodborne pathogens (i.e., 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 Administrator **within 48 hours**.
- An incident report should be submitted to the state (see Section 3.12) within **48 hours** and documentation should be provided to the Nursing Administrator to file.

The instructor will call the Nursing Programs Administrator on the day of the incident and will provide written documentation, in narrative form, to the Nursing Programs Administrator **within 48 hours**.

The Nursing Programs Administrator will attach written documentation, in narrative form, and the WVC Accident Report Form and submit originals to the WVC Business Office in **48 hours**.

The instructor and Nursing Programs Administrator or designee will follow up with students.

Section 4: Forms and Agreements

Forms and agreements used in the ADN Program are found on the following pages.

**Wenatchee Valley College ADN Program
Remediation Plan: Theory**

Student Name _____ Quarter _____

Unit _____ 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) weekdays 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 ADN Program
Remediation Plan Template**

Student: _____

Theory Class: _____

Exam Review date(s): _____

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

<u>Topic for Review</u>	<u>Resource</u>	<u>Time for Completion</u>	<u>Completion Date</u>	<u>Done</u>

(Student to make copies, as necessary)

Wenatchee Valley College ADN Program

Test Analysis Record Sheet

(Student to make copies, as necessary)

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

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

Number of items missed																					

**Wenatchee Valley College ADN Program
Remediation Plan: Medication Safety and Clinical**

Student Name _____ Quarter _____

Clinical Course _____

Medication Safety Exam Remediation

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

Interventions:

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

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

Clinical Performance Remediation

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

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

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

Instructor Signature Date

Student Signature Date

(Student to make copies, as necessary)

**Wenatchee Valley College
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 dropbox within 2 days of the HESI exam.

**Wenatchee Valley College ADN Program
HESI Student Remediation Table**

HESI Score 850 - 899 Required	<ul style="list-style-type: none"> 3- Complete online remediation provided in the HESI Next Generation Course. Students will complete five essential or recommended packets. * 4- Develop one 25-question custom quiz in the Evolve Adaptive Quizzing for NCLEX course. The quiz should reflect a priority content area and subtopic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. **
HESI Score 800 – 849 Required	<ul style="list-style-type: none"> 3- Complete online remediation provided in the HESI Next Generation Course. Students will complete five essential or recommended packets. * 4- Develop two 25-question custom quizzes in the Evolve Adaptive Quizzing for NCLEX course. Each quiz should reflect a priority content area and subtopic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved.**
HESI Score 750-799 Required	<ul style="list-style-type: none"> 3- Complete online remediation provided the HESI Next Generation Course. Students will complete ten essential or recommended packets. * 4- Develop three 25-question custom quizzes in the Evolve Adaptive Quizzing for NCLEX course. Each quiz should reflect ONE priority content area and subtopic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. **
HESI Score 700 - 749 Required	<ul style="list-style-type: none"> 4- Complete online remediation provided the HESI Next Generation Course. Students will complete ten essential or recommended packets. * 5- Develop four 25-question custom quizzes in the Evolve Adaptive Quizzing for NCLEX course. Each quiz should reflect ONE priority content area and subtopic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. ** 6- Select one HESI Case Studies in a content area of weakness based on your HESI Exam Student Report and complete with 80% score. ***
HESI Score 699 or below Required	<ul style="list-style-type: none"> 4- Complete online remediation provided the HESI Next Generation Course. Students will complete 15 essential or recommended packets. * 5- Develop five 25-question custom quizzes in the Evolve Adaptive Quizzing for NCLEX course. Each quiz should reflect ONE priority content area and sub topic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. ** 6- Select one HESI Case Studies in a content area of weakness based on your HESI Exam Student Report and complete with 80% score. ***

* The remediation packets are found in the HESI Next Generation course and are specifically assigned based on the student’s performance on the exam. Complete pre- and post- quizzes when completing the remediation packets. Time spent in remediation packets is monitored by faculty to ensure quality remediation. Students will capture their completed packets and pre- and post-quiz scores with a screenshot and upload to the remediation dropbox on Canvas.

**When using Adaptive Quizzing as remediation after HESI exams, use Custom Exams created in the EAQ Course, not Mastery Exams. One content area should be selected for each area of weakness, rather than combining multiple topic areas into a quiz with more questions. A $\geq 80\%$ score is captured with a screenshot and uploaded to the remediation dropbox on Canvas.

***Case Studies are found in the *HESI Patient Reviews with RN Case Studies, and Practice Test* course. The student must choose a case study that they have not completed previously. The student must earn $\geq 80\%$ on the case study. A $\geq 80\%$ score is captured with a screenshot and uploaded to the remediation dropbox on Canvas.

ROOT CAUSE ANALYSIS

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

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 medication?	Yes <input type="checkbox"/> No <input type="checkbox"/>
What are the names of other people who were involved in the incident?	
Who did you notify about the incident?	

2. Description of the Error or Near Miss. (Briefly describe the error or near miss that occurred. Be detailed and keep to the facts. Include dates and times if known. If the incident was related to a medication, list the name of the medication, and the dose, time, and route of administration.)

3. Contributing Factors (In your opinion, what factors contributed towards this error or near miss? Consider factors such as communication issues, level of training/education related to task, patient characteristics, environment, and clarity of policies/procedures. Be detailed in your analysis of factors. For each factor that contributed towards the incident, ask yourself “Why? Why did this happen at this time, under this circumstance.”)

4. Possible System Improvements (In your opinion, are there system improvements that could be made that might help someone else avoid this error or near miss in the future?)

5. Change in personal practice (How will you change your practice to avoid this incident from occurring again in the future?)

6. Faculty Comments:

I have completed this RCA to the best of my ability based on my recollection of the events that occurred:	<div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 10px;"> Student Signature Date </div>
I have reviewed the Root Cause Analysis with the student:	<div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 10px;"> Faculty Signature Date </div>

(Student to make copies, as necessary)

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 the Root Cause Analysis File (log).

Student Signature

Date

Faculty Electronic Signature

Date

(Student to make copies, as necessary)

NCBON Just Culture STUDENT PRACTICE EVENT EVALUATION TOOL (SPEET)

Event(s):

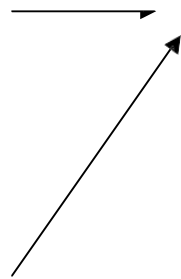
Event Number:

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

Criteria Score _____

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

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



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

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

improvement plan with student	and/or developing remedial improvement plan with student	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: __

**Wenatchee Valley College ADN Program
Deficiency Notice/Written Warning**

Written Warning
Instructor Initials

Deficiency Notice
Instructor Initials

Student: _____ Instructor: _____ Date: _____

The incident as described below has resulted in the issuance of a Deficiency Notice, as outlined in the ADN Program Policies (Section 3).

- _____ The student is not compliant with Program documentation requirements.
- _____ The student is not prepared or is not suitably attired for the clinical 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 clinical experience, orientation, or a required meeting, or violates attendance policy.
- _____ The student is tardy for clinical 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 demonstrate skills test competency.
- _____ 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/expectations outlined in the current Nursing Student Handbook (Section 1.20).
- _____ The student violates the Code of Conduct for Nursing Students (Section 1.16).
- _____ The student violates the American Nurses Association Code of Ethics (Section 1.17).
- _____ The student violates the American Nurses Association Principles for Social Networking (Section 3.8).
- _____ Other _____

Objective description of student behaviors:

Instructor Signature

Date

Student Signature

Date

Nursing Programs Administrator

Date

Cohort start date: Fall: _____

Year

**Wenatchee Valley College (WVC) Associate Degree Nursing Program
Request for an Exception to the Attendance Policy**

Please refer to the WVC Student Nursing Handbook (Section 3.2) regarding the attendance policy for theory, clinical and lab experiences.

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

STEP ONE:

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

Student Name: _____ **Date:** _____

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

Clinical Course Effected (NURS): ___ 151 ___ 152 ___ 153 ___ 251 ___ 252 ___ 253

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

Theory Course Effected (NURS): ___ 101 ___ 102 ___ 103 ___ 201 ___ 202 ___ 203

Pharmacology (PHARM): ___ 101 ___ 102 ___ 103

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 designee 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: _____ **Date:** _____

(Student to make copies, as necessary)



Student Reference Request and FERPA Release

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

Student name (please print): _____

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

Faculty Name _____ Faculty Name _____

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

Check this box if you authorize all faculty/staff.

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

Application for employment, scholarship, internship

Admission to another education institution

Other _____

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

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

1. _____
(Name and Address)

2. _____
(Name and Address)

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

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

Student Signature

Date

(Student to make copies, as necessary)

2023/2024 Required Textbooks

<u>Textbook Title</u>	<u>Author</u>	<u>Year</u>	<u>Publisher</u>	<u>ISBN#</u>
Pharmacology: A Patient-Centered Nursing Process Approach, 11th Edition	McCustion, Vuljoin DiMaggio, Winton & Yeager	2023	Elsevier	NEW ISBN: 9780323793155
Varcarolis' Foundations of Psychiatric Mental Health Nursing: A Clinical Approach, 9th Edition	Halter	2022	Elsevier/Saunders	9780323697071
Mosby's Diagnostic & Laboratory Test Reference, 15 th Edition	Pagana, Pagana & Pagana	2020	Elsevier	9780323675192
Medical-Surgical Nursing: Patient Centered Collaborative Care, 10 th Edition	Ignatavicius, Workman, Rebar & Heimgartner	2020	Elsevier	9780323612425
Community/Public Health Nursing: Promoting the Health of Populations, 7 th Edition	Nies and McEwen	2018	Elsevier	9780323528948
Saunders Comprehensive Review for the NCLEX-RN® Examination, 9 th Edition	Silvestri & Silvestri	Arrives in Sept 2023	Elsevier	9780323795302
Fundamentals of Nursing, 3rd Edition	Yoost & Crawford	2023	Elsevier	ISBN: 9780323828093
Bk Org:SP Pharm 2.0 (McCustion) eCm10, 11 TH EDITION		2022	Elsevier	9780323876339
Bk-Org: Ignatavicius Md-Srg SHRP-10			Elsevier	9780323794435
Bk-Org: SP Fund 2.0 Yoost eCm 2, 3 RD Edition		2022	Elsevier	9780323879835

2022/2023 FA Davis Textbooks

Textbook Title (and eBooks*)	Author	Year	Publisher	ISBN#
Nurse's Pocket Guide: Diagnoses, Prioritized Interventions, and Rationales, 16th Edition	Doenges Moorhouse	2022	FA Davis	9781719643078
Davis's Drug Guide for Nurses, 18 th Edition	Vallerand & Sanoski	2022	FA Davis	9781719646406
Essentials of Nursing Leadership and Management, 7 th Edition	Weiss, Tappen	2019	FA Davis	9780803669536
Maternal-Newborn Nursing: The Critical Components of Nursing Care, 3 rd Edition (paperback of most current edition)	Durham, R.F. & Chapman, L.L.	2019	FA Davis	
Pediatric Nursing The Critical Components of Nursing Care, 2 nd Edition (paperback of most current edition)	Rudd, K. & Kosisko, D.M.	2019	FA Davis	

*eBooks available bundled from the Bookstore

2022/2023 – Additional Optional Resources

Textbook Title	Author	Year	Publisher	ISBN#
Lutz's Nutrition and Diet Therapy, 7th Edition	Mazur & Litch	2018	FA Davis	9780803668140
Pathophysiology: Introductory Concepts and Clinical Perspectives, 2 nd Edition	Capriotti & Frizzell	2020	Davis	9780803694118
Phillips's Manual of IV Therapeutics: Evidence-Based Practice for Infusion Therapy, 7 th Edition	Gorski	2018	FA Davis	9780803667044

Online Passwords

<u>Website U R L</u>	<u>Username</u>	<u>Password</u>
safeMedicate® https://www.safemedicate.net/login.php		
Wenatchee Valley College Commons site http://commons.wvc.edu/default.aspx		
Canvas https://wvc.instructure.com/login		
Wenatchee Valley College Email http://commons.wvc.edu/default.aspx		
ExamSoft https://learn.examssoft.com/		
Elsevier/Evolve https://evolve.elsevier.com/cs/		

Clinical Contact Information

Fall Quarter

Clinical Instructor: _____

Contact Numbers: _____

Clinical Facility: _____

Contact Numbers: _____

Notes: _____

Winter Quarter

Clinical Instructor: _____

Contact Numbers: _____

Clinical Facility: _____

Contact Numbers: _____

Notes: _____

Spring Quarter

Clinical Instructor: _____

Contact Numbers: _____

Clinical Facility: _____

Contact Numbers: _____

Notes: _____