Wenatchee Valley College
Associate Degree Nursing

2020-2021
Student Handbook
116 W Apple Ave Omak, Wa 98841
1300 Fifth Street Wenatchee, Wa 98801
ADN Program Accreditation

<table>
<thead>
<tr>
<th>State Approval</th>
<th>Regional Accreditation</th>
<th>National Accreditation</th>
</tr>
</thead>
</table>
| Washington State Nursing Commission  
310 Israel Road SE  
Tumwater, WA 98501  
360.236.4700  
[www.doh.wa](http://www.doh.wa) | Northwest Commission on Colleges and Universities  
8060 165th Avenue NE,  
Suite 100  
Redmond, WA 98052  
425.558.4224  
[www.nwccu.org](http://www.nwccu.org) | Accreditation Commission for Education in Nursing  
3343 Peachtree Road NE,  
Suite 850  
Atlanta, GA 30326  
409.975.5000  
[www.acenursing.org](http://www.acenursing.org) |

Wenatchee Valley College is committed to a policy of equal opportunity in employment and student enrollment. All programs are free from discrimination and harassment against any person because of race, creed, color, national or ethnic origin, sex, sexual orientation, gender identity or expression, the presence of any sensory, mental, or physical disability, or the use of a service animal by a person with a disability, age, parental status or families with children, marital status, religion, genetic information, honorably discharged veteran or military status or any other prohibited basis per RCW 49.60.030, 040 and other federal and laws and regulations, or participation in the complaint process.

The following persons have been designated to handle inquiries regarding the non-discrimination policies and Title IX compliance for both the Wenatchee and Omak campuses:

- To report discrimination or harassment: Title IX Coordinator, Wenatchee Hall 2322M, (509) 682-6445, title9@wvc.edu.
- To request disability accommodations: Student Access Coordinator, Wenatchee Hall 2133, (509) 682-6854, TTY/TTD: dial 711, sas@wvc.edu.
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Section 1: Department Information

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

1.1: Introduction and Welcome

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

Welcome!

On behalf of the faculty and staff, I welcome you to the WVC ADN Program. You have made an excellent choice for continuing your education and selecting a discipline that is limitless in professional opportunities. The nursing faculty at WVC are among the finest and will guide you as you reach your educational goals. I am confident you will find WVC to be a friendly, helpful, and stimulating learning environment.

As a student in the ADN Program, you will join the ranks of over 2,000 graduates who are making a difference in the lives of patients they touch. WVC nurses have a long and respected history of excellence in clinical practice and leadership in the profession.

We welcome you to our diverse community; we encourage you to express curiosity, read broadly, think critically, and engage your faculty and peers in an exchange of ideas. Be innovative and guide the way for others. The faculty and staff are eager and ready to facilitate your personal and professional growth.

We wish you every success and encourage you to become all that you can be. Take pride in your achievements, and provide the quality of nursing care that you would wish for yourself and loved ones. You have chosen a most rewarding career!

Best Wishes!

Kristen N. Hosey, DNP, RN, APHN-BC
Nursing Programs Administrator
1.2: **Student Affirmation and Commitment to Co-Workers**

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

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

Below is the content of the Student Affirmation Form:

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

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

I have/will read the syllabi of the nursing courses I am taking this year, and I understand the criteria established for grading my course work. I understand that my average on exams must be 80 percent or higher in order to attain a passing grade in theory courses. I understand that my average on Math Competency exams must be 100 percent.

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

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

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

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

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

I will sign my own papers and other documents and will not sign any other student’s name to anything, including class rolls.

I will not allow any student access to any of my paperwork for the purpose of copying.

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

**Signature copy obtained at nursing student orientation**
Commitment to My Co-Workers

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

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

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

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

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

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

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

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

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

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

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

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

-Compiled by Marie Manthey
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1.3: Contact Information

ADN Program Administrators and Support Staff

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Interim Dean Allied Health & Nursing
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Susan Yale, MSN, RN
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syale@wvc.edu
Frequently Requested Telephone Numbers

<table>
<thead>
<tr>
<th>Department</th>
<th>Wenatchee</th>
<th>Omak</th>
</tr>
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<tbody>
<tr>
<td>Allied Health Educational Planner</td>
<td>509.682.6844</td>
<td></td>
</tr>
<tr>
<td>Allied Health Office Fax</td>
<td>509.682.6661</td>
<td>509.422.7801</td>
</tr>
<tr>
<td>Barnes &amp; Noble WVC Bookstore</td>
<td>509.682.6532</td>
<td></td>
</tr>
<tr>
<td>Cafeteria</td>
<td>509.682.6518</td>
<td>N/A</td>
</tr>
<tr>
<td>Cashier</td>
<td>509.682.6500</td>
<td>509.422.7803</td>
</tr>
<tr>
<td>CVCH College Health Center</td>
<td>509.662.6000</td>
<td></td>
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<tr>
<td>Counseling</td>
<td></td>
<td></td>
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<tr>
<td>Disability &amp; Support Services</td>
<td>509.682.6854</td>
<td>509.422.7852</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>509.682.6810</td>
<td>509.422.7808</td>
</tr>
<tr>
<td>Library</td>
<td>509.682.6710</td>
<td>509.422.7830</td>
</tr>
<tr>
<td>Lost &amp; Found</td>
<td>509.682.6860</td>
<td>509.422.7803</td>
</tr>
<tr>
<td>Office of Diversity, Equity &amp; Inclusion</td>
<td></td>
<td>509.682.6868</td>
</tr>
<tr>
<td>Parking</td>
<td>509.682.6450</td>
<td>509.422.7803</td>
</tr>
<tr>
<td>Registration</td>
<td>509.682.6806</td>
<td>509.422.7807</td>
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<tr>
<td>Security</td>
<td>6911</td>
<td>7911 (5-9 PM)</td>
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<td>Student Resource Center</td>
<td>509.682.6830</td>
<td>509.422.7810</td>
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<tr>
<td>Student Senate</td>
<td>509.682.6878</td>
<td>509.422.7890</td>
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<td>TRiO Student Support Services</td>
<td>509.682.6978</td>
<td>509.422.7810</td>
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<td>Tutor Center</td>
<td>509.682.6863</td>
<td>509.422.7845</td>
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<tr>
<td>Veterans Services</td>
<td></td>
<td>509.682.6817</td>
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<tr>
<td>Veterans Administration</td>
<td></td>
<td>888.442.4551</td>
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1.4: Security

Security officers are available to escort students after hours or any time they feel unsafe walking on campus, to assist with automobile issues (such as changing a tire or providing a jump start), and for emergencies. On the Wenatchee Campus, call 6911 from a campus phone or 682-6911 from a personal phone, for safety concerns at any time. On the Omak Campus, call Glen Lisenby at (509) 429-5244 or Michael Johnson at (509) 740-1735 from 8:00 am-5:00 pm; or 7911 from a campus phone or 422-7911 from a personal phone (Monday through Thursday, 5:00 pm to 9:00 pm).

Safety and security are addressed in a video that can be accessed on the WVC website (www.wvc.edu, Safety and Security Video). It is recommended that any special situation regarding student security on campus or at the clinical site (restraining orders, stalking, etc.) be communicated to WVC Security and nursing administration and faculty.

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

WVC partners with Rave Mobile Safety to provide an emergency alert system capable of delivering messages to your WVC and personal email addresses, as well as your cell phone. As a student or faculty/staff member of WVC, you will be enrolled in the program at no additional expense to you. If you do not receive an email in your WVC account within a week of obtaining the account, please first check your SPAM or junk mail folders for email from WVC Alerts (no-reply@getrave.com); if you’ve received no such email, please contact the WVC Helpdesk (509.682.6550, helpdesk@wvc.edu) to be added.
You can also register directly through the Rave website:
1. Go to www.GetRave.com
2. Enter Wenatchee Valley College as your site's name.
3. Your username is your WVC email address.
4. Enter your password if you know it or click on "Forgot your password?" to reset. A reset password notification will be sent to your WVC email account. If your email does not work, then you are not in the system and will need to contact the WVC Helpdesk for more information.

1.5: WVC Mission Statement

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

1.6: ADN Program Mission Statement

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

1.7: ADN Program Philosophy

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

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

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

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

1. The WVC ADN Program will maintain a first-time NCLEX-RN® pass rate that meets or exceeds the national average.
2. The WVC ADN Program will maintain an overall employer satisfaction rate of 75 percent or greater.
3. The WVC ADN Program will maintain an overall student satisfaction rate of 75 percent or greater.
4. Students will complete the ADN Program within a three (3) year time period.

1.9: ADN WVC Nursing—Program Outcomes

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

1.10: ADN Program Core Themes

Core Theme Definitions

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

Nursing Process: The ability to collect, analyze, plan, and evaluate patient data to ensure safety and optimize patient outcomes across the lifespan. This includes the use of clinical data, technology, and evidence-based practice to support clinical decision making, quality improvement, and meet health care needs.

Collaboration: The coordination of care with the patient, significant support systems, and members of the healthcare team to provide optimal patient and organizational outcomes.

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

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

<table>
<thead>
<tr>
<th>Core Theme</th>
<th>Level One (Year One)</th>
<th>Level Two (Year Two)</th>
</tr>
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<tbody>
<tr>
<td>Patient-Centered Care</td>
<td>Deliver care that is patient-centered, holistic, caring, and culturally competent. Take accountability for patient safety under direction of the RN. Organize and prioritize patient care and delegate selected nursing tasks. Identify evidence-based best practices to meet the care needs of patients and families.</td>
<td>Deliver care that is patient-centered, holistic, caring, and culturally competent. Take accountability for patient safety in the supervision, prioritization, organization, and delegation of patient care. Evaluate nursing interventions that support evidence-based best practices and propose modifications to meet the care needs of patients and families.</td>
</tr>
<tr>
<td>Nursing Process</td>
<td>Assist in implementing the nursing process by making basic observations for assessment and participating in planning, delivering, and evaluating care.</td>
<td>Assess, initiate data collection, identify client problems, plan, implement, and analyze outcomes. Propose modifications to the plan of care.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Apply concepts of collaboration as a member of the healthcare team to promote continuity of patient care.</td>
<td>Propose and evaluate methods of collaboration with members of the healthcare team to promote continuity of patient care.</td>
</tr>
<tr>
<td>Communication</td>
<td>Demonstrate and explain the use of effective verbal and non-verbal communication techniques with patients, families, and healthcare team members.</td>
<td>Evaluate and refine the use of verbal and non-verbal communication techniques with patients, families, and healthcare team members.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Demonstrate responsibility and accountability in adhering to professional and ethical standards of nursing practice. Apply nursing values to nursing practice. Under direction, apply knowledge of leadership principles to collaborate with the healthcare team to provide quality nursing care to patients.</td>
<td>Demonstrate responsibility and accountability in adhering to professional and ethical standards of nursing practice. Internalize nursing values to own nursing practice. Demonstrate leadership in delegating selected nursing functions to others in accordance with their education, credentials, and demonstrated competence.</td>
</tr>
</tbody>
</table>
### 1.11: ADN Courses

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>NURS 101</td>
<td>Foundations in Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHIL 105</td>
<td>Ethics and Policy in Healthcare I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PSYC 105</td>
<td>Psychosocial Issues in Health Care I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NUTR 105</td>
<td>Nutrition in Healthcare I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NURS 101L</td>
<td>Foundations in Nursing Practice Lab</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NURS 112</td>
<td>Application of Nursing Concepts I*</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PHARM 101</td>
<td>Pharmacology in Nursing I</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credits: 13-14**

| Two | NURS 102 | Nursing Concepts I | 4 |
|     | NUTR 106 | Nutrition in Healthcare II | 2 |
|     | NURS 102L | Nursing Concepts I Practice Lab | 6 |
|     | NURS 113 | Application of Nursing Concepts II* | 1 |
|     | PHARM 102 | Pharmacology in Nursing II | 1 |

**Total Credits: 13-14**

| Three | NURS 103 | Nursing Concepts II | 5 |
|       | NUTR 107 | Nutrition in Healthcare III | 1 |
|       | NURS 103L | Nursing Concepts II Practice Lab | 6 |
|       | NURS 114 | Application of Nursing Concepts III* | 1 |
|       | PHARM 103 | Pharmacology in Nursing III | 1 |

**Total Credits: 13-14**

| Four | NURS 201 | Advanced Nursing Concepts I | 3 |
|      | PHIL 201 | Ethics and Policy in Healthcare II | 1 |
|      | PSYC 202 | Psychosocial Issues in Healthcare II | 2 |
|      | NURS 201L | Advanced Nursing Concepts I Practice Lab | 6 |
|      | NURS 210 | Senior Seminar I* | 1 |

**Total Credits: 12-13**

| Five | NURS 202 | Advanced Nursing Concepts II | 2 |
|      | PHIL 202 | Ethics and Policy in Healthcare III | 2 |
|      | PSYC 203 | Psychosocial Issues in Healthcare III | 1 |
|      | NUTR 202 | Nutrition in Healthcare IV | 1 |
|      | NURS 202L | Advanced Nursing Concepts II Practice Lab | 6 |

**Total Credits: 12**

| Six | NURS 203 | Advanced Nursing Concepts III | 4 |
|     | PHIL 203 | Ethics and Policy in Healthcare IV | 1 |
|     | PSYC 204 | Psychosocial Issues in Healthcare IV | 1 |
|     | NURS 203L | Advanced Nursing Concepts III Practice Lab | 6 |
|     | NURS 214 | Senior Seminar II* | 1 |

**Total Credits: 12-13**

*These courses are optional; the credits are not included in the total credits for the quarter (above).*
## Quarter One

<table>
<thead>
<tr>
<th>Courses</th>
<th>At the end of this course, the student will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURS 101: Foundations in Nursing Practice</strong>&lt;br&gt;3 Credits&lt;br&gt;<em>The Nursing Process Unit&lt;br&gt;Professional Concepts Unit&lt;br&gt;Nursing Care Across the Lifespan</em></td>
<td>1. Identify steps of the nursing process to develop a basic nursing plan of care.&lt;br&gt;2. Define the role of the professional nurse as communicator, client advocate and member of the healthcare team.&lt;br&gt;3. Identify how to use verbal and non-verbal techniques in therapeutic communication.&lt;br&gt;4. Discuss holistic, developmental and cultural assessments as a basis for patient-centered care.&lt;br&gt;5. Describe factors that create a culture of safety, across the lifespan.</td>
</tr>
<tr>
<td><strong>PHIL 105 / NURS 101E: Ethics and Policy in Healthcare I</strong>&lt;br&gt;1 Credit</td>
<td>1. Identify legal and ethical concepts involved in providing patient-centered care.&lt;br&gt;2. Participate in therapeutic relationships with peers through communication, delegation, and collaboration.&lt;br&gt;3. Describe the healthcare role as it pertains to professionalism, advocacy, communication, and collaboration.</td>
</tr>
<tr>
<td><strong>PSYC 105 / NURS 101P: Psychosocial Issues in Healthcare I</strong>&lt;br&gt;1 Credit</td>
<td>1. Discuss physical, emotional, psychosocial, spiritual, sexual, developmental, and cultural assessments as a basis for patient-centered care.&lt;br&gt;2. Identify verbal and non-verbal techniques used by healthcare professionals that encourage effective communication across the lifespan.&lt;br&gt;3. Recognize the concepts of sexuality, spirituality, culture, and ethnicity and their importance in providing patient-centered care.&lt;br&gt;4. Recognize cognitive changes and issues related to safety for clients across the lifespan.</td>
</tr>
<tr>
<td><strong>NUTR 105 / NURS 101N: Nutrition in Healthcare I</strong>&lt;br&gt;1 Credit</td>
<td>1. Identify methods to perform nutritional assessments on clients across the lifespan.&lt;br&gt;2. Recognize the nutritional requirements of individuals across the lifespan.&lt;br&gt;3. Describe the role of nutrition in wellness and the impact of inadequate or imbalanced nutrition across the lifespan.</td>
</tr>
<tr>
<td><strong>NURS 101L: Foundations in Nursing Practice Lab</strong>&lt;br&gt;6 Credits</td>
<td>1. Recognize the importance of providing patient-centered care.&lt;br&gt;2. Apply the steps of the nursing process.&lt;br&gt;3. Observe interactions in professional situations that exhibit interdisciplinary collaboration.&lt;br&gt;4. Participate in the clinical area concentrating on effective therapeutic communication.&lt;br&gt;5. Identify behaviors that exhibit professionalism.</td>
</tr>
</tbody>
</table>
### NURS 112: Application of Nursing Concepts I  
**1 Credits - Optional**

1. Discuss application of various learning styles to nursing knowledge acquisition.
2. Utilize the nursing process to determine appropriate nursing care for patients in fundamental nursing case studies or clinical scenarios.
3. Apply knowledge gained from nursing theory and pharmacology to varying fundamental case studies or clinical scenarios.
4. Use medical terminology, abbreviations, and appropriate charting format in response to varying case study scenarios.
5. Demonstrate beginning competency with multiple choice, scenario-based NCLEX questions.

### PHARM 101: Pharmacology in Nursing I  
**1 Credit**

1. Discuss legal and ethical responsibilities of the interdisciplinary team members involved in pharmacologic interventions.
2. Demonstrate accurate dose calculations and conversions.
3. Identify the concepts of medication absorption, distribution, metabolism, and excretion across the lifespan.
4. Describe nursing considerations related to client variables which may alter drug responses.
5. Recognize methods of safe preparation and administration of medications by oral, enteral, parenteral (excluding intravenous) and percutaneous routes.
6. Discuss medication administration as a component of safe and effective healthcare.
7. Demonstrate ability to utilize medication references to support evidence-based practice.
8. Demonstrate understanding of the effects of medications which alter the Autonomic and Central Nervous Systems’ response.

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**Lab Activities:**
- Sterile Technique Lab I & II
- History Taking and Physical Assessment Lab
- Cardiopulmonary Lab
- Trach care and suctioning
- Gastrointestinal Lab
- Medication Administration Lab
- Communications/Cultural Awareness Lab
- Simulation Day

**Skill Competency will be verified**
- Foley insertion
- Wound dressing wet-moist with irrigation
- Physical Assessment
- NG tube placement
- Medication, intermuscular, subcutaneous, intradermal

**Clinical Experiences:**
- Long-Term Care
### Quarter Two

<table>
<thead>
<tr>
<th>Course</th>
<th>At the end of this course, the student will be able to:</th>
</tr>
</thead>
</table>
| **NURS 102: Nursing Concepts I**<br>6 Credits | 1. Utilize the nursing process when planning care for a perinatal client and child, or for clients with chronic problems of the renal, reproductive, endocrine, or cardiopulmonary systems.  
2. Recognize the educational needs of clients with chronic problems of the urinary, reproductive, endocrine, or cardiopulmonary system.  
3. Identify normal/abnormal assessment and diagnostic data of the client with chronic problems of the urinary, reproductive, endocrine and cardiopulmonary system.  
4. Describe the nurses role when collaborating with healthcare team members in providing care of to the perinatal patient and pediatric client, and for clients with chronic problems of the endocrine and/or cardiopulmonary system. |
| *Maternal-Child Nursing and Women’s Health Unit* | |
| *Medical-Surgical Nursing: Cardiopulmonary Unit* | |
| *Medical-Surgical Nursing: Endocrine, Renal, and Fluid and Electrolytes Unit* | |
| **NUTR 106 / NURS 102N: Nutrition in Healthcare II**<br>2 Credits | 1. Identify risk factors and lifestyle practices that may affect the reproductive system, or the perinatal client, newborn and pediatric client.  
2. Identify risk factors and lifestyle practices that may affect the renal, cardiopulmonary, and endocrine systems.  
3. Identify client safety concerns as they relate to medication interactions and nutrition.  
4. Describe the nutritional needs of clients with chronic problems of the renal, cardiopulmonary, and endocrine systems.  
5. Describe the nutritional needs of the perinatal, newborn, and pediatric client. |
| **NURS 102L: Nursing Concepts I Practice Lab**<br>6 Credits | 1. Provide safe, patient-centered care for perinatal client and child, or for the client hospitalized with acute/chronic health problems or surgery.  
2. Participate in developing a plan of care to meet the needs of a perinatal client and child, or for the client hospitalized with acute/chronic health problems or surgery.  
3. Demonstrate an understanding of the roles and responsibilities of individual members of the healthcare team, when collaborating with others to provide safe, patient-centered care.  
4. Display effective communication skills with clients, families, and other members of the healthcare team.  
5. Practice client advocacy and education, within the professional, ethical and legal framework of nursing. |
| **NURS 113: Application of Nursing Concepts II**<br>1 Credit - Optional | 1. Continue to use the nursing process to identify patient needs, plan an intervention and evaluate outcomes.  
2. Demonstrate critical thinking concepts to various case scenarios.  
3. Collaborate with fellow students in the evaluation of care of patients in case studies or clinical scenarios.  
4. Increase familiarity with multiple choice scenario-based questions as presented on NCLEX exams. |
<table>
<thead>
<tr>
<th><strong>PHARM 102: Pharmacology in Nursing II</strong></th>
<th>1 Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Demonstrate an understanding of the pharmacokinetics of medications used to treat alterations of homeostasis, metabolism, reproductive, and cardiopulmonary function.</td>
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</tr>
<tr>
<td><strong>2.</strong> Examine the pharmacotherapeutics of medications to promote wellness across the lifespan.</td>
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<tr>
<td><strong>3.</strong> Calculate accurate medication dosages and conversions.</td>
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<tr>
<td><strong>4.</strong> Examine client variables that lead to alterations in medication responses.</td>
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<tr>
<td><strong>5.</strong> Identify age specific strategies for safe medication administration.</td>
<td></td>
</tr>
<tr>
<td><strong>6.</strong> Demonstrate a knowledge of safe preparation and proper methods for administration of medications used to treat alterations in homeostasis, metabolism, reproductive, and cardiopulmonary function.</td>
<td></td>
</tr>
<tr>
<td><strong>7.</strong> Integrate knowledge of medication when developing an individualized nursing plan of care.</td>
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<tr>
<td><strong>8.</strong> Apply effective teaching strategies when educating clients about medications.</td>
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</tbody>
</table>

**Lab Activities:**
- Diabetes Lab
- Obstetric/pediatric
- Simulation Day
- Surgical Lab

**Skill Competency will be verified**
- Insulin check off
- Foley insertion
- Wound dressing wet-moist with irrigation
- NG tube placement

**Clinical Experiences:**
- Obstetric, pediatric, medical, or surgical patient care in a variety of healthcare settings

**HESI Specialty and Exit Exams**
- RN Fundamentals
## Quarter Three

<table>
<thead>
<tr>
<th>Course</th>
<th>At the end of this course, the student will be able to:</th>
</tr>
</thead>
</table>
| **NURS 103: Nursing Concepts II**<br>Medical-Surgical Nursing: Neurosensory Unit<br>Medical-Surgical Nursing: Alterations in Cellular Function Unit<br>Medical-Surgical Nursing: Organs of Digestion Unit | 1. Prioritize nursing care for the client with problems of the neurosensory, hepatic, hematologic, gastrointestinal, musculoskeletal, integumentary, and/or immune system.  
2. Discuss factors, nutritional and pharmacologic management of client with chronic problems of the neurosensory, hepatic, hematologic, gastrointestinal, musculoskeletal, integumentary, and/or immune system across the lifespan.  
3. Develop appropriate verbal and nonverbal, culturally competent communication strategies, for clients with acute/chronic health conditions.  
4. Identify priority assessment, diagnostic and lab data when determining client needs.  
5. Utilize appropriate evidence-based resources for clients with acute/chronic health conditions. |
| **NUTR 107 / NURS 103N: Nutrition in Healthcare III**<br>1 Credit | 1. Analyze normal/abnormal laboratory and diagnostic findings in the client with nutritional imbalance or problems of the gastrointestinal system.  
2. Evaluate the effect of chronic and acute illness on nutrition and assessment of adequate/inadequate nutrition in the client with chronic and/or acute illness. |
| **NURS 103L: Nursing Concepts II Practice Lab**<br>6 Credits | 1. Organize safe, culturally competent, age specific care for perinatal clients, children or adults with chronic health problems or undergoing surgery.  
2. Develop a plan of care for a perinatal client and child, or an adult client hospitalized for chronic health problems or surgery.  
3. Work collaboratively with other members of the healthcare team to provide safe, appropriate client care.  
4. Follow appropriate lines of communication in the clinical setting that increase client safety.  
5. Demonstrate an understanding of appropriate professional boundaries as defined by professional, legal and ethical standards. |
| **NURS 114: Application of Nursing Concepts III**<br>1 Credit - Optional | 1. Apply critical thinking concepts to various case scenarios.  
2. Critically assess and develop nursing interventions in case studies and patient scenarios.  
3. Demonstrate small group collaboration within a healthcare team through case studies and patient scenarios.  
4. Apply past learning to correctly respond to multiple choice scenario-based questions as presented on NCLEX exams. |
<table>
<thead>
<tr>
<th>PHARM 103: Pharmacology in Nursing III</th>
<th>1 Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of pharmacokinetics of medications used to treat integumentary, musculoskeletal, neurosensory, and gastrointestinal disorders.</td>
<td></td>
</tr>
<tr>
<td>2. Calculate accurate medication dosages and conversions.</td>
<td></td>
</tr>
<tr>
<td>3. Correlate nursing considerations to client variables which may alter medication responses.</td>
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<tr>
<td>4. Evaluate client-specific strategies for safe medication administration.</td>
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<tr>
<td>5. Demonstrate knowledge of safe preparation and proper methods for administering medications via the intravenous route.</td>
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</tr>
<tr>
<td>6. Integrate knowledge of pharmacology when developing an individualized nursing plan of care.</td>
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<tr>
<td>7. Demonstrate effective teaching strategies to use when educating clients about medications.</td>
<td></td>
</tr>
</tbody>
</table>

**Lab Activities:**
- Simulation Day
- Intravenous Therapy Lab

**Skill Competency will be verified:**
- Medication administration

**Clinical Experiences:**
- Obstetric, pediatric, medical, or surgical patient care in a variety of healthcare settings

**HESI Specialty and Exit Exams**
- HESI PN Exit Exam
- Pharmacology
### Quarter Four

<table>
<thead>
<tr>
<th>Course</th>
<th>At the end of this course, the student will be able to:</th>
</tr>
</thead>
</table>
| **NURS 201: Advanced Nursing Concepts I**  
Advanced Medical-Surgical Nursing: Cardiopulmonary Unit  
Community Health Nursing Unit  
Psychiatric and Mental Health Nursing Unit | 1. Determine priority assessments and interventions for clients experiencing mental illness or urgent and emergent health problems of the cardiopulmonary system.  
2. Assess resources for clients and their families across the care continuum.  
3. Identify appropriate health education for clients, families, and/or communities.  
4. Analyze assessment findings, diagnostics, and labs for clients with urgent/emergent health problems. |
| **PHIL 201 / NURS 201E: Ethics and Policy in Healthcare II**  
1 Credit | 1. Analyze appropriate patient care the various out-patient settings and regulations that govern each.  
2. Discuss the role of the healthcare professional in advocacy, collaboration, patient education and disaster planning in the community setting.  
3. Evaluate the effective use of health care resources and legislation that influences reimbursement. |
| **PSYC 202 / NURS 201P: Psychosocial Issues in Healthcare II**  
2 Credits | 1. Describe risk factors, psychosocial and focused assessment of the client with an acute or chronic mental health disorder across the lifespan.  
2. Identify priority interventions and preventative measures for the client who is suicidal.  
3. Identify therapeutic communication techniques and safety measures for the client with a mental health disorder.  
4. Describe pharmacologic, non-pharmacologic and nutritional interventions that support management of the patient with a mental health disorder.  
5. Discuss legislation and resource management that impacts care of the client with a mental health disorder. |
| **NURS 201L: Advanced Nursing Concepts I Practice Lab**  
6 Credits | 1. Organize safe, patient-centered, culturally competent care for clients in a variety of care settings including those with urgent/emergent and mental health problems.  
2. Construct a plan of care for clients in a variety of health-care settings.  
3. Begin to integrate leadership and delegation skills as a collaborative member of the health care team in a variety of care settings.  
4. Utilize effective verbal and non-verbal communication techniques in clinical practice.  
5. Develop an individualized nursing practice, based on a knowledge of professional, ethical and legal responsibilities. |
<table>
<thead>
<tr>
<th>NURS 210: Senior Seminar I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Credit - Optional</td>
</tr>
</tbody>
</table>

1. Discuss the importance of clinical judgment in nursing practice.
2. Demonstrate the skills necessary to make sound clinical decisions (employ clinical judgement).
3. Explain clinical judgement and rationale when completing case studies, patient-care scenarios and when answering NCLEX style questions.

**Lab Activities:**
- Application of clinical concepts lab
- Teaching and learning experience

**Skills competency will be verified**
- IV skills testing

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

**HESI Specialty and Exit Exam**
- Psych/Mental Health
- HESI PN Exit Exam (2)
### Quarter Five

<table>
<thead>
<tr>
<th>Course</th>
<th>At the end of this course, the student will be able to:</th>
</tr>
</thead>
</table>
| **NURS 202: Advanced Nursing Concepts II**  
2 Credits  
*Advanced Medical-Surgical Nursing: Endocrine & IV Fluid/Electrolyte Therapy Unit*  
*Advanced Medical-Surgical Nursing: Neurosensory and Musculoskeletal Unit*  
*Nursing Leadership and Transition to Practice Unit* | 1. Prioritize nursing care for clients with urgent/emergent endocrine, renal, musculoskeletal, neurosensory, fluid, electrolyte and acid/base problems.  
2. Analyze assessment findings, diagnostics, nutrition and safety concerns for clients with urgent/emergent problems.  
3. Develop a nursing plan of care that is safe, patient-centered and evidence-based. |
| **PHIL 202 / NURS 202E: Ethics and Policy in Healthcare III**  
2 Credits | 1. Describe the role of the healthcare professional as advocate, collaborator and coordinator of safe care relating to the patient with urgent/emergent problems of the neurosensory system.  
2. Evaluate current research and CORE measures relating to patient-centered care in the patient with urgent/emergent problems of the neurosensory system.  
3. Present examples of the healthcare professional as advocate, educator, coordinator of care and member of the healthcare team.  
4. Identify behaviors in the graduate healthcare professional that can impede successful integration into the culture of nursing.  
5. Evaluate current research and legislation that impacts the role of the healthcare professional and patient-centered care. |
| **NUTR 202 / NURS 202N: Nutrition in Healthcare IV**  
1 Credit | 1. Prioritize nutritional assessment/reassessment of the client with urgent/emergent endocrine, renal, musculoskeletal, neurosensory, fluid and electrolyte, and acid/base problems.  
2. Evaluate pharmacologic, nutritional, IV fluid, and electrolyte replacement interventions for the client with urgent/emergent health problems. |
| **PSYC 203 / NURS 202P: Psychosocial Issues in Healthcare III**  
1 Credit | 1. Prioritize assessment and reassessment of the client with urgent/emergent health problems.  
2. Analyze client assessment findings, labs and diagnostics relating to urgent/emergent health problems.  
3. Evaluate pharmacologic and non-pharmacologic interventions for the client with urgent/emergent health problems.  
4. Evaluate therapeutic communication techniques used by the healthcare professional for conflict management, delegation, supervision and collaboration. |
<table>
<thead>
<tr>
<th>NURS 2021: Advanced Nursing Concepts II Practice Lab</th>
<th>6 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prioritize safe, culturally competent client care for multiple clients with urgent/emergent health problems.</td>
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<tr>
<td>2. Modify the plan of care as needed for clients with urgent/emergent health problems.</td>
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<tr>
<td>3. Coordinate client care with other members of the healthcare team, including delegation of patient care responsibilities to appropriate team members.</td>
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<tr>
<td>4. Utilize effective verbal and nonverbal communication during interactions with clients, families and other healthcare professionals.</td>
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<tr>
<td>5. Integrate professionalism into individual nursing practice as it relates to advocacy, safety and professional boundaries.</td>
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</tr>
</tbody>
</table>

**Lab Activities:**
- Simulation day
- Teaching and learning experience

**Clinical Experiences:**
- Advanced medical and surgical experiences in a variety of healthcare settings
- Community health

**HESI Specialty and Exit Exams:**
- RN Med/Surg
- RN Health Assessment
<table>
<thead>
<tr>
<th>Course</th>
<th>At the end of this course, the student will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURS 203: Advanced Nursing Concepts III</strong>&lt;br&gt;4 Credits&lt;br&gt;Care Management of the Older Adult Unit&lt;br&gt;Complex OB and the Hospitalized Child Unit&lt;br&gt;Advanced Medical-Surgical Nursing: Care of the Complex Patient in ER &amp; ICU</td>
<td>1. Prioritize nursing care for high risk perinatal clients, children and adults with complex, emergent, and/or high acuity health problems.&lt;br&gt;2. Refine verbal and non-verbal communication in client education and health maintenance across the care continuum.&lt;br&gt;3. Analyze assessment findings, diagnostics, and labs in high risk perinatal clients, children and adults with complex, emergent and/or high acuity health problems.&lt;br&gt;4. Provide examples of effective collaboration with clients, families and healthcare team members.</td>
</tr>
<tr>
<td><strong>PHIL 203 / NURS 203E:</strong> Ethics and Policy in Healthcare IV&lt;br&gt;1 Credit</td>
<td>1. Evaluate the role of the healthcare professional in resource management, advocacy, and focus on wellness across the care continuum.&lt;br&gt;2. Analyze current research and legislation that impact health care management for the patient with co-morbidities.</td>
</tr>
<tr>
<td><strong>PSYC 204 / NURS 203P:</strong> Psychosocial Issues in Healthcare IV&lt;br&gt;1 Credit</td>
<td>1. Determine priority assessments and interventions for clients across the care continuum.&lt;br&gt;2. Determine appropriate outcomes for older adult clients with co-morbidities using physical assessment and diagnostic data.&lt;br&gt;3. Evaluate therapeutic communication techniques used by the healthcare professional when caring for clients across the care continuum.&lt;br&gt;4. Refine a developmentally appropriate, culturally competent, and patient-centered plan of care for clients across the care continuum.</td>
</tr>
<tr>
<td><strong>NURS 203L: Advanced Nursing Concepts III Practice Lab</strong>&lt;br&gt;6 Credits</td>
<td>1. Evaluate the effectiveness of patient-centered, culturally competent care for multiple patients in a variety of care settings.&lt;br&gt;2. Evaluate the need to modify the plan of care for patients in a variety of care settings and across levels of acuity.&lt;br&gt;3. Collaborate with patients, families and other members of the healthcare team to coordinate and prioritize safe, effective patient care.&lt;br&gt;4. Integrate effective verbal and nonverbal communication techniques in problematic interactions and client education across the care continuum.&lt;br&gt;5. Demonstrate responsibility for individual behaviors, decisions and interventions as part of the transition from student to professional nurse.</td>
</tr>
<tr>
<td><strong>NURS 214: Senior Seminar II</strong>&lt;br&gt;1 Credit - Optional</td>
<td>1. Identify strategies that promote student success on the NCLEX-RN.&lt;br&gt;2. Develop an individualized NCLEX-RN study plan.&lt;br&gt;3. Demonstrate the ability to make sound clinical judgements that support client needs, and contribute to optimal client outcomes.</td>
</tr>
</tbody>
</table>

**Lab Activities:** Simulation day

**HESI Specialty and Exit Exam:**
- Maternity/Peds
- HESI RN Exit Exam

**Clinical Experiences:**
- Advanced medical and surgical experiences in a variety of healthcare settings
- Preceptorships
Optional ADN Support Courses

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

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

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

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

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

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

**Optional Professional Vocational Relationships (PVR) Course Information**

**Course Information**
This 15-hour course is required for students wishing to obtain LPN licensure in Washington State. The course will be taught in a hybrid format, with approximately 7 hours online and 8 hours of face-to-face instruction. Students will register for the course through the WVC Continuing Education department.

**Course Description**
For students wishing to obtain their LPN license, this course focuses on the transition to the LPN role; specifically, on topics related to professionalism, effective communication, health care law, regulation of nursing practice, scope of practice, conflict management, delegation, and licensure. This is a pass/fail course.

**1.13: ADN Program Communication**

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

**Student E-Mail Accounts**
WVC student e-mail is the primary means of communication for the Nursing Department. Therefore, all WVC nursing students are required to utilize their WVC e-mail accounts for the purpose of communication with administrators, faculty members, and support staff. Students are also required to utilize their WVC e-mail accounts for any safeMedicate®, Examsoft, Elsevier, Canvas or other nursing program activities. Program announcements, schedules, registration information, course information, syllabi, study guides, reading assignments, etc., are sent via e-mail and may be posted to the nursing website, instructor websites, or Canvas. *It is the student’s*
responsibility to check this e-mail account daily (or in the summer at least weekly after August 1st) and to respond promptly to requests by e-mail. No other e-mail account may be used for official communication with the school.

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

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

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

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

Thirty-Minute Info Sessions
In an effort to provide consistent communication, a thirty-minute information session is scheduled at the beginning of each quarter. Fall Quarter information sessions will be provided in person by faculty for first-year students and will be scheduled on the course calendar; all other quarterly information sessions may be recorded.
1.14: Student Leadership Roles

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

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

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

Nursing Department Meeting Student Representative
Purpose: The nursing department holds bi-weekly meetings to discuss topics essential to the nursing program. Student participation and input is essential in ensuring that the decisions related to the program have a broad spectrum of viewpoints.

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

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

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

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

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

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

1.15: NSNA Code of Conduct

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

CODE OF ACADEMIC AND CLINICAL CONDUCT PREAMBLE

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

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

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

1. Advocate for the rights of all patients.
2. Diligently maintain patient confidentiality in all respects, regardless of method or medium of communication.
3. Take appropriate action to ensure the safety of patients, self, and others.
4. Provide care for the patient in a timely, compassionate, professional, and culturally sensitive and competent manner.
5. Are truthful, timely and accurate in all communications related to patient care.
6. Accept responsibility for our decisions and actions.
7. Promote excellence and leadership in nursing by encouraging lifelong learning, continuing education, and professional development.
8. Treat others with respect and promote an inclusive environment that values the diversity, rights, cultural practices and spiritual beliefs of all patients and fellow healthcare professionals.
9. Collaborate with academic faculty and clinical staff to ensure the highest quality of patient care and student education.
10. Use every opportunity to improve faculty and clinical staff understanding of the nursing student’s learning needs.
11. Encourage mentorship among nursing students, faculty, clinical staff, and interprofessional peers.
12. Refrain from performing skills or procedures without adequate preparation, and seek supervision and assistance when necessary.
13. Refrain from any deliberate action or omission in academic or clinical settings that create unnecessary risk of injury to the patient, self, or others.
14. Assist the clinical nurse or preceptor in ensuring that adequate informed consent is obtained from patient for research participation, for certain treatments, or for invasive procedures.
15. Abstain from the use of any legal or illegal substances in academic and clinical settings that could impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairment related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, retaining the right to challenge and critique rules and regulations as per school grievance policy.

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

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

1.16: Student Application of the ANA Code of Ethics

Student nurses of WVC will be expected to observe and adhere to the American Nurses Association Code of Ethics.
1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

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

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

- Demonstrate respect for others, including classmates, instructors, patients, and other members of the healthcare team.
- Keep in confidence all information about the patient. Information shall not be shared with classmates, friends, family, or anyone outside of the work environment.
- Demonstrate professional behavior.
- Achieve and maintain competence at the level of a student nurse.

**1.17: Essential Functions and Abilities of the Nursing Student**

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

The following are essential functions, abilities, and physical requirements for the nursing student:

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

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

### 1.18: **Academic Integrity**

The College is an institution of higher learning that holds academic integrity at its highest principle. The student is responsible for adhering to the values of honesty and integrity. Please review the WVC Code of Conduct in the current WVC Student Planner/Handbook on the WVC website at [www.wvc.edu](http://www.wvc.edu).

Any issues involving academic dishonesty will be handled according to these policies and procedures. Academic misconduct will result in disciplinary action that may include, but is not limited to, failure of the course, suspension, or dismissal.

### 1.19: **Professional Behaviors**

#### Behaviors that Imply Professional Values

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

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

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

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

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

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

Not cooperating, the student:
• Is argumentative or stubborn.
• Is sullen or arrogant with faculty, peers, staff, and patients.
• Is uncommunicative with staff and faculty.
• Responds in a hostile manner to frustrating situations.
• Exhibits passive-aggressive behaviors when dissatisfied.
• Triangulates by engaging uninvolved persons.

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

Unprofessional and/or Unacceptable Behavior
Unacceptable behavior or conduct includes, but is not limited to:
• Interference with the learning of others.
• Eating during exams and guest lectures.
• Leaving the classroom during an exam or guest lecture.
• Smoking at clinical sites and/or in a WVC nursing student uniform.
• Tardiness.
• Interruptions or inappropriate talking during class.
• Intimidation of students and/or faculty (angry, hostile, or violent behavior).
• Inappropriate or provocative dress or appearance.
• Use of electronic devices for any purpose other than learning related activities.
• Fabrication of data.
• Sleeping in class.
• Sexual harassment.
• Use of vulgar or obscene language.
• Any other behavior deemed by nursing faculty as unacceptable and which interferes with the learning or safety of others.

1.20: Employment While a Nursing Student

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

It is strongly recommended that students work no more than 12 hours per week. It is also strongly recommended that students, for safety reasons, do not work for at least 12 hours prior to any clinical experience. Students who work nights must absolutely refrain from working immediately before and between clinical shifts.

1.21: Nurse Technician Functions and Information

Nurse technicians are authorized to perform specific nursing functions within the limits of their education, up to their skill and knowledge. Nurse technicians may function only under the direct supervision of a registered nurse who agrees to act as supervisor and is immediately available to the nurse technician. Nurse technicians may only perform specific nursing functions based upon and limited to their education and when they have demonstrated the ability and been verified to safely perform these functions by the ADN Program in which the nurse technician is enrolled. For further information, please contact the Nursing Programs Administrator. For more information, you may go to: https://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NurseLicensing/NursingTechnician

1.22: Instructor Illness

On rare occasions, instructors may have to cancel theory classes or clinical experiences. Upon the cancellation of a class, the instructor will inform the Nursing Programs Administrator (and the healthcare facility in the case of a clinical class) as soon as possible. The instructor will also notify students by voice or electronic means. The instructor:
• May arrange for an alternate theory assignment to be completed by the students.
• Will arrange for an alternate clinical assignment (i.e., additional assigned clinical hours, virtual clinical experience) to be completed by the students.

1.23: Title IX/Sexual Harassment: Complaints and Grievances

Wenatchee Valley College is dedicated to maintaining an academic and work environment free of sexual harassment and discrimination. Sexual harassment of faculty, staff or students is against the law and will not be tolerated. Title IX is a federal law that prohibits gender-based discrimination in all college programs and activities. For the full WVC Sexual Harassment Policy, and additional information on and Title IX, please refer to the WVC Student Handbook and/or the WVC website here: https://www.wvc.edu/students/support/diversity/title-ix-sexual-harassment.html
The Executive Director of Human Resources is the individual designated by the College to coordinate its efforts to comply with Title IX, Section 504, and other equal opportunity and affirmative action regulations and laws. Questions or concerns about Title IX, Section 504, or other aspects of the College’s equal opportunity or affirmative action or harassment policy should be directed to the Executive Director of Human Resources, at 509.682.6445.

1.24: Uniform/Dress Code

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

- The required WVC uniform is to be purchased from Dove Professional Apparel (doveapparel.com or 1.800.829.3683).
- One pair of pants and one top are required; however, two of each item is preferred.
- The code word to order online is WVC.
- The deadline for online ordering will be announced at the scheduled orientation session.
- The uniform is to be washed after each wearing to control cross infection and odors.
- Good hygiene is expected of all students during all clinical experiences and at all College functions.
- The student must be in full uniform in the clinical area. This includes the Dove uniform, white shoes, name badge, penlight, watch that will monitor seconds, stethoscope, and Skills Card.
- Students who arrive for clinical experiences lacking full uniform requirements will be sent from the clinical area and will receive a Deficiency Notice (Section 3.13).

Student Picture Identification

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

Lab Coat

Students may wear lab coats; however, they are not required. If a lab coat is worn with the Dove uniform, the lab coat must be white.

Clinical Agencies

Hospitals and Clinics

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

Community Health

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

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

- No more than two simple rings (small stones).
- No necklaces.
- Earrings must be small studs, with no more than two earrings per ear.
- No other piercings may be visible (e.g. nose, tongue, eyebrow, navel, etc.) and should be removed if possible.
- Tattoos must be covered or not visible/noticeable.
- Gages should be removed or flesh-colored.

**Hair**
Hair must be clean, of a natural color (i.e., not blue, orange, etc.), well groomed, and effectively restrained so that it does not fall into or contaminate the workspace. Beards and/or mustaches must be clean, neatly groomed, no longer than ¾ inch, and not interfere with personal protective equipment.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Estimated Program Expense</th>
<th>First Year 3 Quarters</th>
<th>Second Year 3 Quarters</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Tuition; $110.17 per credit (includes all optional courses)</td>
<td>$4,014.16</td>
<td>$3,741.48</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$1,600.00</td>
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<td>Acceptance Fee</td>
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<td>Computer</td>
<td>$1,500.00</td>
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<td>Registration/Comprehensive Fee/Tech Fees/Rec Center Fee</td>
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<td>Parking Permit (Wenatchee Campus only)</td>
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<td>Immunizations</td>
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<td>Complio® Fees</td>
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<td>Lab Fees</td>
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<td>HESI/Elsevier Fees</td>
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<td>**safeMedicate® Fees</td>
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<td>Liability Insurance (Annual)</td>
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<td>Eastern State Hospital Clinical Rotation</td>
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<td>Scrub Set/Shoes</td>
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<td>Stethoscope</td>
<td>$100.00</td>
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<td>Penlight</td>
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<td>Nursing Lab Kit</td>
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<tr>
<td>NCLEX® Exam (Optional for first-year students)</td>
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<tr>
<td>**NCLEX® Review Course (Optional)</td>
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<td>**NCLEX® Exam</td>
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<td>RN Pin (Optional)</td>
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<td>$50.00</td>
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<td>PVR Course (Optional)</td>
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<tr>
<td>Possible Virtual Simulation or Exam Proctoring Costs may need to be added as a result of COVID-19</td>
<td>$200</td>
<td>$200</td>
</tr>
</tbody>
</table>

* Tuition may increase see WVC.edu
**Two-year subscription
***Post-graduation expenses

1.26: Commencement and Pinning Ceremony

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

Commencement
Commencement ceremonies are held in June of each academic year in both Wenatchee and Omak. Candidates for graduation will receive commencement ceremony information from the Student Development Office during the final quarter of the program.
Pinning Ceremony
Nursing graduates from both campuses are honored in a pinning ceremony in June in Wenatchee every year. Nursing faculty and staff, as well as family members and friends are invited to attend this special event. The highlight of the event is the presentation of the WVC Nursing program pin and candle lighting ceremony. The graduates should wear their WVC pin with pride, as it is an indication and symbol of their academic accomplishment. Dress code for the graduates for this event is the WVC uniform.

1.27: NCLEX® Examination

Students who successfully complete the first three quarters of the ADN program, and complete a Professional Vocational Relations (PVR) class are eligible to take the National Council Licensure Examination to become a licensed practical nursing (NCLEX-PN). Students, who successfully complete all six quarters of the ADN program, and meet the general education requirements for the degree, are eligible to take the National Council Licensure Examination to become a Registered Nurse (NCLEX-RN). For more information regarding the licensure process see https://portal.ncsbn.org/ and see WVC pass rates at https://www.wvc.edu/academics/alliedhealth/nursing/SAOD.html.
Section 2: Student Resources and Services

2.1: Financial Aid/Scholarships

The Financial Aid Office at WVC is available to assist students in finding and applying for all types of financial assistance, including grants, work study opportunities, veteran benefits, scholarships, and student loans. The Financial Aid Office is located on the first floor of Wenatchi Hall. Office hours are Monday through Friday from 8:00 a.m. to 5:00 p.m.

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

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

March 15 is the deadline for priority consideration for financial aid for the following school year, which begins with the summer quarter. If the student misses that deadline, the student may still use the FAFSA to apply for student loans and any remaining grant funds. Processing time for financial aid is usually three (3) to six (6) weeks. Please allow sufficient time for the processing of financial aid and tuition due dates. During peak times, processing times may increase.

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

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

2.2: Support Services

Bookstore
The WVC Bookstore is located in Van Tassell Center on the Wenatchee campus. Textbooks, school supplies, art supplies, clothing, and snacks are among the items available for purchase. Books can also be ordered online for in-store pick-up or home delivery at https://wvc.bncollege.com/shop/wvc/home. Barnes&Noble front desk is 509-682-6532. Please refer to the WVC Student Planner/Handbook for the textbook return policy.
**Computer Lab**

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

**Counseling**

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

**Disability and Support Services/Reasonable Accommodations**

Whether the student is taking classes on campus or online, there may be issues of access to direct and to web-based instruction and to participation that should be explored as early as possible. Individuals who have a disability which might affect their ability to perform in classes are encouraged to contact Student Access Coordinator (509.682.6854, TTY/TTD 509.682.6853); or sas@wvc.edu. Reasonable accommodations for qualified students with disability will be provided in accordance with Section 504 of the Americans with Disabilities Act law, the Rehabilitation ACT of 1973, and Washington State Law SDS 102. Canvas is a web-based course management system that is ADA compliant (https://www.canvaslms.com/accessibility).

For reasonable accommodations to be considered, it is first necessary for the student to obtain a current (within one to three years) evaluation of the disability from a licensed/certified professional counselor, psychiatrist/psychologist, or diagnosing physician (with experience in the disability identified), and if appropriate, an ARNP. The specific disability and recommendations should be described in the documentation submitted. The “Essential Functions and Abilities of the Nursing Student” serve as a guide for the detailed demands of the Program (Section 1.16).

If reasonable accommodations are in place, the student is responsible for any necessary scheduling at the Testing Center. Please refer to the current WVC Student Planner/Handbook, Disability and Support Services, for additional information.

**Library Services**

Each campus has a library with full library resources. In addition, the WVC library web site (wvc.edu/library) offers access to a variety of information resources. They include access to databases with peer-reviewed journal articles, an online catalog of the libraries’ holdings, an online reference collection, over 70,000 electronic books, streaming instructional films from Films on Demand, Academic OneFile, Lippincott Advisor, and other resources. When browsing the library, students will find nursing books, periodicals, and other library materials shelved from 610-619; electronic books can be searched in Ebook Central by keyword or subject. When searching for electronic periodicals or locating articles, the following databases may be helpful: CINAHL Complete, Psych Articles, ProQuest Science, and PubMed Central, and many other evidence-based care resources listed in the Health subject heading. Services available online include tutoring, study room reservations (Wenatchee campus), 24/7 “ask a librarian” service, and basic information about the libraries. Students are welcome to schedule individual or group research sessions with the librarian. Students are encouraged to utilize the libraries. Please refer to the WVC Student Planner/Handbook for further information about the libraries. Contact Wenatchee at 509-682-6710 or Omak at 509-422-7830.

**Office of Diversity, Equity & Inclusion**

This office works with other departments to ensure that the needs of diverse students are fulfilled in counseling, financial aid, registration, learning skills, and student programs. The office also promotes appreciation and awareness of diverse student experiences and offers a diversity center in Van Tassell. For further information, contact Wenatchee at 509-682-6865 or Omak at 509-422-7814.
Sim Labs
The Allied Health programs of WVC are housed on the Wenatchee campus in Wenatchi Hall, and on the Omak campus in Mary Henrie Friendship Hall. Both campuses pride themselves on maintaining clean, state of the art, realistic simulation environments for effective skills practice. There are two labs on both the Wenatchee Campus and the Omak Campus. On the Wenatchee Campus, the Sim Lab is located in Wenatchi 2145 and 2147, and the CNA Lab is temporarily located in the parking lot of Knights Hall off 9th street. On the Omak Campus, the Sim Lab is located in Mary Henrie Friendship Hall 208, and the CNA Lab is located in the Classroom/Science Lab Building, room 302. Simulation labs provide an active learning environment that replicates the healthcare setting in which healthcare graduates will find employment.

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

Veterans Services
A school certifying official is available to support both Wenatchee campus and Omak campus prior service military, active duty personnel, reservists, and their family members. Contact the WVC Veteran Office at 509.682.6817, veterans@wvc.edu or visit the webpage www.wvc.edu/veterans for more information regarding VA educational benefits, financial aid, reduced tuition and fee waivers, and campus and community resources.
Section 3: ADN Program Policies

3.1: Immunization/Documentation Policy

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

Any expiring documentation must be renewed and posted to Complio® by 0800 on the last day of the quarter, before it expires (except Quarter One), as listed below:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Date</th>
<th>Quarter</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2020</td>
<td>June 19, 2020</td>
<td>*Summer 2021</td>
<td>June 18, 2021</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>August 21, 2020</td>
<td>*Fall 2021</td>
<td>August 20, 2021</td>
</tr>
<tr>
<td>Winter 2021</td>
<td>December 10, 2020</td>
<td>*Winter 2022</td>
<td>December 16, 2021</td>
</tr>
<tr>
<td>*Spring 2021</td>
<td>March 25, 2021</td>
<td>*Spring 2022</td>
<td>March 23, 2022</td>
</tr>
</tbody>
</table>

For example, if your CPR expires on March 5, 2021, your CPR certification is due December 10, 2020, at 0800.

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

1. Issuance of a Deficiency Notice (Section 3.13) due to noncompliance with program documentation requirements.
2. Issuance of a second Deficiency Notice and mandatory meeting with Nursing Programs Administrator and/or the Dean if not compliant by the first day of the following quarter.
3. Issuance of a third Deficiency Notice due to unexcused absence from clinical experience if not compliant by clinical date.

WVC reserves the right to modify these requirements as needed.

Criminal History Check

Washington State law (RCW 43.43.832) permits businesses or organizations that provide services to children, vulnerable adults, or developmentally disabled persons to request criminal history records. Facilities used for clinical work experience require clearance prior to the student being allowed to work in the facility. Prior to beginning any clinical work experience, criminal record checks (Complio®) are required of all students accepted into the health science programs at WVC, dated not more than forty-five (45) days prior to the beginning of the ADN Program (August 10, 2019). The forms and instructions to initiate these background checks are included in the new nursing student information packet.

Students need to be aware that conviction of certain crimes may prevent completion of the clinical course requirements of the ADN Program (thereby preventing completion of the ADN Program) and may also prevent future licensing and employment in the healthcare field.

Negative Drug Screen

Students must provide results of a standard, ten-panel drug screen, either urine-based or oral swab, dated not more than forty-five (45) days prior to the beginning of the ADN Program (August 10, 2019). WVC has chosen Complio® as an approved source for drug screening. After students have set up their Complio® account, they must:
• Take the COC to Confluence Health (either the Wenatchee Valley Clinic or the Omak Clinic) and provide the sample.
• Refrain from consuming large amounts of liquids just prior to the test.

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

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

**Immunization Records**

Official copies of immunizations are to be submitted with the documentation tracker for review by Complio®. Official documentation will include (when at all possible) the healthcare provider’s letterhead, the student’s name, date of immunization, signature of person administering the immunization, and the lot number of the vaccine (mandatory for all PPD tests). Students are required to purchase the document manager at a cost of $20 annually.

Documentation of student immunization status is essential to ensure the health and safety of students and patients/residents in healthcare agencies that provide clinical learning experiences.

*TWO-STEP PPD (TUBERCULIN SKIN TESTS)*

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

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

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

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

**PPD Timeline:**

<table>
<thead>
<tr>
<th>Appointment with Healthcare Provider</th>
<th>Action</th>
<th>Time Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>First appointment</td>
<td>Initial injection</td>
<td>48 to 72 hours from date/time of injection; cannot be prior to 48 hours or later than 72 hours.</td>
</tr>
<tr>
<td>Second appointment</td>
<td>Read results</td>
<td>48 to 72 hours from date/time of injection; cannot be prior to 48 hours or later than 72 hours.</td>
</tr>
<tr>
<td>Third appointment</td>
<td>Second injection</td>
<td>One to three weeks after initial injection; cannot be less than one week or more than three weeks.</td>
</tr>
<tr>
<td>Fourth appointment</td>
<td>Read results</td>
<td>48 to 72 hours from date/time of injection; cannot be prior to 48 hours or later than 72 hours.</td>
</tr>
</tbody>
</table>
Hepatitis B Vaccines (complete series of three [3] injections)
Students must have the first and second injections prior to entering the ADN Program. Adults getting Hepatitis B vaccine should get three (3) doses, with the second dose given four (4) weeks after the first and the third dose five (5) months after the second. Your healthcare provider can tell you about other dosing schedules that might be used in certain circumstances. Positive titer (blood test for immunity) is acceptable.

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

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

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

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

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

HIV/AIDS Certificate
Seven (7) hours of HIV/AIDS training is required. This may be obtained by taking HCA 113 (HIV/AIDS Education) for one (1) credit at WVC. Also, an online course is offered through Wild Iris at www.nursingceu.com.

3.2: Attendance Policy

Theory Classes
Attendance in the nursing theory courses is highly encouraged and may be required (at the instructor’s discretion) to fulfill the requirements for a unit grade. It is the student’s responsibility to obtain the information provided by the instructor in the event of an absence. The student is responsible for all required work in each course, including work missed due to absence.

Attendance is required for quizzes, exams, and other activities required in a specific unit of study. The student must notify the instructor if the student will be absent for a quiz or exam, prior to the scheduled date/time of the quiz or exam. A percentage of the grade may be deducted from the final score of a quiz or exam taken other than at the scheduled time, as outlined in the student handbook and in course syllabi and/or unit study guides.

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

Clinical and Labs
Attendance is required for every clinical/lab experience. Students are held to the same standards as those expected in the professional work environment. Students are required to attend clinical on a predictable and consistent basis in order to meet required clinical hours and clinical course objectives. Students who violate this attendance policy are at risk for disciplinary action.
If an unusual or extreme circumstance prevents a student from attending a clinical or lab experience (i.e., an acute illness or emergency), the student must notify the instructor, by phone or in person, at least one hour in advance of the assigned clinical/lab experience. For unanticipated clinical absences, students must also notify the assigned clinical site/unit, unless otherwise instructed.

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

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

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

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

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

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

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

### 3.3: Student Health and Wellbeing

In order to promote health and wellness for students, and for the populations with which they interact, students will:

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

<table>
<thead>
<tr>
<th>Condition</th>
<th>Restriction</th>
<th>Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conjunctivitis</td>
<td>No direct patient contact. Preferred that students stay away from theory but may attend.</td>
<td>24 hours after Rx started</td>
</tr>
<tr>
<td>Diarrhea &gt;48 hours</td>
<td>No direct patient contact or food handling</td>
<td>Until resolved</td>
</tr>
<tr>
<td>Disease/Condition</td>
<td>Precaution/Restriction</td>
<td>Duration</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Furunculosis/Boils/Draining rashes/Lesions</td>
<td>No direct patient contact or food handling</td>
<td>Until no drainage</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>No clinical/classroom</td>
<td>7 days after Jaundice onset or 2 weeks after symptom onset</td>
</tr>
<tr>
<td>Hepatitis B, acute</td>
<td>See Exposure/Injury Protocol</td>
<td></td>
</tr>
<tr>
<td>Hepatitis C, acute</td>
<td>See Exposure/Injury Protocol</td>
<td></td>
</tr>
<tr>
<td>Hepatitis, viral</td>
<td>See Exposure/Injury Protocol</td>
<td></td>
</tr>
<tr>
<td>Impetigo</td>
<td>No clinical/classroom</td>
<td>Lesions dry/crusted</td>
</tr>
<tr>
<td>Influenza</td>
<td>Handled on individual basis</td>
<td></td>
</tr>
<tr>
<td>Measles (Rubeola)</td>
<td>No clinical/classroom</td>
<td>Until 7 days after rash appears</td>
</tr>
<tr>
<td>Mumps</td>
<td>No clinical/classroom</td>
<td>Until 9 days after Parotitis onset</td>
</tr>
<tr>
<td>Rubella</td>
<td>No clinical/classroom</td>
<td>Until 5 days after rash appears</td>
</tr>
<tr>
<td>TB, active</td>
<td>No clinical/classroom</td>
<td>48 hours after antibiotic begun, Sputum Bacilli free for 3 consecutive days (this may take months)</td>
</tr>
<tr>
<td>Strep Throat</td>
<td>No clinical/classroom</td>
<td>Until 24 hours after antibiotic begun</td>
</tr>
<tr>
<td>Shingles</td>
<td>May not care for high-risk patients, i.e. Labor and Delivery, postpartum, newborns &lt;1, or Immuno-suppressed patients</td>
<td>Lesions dry/crusted</td>
</tr>
<tr>
<td>Varicella</td>
<td>No clinical/classroom</td>
<td>Lesions dry/crusted</td>
</tr>
</tbody>
</table>

### 3.4: Children on Campus Policy (WVC Policy 000.260)

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

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

The college is a public facility of the state of Washington, available to its students as well as to the general public who may wish to use its facilities, learn about its services and programs or attend functions at the college. Citizens have the right to use the facilities of the college and to visit the college during normal business hours of operation.

The college recognizes that children often appropriately accompany adults during visits to the college. Children, however, need at all times to be under the supervision of a responsible adult and it is the adult’s responsibility to ensure that the children behave appropriately. It is inappropriate for a parent.guardian to ask members of the college community—faculty, staff or students—to assume these responsibilities, unless the individual is leaving the child in a college program sanctioned for children.

Children without supervision or with supervision imposed upon college employees or students, may disrupt the educational process or work setting, and possibly create a safety hazard for the children themselves or for others.

This policy, together with its accompanying procedure, is intended to help ensure the safety and security of children visitors to the college and to safeguard the educational and work environments of the college.

This policy pertains to all employees and persons who visit the college, participate in classes, and/or programs, events or other activities on college property.
3.5: **Tobacco Free Campus Policy** (WVC Policy 000.240)

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

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

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

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

3.6: **Conflict Resolution**

In an effort to articulate and cultivate habits for being a member of the healthcare community and for a professional career in nursing, the following statements are a guide for students with interactions within the ADN Program:

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

In recognition of the fact that disputes or concerns will arise, students are encouraged to resolve conflicts in the following manner:
1. **Speak with the professor/instructor as soon as a problem or concern arises.** If the professor is not available after class, attempt to meet during faculty office hours. If the concern is with a part-time instructor, schedule to meet with the instructor to discuss the concern. If the part-time instructor is not able to assist the student with the concern, the student should seek assistance from the lead instructor.
2. **If the conflict remains,** an appointment to meet with the Nursing Programs Administrator should be scheduled.

![Diagram](image-url)
The due process procedure in the current WVC Student Planner/Handbook will be utilized for all nursing student appeals.

3.7: Sim Lab Policy

The Allied Health Simulation Lab (Sim Lab) is available for skills demonstration, practice, and evaluation of skills and knowledge and is intended for simulation use. Efforts are made to maintain the Sim Labs with as much realism as possible. The complete Sim Lab Policy can be found on the WVC Commons website. (see Management of Simulation Lab Policy – 5-2018)

3.8: Electronic Devices Policy

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

Criteria for Electronic Device Use
As a general rule, electronic devices (cell phones, etc.) must be turned off during class, labs, or clinicals. In the event that the instructor approves the use of an electronic device during the clinical experience, the device must be used for legitimate educational purposes only.

Cell phone conversations must be conducted outside of the classrooms, labs, or clinical facilities.

Emergency messages may be routed through the Secretary Supervisor and BAS Coordinator in Wenatchee or the Program Assistant in Omak.

The student will not discuss or post any information about faculty, peers, patients, family members, or any clinical facility on any electronic venue (i.e., Facebook, Twitter, cell phones, etc.). Nor will the student leave/save any patient, patient family, faculty, clinical facility, or student information on any open access desktop or hard drive. The student will not use personal devices to take pictures while in the clinical environment.

American Nurses Association’s Principles for Social Networking
1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, educators, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

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

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

**3.9: Exam Proctoring Policy**

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

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


3.10: Assessment of Learning and Remediation Policies

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

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

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

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

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

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

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

1. Theory Courses Assessment of Learning and Remediation Policy
The theory grade for the quarter is a compilation of points from the course’s required activities. The final score will include exams HESI points, quizzes, written papers, and/or assignments, at the discretion of the instructor. To determine student outcomes, comprehensive evaluation of learning, by exam, occurs at the end of theory courses.

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

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>3.3</td>
</tr>
</tbody>
</table>

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Remediation will be required for students who score below 80 percent on a theory exam.

In nursing courses other than pharmacology, students must demonstrate competency with theoretical knowledge as evidenced by an 80 percent or better score on each unit exam. Those who do not score an 80 percent on the unit exam must demonstrate competency in that theory unit of study by successfully passing that unit section on the comprehensive final at 80 percent or greater. Students, in addition to demonstrating competency (whether the original unit exam, or that unit portion of the comprehensive final) at 80 percent or greater, must have a cumulative course grade of 80 percent or greater to progress in the ADN Program.

Remediation will be required for students who score below 80 percent on a pharmacology theory exam. Students also must have a cumulative course grade of 80 percent or greater in pharmacology courses to progress in the ADN Program.

Those students are required to complete a remediation plan, to include any of the following selected actions, which will be outlined on the ADN Program Remediation Plan: Theory form (Section 4).

The student will complete the following steps of remediation:

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

2. Medication Safety and Remediation Policy

The nursing profession requires nurses to have a broad base of mathematical computational skills to accurately and safely administer medications. The WVC ADN Program requires students to demonstrate competency in their math skills as they progress through the ADN Program.

Nursing students will demonstrate continued math competency in their ability to calculate correct dosages of medications and intravenous fluids as evidenced by achieving 100 percent on a proctored medication safety exam (med safety exam). The ADN Program uses safeMedicate® computerized math testing for this evaluation. This exam will be given at the beginning of the quarter (with the exception of the first quarter). Calculators may be used at the discretion of the instructor. No students will be allowed to administer medications in any clinical setting until they have successfully demonstrated math competency. Failure to accurately calculate and administer the right dose of a patient’s medication may lead to serious and life-threatening consequences and potential disciplinary and legal ramifications for the nurse.

The med safety exam score is noted in each student’s quarterly clinical file and contributes toward each student’s final clinical quarter grade. Students scoring less than 100 percent have two additional opportunities to obtain a passing score on the med safety exam and must complete a remediation plan and present it to the lead instructor.
within two days of taking the exam. The med safety exam retake will be administered within one week after the exam. Failure to pass the med safety exam with a score of 100 percent within three attempts will result in a recommendation for dismissal from the ADN Program.

The Remediation Plan: The Medication Safety Testing and Clinical form will be utilized when students fail to meet the 100 percent benchmark. The instructor will initiate the remediation process for Medication Safety Testing and Clinical Performance.

3. Clinical Course Assessment of Learning and Remediation Policy
The student must maintain a passing grade in clinical courses to progress in the ADN Program. The clinical grade is determined by written documentation of clinical behavior. Weekly evaluations occur with the student and clinical instructor so that, at all times, the student is aware of strengths and areas for growth. A final evaluative conference is an opportunity to summarize the quarterly clinical experience and provide a final evaluation. The evaluation tool utilized can be found in quarterly syllabi. Guidelines are provided to the student about the clinical objectives and clinical assignments to be achieved each quarter. Attendance is included in the clinical grade.

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

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

Remediation may be utilized for any clinical performance that requires student improvement, at the discretion of the clinical instructor. Remediation will also be utilized for deficiencies (failure in student performance) related to the clinical setting. Examples of situations that will result in a clinical deficiency and will require student remediation are outlined in Section 3.11, Deficiency Notice Policy. If a remediation plan is indicated, the clinical or lead instructor will initiate the remediation process and specify remediation requirements (as well as remediation dates/deadlines). The ADN Program Remediation Plan: Medication Safety Testing and Clinical form will be utilized.

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

The WVC Nursing Program has chosen to utilize the student self-pay model (eCommerce). This means that students will bear the responsibility for self-payment (via Credit Card) for HESI materials. This program is mandatory if students wish to attend the WVC Nursing Program.

Students will be notified of the HESI testing schedule on a quarterly basis. The testing schedule will be included, as part of the schedule for the quarter.
WVC HESI Testing Plan - Table of HESI Proctored Assessments

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>* RN Fundamentals</td>
<td>* Pharmacology * HESI PN Exit Exam</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter 4</th>
<th>Quarter 5</th>
<th>Quarter 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>* PSYCH/Mental Health</td>
<td>* RN Health Assessment</td>
<td>* Maternity/PEDS</td>
</tr>
<tr>
<td>* RN MED/SURG</td>
<td>* HESI RN Exit Exam</td>
<td></td>
</tr>
</tbody>
</table>

Students will complete a non-proctored exam (practice exam) prior to taking the proctored exam. Practice exams are found in the HESI Patient Reviews with RN Case Studies, and Practice Test course. The student must earn ≥80% on the practice exam. Practice exams may be re-taken until a score of ≥80% is achieved. Students will not be able to take the proctored exam without completing the practice exam with ≥80% prior to the due date. If this process is not followed, the student will receive a written warning or a deficiency notice.

Students who score 900 points or above on HESI proctored assessments can earn additional points. These points will be added to the overall theory grade. Points from the HESI Pharmacology exam will be added to the pharmacology course grade. Non-proctored practice assessments do not qualify for extra points. The WVC Nursing Program goal is for all students to achieve and maintain an acceptable level of performance (a score of 900 or above) on all proctored HESI assessments. Students who score below a score of 900 are required to complete remediation activities and take a second version of the HESI exam. See the Table of HESI Performance Benchmarks for scoring intervals, corresponding point allotment, and remediation requirements.

**Table of HESI Performance Benchmarks**

<table>
<thead>
<tr>
<th>HESI Scoring Interval (Test Score)</th>
<th>Description of Performance Level</th>
<th>Points Possible</th>
<th>Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;/= 1000</td>
<td>High Achiever</td>
<td>4</td>
<td>Recommended</td>
</tr>
<tr>
<td>950-999</td>
<td>Excellent Performance</td>
<td>3</td>
<td>Recommended</td>
</tr>
<tr>
<td>900-949</td>
<td>Acceptable Performance</td>
<td>2</td>
<td>Recommended</td>
</tr>
<tr>
<td>850-899</td>
<td>Below Acceptable Performance</td>
<td>0</td>
<td>Required</td>
</tr>
<tr>
<td>&lt; 850</td>
<td>Needs Further Preparation</td>
<td>0</td>
<td>Required</td>
</tr>
</tbody>
</table>
HESI Testing Remediation
The purpose of HESI Remediation is to improve student’s critical thinking, reasoning skills, and test taking strategies to achieve NCLEX success. Remediation is tailored to the student’s original score and weak performance areas. Student interventions include completing HESI study packets, adaptive quizzing, case studies, and self-study. Faculty have the ability to add, edit, or omit remediation requirements per instructor discretion and student needs. Student may develop other forms of remediation subject to faculty approval. Remediation is student driven. Students are responsible for initiating, creating and submitting remediation plans.

Students who score below a score of 900 are required to complete the HESI Remediation Plan Contract (Section 4). The hour and activity requirements for remediation for each level are outlined in the HESI Student Remediation Table.

**HESI Student Remediation Table**

<table>
<thead>
<tr>
<th>HESI Score</th>
<th>Required</th>
<th>1- Complete online remediation provided in the HESI Next Generation Course. Students will complete essential or recommended packets. A minimum of two hours of study is required *</th>
</tr>
</thead>
<tbody>
<tr>
<td>850 - 899</td>
<td>Required</td>
<td>2- Develop two 25-question custom quizzes in Evolve Adaptive Quizzing for NCLEX. Each quiz should reflect ONE priority content area and sub topic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. **</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>3- Select one HESI Case Study in a content area of weakness based on your HESI Exam Student Report and complete with 80% score. ***</td>
</tr>
<tr>
<td>800 – 849</td>
<td>Required</td>
<td>1- Complete online remediation provided in the HESI Next Generation Course. Students will complete essential or recommended packets. A minimum of three hours of study is required. *</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>2- Develop three 25-question custom quizzes in Adaptive Quizzing for NCLEX. Each quiz should reflect ONE priority content area and sub topic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. **</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>3- Select one HESI Case Study in a content area of weakness based on your HESI Exam Student Report and complete with 80% score. ***</td>
</tr>
<tr>
<td>750-799</td>
<td>Required</td>
<td>1- Complete online remediation provided the HESI Next Generation Course. Students will complete essential or recommended packets. A minimum of four hours is required. *</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>2- Develop four 25-question custom quizzes in Adaptive Quizzing for NCLEX. Each quiz should reflect ONE priority content area and sub topic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. **</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>3- Select one HESI Case Study in a content area of weakness based on your HESI Exam Student Report and complete with 80% score. ***</td>
</tr>
<tr>
<td>700 - 749</td>
<td>Required</td>
<td>1- Complete online remediation provided the HESI Next Generation Course. Students will complete essential or recommended packets. A minimum of five hours is required. *</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>2- Develop five 25-question custom quizzes in Adaptive Quizzing for NCLEX. Each quiz should reflect ONE priority content area and sub topic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. **</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>3- Select two HESI Case Studies in a content area of weakness based on your HESI Exam Student Report and complete with 80% score. ***</td>
</tr>
<tr>
<td>699 or below</td>
<td>Required</td>
<td>1- Complete online remediation provided the HESI Next Generation Course. Students will complete essential or recommended packets. A minimum of six hours is required. *</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>2- Develop six 25-question custom quizzes in Adaptive Quizzing for NCLEX. Each quiz should reflect ONE priority content area and sub topic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. **</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>3- Select two HESI Case Studies in a content area of weakness based on your HESI Exam Student Report and complete with 80% score. ***</td>
</tr>
</tbody>
</table>

*Student must remain logged into their HESI Student account, and work on the specific online remediation content for the number of hours specified. Time spent in remediation content is monitored so printing material and...
studying off-line is not “counted” in the hours. Required hours can be divided into multiple sessions. Clicks through content may be monitored. Students will capture their completed hours with a screenshot and upload to the remediation dropbox on Canvas.

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

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

**HESI Remediation Process:**

*Should the student score less than 900 on a HESI Exam, the student must complete the following steps:*  

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

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

**Step 3:** Complete remediation hours and activities by the retest date and turn it in to the appropriate Canvas dropbox. The student must earn at least 80% on EAQs and case studies and must include screenshots of completed EAQs, case studies, and total hours of remediation in the drop box submission.

**Step 4:** Retake the HESI remediation exam at the time designated on the quarterly calendar.

If the student scores less than 900 on the HESI remediation exam, it is required that the student completes the remediation process again (Steps 1-3 above).

5. **Student Failure to Remediate**

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

- The student will receive a written warning or a deficiency notice.
- If a theory remediation plan is not completed, the student will not be allowed to take the next unit exam or, if it is the final unit, the student will not be allowed to take the comprehensive final exam. Additionally, the student will receive an incomplete for the course until the remediation plan, the remediation, and all course exams are completed.
- If a Medication Safety or clinical remediation plan is not completed, the student will receive an incomplete for the course and will be unable to progress in the Program.
- If the HESI Remediation Plan Contract, hours, and/or activities are not completed prior to the scheduled HESI remediation exam, the student will be unable to take the remediation exam. Furthermore, the student may be unable to take theory unit or final exams according to instructor discretion.
- A meeting may be held with the student and the Nursing Programs Administrator or the Dean of Allied Health.

3.11: **Clinical Skill Proficiency Testing Policy**

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

**Quarters 1 through 4:**

- Passing a skill results in a “Satisfactory” on the Clinical Evaluation Tool (CET).
- Failing a skill on the first and second attempts results in a “Not Satisfactory” on the CET.
• A second/third attempt of the failed skill will be scheduled before the next clinical day if at all possible. The student will not be allowed to retest on the same day.
• The student will not be allowed to perform the skill in the clinical area.

Failing a skill on the third attempt results in a third “Not Satisfactory” on the CET and may result in a recommendation for dismissal from the ADN Program.

Quarters 2 through 4: In addition, the student will receive a Written Warning for the failed skill on first attempt. Remediation will be instituted after failure of a skill during clinical skill proficiency testing. The skills tester or faculty member will initiate the remediation process and specify remediation requirements (as well as remediation dates/deadlines). The Nursing Skills Testing Remediation form will be utilized.

3.12: Incident Reporting System

Mistakes occur for many reasons – and should be reported immediately to the lead faculty and Nursing Programs Administrator. This includes any event that has resulted in patient harm, student injury, unreasonable risk of patient harm, or diversion of legend drugs or controlled substances. This includes errors and near misses.

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

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

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

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

Within two business days a report must be submitted by the supervising faculty to the commission via their website form per WAC 246-840-513. This report is necessary if there is an event that involves a student or faculty member that has resulted in patient harm, student injury, unreasonable risk of patient harm, or diversion of legend drugs or controlled substances. The website for the nursing commission form can be found at: https://fortress.wa.gov/doh/opinion/s?s=IncidentReport
The Nursing Department will file a log of events reported by the patient, family member, student, faculty or health care provider resulting in patient harm, student injury, unreasonable risk of patient harm, or allegations of diversion, and medication errors in accordance with WAC 246-840-513. Definitions include:

a) **Unreasonable Risk of Harm**: An act or failure to act, which is below the standard of care for what a reasonably prudent nurse would do in similar circumstances, thereby creating a risk of harm to the patient, whether or not actual harm resulted.

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

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

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

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

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

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

### 3.13: Deficiency Notice Policy

The student may receive a Deficiency Notice or Written Warning (Section 4), at the discretion of the instructor, within one (1) week if, in the judgment of the faculty or staff, the student:

- Is not compliant with ADN Program documentation requirements.
- Is not prepared or is not suitably attired for the clinical experience.
- Acts of omission, commission, and/or failure to follow through with instructions actually or potentially endanger the patient's safety and/or welfare (included in the Student Application of the Code of Ethics, Section 1.15).
- Has an unexcused absence from the clinical experience, orientation, or required meetings, or violates attendance policy.
- Is tardy for a clinical experience.
- Fails to maintain competencies from prior quarters.
- Fails to demonstrate expected level of competency of the nursing process.
- Fails to demonstrate expected level of competency in clinical/course paperwork.
- Fails to demonstrate skills test competency.
- Fails to complete written assignments in a timely manner.
- Demonstrates impaired function due to the use of drugs, alcohol, or other chemical substances, or physical or mental exhaustion or illness. Student’s behavior actually or potentially jeopardizes the patient's safety and/or welfare (Section 3.15).
- Fails to demonstrate behaviors/expectation outlined in the current Nursing Student Handbook (Section 1.18).
- Violates the Code of Conduct for Nursing Students (Section 1.14).
- Violates the American Nurses Association Code of Ethics (Section 1.15).
- Violates the American Nurses Association Principles for Social Networking (Section 3.8).
The receipt of three (3) Deficiency Notices, by any student during enrollment in the ADN Program, may be grounds for dismissal from the ADN Program. The clinical instructor will notify the lead instructor of any Deficiency Notices; the lead instructor will, in turn, notify the Nursing Programs Administrator.

3.14: Opportunity for Students to Evaluate ADN Program

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

Evaluations are also provided for capturing information on events, such as Allied Health Day, or for evaluation of simulation activities. Additionally, evaluations are collected from employers, faculty, clinical agencies, and graduates of the ADN Program.

Students assist their instructors and the program by providing honest, constructive, and substantive responses in the evaluations.

3.15: Withdrawal from the ADN Program

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

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

Nursing students who exhibit harmful, potentially harmful, or disruptive behavior toward themselves or others due to an apparent medical or psychological problem may be subject to involuntary administrative withdrawal from the program, if their behavior renders them unable to effectively function in the learning community. Such behaviors include but are not limited to those which:
• Pose a significant threat of danger and/or harm to self or other members of the community.
• Interfere with the lawful activities or basic rights of other students, college employees, or visitors.
• Pose a threat, or suspicion of threat, to patient safety.

The ADN Program will also address all reports of impaired or possibly impaired performance of student practitioners in order to assure the safety of patients, coworkers, and other students. Health difficulties impairing performance can result from physical and/or mental/behavioral problems, including but not limited to issues such as illegal drug use, misuse of legal drugs, or alcohol abuse. Investigations, assessments, and evaluations shall be confidential under the Family Educational Rights and Privacy Act (FERPA), except as limited by regulation, ethical obligation, and/or threat to patient safety.

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

3.16: Readmission Policy

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

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

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

All students seeking re-entry or readmission must:

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

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

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

3.17: Impaired Practice Policy

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

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

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

The WVC ADN Program has adopted the following position:
- Chemical dependency may have a negative impact on all aspects of life.
- Chemical dependency is a condition that can be successfully treated.
- Chemical dependency of a nursing student will compromise patient safety and clinical standards of performance.
- Nursing faculty have a primary responsibility to the students enrolled in the ADN Program.
- Nursing faculty have a responsibility to intervene when patient safety in the clinical setting is compromised.
- Nursing faculty have a responsibility to require professional behavior (as defined in in Section 1.18, and in the Washington State Department of Health Law Relating to Nursing Practice) from students in all aspects of the curriculum.
- Nursing students who misuse alcohol, controlled substances, or legend drugs will be advised to seek professional help and may be dismissed from the ADN Program. They must address that problem before they will be allowed to apply for readmission and resume pursuing their professional nursing career.

A student who leaves the ADN Program due to chemical dependency and/or substance abuse may apply for readmission after one year of absence from the ADN Program, according to WVC readmission guidelines, as outlined above. In addition to the readmission criteria, this student must provide evidence of rehabilitation related to the alcohol/drug illness, which includes the following:
- Documentation of completion from a recognized treatment program.
- Acknowledgement of continued attendance in a 12 Step Anonymous Program.
- Evidence of after-care attendance upon completion of the treatment program.
- Letter/documentation from the treatment facility and therapist stating that the student would be able to function effectively and provide safe and therapeutic care for patients in a clinical setting.
- Repeat drug screen for alcohol/drugs immediately prior to readmission and random testing for the duration of the ADN Program.

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

The student will be asked to submit to a urine or oral swab drug screen, at their own expense, if the nursing faculty/clinical instructor, or staff at the clinical facility where the student is assigned, has reasonable cause to suspect that the student is mentally or physically impaired due to alcohol or substance abuse immediately prior to or during the performance of their clinical duties. A representative of the College will accompany the student to a laboratory immediately after the suspicion of impairment is voiced and brought to the student’s attention. The College representative may be the Nursing Programs Administrator, the Dean of Allied Health and Nursing, the Vice President of Student Development, or designee. If the results of the test(s) are positive, the Nursing Programs Administrator may recommend that the student be dismissed from the ADN Program. If the results of these tests indicate a negative drug screen for alcohol or other illegal substances or for non-prescribed legal substances, the student shall meet with the Nursing Programs Administrator within 24 hours of the test results to discuss the circumstances surrounding the impaired clinical behavior. If the indicator was the odor of alcohol, the student will be mandated to discontinue the use of whatever may have caused the alcohol-like odor before being allowed to return to the clinical setting. If the indicator was behavioral, consideration must be given to a possible medical condition being responsible for the symptoms. A medical referral for evaluation may be indicated.
If a student refuses to submit to a urine or oral swab drug screen, the student will be removed from the clinical setting pending a full investigation by the Nursing Programs Administrator. The student will be transported home and will remain out of the clinical area until the investigation is complete and a decision is finalized.

In the event that a student is confronted with alleged impairment, the student will be given the opportunity to refute the allegation by producing a negative blood or urine sample. The student will be expected to bear the burden of cost for the test.

If the student is an LPN, the student is required to enter a voluntary substance abuse monitoring program within five working days, and the Nursing Programs Administrator is required to report the misuse to the Nursing Commission according to the mandatory reporting WAC 246.840.730.

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

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

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

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

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

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

3.18: Exposure/Injury Protocol

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

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

- Access emergent care; i.e., flush eyes. Notify clinical instructor, who will assist in following clinical policy of facility. If chemical exposure, follow MSDS recommendation.
• Notify Employee Health in a facility that offers that service; or, if there is no Employee Health, notify the Chief Nursing Officer. After hours in an acute care facility, notify the House Supervisor. This contact assures that an attempt will be made, in the case of bloodborne pathogens (i.e., HIV, Hep B and Hep C), to contact the source patient, who, if contacted, can then be tested. Results of testing can then be made available to the treating provider.

• If urgent care is required, seek evaluation and medical care at the emergency department of the closest hospital or urgent care clinic.

• If urgent care is not required, seek evaluation and medical care at primary care provider’s office.

• Complete a facility specific event report and route to the student services specialist. If there is no student services specialist, route to quality control management.

• Fill out a WVC Accident Report Form and submit it to the Nursing Programs Administrator within 48 hours.

• An incident report should be submitted to the state (see Section 3.12) within 48 hours and documentation should be provided to the Nursing Administrator to file.

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

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

The instructor and Nursing Programs Administrator or designee will follow up with student.
Section 4: Forms and Agreements

Forms and agreements used in the ADN Program are found on the following pages.
Remediation Plan: Theory

Student Name ___________________________________________ Quarter ________________________

Unit ___________________________________________ Test Grade ______________

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

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

1. Attend the test review and/or review the exam with your instructor to identify areas of deficient knowledge or understanding using the Test Analysis Form. Dates: _________________________

2. Create a personalized remediation plan. Your study plan should specify the following:
   a. Identify the specific resources and strategies you are going to use to study for this content. Be sure to include specific page numbers. You may also use the Test Remediation Plan Template for this step. If you do so, be sure to attach that document to this Remediation Plan when you submit it to faculty.

b. Remediation for this exam/test will be completed on/before: _________________________.

c. Identify the challenges you are going to encounter when completing this plan (examples include: inability to study at home due to family obligations, work obligations, or illness).

Instructor Signature _______________ Date _______________ Student Signature _______________ Date _______________

*(Student to make copies, as necessary)*
Wenatchee Valley College ADN Program

Remediation Plan Template

Student: ___________________________       Theory Class: ___________________________

Exam Review date(s): ______________________

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

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

<table>
<thead>
<tr>
<th>Topic for Review</th>
<th>Resource</th>
<th>Time for Completion</th>
<th>Completion Date</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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

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

Number of items missed
Remediation Plan: Medication Safety and Clinical

Student Name ___________________________ Quarter _________________________

Clinical Course __________________________

Medication Safety Exam Remediation

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

Interventions:

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

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


Clinical Performance Remediation

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

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

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


Instructor Signature ___________________________ Date ___________ Student Signature ___________________________ Date ___________

(Student to make copies, as necessary)
Wenatchee Valley College

Nursing Skills Testing Remediation Form

Student Name: _______________________________ Date: __________ Course: ___________

Skill: _________________________________________ Retest Date/Time: ________________

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

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

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

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

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

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

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

Student Signature: _______________________________ Date: ______

Skills Tester Signature: _______________________________ Date: ______

Remediation completed: Date__________ Faculty signature _________________________________

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

Fall Quarter Pilot Form 2019 hc/ck
Wenatchee Valley College ADN Program

HESI Remediation Plan Contract

Student Name: ____________________________________________________________

Date: ____________________________________________________________________

Date that remediation will be completed: ______________________________________

☐ Exam Type (Specialty or Exit): _____________________________________________

  • HESI Score: ______
  • Hours of HESI online post exam remediation to be completed: ______
    o Student MUST remain logged into their HESI Student account, and work on the specific
    remediation content for the number of hours specified. Clicks through content may be
    monitored.
  • Adaptive Quizzing Topic/s (25 question custom quiz – must achieve 80%):
    o List topics completed for custom quizzes:
      1.
      2.
  • Case Studies Topic/s (must achieve 80%):
    o List names of case studies completed:
      •
      •

☐ Other (describe): ________________________________________________________

Plan for remediation: ______________________________________________________

Timeline: __________________________________________________________________

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

Once remediation is complete:
  1. Sign your name on the line below verifying that your remediation is complete (typing your
     name is satisfactory)
  2. Turn in this completed form to the Canvas dropbox

I _____________________________ (name) verify that I have completed the above remediation plan
prior to the retake exam.

Remediation completion date: ________________________________________________
<table>
<thead>
<tr>
<th>HESI Score</th>
<th>3-</th>
<th>Complete online remediation provided in the HESI Next Generation Course. Students will complete essential or recommended packets. A minimum of two hours of study is required *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>4-</td>
<td>Develop two 25-question custom quizzes in Evolve Adaptive Quizzing for NCLEX. Each quiz should reflect ONE priority content area and sub topic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. **</td>
</tr>
<tr>
<td>HESI Score</td>
<td>800 – 849</td>
<td>Required 4- Complete online remediation provided in the HESI Next Generation Course. Students will complete essential or recommended packets. A minimum of three hours of study is required. *</td>
</tr>
<tr>
<td></td>
<td>5-</td>
<td>Develop three 25-question custom quizzes in Adaptive Quizzing for NCLEX. Each quiz should reflect ONE priority content area and sub topic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. **</td>
</tr>
<tr>
<td></td>
<td>6-</td>
<td>Select one HESI Case Study in a content area of weakness based on your HESI Exam Student Report and complete with 80% score. ***</td>
</tr>
<tr>
<td>HESI Score</td>
<td>750-799</td>
<td>Required 4- Complete online remediation provided the HESI Next Generation Course. Students will complete essential or recommended packets. A minimum of four hours is required. *</td>
</tr>
<tr>
<td></td>
<td>5-</td>
<td>Develop four 25-question custom quizzes in Adaptive Quizzing for NCLEX. Each quiz should reflect ONE priority content area and sub topic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. **</td>
</tr>
<tr>
<td></td>
<td>6-</td>
<td>Select one HESI Case Study in a content area of weakness based on your HESI Exam Student Report and complete with 80% score. ***</td>
</tr>
<tr>
<td>HESI Score</td>
<td>700-749</td>
<td>Required 4- Complete online remediation provided the HESI Next Generation Course. Students will complete essential or recommended packets. A minimum of five hours is required. *</td>
</tr>
<tr>
<td></td>
<td>5-</td>
<td>Develop five 25-question custom quizzes in Adaptive Quizzing for NCLEX. Each quiz should reflect ONE priority content area and sub topic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. **</td>
</tr>
<tr>
<td></td>
<td>6-</td>
<td>Select two HESI Case Studies in a content area of weakness based on your HESI Exam Student Report and complete with 80% score. ***</td>
</tr>
<tr>
<td>HESI Score</td>
<td>699 or below</td>
<td>Required 4- Complete online remediation provided the HESI Next Generation Course. Students will complete essential or recommended packets. A minimum of six hours is required. *</td>
</tr>
<tr>
<td></td>
<td>5-</td>
<td>Develop six 25-question custom quizzes in Adaptive Quizzing for NCLEX. Each quiz should reflect ONE priority content area and sub topic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. **</td>
</tr>
<tr>
<td></td>
<td>6-</td>
<td>Select two HESI Case Studies in a content area of weakness based on your HESI Exam Student Report and complete with 80% score. ***</td>
</tr>
</tbody>
</table>

*Student must remain logged into their HESI Student account, and work on the specific online remediation content for the number of hours specified. Time spent in remediation content is monitored so printing material and studying off-line is not “counted” in the hours. Required hours can be divided into multiple sessions. Clicks through content may be monitored. Students will capture their completed hours with a screenshot and upload to the remediation dropbox on Canvas.

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

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

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

1. Information about the event.

<table>
<thead>
<tr>
<th>Your Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WVC Nursing Instructor</td>
<td></td>
</tr>
<tr>
<td>Date of Report</td>
<td></td>
</tr>
<tr>
<td>Date of Incident</td>
<td></td>
</tr>
<tr>
<td>Location of Incident</td>
<td></td>
</tr>
</tbody>
</table>

Did the error or near miss involve a medication? Yes ☐ No ☐

What are the names of other people who were involved in the incident?

Who did you notify about the incident?

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

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

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

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

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

____________________________________  __________________________________
Student Signature          Date

6. Faculty Comments

I have reviewed the RCA with the student.

____________________________________  __________________________________
Faculty Signature          Date

(Students to make copies, as necessary)
PRACTICUM REMEDIATION PLAN

Student’s Name: ___________________________________  Today’s Date: ________________

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

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

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

________________________________________  __________________________
Student Signature                      Date

________________________________________  __________________________
Faculty Electronic Signature          Date

(Student to make copies, as necessary)
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Human Error</th>
<th>At Risk Behavior</th>
<th>Event Number:</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Nursing Practice</td>
<td>No prior counseling for practice related issues</td>
<td>Prior counseling for single <strong>non-related</strong> practice issue</td>
<td>Prior counseling for multiple related or non-related practice issues</td>
<td></td>
</tr>
<tr>
<td>Understanding expected based on program level, course objectives/outcomes</td>
<td>Has knowledge, skill and ability - <strong>Incident was accidental, inadvertent, or an oversight</strong></td>
<td>Task driven/rote learning. <strong>OR</strong> Wrong action for this circumstance.</td>
<td><strong>Prior counseling for &quot;same&quot; issue</strong></td>
<td></td>
</tr>
<tr>
<td>Internal Program or Agency Policies/standards/inter-disciplinary orders</td>
<td>Unintentional breech <strong>OR</strong> No policy/order available.</td>
<td>Policy not enforced. <strong>OR</strong> Cultural norm or common deviation of staff. OR Policy/order misinterpreted</td>
<td>Able to recognize potential problems. In this instance &quot;negligent&quot; <strong>OR</strong> failed to act according to standards. Risk to client outweighed benefits.</td>
<td></td>
</tr>
<tr>
<td>Decision/choice</td>
<td><strong>Accidental/mistake</strong> Inadvertent error</td>
<td>Advantages to patient outweighed risk</td>
<td>Non-emergent situation. Chose to act/not to act without weighing options or utilizing resources. Used poor judgement</td>
<td></td>
</tr>
<tr>
<td>Ethics/credibility/accountability</td>
<td>Identified own error and self reported. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.</td>
<td>Admitted to error and accepts responsibility. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.</td>
<td>Denies responsibility until confronted with evidence. Reluctantly accepts responsibility. Made excuses or made light of occurrence. Marginal cooperation during investigation.</td>
<td></td>
</tr>
</tbody>
</table>

**Event(s):**

**Number:**

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### Mitigating Factors – check all identified

<table>
<thead>
<tr>
<th>Factor</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication breakdown (multiple handoffs, change of shift, language barriers)</td>
<td>Country</td>
</tr>
<tr>
<td>Unavailable resources (inadequate supplies/equipment)</td>
<td>Country</td>
</tr>
<tr>
<td>Interruptions / chaotic environment / emergencies – frequent interruptions / distractions</td>
<td>Country</td>
</tr>
<tr>
<td>Inadequate supervision by faculty or preceptor</td>
<td>Country</td>
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<tr>
<td>Inappropriate assignment by faculty or preceptor</td>
<td>Country</td>
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<tr>
<td>Policies / procedures unclear</td>
<td>Country</td>
</tr>
<tr>
<td>Client factors (combative/agitated, cognitively impaired, threatening)</td>
<td>Country</td>
</tr>
<tr>
<td>Non-supportive environment – interdepartmental/staff/student conflicts</td>
<td>Country</td>
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<tr>
<td>Lack of response by other departments / providers</td>
<td>Country</td>
</tr>
<tr>
<td>Other (identify)</td>
<td>Country</td>
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### Aggravating Factors – check all identified

<table>
<thead>
<tr>
<th>Factor</th>
<th>Country</th>
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<tr>
<td>Especially heinous, cruel, and/or violent act</td>
<td>Country</td>
</tr>
<tr>
<td>Knowingly created risk for more than one client</td>
<td>Country</td>
</tr>
<tr>
<td>Threatening / bullying behaviors</td>
<td>Country</td>
</tr>
<tr>
<td>Prior formal student disciplinary record for practice issue(s)</td>
<td>Country</td>
</tr>
<tr>
<td>Other (identify)</td>
<td>Country</td>
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### Criteria Score (from front page)

<table>
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<th>Category</th>
<th>Score</th>
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<tbody>
<tr>
<td>Mitigating factors</td>
<td>subtract 1 point for 1 – 3 factors; 2 points for 4 – 6 factors; and 3 points for 7 or more factors</td>
</tr>
<tr>
<td>Aggravating factors</td>
<td>add 1 point for each identified factor</td>
</tr>
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</table>

**Total Overall Score**

### Human Error

- # criteria in green = 
- # criteria in yellow =
- # criteria in red =

### At-Risk Behavior

- IF 3 or more criteria in green OR total score < 8 –
- Address event by consoling student and/or developing remedial improvement plan with student

### Reckless Behavior

- IF 3 or more criteria in yellow OR total score 8 -19 –
- Address event by coaching student, possibly counseling, and/or developing remedial improvement plan with student

### Action Taken:

**Evaluator:** ___________________________  **School Name:** ___________________________  **Date of Event:** ____________

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

Human Error = Inadvertently doing other than what should have been done; a slip lapse, mistake.

At-Risk Behavior = Behavioral choice that increases risk where risk is not recognized or is mistakenly believed to be justified. Reckless Behavior = Behavioral choice to consciously disregard a substantial and unjustifiable risk.

Consoling = Comforting, calming; supporting student while examining event.

Coaching = Supportive discussion with the student on the need to engage in safe behavioral choices.

Remedial Action = Actions taken to aid student including education, training assignment to program level-appropriate tasks. Counseling = A first step disciplinary action; putting the student on notice that performance is unacceptable

Disciplinary Action = Punitive deterrent to cause student to refrain from undesired behavioral choices.

**NCBON Education Consultant**

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

- The student is not compliant with Program documentation requirements.
- The student is not prepared or is not suitably attired for the clinical experience.
- The student’s acts of omission, commission, and/or failure to follow through with instruction actually or potentially endanger the client’s safety and/or welfare.
- The student has an unexcused absence from the clinical experience, orientation, or a required meeting, or violates attendance policy.
- The student is tardy for clinical experience.
- The student fails to maintain competencies from prior quarters.
- The student fails to demonstrate expected level of competency in the nursing process.
- The student fails to demonstrate expected level of competency in clinical/course paperwork.
- The student fails to demonstrate skills test competency.
- The student fails to complete assignments in a timely manner.
- The student demonstrates impaired function due to the use of drugs, alcohol, or other chemical substances, or physical or mental exhaustion or illness. The student’s behavior actually or potentially jeopardizes the patient’s safety and/or welfare.
- The student fails to demonstrate behaviors/expectation outlined in the current Nursing Student Handbook (Section 1.18).
- The student violates the Code of Conduct for Nursing Students (Section 1.14).
- The student violates the American Nurses Association Code of Ethics (Section 1.15).
- The student violates the American Nurses Association Principles for Social Networking (Section 3.8).

Objective description of student behaviors:


Instructor Signature         Date            Student Signature          Date

Nursing Programs Administrator          Date

2020-2021 ADN Student Handbook  Page 70
Wenatchee Valley College (WVC) Associate Degree Nursing Program  
Request for an Exception to the Attendance Policy

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

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

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

| Student Name: ________________________________ | Date: ____________________ |
| I am requesting _____ hours away from clinical/lab on the following date(s): ________________ |
| Clinical Course Effected (NURS): ___ 101L ___ 102L ___ 103L ___ 201L ___ 202L ___ 203L |
| I am requesting to be absent from theory testing on the following date(s): ________________ |
| Theory Course Effected (NURS): ___ 101 ___ 102 ___ 103 ___ 201 ___ 202 ___ 203 |
| Pharmacology (PHARM): ___ 101 ___ 102 ___ 103 |

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

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Student Signature: ________________________________ Date: ____________________

**STEP TWO:**

a) Once the student has signed this form, the student should submit the form (electronically) to the lead instructor and to the Nursing Programs Administrator as far in advance as possible. The form should be submitted at least two weeks prior to the end of the previous quarter.

b) Nursing faculty and the Nursing Programs Administrator will discuss this request at the next regularly scheduled department meeting. Decisions will be made based on the urgency of the situation.

c) Lead faculty, the Nursing Programs Administrator, or an appointed designee will notify the student regarding the status of the students request (at the soonest possible date).

___ Approved ___ Denied  Decision communicated to student on: ____________________

Faculty/Administrator Signature: ________________________________ Date: ____________________

(Student to make copies, as necessary)
Student Reference Request and FERPA Release

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

Student name (please print): ________________________________

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

Faculty Name_____________________________ Faculty Name_____________________________

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

☐ Check this box if you authorize all faculty/staff.

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

☐ Application for employment, scholarship, internship

☐ Admission to another education institution

☐ Other ____________________________________________

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

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

1. ____________________________________________________
   (Name and Address)

2. ____________________________________________________
   (Name and Address)

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

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

Student Signature ___________________________ Date ___________________________

(Student to make copies, as necessary)
## 2020/2021 Required Textbooks

### Elsevier Textbooks

<table>
<thead>
<tr>
<th>Textbook Title</th>
<th>Author</th>
<th>Year</th>
<th>Publisher</th>
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<tbody>
<tr>
<td>Mosby's Diagnostic &amp; Laboratory Test Reference 14th Edition</td>
<td>Pagana, Pagana &amp; Pagana</td>
<td>2018</td>
<td>Elsevier</td>
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<td>Medical-Surgical Nursing: Patient Centered Collaborative Care, 9th Edition</td>
<td>Ignatavicius, Workman &amp; Rebar</td>
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## FA Davis Textbooks

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<td>Essentials of Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice, 8th Edition</td>
<td>Townsend, Morgan</td>
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<td>Essentials of Nursing Leadership and Management, 7th Edition</td>
<td>Weiss, Tappen</td>
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<td>Lutz’s Nutrition and Diet Therapy, 7th Edition</td>
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## 2020/2021 – Additional Optional Resources

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<tr>
<td>Pathophysiology: Introductory Concepts and Clinical Perspectives 2nd Ed.</td>
<td>Capriotti &amp; Frizzell</td>
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<td>Davis</td>
<td>978-0-8036-9411-8</td>
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<tr>
<td>Phillips’s Manual of IV Therapeutics: Evidence-Based Practice for Infusion Therapy, 7th Edition</td>
<td>Gorski</td>
<td>2018</td>
<td>FA Davis</td>
<td>978-0-8036-6704-4</td>
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<td>Current Medical Dictionary of student choice</td>
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## Online Passwords

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<td><a href="https://learn.examsoft.com/">https://learn.examsoft.com/</a></td>
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<td>Elsevier/Evolve</td>
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<td><a href="https://evolve.elsevier.com/cs/">https://evolve.elsevier.com/cs/</a></td>
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Clinical Contact Information

Fall Quarter

Clinical Instructor: ______________________________________________________
Contact Numbers: ______________________________________________________
Clinical Facility: ______________________________________________________
Contact Numbers: ______________________________________________________
Notes: __________________________________________________________________

Winter Quarter

Clinical Instructor: ______________________________________________________
Contact Numbers: ______________________________________________________
Clinical Facility: ______________________________________________________
Contact Numbers: ______________________________________________________
Notes: __________________________________________________________________

Spring Quarter

Clinical Instructor: ______________________________________________________
Contact Numbers: ______________________________________________________
Clinical Facility: ______________________________________________________
Contact Numbers: ______________________________________________________
Notes: __________________________________________________________________