RN to BSN Program Accreditation

<table>
<thead>
<tr>
<th>State Approval</th>
<th>Regional Accreditation</th>
<th>National Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington State Nursing Commission</td>
<td>Northwest Commission on Colleges and Universities</td>
<td>Commission on Collegiate Nursing Education</td>
</tr>
<tr>
<td>310 Israel Road SE</td>
<td>8060 165th Avenue NE, Suite 100</td>
<td>655 K Street, NW, Suite 750, Washington, DC 20001</td>
</tr>
<tr>
<td>Tumwater, WA 98501</td>
<td>Redmond, WA 98052</td>
<td>202-887-6791.</td>
</tr>
<tr>
<td>360.236.4700</td>
<td>425.558.4224</td>
<td><a href="http://www.ccneaccreditation.org">www.ccneaccreditation.org</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.doh.wa">www.doh.wa</a></td>
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<tr>
<td></td>
<td><a href="http://www.nwccu.org">www.nwccu.org</a></td>
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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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The material provided in this handbook supplements information included in publications about school policies at Wenatchee Valley College. Each student is expected to be familiar with the policies and academic regulations of the College. Changes will be implemented when necessary to improve the learning environment and in response to changes made by the college, associations, agencies, regulators or accreditors.
Section 1: Department Information

1.1: Introduction and Welcome

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

Welcome!

Welcome to the Wenatchee Valley College (WVC) RN to BSN program. The RN to BSN program is designed for Registered Nurses (RN) who have already earned an Associate Degree in Nursing (ADN). Whether you want to complete your Bachelor of Science in Nursing (BSN) to advance your education, expand your nursing skills, or open up new career opportunities, our RN to BSN program is designed to meet the needs of the working professional.

The RN to BSN program allows you to schedule the additional demands of studying and course work around your personal and professional life. The administration, faculty, and staff will work with you to encourage and support you as you expand your professional career goals. Your hard earned work experience will be used as a platform for your professional growth. Furthering your education through the WVC RN to BSN program will be both challenging and rewarding.

On behalf of the entire Nursing Department, I wish you the best in meeting your educational goals!

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

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

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

Below is the content of the Student Affirmation Form.

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

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

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

I understand that if I do not attain a passing grade in coursework I must complete required remediation as outlined in this Handbook.

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

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

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

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

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

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

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

Signature copy obtained at nursing student orientation or the first day of class.
Commitment to My Co-Workers

This language is used by our clinical partners, and we have adopted this for the BSN 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
©2000, 2015 Creative Health Care Management, Inc.
1.3: Contact Information

Nursing Program Administrators Faculty and Support Staff

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Vice President of Instruction
Interim Dean Allied Health & Nursing
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Program Assistant - Omak
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Adjunct Faculty
English Department
ttaylor@wvc.edu

Susan Yale, MSN, RN
Nursing Faculty
Wenatchi Hall 2221
509-682-6670
syale@wvc.edu
### Frequently Requested Telephone Numbers

<table>
<thead>
<tr>
<th>Department</th>
<th>Wenatchee</th>
<th>Omak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health Educational Planner</td>
<td>509.682.6844</td>
<td>509.422.7801</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>N/A</td>
</tr>
<tr>
<td>Counseling</td>
<td>509.682.6850</td>
<td></td>
</tr>
<tr>
<td>Disability &amp; Support Services</td>
<td>509.682.6854</td>
<td>509.422.7812</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>509.682.6868</td>
<td></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>
</tr>
<tr>
<td>Security</td>
<td>6911</td>
<td>7911 (5-9 PM)</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>TRiO Student Support Services</td>
<td>509.682.6978</td>
<td>509.422.7810</td>
</tr>
<tr>
<td>Tutor Center</td>
<td>509.682.6863</td>
<td>509.422.7827</td>
</tr>
<tr>
<td>Veterans Services</td>
<td>509.682.6817</td>
<td></td>
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<tr>
<td>Veterans Administration</td>
<td>888.442.4551</td>
<td></td>
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</tbody>
</table>

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

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

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

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

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

1.7: Curriculum Conceptual Model and Organizing Framework
The RN to BSN curriculum is guided by six student-centered program learning outcomes (see Section 1.7) that reflect professional standards and the relevant knowledge, skills, abilities, and attitudes necessary for success as a professional nurse in today's complex healthcare environment.

Outcomes are leveled by quarter so students may have a clear understanding of expectations and their progress through the BSN program. Upon completion of the BSN program, students will have met the program outcomes, the AACN Essentials of Baccalaureate practice competencies, and the competencies set forth by the Quality and Safety for Nurses (QSEN) initiative. The graduate competencies set forth by QSEN include patient-centered care, teamwork, collaboration, evidence-based practice, quality improvement, safety, and informatics.

The organizing framework of the WVC RN to BSN program is based on significant core concepts which are integrated throughout the curriculum. These concepts are:
Patient-Centered Care: Professional nurses support patient-centered care that recognizes and respects the differences, values, preferences, and needs of diverse people. Advocacy and health promotion assist the patient or designee in making informed clinical decisions. The baccalaureate-prepared nurse will formulate plans of care which provide culturally sensitive, non-discriminatory care to individuals, groups, and communities in today’s global environment.

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

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

Quality Improvement and Safety: As a member of the healthcare team, baccalaureate nurses use quality improvement concepts, processes, and outcome measures to change or enhance current practice.

Quality improvement methods are necessary to effectively implement patient safety initiatives and influence health policy on a local, state, national, and global level. Professional nurses minimize patient harm and mitigate error within a community or healthcare system by helping to create a culture of safety and promote quality outcomes of care for diverse populations.

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

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

1.8: Program Learning Outcomes
By the end of the RN to BSN program, successful graduates will be able to:

1. Provide patient-centered care for diverse populations to promote health and wellness.
2. Utilize organizational leadership skills to collaborate with healthcare teams in a community and/or healthcare agency to promote safe and effective quality care.
3. Utilize reliable evidence to inform and support clinical decisions which shape healthcare delivery and policy.
4. Manage information and technology to promote communication, access research, and other reliable evidence, and mitigate error in a variety of healthcare systems.
5. Apply quality improvement processes to effectively implement patient safety initiatives and affect health system change.
6. Demonstrate professional core values and behaviors that reflect baccalaureate nursing practice.

Graduates will demonstrate accomplishment of the program learning outcomes by successful completion of all course requirements, which will measure competencies in each learning area. Each student learning outcome (SLO) will address these PLO’s and are captured within each course outline.
Assessment of RN to BSN Program PLO’s will be accomplished using multiple measures, including quizzes, exams, written assignments (papers, blogs, essays), projects (individual, pair or team), discussion boards, and presentations. The following table is a comparison of each RN to BSN nursing course SLO’s and the PLO’s that are met with each.

<table>
<thead>
<tr>
<th>RN to BSN Course SLO and PLO Comparison</th>
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<tbody>
<tr>
<td>PLO 1</td>
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<tr>
<td><strong>NURS 300 SLOs</strong></td>
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<td><strong>NURS 310 SLOs</strong></td>
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<td><strong>NURS 315</strong></td>
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<td><strong>NURS 320 SLOs</strong></td>
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<td><strong>NURS 360 SLOs</strong></td>
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<td><strong>NURS 411 SLOs</strong></td>
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<td><strong>NURS 430 SLOs</strong></td>
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<td><strong>NURS 450 SLOs</strong></td>
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<tr>
<td><strong>NURS 490 SLOs</strong></td>
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Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance will be defined and will be consistently applied.

1.9: Essentials of Baccalaureate Education

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

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

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

The nine Essentials are:

- **Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice**
  - A solid base in liberal education provides the cornerstone for the practice and education of nurses.

- **Essential II: Basic Organizational and System Leadership for Quality Care and Patient Safety**
  - Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high-quality healthcare.

- **Essential III: Scholarship for Evidence-Based Practice**
  - Professional nursing practice is grounded in the translation of current evidence into one’s practice.

- **Essential IV: Information Management and Application of Patient Care Technology**
  - Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

- **Essential V: Health Care Policy, Finance, and Regulatory Environments**
  - Healthcare policies, including financial and regulatory, directly and indirectly, influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

- **Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**
  - Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

- **Essential VII: Clinical Prevention and Population Health**
  - Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

- **Essential VIII: Professionalism and Professional Values**
  - Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

- **Essential IX: Baccalaureate Generalist Nursing Practice**
  - The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
  - The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

### 1.10: RN to BSN Program Requirements

WVC’s RN to BSN program is designed to accommodate the needs of working and place-bound students. Courses will be taught in a hybrid format so that students will meet in-person three times a quarter while the remaining coursework will take place online. The RN to BSN Administrator has experience facilitating online and hybrid courses, both locally and internationally with nurses and physicians in Sub-Saharan Africa, and will ensure that teaching is evidence-based and transformative. Faculty will use web-enhanced technology, combined with individualized attention to focused learning and unique opportunities to partner with underserved and key populations in North Central Washington.
The RN to BSN degree is composed of 180-181 credits, 90 of which are from completion of an associate degree in nursing (ADN) and up to 45 can be credit by NCLEX exam.

Mandatory program orientation is Thursday, June 25, 2020. Students are expected to attend all in-person classes. Dates of instruction will be held on Fridays these days:

<table>
<thead>
<tr>
<th>Summer 2020</th>
<th>Fall 2020</th>
<th>Winter 2021</th>
<th>Spring 2021</th>
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<tbody>
<tr>
<td>July 17</td>
<td>September 25</td>
<td>January 8</td>
<td>April 9</td>
</tr>
<tr>
<td>August 14</td>
<td>October 30</td>
<td>February 5</td>
<td>May 7</td>
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<tr>
<td>September 4</td>
<td>December 4</td>
<td>March 19</td>
<td>June 11</td>
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The poster session and pinning ceremony will tentatively take place on the last day of instruction in June, unless otherwise specified.

**Credit by NCLEX Exam**

Universities and colleges have “credit by exam” policies and procedures in place. The NCLEX is a standardized examination for licensure as a registered nurse (RN). A “credit by exam” policy uses the NCLEX-RN exam to validate that associate degree program graduates possess the same nursing knowledge as graduate of a pre-licensure BSN program. Community and technical colleges can only award lower division (100 and 200 level) credit for an associate degree programs. The “credit by exam” policy allows the RN to BSN program to award upper division credit for course work that would be upper division at a pre-licensure BSN program.

1.1: **RN to BSN Program Prerequisites and Admission Process**

Prerequisites for admission to the RN to BSN program are:

- Associates Degree in Nursing from a regionally accredited institution with a cumulative GPA of 2.0 or higher.
- Minimum 2.0 GPA earned in every nursing course, as well as any required ADN courses.
- Thirty-five credits of general education requirements from previous ADN program
- Current unrestricted RN licensure in Washington State.
- Experience as an RN for at least 1 year is preferred.

Students will be expected to complete a Statistics course before taking the NURS 320 (nursing research course), and can take it concurrently with their BSN study if they had not already completed one in a previous ADN program.

Students should have completed a Chemistry course during their ADN program. If they did not they will need to take this course before completing the BSN program.

Students should have Humanities electives – if they have not they will need to take these before completion of the BSN program.

**Admission Process**

Applicants will be required to submit a program application with the following components:

- Résumé/CV
- Transcripts from all post-secondary education programs, including ADN program
- Professional reference (academic or supervisor within the last year)
- Background check
- Complete two (2) admission essay questions:
What are your professional goals and how do you believe that obtaining a BSN will impact or improve your future practice?

Describe the most pressing healthcare needs in rural North Central Washington, and identify how you might address those needs as a BSN-prepared nurse.

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

1.12:  RN to BSN Program Curriculum

**Nursing Core Courses (31 quarter credits)**

Each core nursing course is offered at least once a year. Pre-requisite or co-requisite course requirements may be waived if, in the judgment of the Nursing Programs Director, it will significantly enhance the learning experience of the student.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>NURS 310</td>
<td>Transition to Baccalaureate Nursing Practice</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>NURS 350</td>
<td>Pathophysiology and Health Assessment</td>
<td>5 (4 Theory; 1 Lab)</td>
</tr>
<tr>
<td>Two</td>
<td>NURS 320</td>
<td>Nursing Research, Clinical Scholarship and Evidence-Based Practice</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>NURS 340</td>
<td>Organizational Change, Quality and Safety in Healthcare</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>NURS 430</td>
<td>Community and Public Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>Three</td>
<td>NURS 450</td>
<td>Community Health Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Four</td>
<td>NURS 411</td>
<td>Health Information Technology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS 490</td>
<td>Capstone Project</td>
<td>1</td>
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**General Education Courses (15-26 quarter credits)**

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

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<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>NURS 300</td>
<td>Professional Writing for Nursing</td>
<td>5</td>
</tr>
<tr>
<td>Three</td>
<td>NURS 315</td>
<td>Health Equity and Cultural Competency in Nursing</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>NURS 330</td>
<td>Health Policy</td>
<td>5</td>
</tr>
<tr>
<td>Four</td>
<td>NURS 315</td>
<td>Economics in Healthcare</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humanities Elective (if needed)</td>
<td>5</td>
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**RN to BSN Course Descriptions**

**NURS 300 Professional Writing for Nursing – 5 credits**

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

**NURS 310 Transition to Baccalaureate Nursing Practice – 5 credits**

This course examines professional issues for the transition into the baccalaureate nursing role. Professional core values associated with being a caring and ethical professional nurse will be developed further. Emphasis will be placed on ethics, patient safety, collaboration and teamwork, quality care, and health promotion while analyzing key issues within the healthcare system.
NURS 315 Economics in Healthcare – 5 credits
This course covers the principles of micro and macroeconomics as applied to the healthcare industry and examines how healthcare demand differs from that of other goods. Major topic areas include identifying and measuring the cost and benefit of marketing and government solutions to various healthcare issues, the role risk plays in the demand for and supply of health insurance in determining impacts on private profit and social economic well-being.

NURS 320 Nursing Research, Clinical Scholarship and Evidence Based Practice – 5 credits
This course examines the essential elements of, and process for, evidence-based practice in nursing and healthcare. Students will learn how to access, appraise, and utilize both quantitative and qualitative research and other sources of evidence to make informed clinical decisions that improve patient safety and quality of care.

NURS 330 Health Policy – 5 credits
This course includes in-depth study of local, state, and national policies affecting the health of populations. Regulatory and legislative issues related to advanced practice nursing are also emphasized. The nurse’s role in the legislative/political process will be examined.

NURS 340 Organizational Change for Safety and Quality Care – 5 credits
This course examines and applies theories of organizational behavior, systems thinking, and leadership to quality improvement strategies that minimize errors and optimize positive clinical outcomes. Participation in selected patient safety and quality improvement initiatives provide opportunity to apply and evaluate the relevance of theoretical concepts to real-world healthcare challenges.

NURS 350 Pathophysiology and Health Assessment – 5 credits (4 theory, 1 lab)
This course focuses on the concepts of assessing an individual’s health status by utilizing critical thinking skills and the ability to gather and analyze data using a patient-centered approach. Emphasis will be placed upon a holistic approach to integrating pathophysiology with gathering a complete health history, including physical, psychosocial, and cultural dimensions, therapeutic interview skills, and performing a comprehensive physical exam.

NURS 360 Health Equity and Cultural Competency in Nursing – 5 credits
This course covers the principles of transcultural and culturally competent nursing. Students will explore the ways that culture impacts health and healthcare and begin to recognize their own cultural experiences and how those experiences shape who they are and their healthcare core values. Students will become comfortable providing healthcare to a wide variety of people from diverse backgrounds.

NURS 411 Health Information Technology for Nurses – 3 credits
This course explores health information and informatics concepts encountered in healthcare settings. Course content includes healthcare information technology, concepts, terminology, and key health information systems and technology. Students will evaluate health information systems and their roles in patient safety, safe medication administration, maintaining patient privacy, data security, and efficacy of healthcare processes.

NURS 430 Community and Public Health Nursing – 5 credits (4 theory, 1 practical)
This course focuses on the role of the nurse in the community and public health settings, with an introduction to national and international community health practices. Using an evidence-based framework, students will explore epidemiology, assessment, health promotion, and disease prevention for aggregate populations on a local to a global scale.

NURS 450 Community Health Practicum I – 2 credits
This course provides practicum experience in community and public health nursing, focusing on the application of public health and nursing principles in the care of individuals, families, and populations in a variety of community-based settings.
NURS 490 Leadership Portfolio and Capstone Project  – 1 credit  Students enrolled in this course will develop personal professional portfolios, designed to illustrate the student’s academic achievements during the RN to BSN program. Collaborative problem solving and leadership skills will be utilized when working with community partners. This capstone experience will culminate in the dissemination of scholarly research through an end-of-quarter poster presentation.

1.13: RN to BSN Program Communication

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

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

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’s identification number (SID), at student.wvc.edu. Following is an example of an e-mail account for a student named “College Student” with the SID number “905-00-0000”: cstudent0000@student.wvc.edu.

Bulletin Boards
The nursing programs have bulletin boards located on each campus, which are used to communicate some announcements. 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. The RN to BSN program will communicate primarily by email or canvas, but sometimes the ADN students utilize the bulletin boards.

Faculty File
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. Faculty members in Omak also have files located in the Allied Health Office, which can be utilized for turning in assignments.

Learning Management System (LMS)
Canvas is the system used by WVC for online, hybrid, and companion-based courses. This Canvas LMS delivers powerful learning experiences and is easy to navigate. Technical support is available face to face, via e-mail, and by telephone. Resources for troubleshooting any Canvas difficulties can be found on the WVC website here: https://www.wvc.edu/academics/distance-learning/faq.html
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 at http://commons.wvc.edu/nursing. Copies are also located on the bulletin boards, along with copies of minutes and agendas. RNB students are encouraged to join or attend SNOW/SNOW@O activities.

Wenatchee Valley College Nursing Students in front of the Performing Arts Center in Olympia, taking part in Nurse Legislative Day, February 13, 2017.

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.

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.

National Student Nurses’ Association, Inc., 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 patients for research participation, for certain treatments, or for invasive procedures.
15. Abstain from the use of any legal or illegal substances in academic and clinical settings that could impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairment related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

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

This code, as written above, applies to all nursing 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 (ANA) 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_

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

Students accepted into the BSN program will need the cognitive ability, emotional stability, and physical endurance to complete the RN to BSN 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 nursing program policies, the student:
- Is present and willing to learn; complies voluntarily with rules and policies of the BSN Program.
- Demonstrates enthusiasm for the clinical experience; appears to enjoy nursing.
- Looks and acts in a professional manner; i.e., is neat and clean, behaves professionally.
- Is pleasant to staff, peers, and faculty.
- 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 nursing 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: Instructor Illness
On rare occasions, instructors may have to cancel classes. Upon the cancellation of a class, the instructor will inform the RN to BSN Program Administrator as soon as possible. The instructor will also notify students, by telephone contact and/or utilizing the WVC e-mail system. The instructor may arrange for an alternate theory assignment to be completed by the students.
1.21: 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 policies should be directed to the Executive Director of Human Resources, at 509.682.6445.

1.22: Practicum Appearance Standards

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

**Uniform/Dress Code**

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

- The lab coat is to be washed after each wearing to control cross infection and odors.
- Good hygiene is expected of all students during all clinical experiences and at all college functions.
- The student must be in appropriate uniform at the practicum site. This will vary by site but could include:
  - Professional attire, which includes a nice shirt or sweater (tucked in or longer than waist-length) and dress pants or skirt (jeans, cargo pants, etc., are not appropriate).
  - Street shoes (unscuffed and clean), which must be closed-toed.
  - Some sites allow scrubs to be worn.
- Students who arrive for practicum experiences lacking dress requirements will be sent from the practicum area and will receive a Deficiency Notice.

**Lab Coat**

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

**Hair**

Hair must be clean, well groomed, and effectively restrained so that it does not fall into or contaminate the workspace. Beards and/or mustaches must be clean, neatly groomed, and not interfere with personal protective equipment.

**Cosmetics/Fragrances**

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

**Nails**

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

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

Student Picture Identification

A student picture identification badge must be worn to every practicum experience; the photograph must not be covered by stickers, pins, etc. The badges will be provided. A fee of $20.00 will be charged for replacement badges.
Section 2: Students Resources and Services

2.1: WVC Financial Aid Office

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/](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](http://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 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](https://bhw.hrsa.gov/loansscholarships/nursecorps/lrp)

Nursing students are encouraged to apply for WVC Foundation scholarships. The application is available every December prior to the following school year. 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](https://www.wvc.edu/apply/pay/financial-aid/index.html). The Financial Aid Office may be contacted at 509-682-6810 or [financialaid@wvc.edu](mailto:financialaid@wvc.edu).

This office assists students in finding and applying for financial assistance, including grants, work-study opportunities, veterans’ benefits, scholarships and student loans. Programs available include: Federal Pell Grant, Federal Supplemental Education Opportunity Grant, Federal Direct Student Loans, Federal Direct Parent Loan to Undergraduate Students, Veteran Administration Benefits, Federal Work-Study, Washington State Need Grant, Washington State Opportunity Grant, Washington State Work-Study Program, Wenatchee Valley College Institutional Grant, Wenatchee Valley College Tuition Waiver, Wenatchee Valley College Nursing Scholarships, and Wenatchee Valley College Tuition Payment Plan.
2.2: Support Services

Bookstore
The WVC Bookstore is located in Van Tassell Center on the Wenatchee campus. Textbooks, school supplies, art supplies, clothing, 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.

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

Child Care
Affordable childcare services are offered through a partnership with WVC and Wenatchee School District. The program, located at the Westside Learning Center, provides quality, licensed childcare for children, from one month to five years of age, while their parent(s) attend class, study, or work.

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

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

Disability Resource Center
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.

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, PsycArticles, 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 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 Affairs Office
A school certifying official is available to support both Wenatchee campus and Omak campus prior service military, active duty personnel, reservists, and their family members. Contact the WVC Veteran Office at 509.682.6817, veterans@wvc.edu or visit the webpage www.wvc.edu/veterans for more information regarding VA educational benefits, financial aid, reduced tuition and fee waivers, and campus and community resources.
Section 3: RN to BSN 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 each academic quarter before they expire, except Quarter One, as listed below:

- Quarter One: July 13, 2020
- Quarter Two: August 21, 2020
- Quarter Three: December 10, 2020
- Quarter Four: March 25, 2021

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 Director 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 program. The forms and instructions to initiate these background checks are included in the new nursing student information packet.

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

Negative Drug Screen

Students must provide results of a standard, ten-panel drug screen, either urine-based or oral swab, dated not more than forty-five (45) days prior to the beginning of the program. WVC has chosen Complio® as an approved source for drug screening. After students have set up their Complio® account, they must:
- Request a Chain of Custody form (COC) from Complio®.
- Take the COC to Confluence Health (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>One to three weeks after initial injection; cannot be less than one week or more than three weeks.</td>
</tr>
<tr>
<td>Third appointment</td>
<td>Second injection</td>
<td></td>
</tr>
</tbody>
</table>
Fourth appointment | Read results | 48 to 72 hours from date/time of injection; cannot be prior to 48 hours or later than 72 hours.

**Hepatitis B Vaccines (complete series of three [3] injections)**
Students must have the first and second injections prior to entering the 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.

**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](http://www.nursingceu.com).
3.2: Attendance Policy

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

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

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

Distance or Online Learning Attendance
To succeed in the RN to BSN program, the student is required to log onto their courses on Canvas, on a weekly basis, to complete all the assigned activities. However, the minimal requirement for online attendance may vary from course to course. Therefore, the student should refer to the individual course syllabus for detailed information regarding distance learning policy. Students should estimate the amount of work in the program by utilizing this table:

<table>
<thead>
<tr>
<th>Credit Load</th>
<th>Time spent in class each week</th>
<th>Time spent on homework each week</th>
<th>Total time each week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 credit</td>
<td>1 hour</td>
<td>1-2 hours</td>
<td>2-3 hours</td>
</tr>
<tr>
<td>5 credits</td>
<td>5 hours</td>
<td>5-10 hours</td>
<td>10-15 hours</td>
</tr>
<tr>
<td>10 credits</td>
<td>10 hours</td>
<td>10-20 hours</td>
<td>20-30 hours</td>
</tr>
<tr>
<td>15 credits</td>
<td>15 hours</td>
<td>15-30 hours</td>
<td>30-45 hours</td>
</tr>
</tbody>
</table>

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>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 he or she 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: Student Grievance Procedure
The purpose of the grievance procedure is to provide, at the lowest possible level, a means to mediate a fair and equitable solution to any complaint other than grade disputes (including Title IX and Section 504) that a student may have with a faculty member. If the grievance involves any alleged discrimination or harassment, the student may consult with the Director of Human Resources.

The procedure for instituting an official student grade grievance is described the current WVC Student Handbook.

If a student has a complaint about the RN to BSN program, the concern should be written, signed, and submitted to the Program Director.

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 BSN 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.

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

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

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

Criteria for Electronic Device Use
As a general rule, electronic devices (cell phones, etc.) must be turned off during class, labs, or practicums. 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 in Wenatchee.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Grade</th>
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<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
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<td>1.0</td>
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</table>

Theory Course Assessment and Remediation

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

The student will complete the following steps of remediation:

- Review: Review activities in the course and identify areas of deficient knowledge or understanding. This may require reviewing assignments and activities with the instructor.
- Remediate: Develop a remediation plan that includes content, specific resources and page numbers for articles/textbooks. Present a copy of the plan to the instructor within one (1) week of the Academic Warning.

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

Practicum Course Assessment of Learning and Remediation Policy

The student must maintain a passing grade in practicum courses to progress in the RN to BSN program. The practicum grade is determined by written documentation of practicum behavior. Students are evaluated regularly by their instructor with feedback from community mentor regularly so that the student is aware of strengths and areas for growth. A final evaluative conference is an opportunity to summarize the quarterly clinical experience and provide a final evaluation. The evaluation tool utilized can be found in quarterly syllabi. Guidelines are provided to the student about the clinical objectives and clinical assignments to be achieved each quarter. Attendance is included in the practicum grade.

If expected goals are not met, the student, faculty and/or Nursing Programs Administrator will meet. A remediation plan or behavior contract may be utilized to identify the specific behaviors or skills needed for continuation in the program. Written and signed documentation will be given to the student to ensure a consistent message is conveyed and understood by all.

If the student is dissatisfied with the outcome of the meeting, the student may request a meeting with the Dean of Allied Health and Nursing or designee. Please refer to the current WVC Student Planner/Handbook for further information.

Remediation may be utilized for any practicum performance that requires student improvement, at the discretion of the faculty – in collaboration with the practicum site. Remediation will also be utilized for deficiencies (failure in
student performance) related to the practicum setting. If a remediation plan is indicated, the faculty will initiate the remediation process and specify remediation requirements (as well as remediation dates/deadlines).

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

3.10: Practicum Requirements
At minimum 100 hours will be devoted to practice experience in this RN to BSN program. Practice experience will focus in areas of patient and population health teaching, population and community health interventions, as well as opportunities for students to take leadership on research, quality improvement and assurance, or public health projects in collaboration with healthcare providers, practice sites and community agencies. Minimum practice hours will be covered in the following courses:

- Health Assessment and Pathophysiology (1 credit) 20 hours
- Community and Public Health Nursing (1 credit) 20 hours
- Community Health Practicum (2 credits) 40 hours
- Capstone Project (1 credit) 20 hours

Lab and practicum credits at WVC equates to 1 credit = 20 hours/quarter. Therefore, RN to BSN students will have 5 credits of practical experience for a total of 100 hours. An emphasis for practice experience will be on leadership, community/public health nursing service learning, partnership building, cultural sensitivity and social justice.

Practicum placements are arranged throughout the region. Students are responsible for their own transportation to and from practicum sites.

3.11: Confidentiality
Under any circumstances, the RN to BSN students will not disclose any patient, healthcare facility, or staff information outside of the clinical or conference area. If, at any time, an RN to BSN student has a concern regarding an occurrence during the student’s practicum experiences, the student is to discuss the concern with the preceptor, nursing faculty, or Program Director.

Failure to comply with this confidentiality policy will result in dismissal from the program and possible legal proceedings. Making copies of patient records is not allowed and may be considered a critical incident.

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

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

- Prevention of bacteriological injury through asepsis. Asepsis is of the utmost importance from the standpoint of preventing and controlling the spread of microorganisms;
- Prevention of mechanical, thermal, chemical, and electrical injuries;
- Maintenance of psychological safety, which includes mental well-being and patient comfort by preventing emotional upsets.
It is the student’s responsibility to understand the practicum expectations, nursing student role, and the American Nurses Association (ANA) Code of Ethics. During practicum courses, RN to BSN students must adhere to the “professional nursing student role” as defined by the Washington State Nursing Rules and Regulations.

Students who work outside the “professional nursing student role” or breach the ANA Code of Ethics will be seen as practicing unprofessionally. Unprofessional practice includes inappropriate student/instructor, student/student, student/personnel or student/patient interactions which may reflect negatively on the WVC RN to BSN program or clinical affiliates.

In the event that the student breaches the scope of practice, the Department of Nursing’s Policies, including the Incident Reporting System, will be followed.

**Incident Reporting System**

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

**Student responsibilities include:**

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

In the event of an **error**, student responsibilities include:

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

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

**Faculty responsibilities include:**

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

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

Reports of students accused of diverting medications will be handled on a case-by-case basis by the Director of Nursing Programs 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 Director of Nursing Programs.

### 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 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).
- Has an unexcused absence from the practicum experience, orientation, or required meetings, or violates attendance policy.
- Is tardy for a required experience.
- Fails to maintain competencies from prior quarters.
- Fails to demonstrate expected level of competency of the nursing process.
- Fails to demonstrate expected level of competency in clinical/course paperwork.
- Fails to complete written assignments in a timely manner.
- Demonstrates impaired function due to the use of drugs, alcohol, or other chemical substances, or physical or mental exhaustion or illness. Student’s behavior actually or potentially jeopardizes the patient’s safety and/or welfare.
- Fails to demonstrate behaviors/expectation outlined in the current Nursing Student Handbook.
- Violates the Code of Conduct for Nursing Students.
- Violates the American Nurses Association Code of Ethics.
- Violates the American Nurses Association Principles for Social Networking.
The receipt of three (3) Deficiency Notices, by any student during their enrollment in the BSN program, may be grounds for dismissal from the BSN program. The instructor will notify the lead instructor as well as notify the Nursing Programs Administrator.

3.14: Opportunity for Students to Evaluate RN to BSN 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: Progression/Withdrawal Requirements
Progression through the RN to BSN program requires:

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

Students who do not meet progression requirements must withdraw from the RN to BSN program. The RN to BSN program is designed to be completed in one year (full-time) or two years (part-time).

Maximum Attempts for a Course
The RN to BSN students may attempt any course required for the RN to BSN program a maximum of three (3) times.

Voluntary Withdrawal
If a student, for any reason, wishes to withdraw from the 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 Program materials in the student’s possession, including but not limited to the name badge and the mailbox key. Students must also complete a WVC Withdrawal form, and notify financial aid if applicable.

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

Prior to any dismissal, the WVC Nursing Program will follow due process procedures to investigate the issues and determine the course of action. The details regarding jurisdiction of dismissal and due process are outlined in the current WVC Student Planner/Handbook.

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

The RN to BSN 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 RN to BSN Program must meet with the Nursing Programs Administrator to complete the exit interview process, in order to be considered for re-entry at a later date.

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

**Maximum Time for Program Completion**
The RN to BSN students may attempt any course required for the RN to BSN Program a maximum of three (3) years.

**Graduation**

**Application for Degree**

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

**Commencement Procedures**
The Application for Degree/Certificate form initiates a review of each student’s academic history to determine the eligibility of each student for graduation. If a discrepancy is found, the student is notified promptly. The student must contact an Education Planner or Advisor to correct the discrepancy between the student’s record and graduation requirements. All curriculum requirements and financial obligations to the College must be met prior to graduation.

Commencement for RNB students is on the academic calendar, and this is separate from pinning. Students can walk in Omak or Wenatchee.

**3.16: Injury During Practicum Experiences**

WVC nursing students risk harm from a variety of sources and may accidently become injured or exposed to unsafe bloodborne pathogens, fluids, or other materials. As students are not employees of practicum facilities to which they have been assigned, they are required to carry appropriate insurance in order to cover medical care in such an instance.
Students are expected to adhere to the following protocol upon accidental injury or exposure during a practicum 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 (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 forty eight (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 forty eight (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 within forty eight (48) hours.

The instructor and Nursing Programs Administrator will follow up with student.

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 BSN program. Some facilities may require annual drug screening.

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

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

The WVC BSN program has adopted the following position:

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

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

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

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

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

If a student refuses to submit to a urine or oral swab drug screen, the student will be removed from the clinical setting pending a full investigation by the Nursing Programs 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 BSN program (after leaving due to chemical dependency and/or substance abuse), has positive results on an alcohol/drug screen a second time, the student will be permanently dismissed from the BSN program.

“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 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.
Section 4: Forms and Agreements

Forms and agreements used in the BSN program are found on the following pages.
Adherence Agreement

Quarter___________ Year_______

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

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

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

_________________________________________  __________________________
Student ID Number                             Date

_________________________________________  __________________________
Student Printed Name                          Student Signature
Wenatchee Valley College Nursing

Remediation Plan Template

Student: ____________________________ Class: ____________________________

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

__________________________________________________________________________________

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Wenatchee Valley College Nursing

Root Cause Analysis

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

1. Information about the event.

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

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

Practicum Remediation Plan

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

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

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

After completing your Practicum Remediation Plan, please print it, sign below, and make an appointment with your instructor to review it. The Practicum Remediation Plan will be kept in your file in the Nursing Office.

_______________________________  ______________________
Student Signature                  Date

_______________________________  ______________________
Faculty Electronic Signature      Date

(Student to make copies, as necessary)
# NCBON Just Culture STUDENT PRACTICE EVENT EVALUATION TOOL (SPEET)

## Event(s):

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Human Error</th>
<th>At Risk Behavior</th>
<th>Reckless Behavior</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>G General Nursing Practice</td>
<td>No prior counseling for practice related issues</td>
<td>Prior counseling for single non-related practice issue</td>
<td>Prior counseling for multiple related or non-related practice issues</td>
<td>0</td>
</tr>
<tr>
<td>U Understanding expected based on program level, course objectives/ outcomes</td>
<td>Has knowledge, skill and ability - Incident was accidental, inadvertent, or an oversight</td>
<td>Task driven/rote learning. OR Wrong action for this circumstance.</td>
<td>Understands rationale but failed to recognize situations in terms of overall picture or to prioritize actions. OR In this instance, failed to obtain sufficient info or consult before acting.</td>
<td>1</td>
</tr>
<tr>
<td>I Internal Program or Agency Policies/ standards/ interdisciplinary orders</td>
<td>Unintentional breach OR No policy/standard/order available.</td>
<td>Policy not enforced. OR Cultural norm or common deviation of staff. OR Policy/order misinterpreted</td>
<td>Aware of policy/standard/order but ignored or disregarded to achieve perceived expectations of faculty, staff, patient or others. May indicate pattern or single event.</td>
<td>2</td>
</tr>
<tr>
<td>D Decision/ choice</td>
<td>Accidental/ mistake/ 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>3</td>
</tr>
<tr>
<td>E 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. Marginally cooperative during investigation.</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event Number:</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Prior counseling for same or related issue with no or little evidence of improvement.</td>
</tr>
<tr>
<td>1</td>
<td>Able to recognize potential problems. In this instance &quot;negligent&quot; OR failed to act according to standards. Risk to client outweighed benefits.</td>
</tr>
<tr>
<td>2</td>
<td>Knows or should have known correct action, role and limitations. In this instance was &quot;gross negligence/ unsafe act&quot; and demonstrated no regard for patient safety.</td>
</tr>
<tr>
<td>3</td>
<td>Maliciously disregarded policy/standard/order</td>
</tr>
<tr>
<td>4</td>
<td>Clearly a prudent student would not have done. Unacceptable risk to patient/agency/public. Disregard for patient safety.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event Number:</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Prior counseling for same or related issue with no or little evidence of improvement.</td>
</tr>
<tr>
<td>5</td>
<td>Able to recognize potential problems. In this instance &quot;negligent&quot; OR failed to act according to standards. Risk to client outweighed benefits.</td>
</tr>
<tr>
<td>6</td>
<td>Knows or should have known correct action, role and limitations. In this instance was &quot;gross negligence/ unsafe act&quot; and demonstrated no regard for patient safety.</td>
</tr>
<tr>
<td>7</td>
<td>Maliciously disregarded policy/standard/order</td>
</tr>
<tr>
<td>8</td>
<td>Clearly a prudent student would not have done. Unacceptable risk to patient/agency/public. Disregard for patient safety.</td>
</tr>
</tbody>
</table>

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### WVC RN to BSN Student Handbook

### Mitigating Factors – check all identified

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

### Aggravating Factors – check all identified

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

### Criteria Score

- **Mitigating factors (subtract 1 point for 1 – 3 factors; 2 points for 4 – 6 Factors; and 3 points for 7 or more factors)**
- **Aggravating factors (add 1 point for each identified factor)**

### Total Overall Score

#### Human Error

- **Green OR yellow OR red OR total score <8**

#### At-Risk Behavior

- **IF 3 or more criteria in yellow OR total score 8 -19**
- **Address event by consoling student and/or developing remedial improvement plan with student**

#### Reckless Behavior

- **IF 3 or more criteria in red OR total score 20 or greater**
- **Consider disciplinary action and/or developing remedial improvement plan with student**

### Evaluator: ____________________________ School Name: ____________________________

### NCBON Education Consultant: ____________________________

### Action Taken: ____________________________

**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.
Wenatchee Valley College BSN Program

Deficiency Notice/Written Warning

☐ Written Warning
Instructor Initials

☐ Deficiency Notice
Instructor Initials

Student: ___________________  Instructor: ___________________  Date: __________

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

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

Objective description of student behaviors:

________________________________________________________________________________________

________________________________________________________________________________________

Instructor Signature ____________________ Date __________  Student Signature ____________________ Date __________

______________________________ ____________________ Date __________

Nursing Programs Administrator

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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)