Whatcom
COMMUNITY COLLEGE

Nursing Program

Student Handbook

2024-2025

This handbook is part of every Nursing Course syllabus.

Revised July 2024

Program Accreditation and Approval

Whatcom Community College is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

The Associate Degree nursing program is approved by the Washington State Washington State Board of Nursing (NCQAC) (WA BON).

The Associate Degree nursing program at Whatcom Community College is nationally accredited by the:

Accreditation Commission for Education in Nursing
3390 Peachtree Road NE, Suite 1400
Atlanta, Georgia 30326

(404) 975-5000 | www.acenursing.org

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate Degree nursing program is Continuing Accreditation.

View the public information disclosed by the ACEN regarding this program at http://www.acenursing.com/accreditedprograms/programsearch.htm

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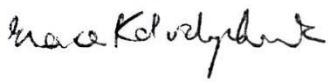
Welcome

Dear Nursing Student:

Welcome to the Associate Degree Nursing Program at Whatcom Community College. The nursing faculty and staff look forward to assisting you to achieve your goal of becoming a registered nurse. The time spent in the nursing program is just one step along this path. During your time here, you will work hard to attain the necessary knowledge, skills, and attitudes of an entry-level graduate nurse. The program is rigorous and many study hours are required for each credit taken. While there may be many challenges, the faculty and staff are invested in your success! We encourage you to regularly communicate your learning needs to the faculty.

The Nursing Program Student Handbook contains policies, procedures, and guidelines for the Associate in Nursing (DTA/MRP) Program and prescribes standards of conduct for nursing students. Each student is expected to be familiar with the contents of this handbook and will be accountable for following the information provided. The Nursing Program Student Handbook is reviewed and updated frequently, and updates will be communicated through emails and notifications using the Canvas learning management system. The current handbook can be located on the Nursing Program website and your canvas course. This handbook does not replace the college policies and procedures described in the college catalog. Therefore, nursing students are responsible to be familiar with and adhere to the policies, procedures, and guidelines of the Nursing Program and the College.

Wishing you the greatest success,



Grace Kolodychuk, PhD, RN
Nursing Program Director

Anti-Discrimination and Harassment, Title IX

Affirmation of inclusion

Whatcom Community College is committed to maintaining an environment in which every member of the College community feels welcome to participate in the life of the College, free from harassment and discrimination. We welcome people of all races, ethnicity, national origins, religions, ages, genders, sexual orientations, marital status, veteran status, abilities and disabilities. Toward that end, faculty, students and staff will:

- Treat one another with respect and dignity.
- Promote a learning and working community that ensures social justice, understanding, civility and non-violence in a safe and supportive climate.
- Influence curriculum, teaching strategies, student services and personnel practices that facilitate sensitivity and openness to diverse ideas, peoples and cultures in a creative, safe and collegial environment.

Notice of non-discrimination / Affirmative Action

Whatcom Community College does not discriminate on the basis of race, color, national origin, religion, sex, disability, honorably discharged veteran or military status, sexual orientation, gender identity, gender presentation, ancestry, ethnicity, family status, immigration status, citizenship, socioeconomic status, genetic information or age in its programs and activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies: Executive Director for Human Resources, by phone: 360.383.3400 or email: hr@whatcom.edu , 237 W. Kellogg Road, Bellingham, WA 98226.

WCC publications are available in alternate formats upon request by contacting the Access & Disability Services office at 360.383.3139; or Video Phone at 360.255.7182.

Title IX statement of support

We at Whatcom Community College are committed to providing a healthy and productive environment for our students to learn and our employees to work. The College does not tolerate violent, harassing, threatening, or intimidating behavior toward our students, staff, faculty or visitors. Students learn and employees work best when they know they have a supportive environment in which to do so.

The safety of our students, staff, faculty and visitors is our highest priority. Whatcom Community College offers our campus community professional staff, resources, training and policies that help ensure a safe environment on and off campus. With these people, tools

and means in place, we are confident that we have created a college in which people can learn and work at their best.

For Title IX compliance: Title IX Coordinator, by phone: 360.383.3400 or email: titleIX@whatcom.edu , 237 W. Kellogg Road, Bellingham, WA 98226.

Whatcom Community College Core Learning Abilities

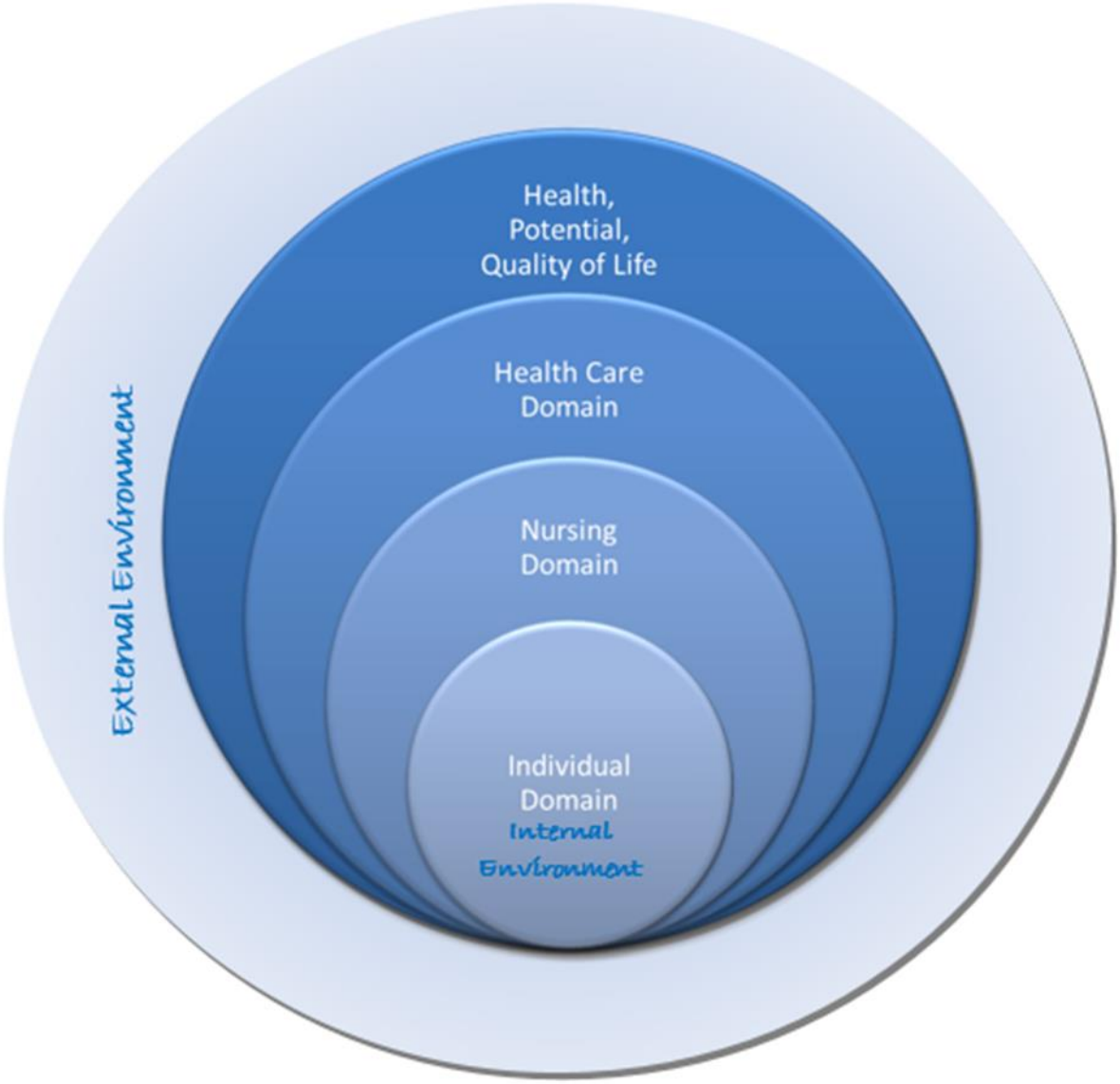
WCC's core learning abilities (CLAs) – communicating, information literacy, quantitative reasoning, social justice, and thinking – are skills taught and reinforced throughout our curriculum. The CLAs are integral to students' professional and personal lives. This program provides the student the opportunity to practice and develop these abilities.

Mission of the Nursing Program

The Nursing Program supports the mission of the Washington State Community and Technical College System and the mission of Whatcom Community College. The faculty is committed to providing high quality, evidenced-based nursing education to meet the diverse and changing healthcare needs of the population and to promoting the development of qualified students prepared for the professional role of Registered Nurse at the entry level. Graduates meet the education requirements to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Within this mission, the nursing faculty will promote high quality nursing care for individuals, families and significant others, and the community, to facilitate and support optimum health, quality of life, and realization of potential.

Philosophy of the Nursing Program

The philosophy of the Whatcom Community College Nursing Program (NP) is reflected in, and derived from definitions and statements about the individual, nursing practice, healthcare system, health, quality of life, achievement of potential, internal and external environment, and the education of the Associate Degree Nurse (ADN). The faculty support the American Nurses Association Code of Ethics.



Whatcom Community College

Nursing Program Conceptual Model

Framework: Domains of Teaching & Learning

Individual The faculty of Whatcom Community College believe that each individual is a complex, multidimensional, unique, and significant being possessing inherent value and worth, and a member of a family, community, and culturally diverse society. All individuals have dynamic biophysical, psychological, socio-cultural, spiritual, and developmental needs that contribute to health, quality of life, and achievement of potential. Adaptation to the environment requires the individual to change throughout the lifespan. Each individual has a right to information that will assist him or her to participate actively in his or her healthcare in order to achieve the highest level of wellness possible. All individuals should be cared for, respected, nurtured, understood, and assisted. In order to provide and manage care, nurses must view the individual as the center of any nursing activity.

Within the Individual Domain, the student will encounter concepts related to individual and family processes to achieve the program outcomes related to nursing care (nursing care, technologies that assist in nursing care, and individually centered care).

Nursing Nursing is the science and art of assimilating and integrating knowledge and skills derived from biological, sociological, and behavioral sciences, and information technology to deliver client-centered, culturally competent, holistic care. Through caring, ethical behavior, and the development of a therapeutic relationship with the individual and the significant support person(s), the nurse integrates the art of nursing with the scientific foundation for practice that uses the nursing process. Incorporating documented best practice, the nurse functions autonomously and collaboratively with the interdisciplinary team to assist individuals to reach their maximum health potential. Nursing assists individuals through promotion of wellness, prevention of illness, and restoration of health, or assistance in achieving a dignified death.

Within the Nursing Domain, the student will encounter concepts related to aspects of nursing to achieve the program outcomes related to Caring & Self-care (caring, cultural competence, and lifespan health); Professionalism (professional comportment, nursing values, lifelong learning); Communication (communicator, teacher); Clinical Judgment (critical thinker, problem solver, creative thinker, reflective practice); and Collaboration (with individuals and healthcare team members).

Healthcare The healthcare system in our nation and community is a macro-system consisting of many components or micro-systems. The system is energized by the connections and relationships within it. Hospitals, healthcare provider offices, clinics, pharmacies, laboratories, long-term care, and internet sites are some of the micro-systems that are connected by individuals and information.

Within the Healthcare Domain, the student will encounter concepts related to aspects of nursing to achieve the program outcomes related to Leadership (delegation, leadership role, and management) and Safety (safety in the environment, continuous quality improvement, systems thinking and awareness, use of evidence-based practice and information technology).

Framework: Essential Elements

Environment The individual is in constant interaction with a changing environment of both internal and external forces that varies throughout the lifespan and has the potential to cause distress in the individual. The nurse assists the individual to alter aspects of the environment and to use innate and learned coping mechanisms to adapt to these stressors.

Health Health is a dynamic, ever-changing state of mental, physical, and spiritual well-being, existing on a continuum from optimal wellness to illness and death. The individual's needs for healthcare are determined by their position on the continuum. Each individual's perception of health is based on their cultural experiences and beliefs about health and illness and the ability to adapt to internal and external environmental forces. The individual is responsible for and capable of identifying, learning, and practicing health behaviors that can promote wellness, prevent illness, restore or maintain wellness, or achieve a dignified death.

Quality of Life Quality of life is reflected in five domains: physical, functional, psychological, social, and spiritual well-being. The individual's perception of, and satisfaction with, aspects of daily life contribute to their perception of self-worth, meaning of life, or satisfaction with the lived experience.

Potential Potential is the capacity for fulfillment of one's aspirations and personal best health and quality of life. The individual's choices, perceptions, personal goals, life experiences, and holistic health determine the realization of potential. The nurse assists individuals in realizing their potential.

Associate Degree Nursing Education

Nursing education at the associate degree level is a process that facilitates changes in behavior and the acquisition of knowledge, skills, and attitudes necessary to function in the role of the entry-level professional nurse. The nursing program curriculum is conceptually based and founded on principles of adult and collaborative learning. Basic assumptions include self-direction, using adult experience, and problem- and activity-centered learning.

The curriculum incorporates evidence-based nursing theory and practice, general education, and the sciences in an environment conducive to learning.

The curriculum is based on learning theory rooted in neurobiology. The brain develops and grows as a result of experience and learning. Learning is about making connections and organizing information. Learning is a continuous process that results in a change of behavior and occurs when the individual is challenged and motivated to enhance personal knowledge.

Teaching and learning is an interactive process between teacher and learner. The responsibility of the faculty is to facilitate the student's learning and ability to meet the competencies for nursing practice through the design and evaluation of learning experiences. The nursing student is responsible for actively participating in learning experiences and developing the knowledge, skills, and attitudes necessary to provide quality individual centered nursing care.

Through purposefully designed educational experiences and reflection, successful students will develop critical thinking, problem solving, and creative thinking skills to establish a foundation for clinical reasoning and judgment in their nursing careers. Our goal is to graduate safe, competent nursing professionals prepared for entry-level practice.

Adapted from the work of the *Whatcom Community College Nursing Program* and the *North Carolina Curriculum Improvement Project*.

WCC Nursing Program Outcomes

Graduates of the WCC Nursing Program conceptualize a framework for practice consisting of the definitions and relationships of three domains: *Individual, Nursing,* and *Healthcare*. Within these domains are concepts for the student to learn and competencies for the student to demonstrate. The student learns and integrates the concepts in order to demonstrate the competencies. Ultimately, on graduation the student is described by the program outcomes.

The WCC Nursing Program graduate demonstrates…

Nursing Care (Individual Domain)

Nursing Care is defined as the provision of safe and effective physical, psychosocial, cultural, and spiritual interventions requiring substantial knowledge, judgment, and skill. Nursing Care incorporates the principles of relationship-based and individualized care of the individual/family. This relationship is based on mutual trust and respects the individual's

autonomy, values, needs, and preferences. The provision of Nursing Care includes the following: formulation of nursing diagnoses based on individual data and scientific principles; provision of direct care; application of clinical knowledge; competence in numerous technical skills; maintaining and promoting health or illness prevention; and the support of a dignified death.

Caring & Self-care (Nursing Domain)

Caring & Self-care are principles based on the values of kindness, concern, love of self and others, and respect for the spiritual dimension of the person. The nurse will practice in a manner that conveys a sense of personal commitment to, and responsibility for, the individual/family, including respect for the cultural and life-stage aspects of the individual/family. The nurse will demonstrate caring by advocating for the individual/family to promote health and choices; adhering to ethical principles; demonstrating integrity; and acting responsibly. The nurse will extend the concept of caring to interactions with peers and coworkers. The nurse will demonstrate self-care by pursuing and advocating healthy behaviors, including reflection and self-analysis.

Professionalism (Nursing Domain)

Professionalism is a commitment to the nursing profession and the profession's values. Nursing's values are the basis for the nurse's professional conduct. Nursing's values are expressed in various codes of ethics, and include justice, beneficence, non-malfeasance, respect for self and others, and ethical behavior. The nurse demonstrates professionalism by reflecting on practice and clinical dilemmas in order to interpret and respond in a humanitarian way; developing personal accountability; and, engaging in life-long learning, studiously seeking new knowledge and skills.

Communication (Nursing Domain)

Communication is an interactive, dynamic process that describes the exchange of information. Communication with the individual/family and among professionals is vital to the interest of the individual/family. The nurse is an effective communicator in written and spoken word, and has awareness of the importance of tone, cultural influences, and body language. The nurse uses effective communication techniques to therapeutically interact with the individual/family; provide health education; completely and accurately convey information to other professionals and coworkers; establish rapport; and resolve conflict.

Clinical Judgment (Nursing Domain)

Clinical Judgment is founded in scientific knowledge and personal experience and developed in the nurse through use of several habits of thought, observation, and

reflection. The nurse will be skilled in critical thinking, creative thinking, problem solving, and reflection. Habits of thought, observation, and reflection include analyzing situations, hypothesizing causes, and anticipating events (critical thinking); imagining solutions (creative thinking); using the nursing process (problem solving) by assessment, diagnosis, planning, implementing, and evaluating; and taking time and energy to give thought to past situations or actions (reflecting). Clinical Judgment supports decision-making.

Collaboration (Nursing Domain)

Collaboration is the effective and collegial functioning of the nurse within nursing and interdisciplinary teams. The nurse demonstrates collaboration by assuming responsibility for working with others cooperatively; using open professional communication; including the individual/family as a member of the healthcare team; recognizing that collaboration is essential for quality care; giving and receiving feedback; and supporting colleagues.

Leadership (Healthcare Domain)

Leadership in nursing is influencing others toward healthy goals and decisions. Leadership may be the supervision of another's nursing practice by teaching, motivating, or directing. Leadership includes safely delegating to others, taking a leadership role when needed, and effectively using management skills.

Safety (Healthcare Domain)

Safety, for self and others, is a primary concern of every nurse. Safety broadly encompasses the principles of minimizing risk of harm, systems awareness, and competence with systems (including Information Technology), data-based quality assessment and improvement, and evidence-based practice. The nurse demonstrates safety by acting within the legally defined scope of nursing practice and professionally defined standards; operating effectively within the macro and micro healthcare systems; managing information; using the best available evidence for practice decisions; engaging in activities to collect data, improve safety and mitigate error; and demonstrating responsibility for efficient management and use of resources.

The Nursing Program Outcomes align with the Whatcom Community College Core Learning Abilities.

WCC Core Learning Abilities	WCC Nursing Program Outcomes	Rationale for Differences
Communicating: the ability to share information clearly and effectively in various	**Communication:** is an interactive, dynamic process that describes the exchange of information.	Communication is shared by the college and NP, the NP's

WCC Core Learning Abilities	WCC Nursing Program Outcomes	Rationale for Differences
mediums and contexts (e.g., printed text, videos, artwork, interpersonally, graphically, public speaking)	Communication with the individual/family and among professionals is vital to the interest of the individual/family. The nurse is an effective communicator in written and spoken word, and has awareness of the importance of tone, cultural influences, and body language. The nurse uses effective communication techniques to therapeutically interact with the individual/family; provide health education; completely and accurately convey information to other professionals and coworkers; establish rapport; educate; and resolve conflict. **Collaboration:** is the effective and collegial functioning of the nurse within nursing and interdisciplinary teams. The nurse demonstrates collaboration by assuming responsibility for working with others cooperatively; using open professional communication; including the individual/family as a member of the healthcare team; recognizing that collaboration is essential for quality care; giving and receiving feedback; and supporting colleagues.	definitions stress nursing competencies. Effective communication underlies professional collaboration.
Information Literacy: the ability to identify an information need and to locate, evaluate, and use information effectively and ethically.	**Nursing Care:** is defined as the provision of safe and effective physical, psychosocial, cultural, and spiritual interventions requiring substantial knowledge, judgment, and skill. Nursing Care incorporates the principles of relationship-based and	Provider of Nursing Care is a core nursing role for which the student must acquire a body of knowledge and information. Continued information literacy is

WCC Core Learning Abilities	WCC Nursing Program Outcomes	Rationale for Differences
	individualized care of the individual/family. This relationship is based on mutual trust and respects the individual's autonomy, values, needs, and preferences. The provision of Nursing Care includes the following: formulation of nursing diagnoses based on individual data and scientific principles; provision of direct care; application of clinical knowledge; competence in numerous technical skills; maintaining and promoting health or illness prevention; and the support of a dignified death.	essential to professional practice.
Quantitative Reasoning: the ability to rely on data and on the mathematical analysis of data to make connections and draw conclusions	**Safety:** broadly encompasses the principles of minimizing risk of harm, systems awareness, and competence with systems (including Information Technology), data-based quality assessment and improvement, and evidence-based practice. The nurse demonstrates Safety by acting within the legally defined scope of nursing practice and professionally defined standards; operating effectively within the macro and micro healthcare systems; managing information; using the best available evidence for practice decisions; engaging in activities to collect data, improve safety and mitigate error; and demonstrating responsibility for efficient management and use of resources.	Safety is emphasized in the NP to promote best practices, interpreting and using scientific data and research in order to maintain an evidence-based practice.
Social justice: the ability to reflect on one's intersecting identities and roles in	**Caring & Self-care:** principles based on the values of kindness, concern, love of self and others, and respect for the	Caring & Self-care and Professionalism each contain elements

WCC Core Learning Abilities	WCC Nursing Program Outcomes	Rationale for Differences
society, to recognize and address patterns of injustice, and to identify their historical roots.	spiritual dimension of the person. The nurse will practice in a manner that conveys a sense of personal commitment to, and responsibility for, the individual/family, including respect for the cultural and life-stage aspects of the individual/family. The nurse will demonstrate caring by advocating for the individual/family to promote health and choices; adhering to ethical principles; demonstrating integrity; and acting responsibly. The nurse will extend the concept of caring to interactions with peers and coworkers. The nurse will demonstrate self-care by pursuing and advocating healthy behaviors, including reflection and self-analysis. **Professionalism:** is a commitment to the nursing profession and the profession's values. Nursing's values are the basis for the nurse's professional conduct. Nursing's values are expressed in various codes of ethics, and include justice, beneficence, non-malfeasance, respect for self and others, and ethical behavior. The nurse demonstrates professionalism by reflecting on practice and clinical dilemmas in order to interpret and respond in a humanitarian way; developing personal accountability; and, engaging in life-long learning, studiously seeking new knowledge and skills.	related to social justice. The graduate nurse uses these competencies interacting with the client as individual, family, or community.

WCC Core Learning Abilities	WCC Nursing Program Outcomes	Rationale for Differences
Thinking: the ability to use and transform knowledge creatively and critically	**Clinical Judgment:** is founded in scientific knowledge and personal experience and developed in the nurse through use of several habits of thought, observation, and reflection. The nurse will be skilled in critical thinking, creative thinking, problem solving, and reflection. Habits of thought, observation, and reflection include analyzing situations, hypothesizing causes, and anticipating events (critical thinking); imagining solutions (creative thinking); using the nursing process (problem solving) by assessment, diagnosis, planning, implementing, and evaluating; and taking time and energy to give thought to past situations or actions (reflecting). Clinical Judgment supports decision-making. **Leadership:** in nursing is influencing others toward healthy goals and decisions. Leadership may be the supervision of another's nursing practice by teaching, motivating or directing. Leadership includes safely delegating to others; taking a leadership role when needed; and effectively using management skills.	In addition to thinking, the NP uses additional habits of thought, observation, and reflection that support the student in acquiring clinical judgment. Leadership encompasses the ability to think creatively and critically to meet the needs of clients, and health systems.

Teaching–Learning Process

Billings and Halstead (2009) discuss the Teaching-Learning process in the following excerpt.

The teaching–learning process or transaction is a complex cooperative and personal relationship between faculty and students. When viewed from the perspective of the "learning paradigm" rather than the "instructional paradigm", the teaching–learning process is a personal interactive relationship that extends beyond the subject matter. Within the interactive relationship faculty relate to students with dignity and respect, with the expectation that students will be supported and stimulated to develop intellectual integrity and independent judgment (Hyman, 1974). The roles of the teacher are facilitator, learner, guide, coach, and mentor acting in partnership with students. The student roles become those of learner inquirer and seeker of knowledge within an active participative student–faculty relationship.

In a humanistic model both the faculty, as senior learners, and student, as junior learner, are engaged in the teaching–learning process (Rogers, 1969). According to Diekelmann (1989), both teacher and learner engage in a transformed relationship as a result of meaningful dialogue with one another.

Bevis (1988) identified the purpose of Nursing Education as twofold: to ensure safety and to provide the climate, structure, and dialogue that promote praxis (the application of a skill as opposed to its theory). The roles associated with these purposes include raising questions; nurturing creative drive, caring, assertiveness, and ethics; designing ways to engage mental processes; and interacting with students as persons of worth, dignity, intelligence, and high scholarly standards. (p. 204)

Rigor - The Nursing Faculty adhere to the definition of *rigor* as found in the Glossary of Education Reform: http://edglossary.org/rigor/

The term **rigor** is widely used by educators to describe instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging. Rigorous learning experiences, for example, help students understand knowledge and concepts that are complex, ambiguous, or contentious, and they help students acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives.

While dictionaries define the term as *rigid*, *inflexible*, or *unyielding*, educators frequently apply *rigor* or *rigorous* to assignments that encourage students to think critically, creatively, and more flexibly. Likewise, they may use the term *rigorous* to describe learning environments that are not intended to be harsh, rigid, or overly prescriptive, but that are stimulating, engaging, and supportive.

General Education Course Requirements for NURSING DTA/MRP Degree

**These courses must be taken within five years of the program application deadline.

PREREQUISITES for the DTA/MRP in Nursing		Credits
ENGL& 101	English Composition I (CM)	5
MATH& 146	Introduction to Statistics (CP)	5
CHEM& 121 OR CHEM& 161	Introduction to Chemistry or General chemistry with lab I	5
BIOL& 160 OR BIOL& 222	General Biology with lab or Majors cell biology/molecular	5
BIOL& 260	Microbiology	5
BIOL& 241 **	Human Anatomy and Physiology 1	5
BIOL& 242 **	Human Anatomy and Physiology 2	5
PSYC& 100	General Psychology	5
PSYC& 200	Lifespan Psychology	5
Communications distribution	Courses designated “OC”	5
Humanities distribution	Courses designated “H/Hp”	10
ANTH& 235 highly recommended, but not required		~
Sub-Total Credits		**60**

Full-Time Nursing Program Description

The Nursing Program requires full-time attendance for six quarters (two academic years). Class and clinical schedules may change each quarter. Students must be available for daytime lecture and lab classes in addition to both daytime and evening clinical experiences. During preceptorship in NURS 273, students must be available for night shift and weekend clinical experiences. Students need reliable transportation since clinical sites may be located as much as an hour away from campus. Completion of this program and passing the NCLEX-RN exam allows the student who wishes to complete a baccalaureate degree in nursing (BSN) to step into the senior year of accepting universities (see advising for details).

Sequence of Core Nursing Courses

CORE REQUIREMENTS NURSING DTA/MRP		Credits
Year One / First Quarter (15 credits)		
NURS 170	Introduction To Pharmacology Concepts	2

NUTR 114	Nutrition In Health Care I	1
NURS 171	Introduction To Nursing Concepts With Practicum	9
*PHIL 118	Ethics And Policy In Healthcare I	1
*PSYC 114	Psychosocial Issues In Healthcare I	1
*NUTR 115	Nutrition In Healthcare II	1
Year One / Second Quarter (12 credits)		
NURS 172	Nursing Concepts With Practicum I	10
*PSYC 115	Psychosocial Issues In Healthcare II	1
*NUTR 116	Nutrition In Healthcare III	1
Year One / Third Quarter (12 credits)		
NURS 173	Nursing Concepts With Practicum II	9
*PHIL 119	Ethics And Policy In Healthcare II	1
*PSYC 116	Psychosocial Issues In Healthcare III	1
*NUTR 117	Nutrition In Healthcare IV	1
Year Two / Fourth Quarter (12 credits)		
NURS 271	Nursing Concepts With Practicum III	9
*PHIL 214	Ethics And Policy In Healthcare III	1
*PSYC 214	Psychosocial Issues In Healthcare IV	1
*NUTR 214	Nutrition In Healthcare V	1
Year Two / Fifth Quarter (12 credits)		
NURS 272	Nursing Concepts With Practicum IV	10
*PHIL 215	Ethics And Policy In Healthcare IV	1
*PSYC 215	Psychosocial Issues In Healthcare V	1
Year Two / Sixth Quarter (12 credits)		
NURS 273	Nursing Concepts With Practicum V	11
*PHIL 216	Ethics And Policy In Healthcare V	1
*These courses are embedded in the preceding nursing course; however, they are transcripted separately.		
Total Credits in Nursing Core		**75**

Typical Week of a Full-Time Nursing Student

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Prep time: 2º Clinical or Skillls Lab 4-8º Post-Clinical: minimum: 4º	Prep time: 2º Clinical or Skills Lab 4-8º Post Clinical: Minimum: 4º	Prep time: 2º Library time Clinical or Skills Lab 4-8º or Class Prep/plan: Minimum of 4º Study time/Learning Center	Class: 3º Math Practice Computer Lab Class Prep/plan: Minimum of 4º	Class: 3º Student Nurse Club Study time	Review previous week's readings and Prepare for week: Minimum: 10º

Recommended total hours for the 12-credit course: 36 hours study time per week
12 to 16 hours lab/clinical/simulation time per week
(varies from 0-24 hours week to week)
6 hours class time per week

NOTE: Individual time varies from student to student.

Technology Requirements

Students enrolled in the Nursing program are required to have a laptop computer that can operate the instructional software used in the program. The student should have access to a high-speed internet connection throughout the program and be familiar with Windows based computer applications, word processors, and web browsers. Specific recommendations are listed below.

1. Computer with latest Windows operating system or latest MacOS
2. Web browser (Mozilla-Firefox, Chrome)
3. Word processing program (Microsoft Word preferred)
4. Cable, DSL, or wireless internet connection
5. Web Camera and microphone

**Chromebook, will not be sufficient to meet the computing needs for using the software incorporated in to the nursing program.

Minimum technology requirements to operate software programs used in nursing are indicated below. These requirements may change as products are updated. The most current information will be found on the products' websites.

Elsevier Nursing and Health Profession eProduct System Requirements:

Hardware: PC, Mac
4-8GB RAM, display 1280x800
Software: Windows – Windows 8, 8.1, 10
macOS – iOS 10.14+
Browser: Google Chrome (latest version); Mozilla Firefox (latest version)

Elsevier Ebooks on VitalSource

Hardware: PC, Mac, iPhone/iPad (OS 7.0 or later), Android smartphone/tablet (OS 4.0 or later), Kindle Fire (OS 4.0 or later), FireHD, HDX (OS7.1.5. or later)
4-8GB RAM, display 1280x800
Software: Windows – Windows 7, 8, 8.1, 10
macOS – iOS 10.14+
Browser: Google Chrome (latest version); Mozilla Firefox (latest version); Safari (8+)

SimChart for Nursing

Hardware: PC, Mac
4-8GB RAM, display 1280x800
Software: Windows – Windows 8, 8.1, 10
macOS – iOS 10.14+
Browser: Google Chrome (latest version); Mozilla Firefox (latest version), Safari (13-14), Edge (Microsoft)

Elsevier ShadowHealth DCE minimum system specifications requirements: keep for now

Hardware: 4th generation (4000 series Intel Core i3/i5/i7 and newer or AMD equivalent
4GB of memory (RAM)
Intel HD graphics 3000 or better – minimum supported screen resolution 1024x768
Software: Windows – Windows 10 (64-bit system type), Windows 11
macOS – 12.0 (Monterey), 13 (Ventura), 14 (Sonoma)
Browsers: Google Chrome (required for speech to text feature)
Mozilla Firefox
Microsoft Edge (windows only)
Safari (macOS only)

Unsupported Platforms: iOS devices (iPhones and iPads), Android devices (phones and tablets), Chromebooks, Linux/GNU based operating systems

ExamSoft/Examplify – does not run-on Chromebooks, Android or Linux operating systems. It does not support touchscreen input devices on Mac or Windows laptops.

Hardware: PC (can work on Microsoft Surface with standard Windows 10 or 11 – will not work with "S Mode", does not work on other tablets); RAM 4GB or higher, hard drive 4 GB available space

macOS - CPU Intel, M1 or M2 processor; RAM 4GB or higher, hard drive 4GB or higher available space; screen resolution 1280X768

iPad 5+, iPad Air 2+, iPad Mini 4+, iPad Pro – 500 MB of available space needed to start exam

Software: Windows 10 (versions 22H2) or 11 (22H2 or 23H2 version) both should be 64-bit Versions;

RAM 4GB or higher, hard drive 4GB or higher available space

macOS – Monterey, Ventura, and Sonoma

iPad – iPadOS15, iPadOS16 and iPadOS17 are supported

ATI Testing

Hardware: PC – minimum resolution 1024X600

Mac – minimum resolution 1024X600

iPad

Android tablet – use Chrome as browser

Software: Microsoft 10 or later, macOS 15 or later; iPad use iOS 15 or later, Android tablet use Android 12 or later

Browser: Chrome (119 or later), Firefox (119 or later), Safari (14 or later)

vSIMS (Laerdal/Lippincott)

Hardware: PC – minimum resolution 1024X768, RAM 8 GB or more, i5 or better, Internet download speed 15Mbps

Mac – minimum resolution 1024X600, macOS 12 or 13

iPad – 2018 (equivalent or newer)

Android tablet – Samsung Galaxy S4 2018 (equivalent or newer)

Software: Microsoft 10 or later, macOS 11 or later; iPad use most current iOS, Android tablet use; most current OS

Browser: Microsoft Edge (most current); Google Chrome (most current), Apple Safari (most current); does not work on Firefox

Whatcom Community College uses the CANVAS course management system for online learning and course management. Students who have not previously taken a course using CANVAS are strongly encouraged to attend a week zero CANVAS training for students. Students can email studenthelpdesk@whatcom.edu or call 360.383.3410 for technology assistance. The Help Desk staff are available to provide technical assistance with:

- Canvas
- Student network accounts
- Use of online resources
- Student email
- Common software used by students

In addition to CANVAS support, WCC also offers online support services through the library, writing center, and learning center. Online tutoring is available for math, writing, accounting, biology, anatomy and physiology, and chemistry. See the following links for information about the online math center and the online writing center.

WCC Math Center
https://www.whatcom.edu/current-students/learning-center-tutoring/math-center

WCC Writing Center
https://www.whatcom.edu/current-students/learning-center-tutoring/writing-center

Expenses for the Program

Cost of the Nursing Program courses are at the current community college tuition rate. Listed below are the ***approximate*** expenses for the two-year Nursing Program *in addition* to general college expenses (tuition and college expenses):

Required E-books and web-based tools (without printed texts)	$1165.98
Required E-books and web-based tools (with printed texts)	$1992.97
Other Required/optional textbooks	$406.00
Student lab fees ($250/quarter for 5 quarters)	$1250.00
Student lab fee (6th quarter)	$50.00
Uniforms (including shoes)	$250.00
Professional Clothing (skirt/slacks, blouse/dress shirt)	$100.00
Watch (with second hand)	$40.00
Personal health insurance	cost varies
Stethoscope (price varies with quality)	$75.00 and up
American Heart Association BLS	$80.00

Drug Screen	$25.00
Nationwide background inquiry	$54.00 and up
Application fee	$50.00
Transcripts	$5.00
Nursing Pin	$35.00

Total costs $3372.98 – 4412.97 approximate (without health care insurance)

Optional Costs:

NSWS/NSNA	*$35.00 first year* *$40.00 second year*
NSWS annual convention hotel/travel)	*$25.00-40.00 (plus*
WSNA biannual (2025) convention	*$50.00 per day or $175 for 3 days (plus hotel/travel)*

Cost post-graduation

RN APPLICATION FEE	**$138.00**
NCLEX EXAM	**$200.00**

***Prices subject to change*

Credit Hours

All traditional Nursing courses have one hour of credit for 50 minutes of class time per week per quarter. Clinical hours are computed as one hour of credit for two hours of clinical time per week in the Nursing Laboratory, the Simulation Lab, or the clinical facilities.

Admission Requirements

Due to the purpose and objectives of the Nursing Program, the requirements for admission differ from Whatcom Community College's general admission requirements. Meeting the minimum standards for admission to the College does not guarantee admission to the Nursing Program.

Students are expected to comply with all procedures for admission to Whatcom Community College. Admission to the College and initiation of coursework to meet prerequisite requirements can occur any quarter. Prerequisite courses may be taken at another college before applying to the WCC Nursing Program.

The Nursing Program has selective admission; therefore, a separate admission process takes place. No required nursing courses may be taken unless the student has been admitted to the program. Admission requirements include:

- Completed *Application for Selective Entry Admission* form
- Completed Applicant Checklist
- Official transcripts from all previously attended colleges where you earned credits that may apply to the program
    - **A minimum grade of B (3.0 grade point) is required in each general education course, *except the following courses - PSYC& 100, BIOL& 160, CMST, 10 credits of Humanities - may be accepted with any passing grade.* These general education courses are not considered in the scoring of your application to the Nursing program.**
- Personal Statement (see details on application form)

Admission to the Program (Student Selection)

Admission to the program is through a competitive application process. Applicants can earn a maximum of 94 points on the Nursing Program scoring grid. The first seventy (70) points are the average of grades from the selected general education courses. Additional points for healthcare licensure/certification, healthcare work experience, honorably discharged veteran, or previous academic degree will also be awarded with proper documentation. An example of the scoring grid is available for viewing on the nursing website. Applicants will be notified of their status (accepted, alternate, or not accepted) six to eight weeks after the application deadline. The Personal Statement, graded by the Nursing Program Selection committee, is used to break any ranking ties. The Selection Committee consists of the Nursing Program Director and two program faculty. No deferral of offered cohort seats will be accepted. If an applicant is offered a seat and is unable to accept the seat (excepting Title IX requirements), the applicant will need to reapply in a future application cycle.

Admission to the college does not guarantee admission to a selective entry program. Applicants who were previously accepted into the RN Program and declined acceptance or withdrew after the program started, unless that withdrawal was medically necessary, need to reapply and are not guaranteed priority consideration.

Essential Requirements

Nursing students are expected to be proficient in communication, mathematics, science, computer, and learning skills. The educational process to achieve the degree requires assimilation of these, as well as the development of judgment for appropriate clinical

decision making. With the acquisition of this knowledge, students and graduates must be able to function as safe practitioners. Client safety is a major concern in establishing requirements for student capabilities.

Because nursing students are being prepared to perform a broad range of entry-level nursing skills, they must be able to carry out the following essential functions with or without reasonable accommodation. Students seeking accommodations should reach out to Access and Disability Services ads@whatcom.edu to determine and arrange reasonable accommodations in advance of when they might need them.

The nursing faculty believe that the profession of Nursing is a highly respected one for many reasons. Clients put their lives into nurses' hands. Clients place their trust in nurses, and nurses must be worthy of that trust. There are several essential requirements to become a member of this profession, including responsibility, accountability, knowledge, skill, and safety. The nursing program is responsible to the public to assure that its students and graduates are competent in all of these areas at the appropriate level.

Nursing professionals deal with many responsibilities. The Washington Administrative Code #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 directions of another person."* Nursing students, as well as graduates, are held to the standards in rule and law.

Client safety is a major concern in establishing requirements for the capabilities of student nurses. To function safely in the role of a student and/or registered nurse one must exhibit the physical, cognitive, and behavioral abilities that are required for satisfactory completion of all aspects of the Nursing Program. Additionally, there are professional attributes required by the profession of Nursing that are equally as important as the knowledge and skills.

The education of a nurse requires acquisition and assimilation of knowledge, acquisition of skills, and development of judgment through client care experiences in order to make appropriate independent and/or interdependent decisions required for clinical practice. The practice of nursing emphasizes collaboration among physicians, nurses, allied healthcare professionals, and the client.

The curriculum for the nursing program requires students to engage in diverse, complex, and specific experiences essential to the acquisition and practice of essential Nursing skills and functions. These functions are necessary to ensure the health and safety of clients, fellow students, faculty, and other healthcare providers.

Students are required to perform all of the essential requirements below, with or without reasonable accommodations:

Observation Function

Use the physical senses to gather information.

a. Assess color changes in the skin, drainage, mucus.
b. Detect blood pressure readings, heart and lung sounds through a stethoscope (assistive technology, such as a hearing aid, is acceptable to enable the student to achieve functional use of the senses).
c. Detect pulses.
d. Detect masses.
e. Detect temperature changes on the skin, i.e., warmth, coldness.
f. Detect odors.

Communication Function

The student is expected to communicate effectively both verbally and non-verbally. This includes the use of speech, body language, reading, and writing to communicate with clients, families, peers, faculty, and other healthcare members.

a. Ask clients questions to discover their concerns and problems in a manner that can be comprehended by the client.
b. Read client records and references written in English.
c. Explain client's condition to other members of the healthcare team.
d. Document nursing care clearly, accurately, and in English on legal records in a timely manner.
e. Demonstrate responsive, empathetic communication to establish rapport.
f. Demonstrate professional verbal and non-verbal communication with peers, faculty, and the healthcare team.

Motor Function

Provide physical care to clients. Engage in physical activity for up to twelve-hour shifts, lifting, and moving clients on day, evening, or night shift. Student is able to perform gross and fine motor movements to provide nursing care.

a. Perform CPR.
b. Transfer incapacitated clients from chair to bed or chair to chair, through lifting a minimum of 40 pounds with or without assistance.
c. Manipulate equipment such as syringes, intravenous administration sets, and glucometers used for client care.
d. Work with multiple tubes, drains, and monitoring equipment.

e. Work for up to twelve-hour shifts in a situation where the majority of time is spent in physical activity.
f. Assessments and nursing care will require student to move in a variety of positions.

Intellectual/Conceptual Function

Synthesize information from a variety of sources and apply it when making decisions regarding client care.

a. Calculate medication dosages and intravenous administration rates.
b. Measure intake and output.
c. Evaluate the effectiveness of treatments based on the expected outcome.
d. Prioritize needs for one client and between multiple clients and establish plans of care.
e. Determine when it is essential to obtain medical care for a client.
f. Organize and form appropriate conclusions.
g. Problem solving.
h. Make correct judgment in seeking supervision and in consultation.
i. Follow directions consistently and accurately.
j. Comprehend extensive written material in a timely manner.
k. Evaluate and apply information and engage in critical thinking in the classroom and clinical setting.

Professional Conduct

Possess the ability to reason morally and practice nursing in an ethical manner.

a. Learn and abide by standards of professional conduct: punctuality, respect for others, confidentiality, accountability, reliability, and good hygiene.
b. Possess attributes that include compassion, empathy, altruism, honesty, responsibility, and tolerance.
c. Demonstrate integrity and honesty.
d. Perform nursing activities within scope of practice.
e. Provide client care delivery in all settings and be able to deliver care to all client populations including children, adolescents, adults, developmentally disabled persons, medically compromised clients, and vulnerable adults.

Access and Disability Services

Any student with a disability requiring auxiliary aids, services, or other reasonable accommodations should contact the Access and Disability Services office in the Entry and Advising Center (LDC134, 360-383-3139).

Post-Acceptance

After acceptance to the Nursing Program, the student will complete the following requirements:

- Pre-entrance health examination, including immunization records and tuberculin test
- Health insurance
- CPR – American Heart Association Healthcare Provider
- Satisfactory state and national background criminal history check
- Satisfactory drug test from the WCC-approved site.

These requirements must be met by the **first** day of the first quarter.

Students will upload the required documents to ACEMAPP, which is a document repository required for students having clinical experiences at PeaceHealth facilities. Once entered into the system by the program specialist, the student will receive an email from ACEMAPP to setup their account. **Please use your school Email address**. The Program Specialist will upload the Background criminal history check and the drug screen. Students will upload the CPR card, immunization documents, tuberculin skin test or Quantiferon gold results, health insurance card, pre-entrance health examination, and any other required documents. This must be completed by the first day of the first quarter. Immunization documents must include the name of the student, date of immunization, and clinic/provider. Tuberculin skin test and vaccination titers must include the student's name, date of test(s), test result, and lab/provider. Uploading PDFs of the documents is recommended. If multiple immunizations are included on one document, the document must be uploaded to EACH requirement in ACEMAPP. During the two year program, students will need to complete any training modules in ACEMAPP required by PeaceHealth, as well as upload current documents to replace any expired documents.

Pre-Entrance Health Examination

The nursing program at Whatcom Community College requires that every nursing student have a pre-entrance health examination conducted by a Medical Doctor, Doctor of Osteopathic Medicine, Advanced Registered Nurse Practitioner, or Physician Assistant. The record of this will be maintained in the student's file located in the nursing office. Current immunizations and tuberculosis skin test (TST) must be submitted prior to program admission.

Immunization Documentation: evidence of the following is <u>required</u>: Documentation will consist of a <u>dated</u> record of immunization administration from the student's healthcare provider for each requirement. Please note that requirements might change while the student is enrolled in the nursing program and new clinical requirements will be followed as

directed by relevant healthcare authorities or clinical sites. While a student may request a medical or religious exemption, the determination of the clinical partner to permit the student to access learning opportunities at that partner site is final. If the student is unable to complete required clinical experiences because they have not met clinical access requirements, the student may be unable to progress in the program. Students should retain a copy of their personal immunization records for future needs as the nursing program only maintains student information for program use.

1. **MMR**: Injection and booster or positive serology (titers) demonstrating immunity is required. Positive titer or two immunizations for rubeola, positive titer or two immunizations for mumps, positive titer or one immunization for rubella.
2. **Tdap:** Proof of vaccination as an adult (one lifetime dose). Evidence of a Td within the prior 10 years.
3. **VARICELLA**: A positive serology demonstrating immunity or two doses of varicella vaccine four weeks apart. Documentation of history is <u>not</u> acceptable.
4. **INFLUENZA**: Annual influenza immunization with the date and office/facility where received.
5. **HEPATITIS B SERIES <u>or</u> Titer**: Student must provide documentation of Recombivax HB 3 or Engerix-B 3 dose series or Heplisav-B 2 dose series and a titer as evidence of immunity. If the student has not previously been immunized against Hepatitis B, the student will complete the schedule below:
    a. Student must document the **first dose upon acceptance** to the Nursing Program. **Second** dose administered at least **30 days after the first dose. Third** dose is administered at least **8 weeks after the second dose.** If using the 2 dose Heplisav-B series, the student will document the first dose upon acceptance into the Nursing Program and second dose 4 weeks after the first dose.
    b. The student will provide serologic documentation of immunity by Titer 1 to 2 months after the final dose of the immunization series.

6. **TUBERCULIN SKIN TEST (TST)**: A **two-step TST** test is required for entrance into the nursing program (a Q-Gold or TSpot is also acceptable). **Two negative TST results are required to be considered negative.**
   Thereafter, a TST must be repeated every 12 months, unless a test has been read as positive. (Tine test is NOT acceptable).
   If the TST expires during the quarter, the student must update the test prior to the beginning of the quarter in which it expires. If the student allows the PPD to

expire the two-step process will need to be repeated. **If TST is positive**, a clear chest x-ray report and statement from a physician of no TB symptoms is required.

Note: The tuberculin skin test is not contraindicated for persons who have been vaccinated with BCG. Prior BCG vaccination may cause a false-positive to the TST.

7. **COVID-19:** CDC guidelines (May 2024). A previously unvaccinated individual should receive one dose of Moderna Spikevax, Pfizer-BioNTech Comirnaty, or 2 doses of Novavax COVID -19 Adjuvanted vaccine. A previously vaccinated individual who has received one or more doses of Moderna, or Pfizer BioNTech vaccine, or J &J/Janssen vaccine are encouraged (but not required) to receive one dose of the Moderna Spikevax, or Pfizer-BioNTech Comirnaty, or Novavax COVID-19 Adjuvanted vaccine to be 'up to date.'

Health Insurance

Students must provide proof of health insurance, and this will be kept in the students' file. Insurance information is available at the Washington State Health Care Authority. Neither the clinical facility nor WCC is responsible for the expense of medical care, injury, or illness occurring because of classroom, lab, or clinical experiences. Students are responsible for all costs related to emergency or follow-up care associated with any injury sustained during a clinical that is not covered by their own health insurance. Students are required to provide proof of insurance on entry to the program and each January and are responsible to notify the Program Director of any lapse in health insurance coverage.

Malpractice Insurance

All students will have insurance coverage for malpractice/liability provided by the college. This will be in effect during classes, clinical experiences, and practicums taken as part of the WCC Nursing Program.

Cardiopulmonary Resuscitation (CPR) Requirements

Students in the program are required to have current training in CPR at the Basic Life Support (BLS) Health Care Provider level prior to beginning any Nursing course. A copy of an American Heart Association card indicating satisfactory completion of **American Heart Association: Healthcare Provider Basic Life Support (BLS) Course (2-year certification)** training must be on file for the student. Students will not be permitted to attend clinical rotations without the appropriate CPR training documented. Students must provide evidence of renewal before the start of the quarter in which their CPR card expires.

Background Checks for Criminal History

Anyone having unsupervised contact with a vulnerable adult or a child in the state of Washington, as an employee or volunteer, must undergo a criminal history background check (RCW 43.43.830 through 43.43.845). Clinical facilities that provide opportunities for student learning also require national criminal history background checks. Based on this requirement, both students and faculty are required to have criminal history background checks in order to participate in clinical learning opportunities.

The student background check for criminal history includes the Washington State Patrol Criminal History Record Information (background check) and the National Criminal History Background check using the vendor identified by the nursing program. Costs associated with these criminal history background checks are borne by the student. Additionally, long-term care facilities including assisted living, skilled nursing and other facilities require the Washington State Department of Social and Health Services (DSHS) Criminal Background Check. The results of these Background checks are maintained by the nursing program assistant in the student's nursing program file. Long-term care facilities maintain the DSHS Criminal Background Check records reported to their facility.

Students are required to report any changes to their criminal history to the Nursing Program Director. Any failure to report changes to the criminal history will be reviewed by the Nursing Program Director and Department Chair and may lead to disciplinary action.

Students who leave the nursing program prior to completion and then reenter the nursing program are required to complete the Washington State Patrol and National Criminal History Backgrounds checks again, as if a new student.

Disqualifying crimes and negative actions identified in WAC 388.113.0200 and WAC 388.113.030 may prohibit students from having unsupervised contact with a vulnerable adult or a child and prevent participation in clinical experiences, which would preclude progression in the nursing program.

<u>Positive Findings on the Background Check for Criminal History</u>

The Nursing Program Director will review any positive findings on the background checks and discuss the findings with the student. Determination if the positive finding disqualifies the student for clinical placement is based upon Washington State Board of Nursing policy A21.07 *Decision Making Criteria for License Application* (<u>https://nursing.wa.gov/sites/default/files/2022-06/A21.07.pdf</u>) and the DSHS Secretary's List of Disqualifying Crimes and Negative Actions (<u>https://www.dshs.wa.gov/ffa/disqualifying-list-crimes-and-negative-actions</u>).

The application for licensure asks specific questions about previous licensure and felony and drug convictions. Further information may be obtained from the Washington State Board of Nursing, 111 Israel Road SE, PO Box 47864 Olympia, Washington 98504.

Progression and Graduation in the Nursing Program

Courses in the nursing program are offered in a sequential manner with knowledge building on the foundation of the previous courses. Progression through the clinical sequence of the curriculum is dependent upon demonstration of satisfactory application of theory to clinical practice and satisfactory clinical performance.

Nursing courses must be taken in sequence and includes the embedded courses. The same course grade assigned for the core nursing course will be assigned to the embedded courses. In order to progress to the next course in the nursing sequence, the student must:

1. Achieve a minimum average exam grade for the course of 75% (this includes any points awarded from collaborative testing). Rounding will not be used to assign the average exam grade. In NURS 273, the ATI predictor exam score is excluded from the exam grade average requirement.
2. Achieve a minimum final course grade of C (78%). Rounding will not be used to assign the final course grade.
3. Achieve a minimum clinical grade of C (78%). Rounding will not be used to assign the lab/clinical score.
4. Achieve a score of 95% for the first attempt of the Medication dosage calculation competency for NURS 171, NURS 172, and NURS 173. Subsequent attempts must achieve a score of 100% (2 additional attempts permitted). Second year students in NURS 271, NURS 272, and NURS 273 must achieve a 100% score on the first or any subsequent attempts (2 additional attempts permitted).
5. Meet expected level of performance on the Final Quarter Student Outcome Tracking Tool (SOTT) according to the course level.

The course grade reflects tests, graded assignments, and a 5% weighted carryover from the clinical grade. Students that do not achieve an average exam grade of 75% regardless of their course grade will not progress to the next course in the nursing sequence. Students that do not achieve a clinical grade of 78% will not progress to the next course in the nursing sequence regardless of their course grade. No points will be awarded to the course grade (5% weighted carryover) for a clinical grade less than 78%. Students that are not successful with passing the medication math competency after three attempts will not progress to the next course in the nursing sequence and will be required to withdraw from the current nursing course. Students that do not meet the minimum expected level of performance on the Final SOTT will not progress to the next course in the nursing sequence. Students that do not achieve a final course grade of C (78%) will not progress to the next course in the nursing sequence.

Students who fail to achieve a final course grade of 78% in NURS 171 or NURS 172 may be placed on academic probation and allowed to progress to next quarter if their grade is 75 – 77.9% at the discretion of faculty, if all other requirements are met. Students must achieve a final course grade of 78% or higher in the subsequent quarter in order to continue to progress. Students who fail to achieve a final course grade of 78% in NURS 170, must repeat the course successfully prior to progressing to NURS 172. The student will need to apply for program readmission in order to be enrolled in NURS 172 in a future quarter. See readmission policy. The student who passes NURS 171 but does not pass NURS 170 must re-enter the program within two years or will be required to retake NURS 171. The student must retake the failed NURS 170. The student who passes NURS 170 but not NURS 171, will be encouraged to retake or audit NURS 170 when retaking NURS 171.

Transfer into the Nursing Program

Transfer students may be accepted from other nursing programs on a "space available" basis following evaluation of all transcripts and prior nursing courses. Review of the prior courses is needed to determine equivalency of content to WCC nursing courses for placement within the WCC program. If review of content equivalency fails to place the transferring student into the second quarter or higher WCC course, the student would need to apply to the program according to the application requirements and cycle. Transfer students must meet all current WCC Nursing Program admission requirements.

Withdrawal

When a student becomes ineligible to continue in the program, it is the student's responsibility to immediately and officially withdraw from the current nursing courses by completing an add/drop form in the Registrar's Office or online. Students have until the last day of the eighth (8^{th}) week to withdraw from classes in the fall, winter and spring quarters. Official withdrawals occurring after the twentieth (20^{th}) calendar day of the quarter are posted on the student's permanent record with a grade of "W". It is the student's responsibility to verify withdrawal dates with the college registration calendar. Students will meet with the Nursing Program Director to determine options for program reentry.

Dismissal

Dismissal from the program may occur for violation(s) of policies. A dismissal for reason(s) other than academic or clinical performance is considered by the nursing faculty committee and the director. Students will meet with the Nursing Program Director to determine options for program reentry.

Readmission

A student who withdraws or is dismissed from the program may apply to re-enter the program within two years by completing and submitting an "Application for Readmission" form to the Program Director at least one quarter prior to the quarter they intend to re-enroll. The Program Director will review the application and inform the student of the outcome of the review no later than ten (10) business days after receiving the application. Readmission is dependent on space availability and whether the student has demonstrated that the circumstances that led to withdrawal/dismissal have been corrected. The Program Director may request additional documentation from the student to support the application for readmission. If the student is readmitted to the program, they must complete/correct any requirements that led to the withdrawal/dismissal before continuing the program sequence. Students must validate current knowledge and skill based on the last course successfully completed through a knowledge and skill assessment by a designated instructor. Students will not be allowed to enter the Nursing Program more than twice.

As noted above, the entire course (and related embedded courses) including theory, nursing laboratory, and nursing clinical components must be repeated for the quarter from which the student withdrew or did not meet expectations. At the time of readmission, all current Nursing Program criteria for admission must be met. Any returning student must submit a letter of intent to return with the Application for Readmission to the Nursing Program Director.

A student may repeat a nursing course only once. In the event of a failure, the student may apply for readmission to the class if all requirements for admission are met (based on space availability). If the student is not successful in a nursing course the second time, the student will not be readmitted to the nursing program. A student who withdrew from or was not academically successful in NURS 171 and did not meet the requirements for Academic Probation stated in *Progression and Graduation in the Nursing Program*, who wishes to reapply to the program must compete again in the competitive process for entry, a seat will not be held. A student who withdrew or did not progress academically will need to reapply, will not have priority over other applicants, and will need to follow the procedure in the handbook.

Advanced Placement

Advanced placement applicants are selected by the following prioritized list:

1. WCC students in good academic standing seeking re-entry to the program.
2. WCC students who have received an unsatisfactory grade (below a C) in a nursing course and are requesting re-entry.

3. Students from other schools with unsatisfactory grades (below a C) in nursing courses. These students must meet the minimum 3.0 grade in the selected general education courses and all program prerequisites.

Typically, there is minimal advance notice of a student's advanced placement admission status. Students should be aware that there is no guarantee of advanced placement admission. All advanced placements and readmissions are dependent on space availability.

POLICIES

Academic Assistance

In addition to the Nursing Advisement by Nursing Faculty, the Learning Center offers help with study skills, math skills, test taking, tutoring, and academic counseling. Students are reminded that the Nursing Program is demanding. Success may require that students adjust work schedules and other demands on their time to allow adequate study time.

Academic Integrity

Nurses are members of a trusted profession and are expected to behave with integrity in their professional life. Student nurses are held to the same standard and are expected to behave with integrity throughout their educational experience. Failure to demonstrate academic integrity, reflected as academic dishonesty, has significant consequences. Academic dishonesty includes cheating, plagiarism, fabrication, and facilitating academic dishonesty.

The policy of the Nursing Program is that dishonest behaviors such as plagiarism or cheating on a quiz, test or other assignment will earn the student a grade of 0%. Further, the student is placed on Academic Probation for the rest of the program. A second incident will result in expulsion from the Nursing Program with a commentary of “do not readmit”. Allegations of academic dishonesty are reported to the WCC Office of Community Standards.

1. Cheating is intentionally using or attempting to use unauthorized materials, information, or study aids in any academic activity.
2. Plagiarism includes submitting to a faculty member any work product that the student fraudulently represents to the faculty member as the student's work product for the purpose of fulfilling or partially fulfilling any assignment or task required by the faculty member as part of the student's program of instruction.
3. Fabrication is the intentional and unauthorized falsification or invention of any information or citation in an academic activity.
4. Facilitating academic dishonesty is intentionally or knowingly helping or attempting to help another to violate a provision of this section of the disciplinary code.

Acts of dishonesty are serious breaches of honor and shall be dealt with in the following manner:

a. Any student who commits or aids in the accomplishment of an act of academic dishonesty shall be subject to disciplinary action.
b. In cases of academic dishonesty, the instructor may adjust the student's grade. The instructor will refer the matter to the Office of Community Standards for review and disciplinary action.

Academic writing assignments serve many purposes including the ability to perform literature searches, select evidence to support nursing practice, evaluate and synthesize information from scholarly writing, and communicate understanding of ideas and concepts presented by authors. AI writing tools such as ChatGPT have valid uses. However, there are a few things to consider before using them as part of your nursing studies. First, like all tools, AI has limitations such as generating incorrect information, producing harmful instructions or biased content, and the information used to generate the text is often limited. Second, the act of writing helps our brain to synthesize, clarify, and understand new information. When we use a tool to do even part of this work, we may be shortchanging our own learning.

WCC Nursing faculty have agreed you may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Be aware that use may also stifle your own independent thinking and creativity. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material. See APA section on Personal Communications for information about citing personal communications in the text. Personal communications are NOT included in the reference list since they are not retrievable by the reader.

Narrative citation example: ChatGPT (personal communication, May 1, 2023)

Parenthetical citation example: (ChatGPT, personal communication, May 1, 2023)

Access and Disability Services

Any student with a disability requiring auxiliary aids, services, or other reasonable accommodations should contact the Access and Disability Services (ads@whatcom.edu) office in the Entry and Advising Center (LDC116, 360-383-3080 or 360-255-7182 [Videophone]).

Alcohol and Controlled Substances, Use/Abuse of

Students are prohibited from using, possessing, being demonstrably under the influence of, or selling any narcotic or controlled substance, except when the use or possession of a drug is specifically prescribed as medication by an authorized healthcare provider. Clinical sites may specify that even prescribed medications such as opioids or cannabis will prohibit students from clinical experiences in their facilities. Students are further prohibited from being demonstrably under the influence of any form of alcoholic beverage or cannabis or possessing or consuming any form of alcoholic beverage or cannabis on college property,

with the exception of sanctioned events approved by the president or designee and in compliance with state law. These prohibitions apply to every student whenever said student is present upon or in any College facility and whenever said student is present at or engaged in any college-sponsored activity that is held in college facilities or non-college facilities [WAC 132U-120-030 (1) and050 (3) (f) and (g)].

Attendance Guidelines

Knowing and understanding emerges from classroom, nursing skills lab, simulation, and clinical experiences, thus attendance is vital at all scheduled activities. All nursing courses are viewed as seamless, thus one grade will be given for the course that encompasses classroom, nursing skills lab, simulation, and clinical experiences. Attendance at all scheduled activities is expected. The student has a professional responsibility to notify instructor of an intended absence or tardiness. Students are responsible for obtaining lecture notes/handouts from classmates for a missed class**. Students are responsible for attending all nursing skills lab, simulation, and clinical experiences on the dates and times assigned.** Outside conflicts need to be avoided; for example, students must not schedule work hours, medical/dental appointments, or other obligations during scheduled class, lab, simulation, or clinical time. Students should not schedule leisure activities/vacations **during the scheduled start and end date of the quarter** as the course schedule is subject to change.

Missed nursing skills lab, simulation and clinical experiences are missed opportunities to meet course objectives. Make-up time is **not** an inherent feature of any clinical course. **Clinical and simulation absences may lead to the inability to meet clinical objectives that will result in a clinical failure, thus failure of the class.**

Clinical hours are 60 minutes in length. In the event of an absence, the student must:

1. Notify the instructor at least two hours prior to the assigned clinical time.
2. Talk to the instructor via telephone or in person (**not** on an answering machine or a text message).
3. Call the clinical facility and leave a message for the appropriate contact person at least two hours prior to the rotation time for clinical outplacements if appropriate.
4. At the discretion of the faculty member, submit a release signed by a healthcare provider to return to the clinical.

More than two absences from nursing skills lab, simulation, and clinical experiences in a quarter jeopardizes the student's ability to achieve the learning outcomes. **There may be no opportunity to make up missed nursing skills lab, simulation and clinical experiences.** The instructor may require the student to complete a replacement assignment when an absence

has occurred. Regardless of whether the student completes an assignment or not, the student who misses more than two nursing skills lab, simulation, or clinical experiences may be unsuccessful in meeting the course outcomes and may fail to progress. Students requiring medical leave are encouraged to communicate with the faculty and Access and Disability Services to determine if reasonable accommodations are available.

Books

Students will purchase the required textbooks and web-based tools. Textbooks will not be available from the faculty. The list of required books/tools will be provided to all students enrolling in the program. The WCC Library has a selection of nursing texts.

Chemical Dependency and Abuse

The Washington State Washington State Board of Nursing under RCW 18.130.180 (concerning the misuse of alcohol, controlled substances or legend drugs) has defined chemical dependency as *unprofessional conduct*.

The Nursing Program at Whatcom Community College has adopted the following positions:

- 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 client safety and clinical standards of performance.
- Nursing faculty have a primary responsibility to the students enrolled in the nursing program.
- Nursing faculty have a responsibility to intervene when client safety in the clinical setting is compromised.
- Nursing faculty have a responsibility to demand professional behavior from students in all aspects of the curriculum, as professionalism is one of the industry's standards. Professional behavior is defined in the Washington State Department of Health Law Relating to Nursing Practice and this handbook.
- All students are expected to perform their clinical activities efficiently and safely, without the influence of drugs or alcohol.
- Nursing students who are chemically dependent must address that problem before they resume pursuing their professional nursing career.

To protect the welfare of clients, students, and instructors at Whatcom Community College and affiliating facilities, the following activities are prohibited:

- Reporting for a clinical session with the odor of alcohol or illegal chemicals on the breath or person.
- Possessing or consuming any illegal narcotic, hallucinogen, stimulant, sedative or similar drug while on clinical time.
- Removing any drug from the institution or client supply for any reason.
- Using any intoxicating liquor or illegal substances within 24 hours prior to or while on clinical time, on the premises, or away from the premises when required to return to the clinical facility.
- Failure to follow the clinical facility's policies and procedures for controlled substances.
- Students have an ethical responsibility to report other students who are suspected substance abusers. This may be done by contacting nursing instructors or the Nursing Program Director and may be done anonymously.

All questionable student behavior will be dealt with through the following procedure:

- If clinical performance is adversely affected by a prescribed medication, the student will be sent home and considered ill.
- Should an incident occur, the student may be required to submit immediately to a drug/alcohol test at the site designated by the instructor. The expense for such testing will be the responsibility of the student. If the student refuses testing, they may be dismissed from the program on the grounds of implied admission to substance use. In the event of suspected use in the clinical setting, the instructor has the right to confiscate the substance for identification.
- All tests will be processed using identification other than the student's name. All tests and test results will be considered confidential.
- The student will be barred from attendance at clinical sessions until the Nursing Program Director has received the test results.
- If test results are negative, the student may return to clinical practice, but will be expected to make up any time missed.
- If test results are positive, the student may be dismissed from the program on the grounds of substance abuse.
- Should an incident occur after the student has shown negative test results and the results are again negative, the student will be barred from clinical practice until the cause of the problem has been determined. All missed time is subject to make-up.
- Any student dismissed from the program for substance abuse may apply for readmission with evidence of having successfully completed a treatment program.

Other aspects of the readmission process may be handled under the standard procedure for readmission.

Children in Nursing Laboratory and Classrooms

Children are not allowed in classrooms, the campus Nursing Laboratory, or resource areas as this could be dangerous, and there is no one to supervise children when the student is busy. Further, only individuals officially registered for a course may attend classes, laboratories, or clinical experiences. Badge access to the Health Professions Education Center is limited to authorized individuals including faculty/staff and enrolled students.

Classroom Etiquette

The student's undivided attention in the classroom is an expectation. An atmosphere of mutual respect should be maintained at all times in the classroom. Students are expected to come to class on time, remain for the entire period, and refrain from "private" conversations and naps. Students disrupting class may be asked to leave. Repeated disruptions would reflect a pattern of behavior. Professionalism is an expectation in the classroom and on campus, as well as nursing laboratory and clinical sites.

For class, lab, clinical or simulation activities that use ZOOM or other virtual meeting spaces, students are required to be "on camera." Being on camera has been shown to increase engagement and allow faculty to observe for student understanding. Any 'chat' during the activities should be course focused. Students are expected to be attentive and engaged as they would within a face-to-face activity. The students dress and environment should be appropriate for a public meeting. If a student has specific concerns or technical issues that impact their ability to be "on camera," please discuss with your instructor.

Clinical Assignment Policy

Students are assigned to clinical sites based on faculty and site availability to assure that maximum learning will be accomplished for each student in the program. A student who fails a clinical course will not automatically repeat the clinical at the same site. Assignments for repeat course work will be scheduled at the site or an alternate site at the discretion of the nursing faculty, based on the specific learning experience needed by the student.

Students, with the exception of preceptorships or previously designated alternate clinical sites, should not be in a clinical facility without the presence of an instructor. The student may not return to the facility to gather more client data after the clinical session is completed. Students visiting individuals on a personal basis before or after the clinical shift must change into street clothes to avoid misrepresentation of their role to the facility staff.

Clinical Codes – Client Emergencies

PeaceHealth St. Joseph's Medical Center does not allow students to participate in any direct client care emergency codes, (e.g., cardiac arrest, stroke, STEMI, and others). Students should initiate CPR if the situation warrants but must defer to hospital personnel or code team when they arrive. Students may participate in fire codes/drills and evacuations as needed.

Clinical Performance Guidelines

All nursing students must understand their own accountability in the performance of nursing skills and responsibilities. The Revised Code of Washington (RCW) 18.79.240 allows "the practice of nursing by students enrolled in approved schools as may be incidental to their course of study." This law is interpreted to mean that students are responsible for their own actions and do not practice "on the license" of the instructor.

During the nursing program, incidents may occur that lead to a request for the student to meet with clinical partner/agency officials. If the student/faculty receives such a request, the Nursing Program Director must be notified. Students will not participate in a meeting with clinical partner/agency officials without a representative from the nursing program to provide student support and guidance. The faculty member will provide a written report of the meeting using the Quality Management Report form. Any further actions will be dependent on the nature of the incident.

Nursing students should not practice invasive skills on clinical site employees, even if suggested or directed by the employee, as it violates the Washington State Nursing Practice Act. This regulation is in place to ensure that all nursing procedures and practices adhere to legal and ethical standards, prioritizing patient safety and professional integrity. The Washington State Board of Nursing oversees the Nursing Practice Act, which sets the scope of practice for nurses and nursing students. According to the act, nursing students must perform clinical procedures under the supervision of a licensed nurse or healthcare provider in a manner that safeguards the health and well-being of patients and staff. Practicing invasive skills on employees, rather than actual patients under controlled and supervised conditions, breaches these guidelines and can lead to legal and professional consequences for both the student and the supervising personnel.

For nursing students, it is crucial to follow established protocols and receive proper supervision during their clinical education to ensure competency and adherence to the nursing practice standards. This approach helps maintain a safe and ethical learning environment, ensuring that all invasive procedures are performed appropriately and safely.

Clinical Facility Student ID Badge

EXAMPLES of Performance Errors	SAFETY MEASURES
1. Unsatisfactory Skill Performance Two or more errors in skill performance. Performance checklists outline correct procedural steps for each skill.	• Individual practice in campus lab. Minimum: q 2 weeks. • Review check-off lists.
2. Communication Failure to clearly communicate with clinical instructor, primary nurse or auxiliary staff prior to, or during the clinical shift and/or at end of shift, regarding: client assessment, nursing care, and medication administration. Inability to provide a complete, safe handoff/end of the shift report to appropriate health professional.	• Ongoing communication with primary nurse and instructor throughout shift. • Practice shift report with tape recorder.
3. Documenting/Reporting Failure to document on check-off list, graphics, narrative notes, client assessments or client care notes in a timely manner throughout the clinical shift or by the end of the shift.	• Report to primary nurse at end of shift and complete documentation.
4. Integrity/Judgment Failure to notify primary nurse and instructor when error or omission is made. Failure to notify appropriate nursing staff or physicians of significant client status changes.	• Immediately notifies instructor, primary nurse and other identified personnel when error is made.
Failure to verify with instructor prior to administering any medications.	• Instructor verbal approval of all meds and IV status.
5. Unexcused Absence from Clinical Failure to notify instructor of absence prior to or during the first hour of the clinical experience.	• Immediately notifies instructor of absence from clinical setting.
6. Late Arrival Late arrival to clinical experience or consistent late arrival to scheduled post-conferences.	• Informs instructor if late to clinical experience or post-conferences via phone/text.
7. Performing skills without instructor permission. Students must have the permission of the clinical instructor prior to performing clinical skills.	• Ongoing communication with assigned instructors to establish student's skill level and instructor trust.

PeaceHealth St. Joseph's Medical Center issues Student Nurse Badges with picture identification for students attending clinical experiences at the facility. The procedure for obtaining the badge will be discussed with students in the first quarter that they will attend

clinical at this site. Students will follow the PHSJMC procedure for obtaining this badge and maintain security of the badge until the student withdraws or graduates from the nursing program, at which time the student will return the badge to the nursing instructor/program assistant. The cost for the initial badge is included in the nursing lab fees; however, students that lose the badge and require replacement must pay for the replacement. Badges must be worn above the waist and be 'face forward' for ease of reading by staff and clients.

Other clinical facilities may require students to wear visitor/volunteer or other designated badges. Students will wear their WCC Nursing Student badge and the clinical facility's designated badge as instructed.

Complaint Procedure: Informal and Formal

The emphasis of this procedure is the informal resolution of a complaint. Many differences can be resolved by direct, courteous, and respectful communication. Formal complaints and appeals, which involve Hearings before the Academic Appeal Committee, should be rare.

An informal complaint can be filed in any situation in which a student alleges that a Nursing Program administrative or academic policy is faulty, or its application has resulted in unfair treatment. The burden of proof to establish a case for a hearing rests with the student.

The informal procedure will be instituted within a reasonable amount of time but no later than 30 days after the event occurred.

If the complaint involves a faculty member:

Step 1: Informal resolution: Students who believe a college faculty member has treated them unfairly shall first discuss their concerns directly with that person.

Step 2: if the complaint is not resolved in Step 1, the student will meet with both the faculty member(s) and the Nursing Program Director. The student needs to document all events concerning the complaint using the **Informal Complaint Form** available from the Nursing Program Assistant.

Step 3: If the complaint is not resolved in Step 2, the student may meet with the department chair. The department chair will notify the faculty member about the concern and act as a facilitator for problem solving, which may involve a joint meeting or separate meetings with the student and the faculty member. Most misunderstandings can be resolved informally.

Step 4: If no acceptable resolution is reached in Step 3, the student may initiate a formal complaint using the WCC Student Complaint Process found on the college website (listed as WCC Student Complaint Step 2).

Step 5: If no acceptable resolution is reached in Step 4, the student may institute an appeal as outlined in the WCC Student Complaint Process.

Contact Information, Student

There are times during college classes when it is essential that faculty and/or a clinical facility contact a student. Consequently, students are required to have a telephone or have a reliable method of receiving messages on a regular basis. Nursing faculty and Whatcom Community College will use the student's WCC email address for college communications. Nursing faculty will use the student's telephone number as needed.

The student is responsible to keep **telephone numbers as well as address and name change information updated** in the Nursing Program Assistant Office (HPC 205) and the WCC Registration Office.

Counseling

Whatcom Community College has counseling services available to all students. If personal problems seem overwhelming, you may wish to talk with a counselor. Additionally, the counselors can help with stress management, test anxiety, referrals to community resources, and other needs. The instructor may recognize this need before you do and may refer you for assistance. The counseling office is in LDC 134 and can be contacted by email at counseling@whatcom.edu, 360-383-3139.

COVID-19 Considerations

COVID-19 is a highly infectious virus that is currently impacting the health of individuals in the United States and throughout the world. Impacts of this pandemic has affected higher education and healthcare in multiple ways resulting in strategies to keep students, WCC employees, and clinical facility staff and clients safe. Students are expected to follow the current guidance from the Governor, Washington Department of Health, Whatcom County Health Department, Whatcom Community College, and clinical partners for specific instructions for accessing campus and clinical facilities, reporting guidelines and quarantine for COVID-19 or suspected COVID-19 illness, attestations for campus and clinical facilities, and any additional requirements such as COVID-19 testing or antibody testing and immunizations.

In the event that a student is unable to meet the learning outcomes for the nursing course due to a COVID-19 illness, the student will be required to withdraw from the nursing program. Students seeking a medical leave should contact Access and Disability Services. Students will follow the instructions for readmission.

Dress Code

All students are expected to adhere to the following dress code in the nursing lab and clinical unless otherwise directed. The WCC dress code policy is based upon requirements of professional appearance from clinical partner sites and scientific knowledge from the nursing literature. When in uniform, the nursing student is expected to follow all aspects of the dress code, regardless of whether engaging in campus or clinical activities. Students may be dismissed from lab, simulation, or clinical sites if the dress code is not followed. Being dismissed from clinical places the student on probation.

Uniform: Maroon scrub top with maroon scrub pants or maroon skirts. The student must be identified by wearing a properly fitting professional uniform and Nursing Student photo ID. The uniform and student photo ID must be worn at all times when in a clinical setting and nursing lab unless otherwise directed. Any device used to wear a nametag around the neck must be of material that breaks away easily. Maroon scrub jackets, by the same scrub manufacturer, may be worn over the uniform in cold weather; students will not wear white lab coats/jackets. Students may wear a white or black camisole or white or black t-shirt under the uniform for warmth, sleeves may be short sleeve or ¾ length sleeves. Students may wear white or black stockings or hose with a skirt uniform, or white or black socks with the pants uniform. Socks must extend above the ankle.

Blue jeans, shorts, halter-tops, or sweat clothes (pants or hoodies) are not to be worn in any professional setting. Sheer, tight, or see-through fabrics, denim, and spandex materials are not appropriate. Skirt hemlines should be appropriate to the work environment. All uniforms should fit to allow for comfortable sitting, bending, stretching, etc. without exposing any additional trunk or extremity skin. Students should follow clinical facility dress code policies in community settings where uniforms are not worn.

Shoes: Closed-toe, closed and low-heeled, professional-appearing white or black shoes or all-white or black athletic shoes are required. Clogs, sandals, or cloth tennis shoes are not to be worn. Shoes should be impervious to liquid and are expected to be clean and in good repair.

Nursing Student Photo ID Badge should be obtained from ORCA Central in the Heiner Building and include the student's first name and the first initial of the last name. Students may also obtain their ORCA student identification card at ORCA Central in the Heiner Building. Nursing Student photo ID is required at all times when in the clinical facility and in the nursing laboratory. When withdrawing from the program, the name badge shall be returned to the Nursing Program Assistant or Director. Additional badge requirements for clinical sites will be completed as required.

Jewelry is limited. No jewelry except a watch with second hand, plain wedding bands, and one pair of small stud earrings will be worn. A very small, discrete nose stud may be

worn. Hoop earrings or any other jewelry may not be worn with the exception of a medical I.D. tag. Other visible body-piercing jewelry must be removed prior to entering clinical facilities. If the student has gauges in the ear, they must wear plugs to close the gauge.

Makeup: To be used conservatively while in uniform.

Hair: Hair should be pulled back and off shoulders if longer than shoulder length. Ponytails and braids must not extend beyond shoulder length. Barrettes are acceptable. Ribbons, scarves, and other hair ornaments may not be worn. Beards and mustaches need to be neatly trimmed. Turbans/hijabs/head bands can be worn in solid colors of Black, Grey or Maroon without fringes, metallics or other adornment. Use of headbands or scrub caps with buttons to secure the earpieces for face masks can be worn in solid colors of black, grey, or maroon.

Fingernails: Long nails are impractical and unsanitary. Nails should be kept clean, manicured and of minimal length. Use of fingernail polish and/or acrylic nails is prohibited.

Personal Hygiene: All students are expected to be well groomed. This includes a clean, well-pressed uniform, deodorant, clean hair, clean shoes, and good oral hygiene. No perfume/cologne or strongly scented soaps or lotions should be used. If personal hygiene is deemed inappropriate by the instructor or facility, the student will be sent home.

Tattoos: Visible tattoos must be appropriate in content and quantity and in keeping with a professional image. Tattoos that may be considered offensive or excessive must be covered while in the nursing lab, simulation, and clinical sites. Clinical Facility policies for tattoos will be adhered to.

Chewing Gum is inappropriate in the clinical, nursing lab, and simulation setting.

Drug Screening

All students participating in the Nursing Program will be required to complete a preclinical drug screen at the student's expense. Screening is required by clinical partners so that students may deliver care to their clients. Students are in a safety-sensitive position and need to be free of mind-altering drugs (including but not limited to marijuana, cocaine, amphetamines, opiates, tricyclic antidepressants, barbiturates, methadone, benzodiazepines, and PCP). Students cannot begin the nursing program until a drug screening has been successfully completed. Students who test positive for THC (marijuana, including prescribed marijuana) will not be allowed entrance to the nursing program. Drug screening is a requirement of our clinical partner agencies. Although private recreational and medical use of marijuana is legal in Washington state, our clinical partner agencies are governed by federal laws, and marijuana is a prohibited substance at the federal level. If your drug test results are positive for THC, you will be ineligible to participate in the

program for that admission cycle and will be required to reapply to the program for a future admission cycle.

Any positive drug result will be reviewed by a certified Medical Review Officer (MRO). 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 the clinical experience and will be dismissed from the program. See the Readmission policy. If the student is taking a healthcare provider-prescribed medication, a follow-up letter from the provider may be required. Clinical partners may specify that even prescribed medications such as opioids or cannabis will prohibit students from clinical experiences in their facilities.

Information about drug-screening will made available through the Nursing Program Assistant.
Take the following items to the laboratory.

1. A credit card, local check or exact cash (no cash is kept at the site to make change). The student is responsible for the testing fee.
2. A picture ID from Student Services or a driver's license.
3. The following information will be required:
    i. Full legal name
    ii. Social Security number
    iii. Home phone number

On the day of the appointment, the student should not urinate within two hours prior to collection. The student should not drink more than eight ounces (one glass) of water or fluid within two hours of collection. Drinking more liquids may lead to a dilution of the test results. If the initial test indicates a diluted specimen, the student must submit another sample and pay an additional fee.

The results of the test will automatically be sent to WCC. The student may obtain the results of the test by presenting a picture ID at the lab two business days after completion or by providing a self-addressed, stamped envelope at the time of collection.

Students who re-enter the nursing program are required to complete a new urine drug screen.

Eating and Drinking

No food is allowed in the nursing classroom/lab. No food or drink will be allowed during examinations. Instructors, at their discretion, may allow covered drinks depending on the lab activities planned. The classroom must be left clean and orderly. Failure to keep the environment clean will result in the loss of this privilege.

Electronic Communication, Online Social Networking, and Texting

Nursing Students must adhere to the Health Insurance Portability and Accountability Act (HIPAA) guidelines in all instances, at all times. Client information (including photographs) should not be a part of a student's personal electronic communications (e.g., texting, phone calls, web pages, online social networking). Students should not take photographs of anyone, including staff, clients, other students, or clinical spaces in any clinical facility. As outlined in the HIPAA section of this handbook, **all verbal, electronic, and written information relating to clients and contracted facilities is considered confidential and is not to be copied or discussed with anyone.** Students should refrain from using electronic devices (for conversations, texting, and image taking) directly in front of clients. The use of these electronic tools in the presence of a client may degrade the client's feelings of safety and confidentiality. By adhering to these rules, students demonstrate the respect and confidentiality all clients deserve.

Additionally, professional conduct of the nurse dictates that student nurses must refrain from communication and action that perpetuates, relates to, or infers gossip, stories from behind the scenes, or hearsay. Clinical partners and their employees must receive the professional respect and privacy restrictions granted to all clients. Specific procedures that have been completed in the clinical setting and helpful hints for fellow students may be items deemed appropriate to discuss when no identifiable HIPAA protected information is disclosed. Questions related to adhering to HIPAA should be directed to your instructors or the Program Director.

Cell phones may be used in the class or nursing laboratory only for course related purposes. Personal use of cell phones for calling or texting is restricted to break times. Students may use cell phones during clinical experiences to contact the clinical instructor. Students will inform facility staff about their use of cell phones for contacting the instructor. During clinical rotations, personal telephone calls and texting is restricted to break times.

Instructor communication guidelines for email, text and telephone for coursework questions are included in the course syllabi.

Employment

The faculty strongly recommends that the maximum hours of employment not exceed 12-16 hours per week outside of school. Students should not work the shift immediately prior to class or clinical, as fatigue may jeopardize safe performance and ability to learn. Faculty may recommend that a student reconsider work commitments if employment is interfering with meeting the objectives of the Nursing Program.

The student, as an employee of any facility, may not wear the WCC name badge, uniform or sign S.N. after their name. It is recommended that a student not accept work assignments beyond the level of their licensure/certification.

Employed students are not considered official representatives of the WCC Nursing Program. An unlicensed nursing student should not accept employment that requires the student to perform duties that should be performed only by a licensed nurse. Students are accountable for their own actions and are urged to use reasonable and prudent care in accepting a position and in fulfilling their responsibilities as employees.

English as an Additional Language (EAL) Academic Adjustment

Academic adjustments are available for students who have learned English as an Additional Language (EAL) and who identify English as non-dominant or non-primary. Students who have identified themselves as an EAL student should meet with the WCC designated employee. Students must self-identify as a non-native English speaker and have it confirmed by the WCC designated employee. These students may be eligible for extended time on test, testing in the WCC Testing Center, and other academic adjustments. It is the student's responsibility to inform all instructors and provide documentation of the academic adjustments they have been approved for. The academic adjustments roll over from one quarter to the next.

Exposure to Body Fluids Guidelines

Standard Precautions – all blood and body fluids are considered potential sources of infection and are treated as if known to be infectious.

a. Contaminated sharps shall not be bent, recapped, or removed.
b. Contaminated sharps must be placed in an appropriate container as soon as possible.
c. Eating, drinking, applying cosmetics or lip balm, and handling contact lenses are prohibited in the work area where there is a likelihood of occupational exposure.
d. When exposure is possible, personal protective equipment shall be used. Personal protective equipment includes:
    1. Gloves to be worn when it can be reasonably anticipated that the individual may have hand contact with blood, other potentially infectious materials, mucous membranes, and non-intact skin; when performing vascular access procedures; and when touching contaminated items or surfaces.
    2. Masks, eye protection, and face shields to be worn whenever splashes, spray, splatter, or droplets of blood or other potentially infectious materials may be generated, and eye, nose, or mouth contamination can be reasonably anticipated.
    3. Gowns, aprons or other protective body clothing dependent on the task and degree of exposure that can reasonably be anticipated.

e. Wash hands immediately after removal of gloves or other personal protective equipment. (Excerpts from OSHA Blood-borne Pathogens Section 1910.1030)

Exposure Guidelines

a. Students must wear appropriate protective clothing/equipment when performing any task(s) that may involve exposure to body fluids.
b. If exposure to blood or body fluid occurs, the Center for Disease Control recommends:
    1. Wash needlesticks and cuts with soap and water
    2. Flush splashes to the nose, mouth, or skin with water
    3. Irrigate eyes with clean water, saline, or sterile irrigants
    4. Report the incident to your supervisor
    5. Immediately seek medical treatment

    The student may seek immediate medical attention from the emergency department or from the student's own primary care provider. Any medical expenses incurred by the student will be the responsibility of the student.
c. Any direct exposure to body fluids occurring while functioning as a Nursing Student must be reported immediately to the clinical instructor.
d. The clinical instructor and student will notify the facility supervisor.
e. The clinical instructor and student will complete a facility site incident report.
f. The clinical instructor will complete the college accident report.
g. The clinical instructor and student will complete the Nursing Program Quality Management Report and review the SPEET and complete a remediation plan if appropriate and submit to the Nursing Program Director.

Financial Aid

Students attending WCC for the purpose of receiving a degree or certificate may be eligible for financial assistance through federal, state, or local programs. Details may be obtained from the Student Financial Aid Office. Students must apply for financial aid each year. Work Source also provides referrals to funding resources.

The Whatcom Community College Foundation and numerous friends of the College have cooperated to develop and offer several scholarships with tuition awards that range from $500 to full tuition. Scholarships are available to students who demonstrate outstanding academic achievement, athletic skills, personal growth, or contributions to fellow students or the College.

State and federal consequences and penalties apply if students default on their federally or state-guaranteed educational loans or service-conditional scholarships. Students are

referred to the Financial Aid website https://www.whatcom.edu/get-started/financial-aid for additional information about Financial Aid processes.

Grading Guidelines

Courses in the nursing program are offered in a sequential manner with knowledge building on the foundation of the previous courses. Progression through the clinical sequence of the curriculum is dependent upon demonstration of satisfactory application of theory to clinical practice and satisfactory clinical performance.

Nursing courses must be taken in sequence and includes the embedded courses. The same course grade assigned for the core nursing course will be assigned to the embedded courses. In order to progress to the next course in the nursing sequence, the student must:

1. Achieve a minimum average exam grade for the course of 75% (this includes any points awarded from collaborative testing). Rounding will not be used to assign the average exam grade. In NURS 273, the ATI predictor exam score is excluded from the exam grade average requirement.
2. Achieve a minimum final course grade of C (78%). Rounding will not be used to assign the final course grade.
3. Achieve a minimum clinical grade of C (78%). Rounding will not be used to assign the lab/clinical score.
4. Achieve a score of 95% for the first attempt of the Medication dosage calculation competency for NURS 171, NURS 172, and NURS 173. Subsequent attempts must achieve a score of 100% (2 additional attempts permitted). Second year students in NURS 271, NURS 272, and NURS 273 must achieve a 100% score on the first or any subsequent attempts (2 additional attempts permitted).
5. Meet expected level of performance on the Final Quarter Student Outcome Tracking Tool (SOTT) according to the course level.

The course grade reflects tests, graded assignments, and a 5% weighted carryover from the clinical grade. Students that do not achieve an average exam grade of 75% regardless of their course grade will not progress to the next course in the nursing sequence. Students that do not achieve a clinical grade of 78% will not progress to the next course in the nursing sequence regardless of their course grade. No points will be awarded to the course grade (5% weighted carryover) for a clinical grade less than 78%. Students that are not successful with passing the medication math competency after three attempts will not progress to the next course in the nursing sequence and will be required to withdraw from the current nursing course. Students that do not meet the minimum expected level of performance on the Final SOTT will not progress to the next course in the nursing sequence.

Students that do not achieve a final course grade of C (78%) will not progress to the next course in the nursing sequence.

Students who fail to achieve a final course grade of 78% in NURS 171 or NURS 172 may be placed on academic probation and allowed to progress to next quarter if their grade is 75 – 77.9% at the discretion of faculty, if all other requirements are met. Students must achieve a final course grade of 78% or higher in the subsequent quarter in order to continue to progress. Students who fail to achieve a final course grade of 78% in NURS 170, must repeat the course successfully prior to progressing to NURS 172. The student will need to apply for program readmission in order to be enrolled in NURS 172 in a future quarter. See readmission policy. The student who passes NURS 171 but does not pass NURS 170 must re-enter the program within two years or will be required to retake NURS 171. The student must retake the failed NURS 170. The student who passes NURS 170 but not NURS 171, will be encouraged to retake or audit NURS 170 when retaking NURS 171.

Course letter grades are assigned according to the scale below.

Percentage	**Grade**
94-100.....	A
90-93.....	A-
87-89.....	B+
84-86.....	B
82-83.....	B-
80-81.....	C+
78-79.....	C
The student is not passing if grade is below 78%. A score of 77.9% will not be considered passing. Grades will not be rounded to the nearest percentage point.	
75-77.....	C-
71-74.....	D+
68-70.....	D
67 and below.....	F

The instructor reserves the right to deduct points or assign a grade of "0" for assignments and exams turned in late. Refer to course syllabi for specific details. Students may receive a grade of "Incomplete" at the discretion of the instructor for the course until all coursework is completed – see section for "Incomplete Grade." All clinical experiences are required, and campus Nursing Laboratory and Simulation attendance is mandatory. Clinical grades will be based on tests of skills lab/simulation content, medication dosages calculation competency, written assignments, and performance of required clinical skills. A passing grade for exams is 78%. Students who do not achieve that minimum must remediate with the instructor.

If the student is successful in passing the theory area of the course but unsuccessful in passing the clinical area of the course, the letter grade "D" will be entered on the transcript and will be unable to progress. If the student is successful passing the clinical area but is unsuccessful passing the theory area, the theory grade according to the grading scale is entered on the transcript and will be unable to progress. If the student is unsuccessful with both the theory and clinical area of the course, a grade of "D" will be entered on the transcript. Satisfactory progress on the student outcome tracking tool (SOTT) for course and program outcomes is also required. Critical behaviors that must be achieved will be identified in each quarter. If the student does not meet the minimum Expected Level of Performance on the end of quarter SOTT, the student will receive a "D" for the course and will be unable to progress.

Graduation

The student must submit an application for graduation during the first three weeks of the quarter preceding graduation, e.g., winter quarter for a spring graduation. The application may be obtained from the Whatcom website, the Advising Office, or the Registration Office. It is the student's responsibility to ensure that any necessary prerequisite course substitutions have been initiated on course substitution request forms and approved prior to graduation.

Health Insurance Portability and Accountability Act (HIPAA)

All verbal, electronic, and written information relating to clients and clinical partners is considered confidential and is not to be photocopied, printed out or removed from the clinical facility, or discussed with anyone. Information may be disclosed only as defined in HIPAA guidelines for educational purposes. A breach of confidentiality may result in disciplinary action, up to and including possible dismissal from the program and/or course.

I. Rationale for Guidelines

The Health Insurance Portability and Accountability Act (HIPAA Privacy Regulations) protect an individual's identifiable health information. Procedures are established for mitigating, to the greatest extent possible, any deleterious effects from any improper use or disclosure of individually identifiable health information or Protected Health Information (PHI). Protected health information includes the client's name or other client identifiers, including information on past, present, or future physical or mental health status, or the condition and provision of healthcare to the client. HIPAA established an individual's right to control access to and use of PHI.

II. Security

This refers to how private information is safeguarded, controls access to information, and protects it from inappropriate disclosure, distribution, or loss of data. Maintain the security of PHI and prevent its unauthorized use or disclosure, e.g., chart security; log off computer when leaving terminal. Report immediately in writing any use of PHI that is not permitted. Consequences of violation may include fines and criminal charges.

III. Privacy

This refers to what is protected -- health information about an individual and the determination of who is permitted to use, disclose, or access the information. Protect client confidentiality in all forms - written, oral and electronic. Only access client information to the extent of the need to know for each job/position, and only the minimum necessary for the immediate purpose. Clients have the right to see their own medical records and learn who has seen their records when the disclosure is for purposes other than treatment, billing, or other healthcare operations.

Inclement Weather Cancellation

During adverse weather conditions it may be necessary to cancel class or clinical. Classes and clinical will be cancelled when Whatcom Community College is closed for inclement weather. Listen to the radio KPUG (1170 AM) and KGMI (790 AM) for announcements to this effect. Cancellation information may also be provided within the Canvas course. The nursing faculty may also choose to cancel class or clinical during inclement weather and students will be notified by their clinical instructors in that case. Be sure the Nursing Program Assistant has your current phone number. Email communication will occur through Canvas. If the college does not close and the student feels unsafe travelling to class, lab, or clinical; it will be the student's responsibility to notify the instructor. Clinical/lab time will be replaced for inclement weather closures.

Incomplete Grade

An "incomplete" for a nursing course is strongly discouraged and may not be granted except under the most extraordinary of circumstances. In the event of a number of verifiable personal emergencies, faculty may discuss grading options but only if the student has shown sufficient effort and satisfactory progress as defined by the faculty (assignments up to date, 78% average on exams, group participation, good effort, and discussion with faculty). In addition, the arrangement must have the Program Director's approval. The WCC procedure for "incomplete grade" will be followed.

"Incomplete" cannot be considered for missing clinical experiences. The time allowed for making-up work is at the instructor's discretion. The "I" on record with the registrar must be removed by the 2nd day of the following quarter.

Informed Consent

The use of human subjects for educational purposes carries the responsibility to protect the rights, well-being, and personal privacy of individuals; to assure a favorable climate for acquisition of practical skills and the conduct of academically oriented inquiry; and to protect the interests of Whatcom Community College. Within the nursing program, courses involve classroom, laboratory, and clinical activities where learning by students requires the use of fellow students as part of training procedures and/or demonstrations. Students are prohibited from performing invasive procedures on clinical facility employees even if suggested or directed by the employee.

INJECTION may involve being the recipient of injections administered by a fellow student - one intramuscular, one subcutaneous, and one intradermal. Each will contain sterile saline and be given under the direct supervision of the Nursing instructor.

Possible Risks and Discomforts:

1. damage to a nerve, muscle or other soft tissues;
2. introduction of infection into body tissues;
3. pain resulting from the procedure itself.

Benefits

1. participation in a learning experience necessary to become a nurse;
2. acquisition of empathy for future clients undergoing this procedure.

Appropriate Alternatives

The exclusive use of training mannequins that have been used extensively prior to the injection of a human subject.

VENIPUNCTURE may involve being the recipient of one or more venipunctures performed by a fellow student under the direct supervision of the instructor.

Possible Risks and Discomforts

1. damage to nerve, muscle or other soft tissues;
2. introduction of infection into body tissues or vessels;
3. pain resulting from the procedure itself;
4. bleeding that could result in ecchymosis or a hematoma.

Benefits

1. participation in learning experience necessary to become a nurse;
2. acquisition of empathy for future clients undergoing this procedure

Appropriate Alternatives

The exclusive use of training mannequins that are used extensively prior to the venipuncture of a human subject.

FINGERSTICK may involve receiving numerous fingersticks performed by fellow students during the laboratory unit of this course for the purpose of obtaining capillary blood specimens.

Possible Risks and Discomforts

1. introduction of infection into body tissues;
2. pain resulting from the procedure itself;
3. bleeding that could result in ecchymosis.

Benefits

1. participation in a learning experience to become a nurse;
2. acquisition of empathy for future clients undergoing this procedure.

Appropriate Alternatives

1. use of testing solution for glucose readings

Invasive Procedures

In certain nursing courses, students may have the opportunity to practice specific invasive procedures on mannequins and/or consenting nursing students. The procedures that may be practiced on consenting nursing students are limited to intramuscular, intradermal, and subcutaneous injections of sterile normal saline; venipuncture or venipuncture with intravenous catheter insertion; and fingersticks. A faculty member who is a registered nurse must be in attendance during any practice sessions in which these procedures are performed. Students will not perform, nor allow to be performed on them, any of these procedures unless a nursing program faculty member is present and supervising.

Receiving injections or venipuncture administered by other nursing students is strictly voluntary and non-participation will not affect grades. Students will be informed of the risks of these procedures (infection or damage to the tissue or nerves). Students must sign a

release/consent form prior to receiving any invasive procedure. The form must be signed each quarter in which the procedures are practiced and will be maintained in the student's permanent file. If the student wishes to change his/her consent at any time during the quarter, a new form must be signed, dated and maintained in the student's permanent file. Students may decline to participate at any time.

Hazardous waste containers are provided and are to be used for any materials contaminated with body fluids. Any surfaces in the lab accidentally contaminated with body fluids should be cleaned promptly. This is the responsibility of faculty/students at the time of contamination. Needles and sharps are to be disposed of in proper receptacles.

Just Culture

> A nursing program subscribing to the values of a fair and just culture recognizes that people learn and improve by openly identifying and examining their weaknesses, and feel supported and safe in doing so. . . . A fair and just culture is not one in which individuals have no responsibility for what occurs. Reckless behavior that takes place with impunity is clearly unacceptable. But a fair and just culture recognizes that people sometimes make mistakes, system issues often contribute to errors, and a balance must be sought between individual accountability and system effectiveness. (Disch, Barnsteiner, Connor, & Brogen, 2017, p. 25)

A *just culture* recognizes that while we as humans are fallible, we do generally have control of our behavioral choices. A *just culture*:

- Places focus on evaluating the behavior, not the outcome;
- Distinguishes between normal error, unintentional risk-taking behavior and intentional risk-taking behaviors;
- Fosters a learning environment that encourages reporting of all mistakes, errors, adverse events, and system weaknesses (including self-reports);
- Lends itself to continuous improvement of work processes and systems to ensure the highest level of client and staff safety;
- Encourages the use of non-disciplinary actions whenever appropriate (including coaching, counseling, training and education); and
- Holds individuals accountable for their own performance in accordance with their responsibilities but does not expect individuals to assume accountability for system flaws over which they had no control.

Just culture in the nursing program uses a Student Practice Event Evaluation Tool (SPEET) for evaluating practice events and determining whether the actions of the individual student

warrants consoling, coaching, counseling, remediation, and/or disciplinary action. (For further information see Handbook section on Medication and Medical Errors/Events).

Latex Allergy Response Plan

When working in the clinical setting or Nursing Skills Lab, students may be exposed to latex and other allergens.

Procedure

For students with known sensitivity/allergy to latex or any other element in the lab or clinical environment, it is recommended that you:

- Obtain a consultation with your healthcare provider (HCP) about your sensitivity/allergy, risks, and treatment.
- Provide documentation from your HCP to your clinical instructor regarding your sensitivity.
    - Latex-free gloves will be used in lab. However, the lab environment and clinical facilities are not latex free.
- Inform your clinical instructor of your plan to handle a reaction.

In the case of a life-threatening reaction in the Nursing Lab, an ambulance will be summoned immediately.

- Any faculty member or student may **dial 911 on the phone in the Lab, state that you have a life-threatening "latex emergency" and need an ambulance. Epinephrine will be needed.**
- After calling 911, **notify the WCC switchboard**.
- Do not handle the victim with any latex products.
- The affected student or faculty member will be transferred to PeaceHealth St. Joseph Medical Center. It is helpful for the ambulance personnel to know the victim's allergies, current medications and any medical conditions.

Faculty and staff with known sensitivities are to inform the Nursing Program Director as above. If a student or faculty member has a reaction requiring medical attention, a WCC Incident Report is to be completed using the WCC Incident Reporting site. Additionally, a Nursing Program Quality Management report will be completed and forwarded to the Nursing Program Director.

Lines of Communication

To facilitate the open communication between students and faculty, the Nursing Program has defined a line of communication to resolve academic issues that may arise in the classroom and/or at the clinical site. Student issues or concerns need to be addressed promptly and according to the established line of communication outlined below. Dialogue

with the next person in the line of communication is necessary only after the prior contact does not lead to resolution.

Line of Communication for Problem Resolution

Course Instructor or Clinical Instructor → Nursing Program Director → Department Chair → Dean for Health Programs and SEM → Vice President of Instruction

Medically Necessary Leave

This policy covers all leave students may need to take during their time in the program that is connected to a personal medical need. This could include pregnancy, major surgery, or other medical procedures that require time away from the course/program. Students will be referred to Access and Disability Services to determine the need for reasonable accommodations. The student is responsible to:

1. Advise the instructors and Nursing Program Director of the need to take leave.
2. Be under a doctor's supervision

The pregnant student who is in good health may continue clinical nursing courses as long as, in the judgment of the student's primary care provider, the requirements of the course will not interfere with their health or their pregnancy and the state of their health does not interfere with meeting course outcomes. Pregnant students should notify their nursing instructor/nursing program director and provide a release from their provider that they are able to continue in clinical or of any restrictions. Depending upon the circumstances, the student may need to withdraw from the nursing course.

Students who take a medically necessary leave will be allowed to reenter the program when the course they left is offered again with space available. The intent to return must be communicated the Nursing Program Director when leaving the program and well in advance of the quarter in which they intend to return.

Medication Administration

The proper dispensing and administration of medication performed by nursing students is vital to the delivery of safe and effective client care. Students will follow facility policies and procedures for medication administration including confirming medication prescription, retrieving medications from medication carts or automated drug distribution devices (ADDD), verifying client allergies, completing required client assessments, using required technology to verify client and medication (bar code medication administration, BCMA) if available, and documenting medication administration and any required post-administration assessments.

WAC 246-945-450 provides specific guidance for nursing student administration of medications using drug dispensing technology. Students will receive instruction and

opportunities to practice medication retrieval skills using the automated drug dispensing device (ADDD) on campus during nursing lab skills and simulation activities.

In the clinical setting, students are oriented to the ADDD or other medication system by the facility nurse or the nursing instructor. Students will not have independent access to the ADDD. All medications will be retrieved under the supervision of the facility nurse or the nursing instructor who has login credentials for the ADDD. The student will use their electronic medical record credentials to complete the six rights of medication administration and Bar Code Medication Administration (BCMA) (if available) under the supervision of the facility nurse or nursing instructor. Nursing student medication administration, including documentation, will be performed utilizing facility specific policies, procedures, and protocols.

Students are not permitted to administer medications until skill verification is completed in the nursing skills lab and the medication dosage calculation competency, administered each quarter, is successfully completed. Students will only administer medications under the direct supervision of the facility nurse upon approval of the nursing instructor or under the direct supervision of the nursing instructor.

Outplacements – no medication administration

NURS 171 – no medication administration

NURS 172 – oral, subcutaneous, intramuscular, inhalation, topical

NURS 173 – oral, subcutaneous, intramuscular, inhalation, topical, IV flush/primary fluids/IVPB, pediatric medication

NURS 271/272 - oral, subcutaneous, intramuscular, inhalation, topical, IV flush/fluids/IVPB, IV direct, neonate/pediatric medication

NURS 273 – with preceptor according to Preceptor Handbook and facility policy

Medication errors, adverse events, and alleged diversion of medications will be reported to the facility using facility processes and to the nursing program using the Quality Management Report. Reporting to the Washington State Board of Nursing will be completed as required by WAC 246-840-513 within two business days.

Medication Dosages Calculation Competency

Accurate dosage calculation and medication administration are essential for safe practice. All students enrolled in a clinical course must demonstrate competency in dosage calculation before the start of the clinical experience. Competency is determined by achieving 95% accuracy on the dosage calculation exam for the first attempt in NURS 171, NURS 172, or NURS 173 or 100% for students in NURS 271, NURS 272, or NURS 273. Students are not permitted to administer medications without demonstrating competency and safe practice in drug dosage calculations. Students unable to demonstrate safe practice

in dosage calculation will be withdrawn from the clinical course. *Students must understand that accuracy is only partly dependent on correct calculations; the student must also correctly interpret medication orders as they are commonly written.*

The following guidelines are intended to safeguard the welfare of clients yet provide ample opportunity for students to prepare themselves for successful medication administration. Students will be given a competency exam in each quarter of the Nursing Program to test problem-solving and demonstrate mastery of this vital skill.

Each quarter, prior to medication administration in a clinical setting, a student must pass a medication dosage calculation competency exam. Students must achieve a score of 95% for their first attempt of the Medication Dosage Calculation Competency for NURS 171, NURS 172, and NURS 173. If unsuccessful with the first attempt, the students must achieve a score of 100% on subsequent attempts (2 additional attempts permitted). Second year students in NURS 271, NURS 272, and NURS 273 must achieve a 100% score on the first or any subsequent attempts (2 additional attempts permitted).

The medication dosage calculation competency exam process must be completed prior to the registration date for last day to withdraw with a "W" grade. See the college registration calendar for the date each quarter. Students are not allowed to administer medications in the clinical facility until the medication dosage calculation competency is successfully completed. Calculators with an add, subtract, multiply, and divide capability are provided. The types of calculations on the competency exam will reflect current and all prior learning.

First Exam Failure: The student is placed on clinical warning and is unable to administer medications in the clinical facility. The student may meet with the designated instructor for individual remediation. The student is also directed to self-remediate the area of deficiency by various resources, including test review, math lab, peer tutoring, and/or self-paced textbook review. The time and place of the second exam will be set at the instructor's discretion. The second exam will be composed of only the areas of concern (errors) from the first exam, five questions from each area, e.g., household measures or drip rates. The student will not have to repeat calculations from all areas. Exam two will not have more questions than the original exam.

Second Exam Failure: The student is placed on clinical probation and is warned that there is one more opportunity to pass the exam. The student will meet with the designated instructor for individual remediation. A formal remediation plan will be developed and placed in the student's file. The student is also directed to self-remediate the area of

deficiency by various resources, including test review, math lab, peer tutoring, and/or self-paced textbook review. The time and place of the third exam will be set at the instructor's discretion. The third exam will be composed of only the areas of concern (errors) from the second exam, five questions from each area, e.g., household measures or drip rates. The student will not have to repeat calculations from all areas. Exam three will not have more questions than the original exam.

Third Exam Failure: The student is withdrawn from the Nursing course.

Medication and Medical Errors/Events

Students may be involved in medication and medical errors or events during the course of studies in the WCC nursing program. In keeping with the concept of *just culture* (see section on *just culture*) and the WAC 246-840-513 Reporting and Record Keeping Requirements for Nursing Education Programs, all student errors and near misses that resulted in harm or could result in harm to the client must be immediately reported to the appropriate WCC nursing instructor and to the Nursing Program Director within 24 hours. The Nursing Program Director is required to report these events to the Washington State Board of Nursing (NCQAC) within two business days. Additionally, any diversion of drugs involving a student must be reported to NCQAC.

When an untoward event (error, mistake, misunderstanding, or system failure resulting in harm, potential harm, near miss, or adverse outcome) occurs, the student will immediately notify the nursing instructor and the supervising registered nurse. Facility incident reporting will be completed with the assistance of facility staff, and a WCC Nursing Program Quality Management Report will be completed with the appropriate nursing instructor.

In addressing such events with the student, the Nursing Program Director and faculty apply the *just culture* philosophy and principles and complete the Student Practice Event Evaluation Tool (SPEET). The *just culture* principles and the SPEET will guide analysis of the incident and identification of appropriate remedies/action plan. The impact of the event for the student may range from no action to remedial work, probationary status and up to dismissal from the nursing program. Use of the *just culture* principles and the SPEET will provide a standard by which the Nursing Program Director and faculty can work collaboratively and communicate openly. The WCC Nursing Education Program retains full control over any interventions with students determined necessary in resolving the event in accordance with institutional policies and procedures.

Medication Error

Students undergo stringent processes prior to administering medications to clients in the clinical setting. However, in spite of this training, medication errors and near misses do

occur. A medication error is an incident or occurrence that had the potential to place a client at risk for harm or resulted in actual harm in relation to medication therapy. A near miss is an event or situation that could have resulted in an accident, injury, or illness, but did not, whether by chance or through timely intervention. Many errors occur when the student nurse fails to follow routine procedures such as checking dosage calculation, deciphering illegible handwriting, or administering medications with which the student nurse is unfamiliar.

To ensure safe medication administration, the student nurse shall understand and practice the "six rights" of medication administration.

These are:

1. the right medication
2. the right dose
3. the right client
4. the right route
5. the right time
6. the right documentation

Student nurses are accountable for their actions and any error that may occur in the clinical environment (Note WA State law, RCW 18.79.240).

Medication errors that take place in the WCC campus-based simulation or practice lab are subject to remediation at the discretion of the faculty. The WCC Nursing Program will keep a documentation log on medication and medical errors/events in accordance with WAC 246-840-513.

Medication Administration Error Examples

Examples of specific errors or omissions that constitute a medication error include, but are not limited to, the following:

Error/omission regarding:	**Safety Measure**
1. Right Medication	a. Three checks of all medications administered. b. Checking all medications against doctor's orders c. Completed prep sheet. d. Student verbally identifies medication by classification, action, major side effects, and correct Nursing actions. e. Uses completed prep sheet when verbalizing drug information. • Use barcode medication technology to identify medication/dose/time
2. Right Client	a. Arm band check each time medication is dispensed.

- Use barcode medication technology to identify client

3. Right Dosage	a. Completed prep sheet. b. Three checks of each medication. (Each medication is checked against doctor's orders.) c. Correct dosage calculation. No instructor assistance or staff assistance. Drawn up into syringe correctly.
4. Right Route	a. Completed prep sheet. b. Demonstrates accurate knowledge of medication routes, client landmarks, and nursing actions.
5. Right Time	a. Administration of drug within 30 minutes before or after scheduled time on MAR or according to facility policy. b. Check MAR to avoid incorrect prn drug administration.
6. Right Documentation	a. Document medication administration after giving it, not before. b. If time of administration differs from prescribed time, note the time on the MAR and explain reason and follow-through activities. c. If medication is not given, follow the facility's policy for documenting the reason why.
7. Instructor Notification	a. Instructor will be present for medication administration. However, medication administration may be supervised by the primary RN with **prior** clinical instructor approval. b. ALL subcutaneous, intramuscular, intravenous, and intradermal administration of medication without instructor approval or presence will result in immediate PROBATIONARY STATUS (see Probationary Status Policy).

The nursing faculty endeavor to help students succeed in providing safe, effective client care. However, when faculty identify deficiencies in Essential Functions and/or performance by a student, the faculty will work with the student to develop an individualized remediation plan. This plan is considered a part of the student's record. When considering

further student events, evaluation with the SPEET will include a review of prior events and student behaviors.

Nursing Program Improvement Processes

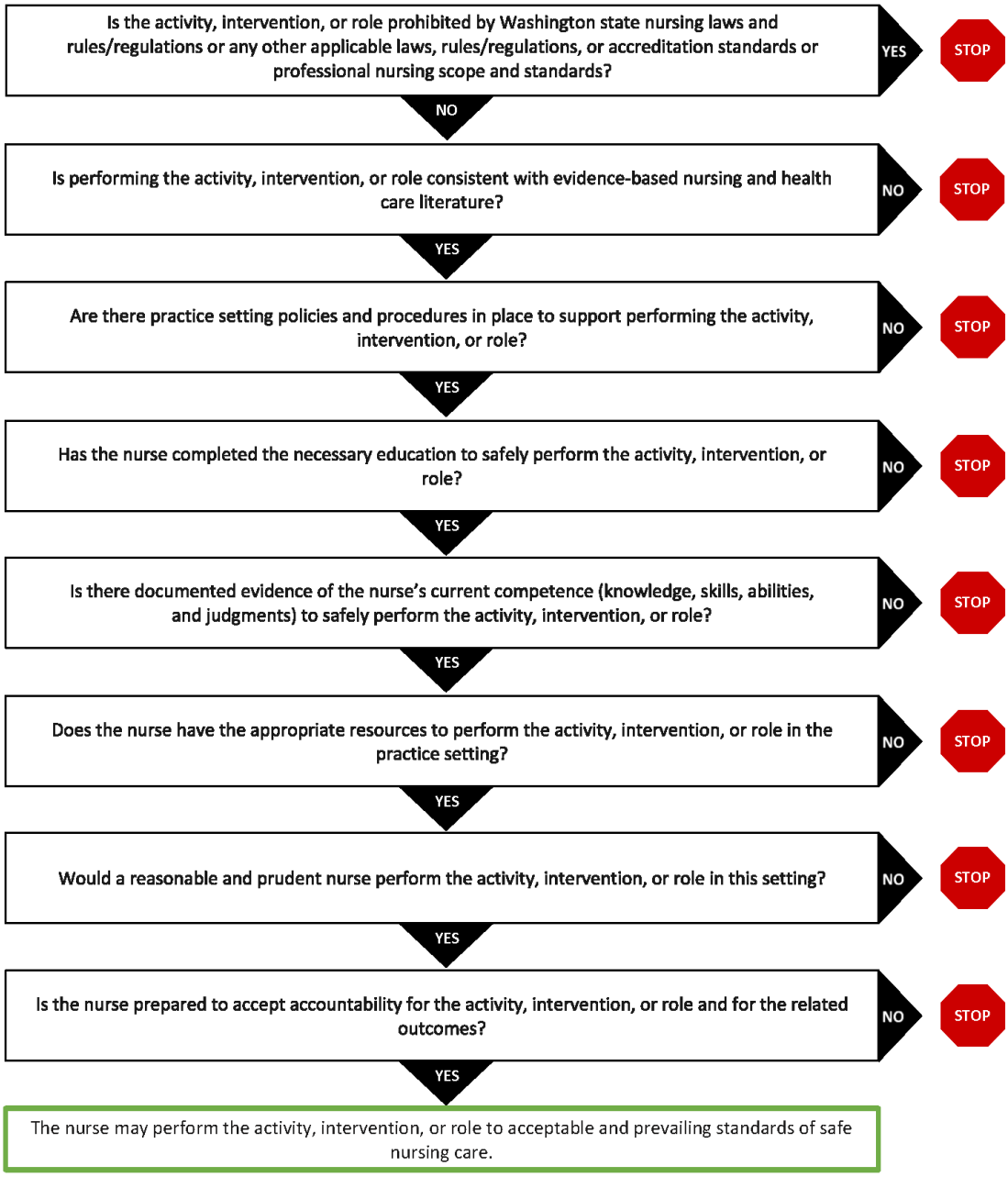
The nursing program conducts continuous quality improvement for the benefit of student learning and program quality. Students are expected to participate in the is process with each nursing course by completing course, clinical site, simulation center, and other surveys to provide feedback about their learning experiences. The program collects this information in accordance with regulatory requirements of the Washington Administrative Code. In addition, students complete WCC Office of Instruction surveys regarding their nursing instructors according to the college processes.

Nursing Scope of Practice Decision Tree

Registered nurses and nursing students must understand the scope of nursing practice to practice within the tenets of the accepted nursing practice in Washington state WAC 246-840-700, 246-840-705, and WAC 246-840-710. The Board of Nursing Scope of Practice Decision Tree provides guidance for determining nursing actions and can be found at https://nursing.wa.gov/sites/default/files/2022-06/669305.pdf.

Scope of Practice Decision Tree

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



Used with Permission from National Council State Boards of Nursing: Scope of Nursing Practice Decision-Making Framework, Journal of Nursing Regulation, Volume 7, Issue 3, October 2016.

Chapter 18.79 RCW Nursing Care • Standards of Nursing Conduct or Practice WAC 246-840-700

Contact Us: NursingPracticeConsultation.ncqac@doh.wa.gov or 360-236-4725 DOH 669-305 March, 3 2017

Code of Ethics of the
National Student Nurses Association, Inc.

Preamble

Nursing students have a responsibility to society to learn the academic theory and clinical skills needed to provide Nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of healthcare environments. The *Code of Ethics* of the National Student Nurses Association includes the Code of Professional Conduct, the Code of Academic and Clinical Conduct, and the Nursing Student Bill of Rights and Responsibilities and is based on an understanding that to practice nursing as a student is an agreement to uphold the trust which society has placed in us. The statements of the Code provide guidance for nursing students in their personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

Code of Academic and Clinical Conduct for Nursing Students

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate, and professional manner.
5. Communicate client care in a truthful, timely, and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self or others.

14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation of students who are experiencing impairments 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.

(Amended by the NSNA House of Delegates on April 7, 2017 in Dallas, TX)

Retrieved from https://www.nsna.org/nsna-code-of-ethics.html

The WCC Nursing Faculty strongly support and endorse the NSNA Code of Ethics and specifically the Code of Academic and Clinical Conduct.

Pursuant to WAC section 132U-120-050-(1) (x) any violation of the Code of Academic and Clinical Conduct of the National Student Nurses Association, Inc. may subject the student to disciplinary action by the college.

Nursing Technician

After completion of Nursing 171, nursing students may be eligible to work as a Nursing Technician. Students wishing to be employed as a nursing technician must complete a written request for the nursing program to provide information to the prospective employer of the student's placement within the program and completed nursing skills. Criteria for this are found in Washington Administrative Code (WAC) 246-840-860 and 246-840-870 described below.

Nursing Technician Employment Criteria

WAC 246-840-860 Nursing Technician Criteria

To be eligible for employment as a Nursing technician a student must meet the following criteria:

1. Satisfactory completion of at least one academic term (quarter or semester) of a Nursing program approved by the commission. The term must have included a clinical component.
2. Currently enrolled in a Nursing commission-approved program will be considered to include:

a. All periods of regularly planned educational programs and all school scheduled vacations and holidays.
b. Thirty days after graduation from an approved program; or
c. Sixty days after graduation if the student has received a determination from the secretary that there is good cause to continue the registration period.
d. Current enrollment does not include:
    i. Leaves of absence or withdrawal, temporary or permanent, from the nursing educational program.
    ii. Students who are awaiting the opportunity to re-enroll in nursing courses.

WAC 246-840-870 Functions of the Nursing Technician

The nursing technician is authorized only to perform specific nursing functions within the limits of their education, up to their skills and knowledge, as verified by their nursing program. The nursing technician:

1. May function only under the direct supervision of a registered nurse who has agreed to act as supervisor and is immediately available.
2. May gather information about patients and administer care to patients.
3. May not assume ongoing responsibility for assessments, planning, implementation, or evaluation of the care of patients. The nursing technician may participate in all aspects of the nursing care process under the guidance of the registered nurse and within the scope of the nursing technician's education.
4. May never function independently, act as a supervisor, or delegate tasks to licensed practical nurses, nursing assistants, or unlicensed personnel.
5. May not administer chemotherapy, blood or blood products, intravenous medications, scheduled drugs, nor carry out procedures on central lines.
6. May not perform any task or function that does not appear on the verification sent to the nursing technician's employer by the nursing program in which the nursing technician is enrolled. This document verifies that the nursing technician has demonstrated the ability and is safe to perform these tasks and functions. If the nursing technician is requested to perform any task not verified by the nursing program, the nursing technician must inform their supervisor that the task or function is not within their scope and must not perform the task.

Personal Communication Device

Cell phones may be used in the class or nursing laboratory only for course related purposes. Personal use of cell phones for calling or texting is restricted to break times. Students should refrain from using electronic devices (for conversations, texting, and image

taking) directly in front of clients. The use of these electronic tools in the presence of a client may degrade the client's feelings of safety and confidentiality. By adhering to these rules, students demonstrate the respect and confidentiality all clients deserve.

Students may use cell phones to contact the clinical instructor. Students will inform facility staff about their use of cell phones for contacting the instructor. During clinical rotations, personal telephone calls and texting is restricted to break times.

Photocopy Machines and Locations

The student photocopy machines are available for use with a student and staff ID card. Student ID cards are available at the student help desk in the Learning Commons. Every registered student is given a credit of $15.00 at the beginning of the quarter. This will allow you to print or copy 150 black and white pages for free each quarter. If you need to print or copy more than 150 black and white pages, you will have to load money onto your Orca card online or at one of the POD (Point of Deposit) stations

Deposits may be made online via MyWCC with a credit card (Visa and MasterCard) or with cash at the POD (Place of Deposit) stations located in Heiner Center and Syre Student Center. Parents and friends can make guest deposits to a student's account using the Orca Card guest deposit feature, which enables them to deposit money into a cardholder's Orca cash, bookstore, or dining dollars account. A parent or guest will need to enter the student's nine-digit Whatcom Student ID number and the student's last name to complete the process. The student has to have logged into their MyWCC account at least once before you will be able to make a deposit as a parent or guest. Funds are immediately available for deposits made by credit card or cash. Positive balances that remain on Orca Card accounts roll over to the next term or year. Orca Card account balances are non-interest bearing and there are no charges for using your Orca Card debit account. Cash withdrawals or refunds from active Orca Card accounts is not permitted.

Photocopy locations: The Learning Commons (all three floors have a student copier), Laidlaw Center 211, Kulshan Hall 207, Heiner Center 108, Cascade Hall 123A, 120, 114 and 104.

Preceptorships

Clinical preceptors enhance clinical learning experiences during the final quarter of studies. Preceptors are used in accordance with WAC 246-840-533. Clinical partners identify appropriate employees for the role of preceptor and provide preceptorship training. Students are prohibited from seeking a preceptor or communicating with the facility or staff for preceptorship availability. The Northwest Nursing Clinical Placement Consortium (NNCPC) representative arranges for preceptors in consultation with nursing Instructors

who have assessed the individual student's learning needs. Nursing students will be paired with qualified preceptors.

A student will not be placed on a unit where they have been an employee, where relatives of the student are employed, or be paired with a friend. Nursing faculty may provide students with an opportunity to request preceptorship sites; however, particular site placements are not guaranteed. Nursing faculty will make the final decision of student placement in response to faculty identified student learning needs and available preceptorship opportunities.

Probationary Status

Student clinical performance or academic conduct may demonstrate deficiencies requiring remedial action.

A. Clinical performance that involves a medication or medical error will be reviewed using the Student Practice Event Evaluation Tool (SPEET) to guide the analysis of the event and resulting action plan. Using the total overall score, analysis of the event may conclude that the event was due to "human error," "at risk behavior," or "reckless behavior." A "human error" will result in counseling by the nursing faculty and may include a plan for performance improvement. An "at risk behavior" will result in counselling by the nursing faculty and a plan for remediation for the student. Additional events with "at-risk behavior" may result in probationary status and a plan for remediation for the student. Failure to successfully complete the plan for remediation and demonstrate expected behaviors may lead to program dismissal. An event that was due to "reckless behavior" will result in immediate probationary status with the development of a remediation plan. Depending on the nature of the "reckless behavior" event, this event may result in immediate program dismissal. Students that are retained in the program will complete a remediation and demonstrate expected behaviors. Failure to successfully complete the plan for remediation and demonstrate expected behaviors will lead to program dismissal. Additional events with "reckless behavior" will lead to a plan for remediation or may result in dismissal from the program.

B. Unexcused Absence from Clinical/lab – Students are expected to notify the clinical/lab instructor of absences/tardiness prior to the scheduled experience. The first failure to notify the clinical instructor of absence will result in a conference with the instructor. The second failure to notify will result in a conference with the Nursing Program Director, probationary status, and a plan of remediation. The third failure to notify may result in program dismissal.

C. Medication Dosages Calculation Competency – Nursing students have three (3) opportunities to demonstrate competency with medication dosage calculations each quarter. Students must obtain 100% in order to pass the competency. A student failing the second test during a single quarter will be placed on probation. The student and nursing instructor will develop a remediation plan that the student completes before attempting the medication dosage calculation competency for the third time. A third failure of the medication dosage calculation competency in a single quarter will lead to program dismissal.

D. Unprofessional behavior or academic misconduct – see policy for Academic Integrity. Students are expected to be prepared for classroom and clinical experiences and will demonstrate professional conduct and establish professional boundaries (see Professional Conduct Standards and Professional Boundaries). Deficiencies may be addressed using the SPEET process when appropriate; otherwise, the student will receive a warning for the first occurrence. A second occurrence will result in probationary status and the development of a remediation plan. Failure to successfully complete the plan for remediation and demonstrate expected behaviors may lead to program dismissal. A third occurrence will lead to program dismissal.

E. Unsafe or unethical conduct. (See the separate section on Unsafe or Unethical Clinical Conduct for examples.)

F. Dismissal from Clinical – At the discretion of the nursing faculty, students may be directly dismissed from clinical if the student's actions, behavior, or performance warrants this measure. Dismissal from clinical results in immediate probationary status.

G. Academic Performance - See the section Progression and Graduation in the Nursing Program. Students who are unsuccessful in achieving a passing grade in the probationary quarter will be dismissed from the program and must follow the instructions for Readmission.

Professional Boundaries

Your professional role at Whatcom Community College is *"student nurse"*. Students in the nursing program must function in the role of student nurse in <u>all</u> clinical settings. Performing skills from your present job or previous certifications, including, but not limited to, unit secretary, LPN, and EMT, is not allowed in the clinical setting. You will always function under the guidance of the nursing instructor or Nursing preceptor. For your protection and your client's safety, you may not perform skills before they are taught and verified in the Nursing Program, regardless of your previous experience.

To become friends with clients and/or their significant others you meet in the nursing program is non-therapeutic. Clients are vulnerable during treatment and a new social

relationship with a professional person will create added problems for them. If a client asks for your personal information such as address, phone number, or e-mail address, **DO NOT GIVE IT OUT**. Explain with respect and encourage the client to seek out his or her own support system. Under no circumstances do you transport a client in your car or ride in their car. If you encounter a friend or relative on the unit where you are assigned, please inform the staff and instructor as soon as possible so that you may receive assistance in dealing with the situation.

Additionally, as a student nurse at Whatcom Community College, you are required to maintain professional boundaries with clients/families and clinical site employees. This includes the use of all forms of electronic communication, online social networking, and texting (see Electronic Communication, Online Social Networking, and Texting policy).

To be professional, you must be able to objectively evaluate your own strengths and weaknesses and demonstrate initiative for furthering your own learning. You must also accept and profit from constructive criticism and past experiences and be able to adapt to various situations.

Professional Conduct Standards

The nursing faculty of Whatcom Community College believes that standards of professional conduct are an inherent part of professional socialization and expect students enrolled in the Nursing Program to adhere to the standards. These standards include:

- Confidentiality: Respects the privacy of clients and respects privileged information.
- Accountability: Is answerable for one's actions; answers to self, the client, the profession, the Nursing Faculty, the clinical facility and Whatcom Community College.
- Responsibility: Executes duties associated with the student nurse's particular role.
- Facility's Policies and Procedures: Reads and adheres to the facility policies and procedures.
- Honesty: Practices fairness and straightforwardness of conduct; displays moral excellence and truthfulness.
- Punctuality and Promptness: Is on time for classroom and clinical assignments.
- Dependability: Is trustworthy and reliable.
- Respect: Treats others with consideration and courtesy.
- Professional Appearance: Adheres to the established dress code in all clinical and professional activities.
- Professional Boundaries: Maintains professional relationship with clients.
- Ethical: Adheres to the Nurse's Code of Ethics.
- Legal: Operates within the standards of practice related to the student nurse role.

- Safety: Prevents or minimizes risks for physical, psychological, or emotional jeopardy, injury, or damage.

In addition, the nursing program holds students accountable for professional behavior as identified in chapters 18.79 (**Nursing Care**), 18.130 RCW (**Regulation of Professions-Uniform Disciplinary Ac**t), and 246-840 WAC (**Practical and Registered Nursing**), including, academic honesty and integrity.

Progression in the Program Nursing Skills Lab

Nursing Skills Lab

Students are required to attend Skills Lab demonstrations and lab appointments. Skill proficiency will be evaluated by the instructor based on performance in labs.

Nursing Skills Lab Requirements

1. **Campus Lab**
    a. Have your stethoscope, prepare, and practice prior to the time of your scheduled competency. Campus equipment must be returned to the appropriate location when finished.
    b. Uniform, per policy.
    c. Skills check-off sheet.
    d. If student has been sent to the lab for remediation, the student must meet with the designated instructor who will assist in correcting the skill. The student is responsible to have the skill lab proficiency request form completed and return it to the clinical instructor prior to the next clinical rotation.

2. **Skills Guidelines:** Certain steps are always carried out while performing procedures. In addition to the steps listed in the Nursing skills textbook, the faculty believe there are core components that must be demonstrated in the performance of each task.

a. At the beginning of procedure:
    i. Identify client, explain procedure, gain cooperation;
    ii. Verify Healthcare Provider order (if required);
    iii. Wash hands, don gloves if warranted;
    iv. Provide for privacy, drape as necessary, and position bed at a safe working level.

b. At the completion of the procedure:
    i. Position client for comfort, bed in low position, side rails up (if appropriate), call light in reach.
    ii. Collect used items and equipment, dispose appropriately.
    iii. Wash hands, report, and document.

Students are expected to attend their assigned lab group prepared to have a scholarly conversation regarding the content for that session. Students not prepared may be dismissed from the lab session. Students who are unprepared when doing a procedure in the clinical area will be required to return to the lab for practice.

WCC Nursing Skills Lab Proficiency Report

_____ needs to return to lab and practice the following skill(s):

_____

_____

_____

_____
Date and Requestor

The above skill(s) has/have been completed satisfactorily on

_____. (Date)

Lab Instructor_____

Record Systems

The Admissions/Registration Office maintains official files for all students who apply at the college. The Whatcom Community College Nursing Program maintains a file on each student accepted into the program. Student files are kept in locked file cabinets and are available for the students to review upon request. Each instructor keeps grade rosters and attendance records. Final course grades are submitted to the Registration Office at the end of each quarter. Student files from the previous five years are stored on campus.

Recording Classes

Student recording of the lectures or presentations may be done only with the permission of the instructor or guest speaker. Students may not plan to miss class and have it recorded.

Remediation Plan and Outcome

Clinical or professional behavior concerns about student performance will be addressed by the instructor and student using the Remediation Plan and Outcome form as determined by the Instructor. The student and Instructor will complete the Remediation Plan and Outcome, which will address corrective actions and what the student should do to prevent further occurrences and improve nursing practice. The plan outlines the skills, knowledge, and competencies that must be demonstrated to meet clinical performance expectations with suggested resources and activities.

Smoking/Tobacco Policy

The Surgeon-General of the United States has issued a statement that smoking is injurious to one's health. Consequently, the nursing faculty at Whatcom Community College do not condone smoking or the use of tobacco products. The odor of tobacco products clinging to the clothing or person of the healthcare provider may result in a variety of adverse effects upon the client, including refusal to accept care. It is for these reasons that the faculty has adopted the following smoking policy.

Smoking is allowed in designated smoking areas only, at clinical sites and on WCC campus. Many clinical sites have banned use of tobacco products on facility property, including in vehicles parked on the property. Students must comply with these regulations and the following additional limitations:

1. Avoid smoking in the car on the way to clinical;
2. Refrain from smoking during morning or afternoon breaks;
    a. Smokers who are unable to control the odor of tobacco on their breath or clothing may be required to abstain from smoking.
    b. The student may be removed from the client care areas if the odor of smoking affects client care or if facility's non-smoking policy is violated.

Student Representative to Faculty Committees

The nursing education program provides opportunity for student participation in the development and evaluation of program policies and procedures, curriculum planning and evaluation. A student enrolled in the WCC Nursing Program, in good standing status, and with a minimum grade point average in nursing courses of 3.0 is eligible. Each cohort will appoint a class representative from within its membership. Regular attendance at faculty meetings is encouraged to facilitate communication and bring issues to the faculty for discussion.

Student Nurse Club of Whatcom Community College (SNOW)

Whatcom Community College Nursing Students may become members of the Student Nurse Club, one of several clubs at WCC. The club exists to support nursing students in their professional development. Students participate in charitable, educational, and recreational activities. Meetings are held approximately once every two or four weeks.

Students may also join the NSWS – Nursing Students of Washington State, a statewide affiliate of the National Student Nurses Association (NSNA). Through NSWS, students may be eligible for scholarships, discounts, insurance, annual convention participation, and educational offerings. For more information, check the NSNA website at www.nsna.org

Why Students Join NSNA

1. Receive *Imprint* magazine.
2. Availability of low-cost malpractice insurance, group health insurance and a student education loan program.
3. Participation in *Breakthrough to Nursing*, community health, legislative and recruitment projects.
4. Discounts on Nursing-related items, state board review courses, publications, textbooks, and journals.
5. Reduced registration fees for the annual convention and mid-year conference.
6. Eligibility for the NSNA Foundation Scholarship Program that offers $55,000 in scholarships annually.

Student Opportunities for Committee/Volunteer Participation

Students may become involved in committee/volunteer work at Whatcom Community College. A sample of opportunities include:

- Student Nurses of Whatcom (SNOW) - student nurse club
- Nursing Program Information Sessions
- Tenure Committee of a faculty member
- Nursing Faculty Meetings *(Student representative from each cohort)*
- Student Activity Committees
- Student mentor

Student Records

Two files will be maintained for each student during enrollment in the Nursing Program; one for health related requirements/reports and one for the student's program related materials. The files shall be maintained in locked file cabinets in the Nursing Program Assistant's office and the contents will remain confidential. The file shall include at a minimum:

- Immunization records including tuberculosis (TB) testing
- CPR documentation
- Pre-entrance health examination
- Criminal background inquiry results
- Initial drug screening
- Correspondence to and/or from the student
- Theory advisement worksheets if used
- Informed consent for invasive procedures
- Release forms (video, photo, HIPAA, clinic, program contract, etc.)
- Disciplinary action forms if indicated
- Acknowledgement that student has read the Nursing Student Handbook
- Student Outcome Tracking Tool
- Student request for references
- Skills competency lists

The Registrar's Office is the custodian of all official academic records. Students' financial records are kept in the Financial Aid Office for seven years. These records include loan applications, grant documents, payments, and financial aid receipts.

Student Records Review Request

Whatcom Community College Nursing Students may review their Nursing Student Records upon request. Requests to review the record should be directed to the Nursing Program Director or the Faculty designee. An appointment time will be scheduled for the review of the student record. The record will be provided, and the student will review the record in the presence of a faculty member or the Program Assistant of the Nursing Program. Any questions that arise regarding the information contained within the record should be directed to the Nursing Program Director or the Faculty designee.

Students Rights and Responsibilities

Personal and professional ethics are qualities essential in the practice of nursing 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 "Students Rights and Responsibilities Policy" found in the WCC catalog. In addition, students are expected to assist others who may have violated this policy by discussing the situation with them and informing them of the consequences. Students are also expected to report violations of this policy in confidence to the Nursing Program Director. Violations of this policy may result in disciplinary action up to and including program probation or dismissal from the program.

Students violating section 2 and other sections of the "Students Rights and Responsibilities Policy" will be subject to disciplinary action as outlined in the college's disciplinary policy. The complete policy, WAC 132U120-010-213U-120250, can be obtained from the Office of Educational Services or the College website https://www.whatcom.edu/student-services/student-conduct/student-code-of-conduct .

In addition, the nursing program holds students accountable for professional behavior as identified in chapters 18.79 (**Nursing Care**), 18.130 RCW (**Regulation of Professions-Uniform Disciplinary Ac**t), and 246-840 WAC (**Practical and Registered Nursing**), including, academic honesty and integrity.

Nursing Student Rights and Responsibilities

Registered nurses are responsible for promoting wellness, preventing illness, restoring and/or maintaining wellness, and assisting clients to achieve a dignified death. Nursing students are held to the same high ethical and professional standards as registered nurses. Therefore, in conjunction with the Whatcom Community College (WCC) Policies and Student Rights and Responsibilities described in the WCC Catalog and the WCC Nursing Program Student Policies described in the WCC Nursing Program Student Handbook, the WCC Nursing Program recognizes that nursing students have specific rights and that with these rights comes responsibilities that are necessary for successful continuance in the ADN program. (Washington State Regulations WAC 246-840-519).

Students have the right to:	**And a responsibility to:**
1. Be treated with respect, civility, and dignity.	1. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
2. Equal and fair treatment regardless of race, color, creed, age, gender, national origin, or disability.	2. Respect individual rights and recognize the impact on others and take responsibility for their actions. Review the WCC Nursing Student Handbook and the WCC Access and Disability Services Student Handbook. Follow program policies.
3. Accurate and clear information about course requirements, learning objectives, and instructions.	3. Know and understand the contents of each syllabus. Actively participate in class, skills lab, simulation experiences, and the clinical setting. Ask for explanation of any unclear course requirements, learning objectives, or instructions. Review WCC student.edu and Canvas email communication regularly and respond accordingly.

4. Actively participate in an orderly and non-distracting classroom, lab, simulation environment, or clinical setting.	4. Avoid distracting others. Be actively engaged and persistently interested in course material and activities. Come prepared to class, skills lab, simulation, and clinical experiences.
5. Receive thorough and prompt feedback on work.	5. Turn in assignments on time. Read the feedback and make requested changes in future assignments. Acknowledge that grading and thorough feedback take time to complete. Review WCC student.edu and Canvas email communication regularly and respond accordingly.
6. Receive assistance understanding rights and resources for support through difficult situations.	6. Communicate with course lead faculty and/or assigned faculty. Utilize WCC resources such as the Academic Success and Advising Center, Writing Center, Library, Tutoring/Learning Center and WCC student health services for counseling, as needed. See WCC Catalog and WCC Nursing Program Student Handbook as needed.
7 Participate in curriculum development, implementation, and evaluation.	7. Provide student representation on committees as specified in the WCC Nursing Student Handbook. Participate in class and appropriate organizations to learn about current nursing trends and practices. Complete all institutional course and clinical placement evaluations.
8 Know and be informed of the criteria for admission, progression, remediation, and graduation.	8. Know and abide by criteria for admission, progression, remediation, and graduation as listed in the WCC Catalog and the WCC Nursing Program Student Handbook.
9 Access to their own grades and records and confidential treatment of those grades and records.	9. Keep track of points received for assignments and know their total points received throughout the quarter(s). Listen attentively and respectfully express their own opinion if in disagreement with faculty. See Grievance Procedure Informal and Formal in the WCC Nursing Program Student Handbook for specifics.
10 Notification of pending failure to progress for academic, professional, or health reasons.	10. Appeal such decision if considered by the involved student to be unfair on specific grounds. See Grading Guidelines and Grievance Procedure Informal and Formal

	outlined in the WCC Nursing Program Student Handbook for specifics.
11 Participate in governing actions of the college and WCC Nursing Program.	11. Provide student representation on committees, share information with peer representatives, and respond to representatives' inquiries. Know and use established communication channels.
12 Learn about policy changes prior to effective date through verbal and written channels.	12. Respond to proposed changes through appropriate channels prior to the effective date; verbally (such as in class meetings) and written (via email). Evaluate the changes on an ongoing basis providing feedback through proper channels.
13 Complete the basic program and apply for licensure once all requirements are fulfilled.	13. Comply with the State of Washington Nursing Care and Quality Assurance Commission requirements for licensing examination.
14 Be treated as an aspiring professional registered nurse.	14. Perform within approved nursing student's scope of practice. Review and follow WCC Student rights and responsibilities, Nursing Program policies, and clinical site student expectations. Review professional behavior guidelines including the ANA Nurses' Code of Ethics. Review Washington State Nursing Commission Scope of Practice Decision Making Tree
15 Participate in a high-quality reputable nursing education program.	15. Take appropriate action to ensure the safety of clients, self, and others. Report, in confidence, violations of college and nursing program policies that may harm the reputation of the college and nursing program or lead to unsafe nursing practice with the potential to harm clients, self, or others.

Test-Taking Policy

Attendance

All students are expected to take scheduled exams on the scheduled day and time. Students will not be allowed to take a test early, before the scheduled day and time. Late

exams must have prior approval of the instructor. The student will need to notify the instructor if the student is unable to take the test. Make-up tests will be offered only in cases of compulsory military obligation, a medical emergency requiring medical treatment, a documented legal emergency, or a recognized religious observation (see WCC policy for accommodations for reasons of faith or conscience stated in syllabi). Other exceptional circumstances may be considered. The make-up exam will be scheduled at the instructor's convenience and must be completed within one week.

Any late tests (excluding those due to medical emergency, legal, military, or religious reasons) will be subject to a 10% deduction and may be given in a different format (eg essay, short answer) at the discretion of the instructor. For example, you take your exam late and score 82% with 10% points deducted for taking the exam late - the score will be recorded as 72%. There are no collaborative testing points available for the late exam. When averaging exam scores for the purpose of determining if you have achieved the 75% minimum average exam grade requirement, the exam scores used to calculate this average **will** include the deduction for late exam.

Students arriving late for an examination must complete the exam within the allotted time. For example, a student that arrives 10 minutes late for the 75-minute scheduled exam will have 10 less minutes to complete the exam, thus only have 65 minutes.

Purpose

The nursing faculty at Whatcom Community College believes that collaborative testing is a powerful, cooperative, educational strategy to help students share their learning experience. Cooperative learning is an interactive teaching strategy that stimulates critical thinking, fosters a feeling of community within the group, develops professional communication strategies in defending positions and discussing answers in a constructive manner, and promotes individual responsibility for learning through group process techniques.

Collaborative testing is comprised of traditional individual testing, followed by identified groups taking the same test together. Students will be responsible for developing positive interpersonal relationships with group members, promoting each other's learning, being responsible for a fair share of the work, using appropriate small group process skills, and actively evaluating the effectiveness of the group. The discussion enhances learning and critical thinking skills such as analysis, explanation, inference, and interpretation (Riley et al., 2021; Sandahl, 2009; Sandahl, 2010).

Procedure

The faculty will ensure the following for the security of the exam:

- The exam will begin and end on the allotted time, no "extra" time will be allowed unless for a documented disability accommodation through the Access and Disability Services office. The instructor may give time warnings.
- Prior to the exam all personal items (purses, jackets, papers, etc.) will be removed to a designated area away from the students' desks. No food, drink, smart watches, hats/caps, cell phones or personal electronic devices of any kind are allowed to the student during examinations.
- Any breach of these rules may be interpreted as academic dishonesty and could result in a zero grade and disciplinary action.

Students are responsible and accountable for their own work. Exams may include multiple-choice questions, select all that apply, short answer questions, and other types of questions. Examinations will be limited to 50 questions or less. Students are allowed 1.5 minutes for each question (e.g. 1 hour and 15 minutes for a 50-question examination). Each exam will include up to 2-4 dosage calculation questions. Students will be provided a calculator and scratch paper. Students will place their name on the scratch paper.

Exams are administered using computer-based software. Students will use their personal device or a college device to take their exam in Examsoft/Examplify using the access code provided by the instructor. The instructor can see the students in Examplify who have entered the exam and how much time each student has left. The instructor can see when the student submits the exam and the student's score in Examplify. Please show the 'green screen' to the instructor after the exam is submitted to confirm that it was uploaded. **The student will logout of the computer after the exam submission is confirmed.** The student will not "surf" the canvas course or other internet sites while waiting for other students to finish the individual exam. As additional testing technology is incorporated by the nursing program, students will receive additional instructions for testing procedures.

After a student individually completes the exam, the student will return the scratch paper and calculator. Any scratch paper not returned to the instructor prior to the student leaving the classroom will result in a score of "0". The student will sit quietly at their desk until all students have completed the exam. Students may work on faculty provided puzzles during this time. A bathroom break is allowed only after the student completes the individual exam. The student will leave and return immediately, only one student may be out of the room at a time. An escort is not required.

Following class completion of the individual section of the exam, the instructor will divide the class into groups and each group will retake the exam. A calculator and scratch paper will be provided. The instructor gives each group one sheet of scratch paper and the

group writes the members' names on the paper. The team exam has the same questions as the individual exam. Groups have 45 minutes to complete the group exam. Once they electronically submit this exam, they are able to begin the exam review. During the review, groups are able to view each question and rationale and discuss any question that they missed. Group members from groups that scored an "A" or "A-"on the collaborative (team) exam will be awarded an additional point to their individual exam score – for example, an individual score of 45/50 would become 46/50.

Upon completion of the group exam, the calculator and scratch paper will be returned to the instructor. Failure to return the scratch paper may be interpreted as academic dishonesty. Students will gather their personal items and leave the room. **DO NOT ACCESS YOUR CELL PHONE UNTIL YOU HAVE LEFT THE ROOM – this may be interpreted as academic dishonesty.** Students must remain outside the room until all group examinations have been completed. The entire exam process, including the individual and the group examinations will take no longer than three hours. Students may be requested to return to the testing room after all group exams have been submitted for announcements or other coursework.

If a student leaves the classroom during an individual exam, they must turn in all materials prior to leaving the room and must see the instructor at the end of class. Any questions that were not answered prior to leaving the room will be scored as incorrect. That student may not participate in the group exam. No bathroom break is allowed during the individual examination.

Students who need accommodations (e.g., interpreter, special seating, physical limitations, etc.) can contact Access and Disability Services to make arrangements and provide documentation in accordance with the Americans with Disabilities Act. The student then provides the accommodation notices to the instructor.

Remediation is required for students who receive below 78% on the examination. See the Theory Grade Advisement section in this handbook. Remediation will not be scheduled until all students have completed the examination.

Theory Grade Advisement

Any student who earns below 78% on any exam -- the minimum passing grade -- will meet with the nursing faculty member and complete a Theory Grade Advisement Worksheet. In addition, the student will complete a Test Analysis of missed questions with the faculty member. Remediation will not be scheduled until all students have completed the examination.

Transportation

Students provide their own transportation to and from college and clinical facilities. Clinical facilities may be located in Skagit or Whatcom County.

Unsafe or Unethical Clinical Conduct

The following is a partial list of actions that constitute Unsafe or Unethical Clinical Conduct by a student and may become the basis for dismissal from the Nursing Program. The SPEET form will be used when appropriate to guide assessment and risk analysis of the student's actions.

a. Violates or threatens the physical safety of the client: student nurse neglects use of side rails, unsafe use of restraints; comes unprepared to clinical (inadequate knowledge or skill); leaves bed in high position, inadequate preparation for emergency care (code/rapid response).
b. Violates or threatens the psychological safety of the client: student nurse does not communicate using appropriate terms; uses culturally insensitive communication; does not encourage verbalization; is not aware of difference in client's ability to communicate; failure to document or act on changes in client's behavior; failure to respect client rights and dignity; imposes personal values upon client.
c. Violates or threatens the microbiological safety of the client, self, or others: student nurse does not realize when they violate technique and precautions; fails to follow hand hygiene policies; comes sick to clinical experience; unrecognized violation of isolation procedure.
d. Violates or threatens the chemical safety of the client: student nurse fails to follow the "Rights of Administering Medications"; fails to monitor IV infusions safely; fails to identify and follow through on significant nursing implications related to medications.
e. Violates or threatens the thermal safety of the client: student nurse fails to observe safety precautions during O2 therapy, heat/cold treatments.
f. Inadequately and/or inaccurately utilizes the nursing process: student nurse fails to observe and/or report in a timely manner critical assessment or change in patient's condition.
g. Violates previously mastered principles/learning objectives in carrying out nursing care skills or omits care without informing nurse or nursing instructor.
h. Assumes inappropriate independence in actions or decisions: student nurse fails to seek supervision and therefore creates a potentially unsafe situation.
i. Violates client confidentiality policies.

j. Repeatedly disregards appearance and uniform policies.
k. Has repeated tardiness or unexcused absences.
l. Uses profane or offensive language.
m. Demonstrates inconsiderate treatment of clients, classmates, and faculty and/or facility staff.
n. Comes to clinical without required assignments, information, or knowledge.
o. Ineffective, inaccurate, or dishonest verbal or written communication that does or may result in danger to the client or others in a healthcare setting.
p. Working (paid employment) within the 10 hours immediately preceding an assigned clinical shift (this applies throughout the program). Unsafe conduct also includes working more than three 12-hour shifts in a row without a day off during the preceptorship of NURS 273.
q. Failure or refusal to comply with direction from healthcare professionals that does or may affect the well-being of others.
r. Soliciting, borrowing, or removing property or money from a client or client's family.
s. Assuming client care tasks that the student lacks the education or competence to perform.
t. Removing drugs, supplies, equipment, or medical records from the clinical setting.
u. Abandonment: leaving a clinical facility or client assignment without notification to the primary nurse and clinical instructor.
v. Abusive, obscene, violent, willfully disturbing, or irresponsible behavior on college property or at clinical facilities.

Depending on the facts and circumstances of each situation, potential outcomes for violation of behavioral standards may include, but are not limited to, immediate dismissal from the clinical area and/or a failing grade in the course. Nursing program faculty have a responsibility to protect the public. By contractual agreement, clinical partners reserve the right to terminate use of its facilities by a particular student where necessary to maintain its operation free from disruption and to ensure quality of client care. If a student is denied access to a clinical facility, progression in the nursing program may be denied**.** Students may be dismissed from the program for unprofessional behavior regardless of academic standing.

Volunteer Activities

Nursing students may individually, in groups, or as part of the student nurse club (SNOW) volunteer for on-campus or off-campus community service. When this activity is part of an off-campus community service event and supervision is provided by WCC nursing

faculty, the student may identify themselves as a WCC nursing student (including wearing their uniform and name badge). **If this activity is not supervised by WCC nursing faculty, students may not identify themselves as a WCC nursing student.** Some off-campus community service activities may provide supervision of nursing student activities by other WA healthcare licensed personnel. For these events, the students must notify the Nursing Program Director and complete a waiver of responsibility prior to participating in the event. This notification will include the date, time, sponsoring organization, a description of the activities the student nurse will perform, and the identities and licensure of the individuals that have agreed to supervise the student activities. The student malpractice insurance does not extend to non-WCC program activities.

Written Assignment Guidelines

While in the Nursing Program, and in your professional life as a nurse, you will be doing scientific writing. Scientific papers that you write will build on knowledge written or expressed by other scholars. These scholars will include your instructors and authors who have written on topics you have been assigned to investigate. Even as a student nurse writing a paper, you will add to the scholarly network that supports the discipline of Nursing. These papers will include client care maps/plans, investigations of specific health problems, cultural reviews, critiques of nursing research, and needs assessments of specific identified populations.

The Nursing Program requires that student scholarly writing follows the writing style guidelines of the Publication Manual of the American Psychological Association, current edition, available for reference in the library or online. Please review assignment instructions and grading rubrics to ensure that the submitted assignment meets the assignment purpose and expected quality of work. Follow the assignment submission guidelines for the course regarding hardcopy or digital submission of the assignment. If printing, please use a good quality printer with sufficient ink/toner for the clear display of the work. Students are encouraged to keep a print/digital copy of all assignments.

Whatcom
COMMUNITY COLLEGE

Nursing Program Contract

I, _____, agree to abide by the following expected Nursing Student behaviors. The student obligations to faculty and clients under this contract require that:

1. I will attend scheduled classes, nursing skills lab, simulation and clinical experiences and if unable to attend, notify the instructor and the assigned clinical facility prior to the class/clinical experience.
2. I know that more than two absences, excused or unexcused, during any one clinical course may result in a failure in that course and require me to repeat the course the next time it is offered.
3. I know that missed classroom, nursing skills lab, simulation and clinical work is my responsibility to complete as negotiated with the instructor.
4. I will be responsible for the quality and quantity of my own learning.
5. I will abide by the clinical facility policies, parking regulations, and dress code.
6. I will respect other persons' rights to privacy and confidentiality, including but not limited to peers, clients and families, facility staff, and college faculty and staff.
7. I will consistently demonstrate honesty and integrity in the classroom and clinical setting by, among other things, reporting medical/medication errors and violations of standards for client care. I know that if I am found to be lying, cheating, or plagiarizing, I may be dismissed from the Nursing Program.
8. I am aware that I will be removed from the clinical area if found to be under the influence of drugs or alcohol; for actions that cause actual or potential harm to others; for lack of preparation for the assignment; or for other unsafe behaviors.
9. I will use appropriate communication channels for assistance with student/faculty problems and to report serious issues.
10. I am aware of the quality of my own performance at all times and will take the responsibility to seek assistance from the instructor to improve my performance when necessary.

11. I understand that drug testing may be required prior to entering some clinical facilities based on the facility policy.
12. I will be professional in all my interactions with peer, staff, instructors, facility employees, and administrators.
13. I am aware that I represent the Nursing profession and the Whatcom Community College Nursing Program when I am in the community and will behave accordingly.

I HAVE READ, UNDERSTAND, AND AGREE TO ABIDE BY:

(A) THE ABOVE CONTRACT STANDARDS and

(B) THE POLICIES AND TERMS OUTLINED IN THIS STUDENT HANDBOOK.

STUDENT SIGNATURE _____

DATE_____

Our Health Industry Partners

The following health industry partners have contributed to the Whatcom Community College Nursing Program. We greatly appreciate their support.

Alcoa Aluminum Occupational Health
Bellingham OB/Gyn
Bellingham Ambulatory Surgery Center
Bellingham School District
Compass Health
Ferndale School District
Island Hospital
Lummi Tribal Health Center
Lynden School District
Mt. Baker Care Center
Mt. Baker Planned Parenthood
Mt. Baker School District
Nooksack Valley School District
North Cascade Cardiology
North Cascades Rehabilitation and Care Center
Northwest Gastroenterology
Option Care
Orchard Park Assisted Living
Pacific Rim Outpatient Surgery Center
PeaceHealth Ambulatory Clinic
PeaceHealth St.Joseph's Medical Center
SeaMar Clinics
Silverado Memory Care
Skagit Valley Hospital
Summit Place Assisted Living
United General Hospital
Visiting Nurse Home Care
Whatcom County Health Department
Whatcom Occupational Health

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