WENATCHEE VALLEY COLLEGE

2025-2026

ASSOCIATE DEGREE IN NURSING

STUDENT HANDBOOK

(509) 682-6662 www.wvc.edu/Nursing

ADN Program Accreditation

State Approval	Regional Accreditation	National Accreditation
Washington State Board of Nursing (WABON) 111 Israel Road SE Tumwater, WA 98501 360.236.4703 nursing@doh.wa.gov	Northwest Commission on Colleges and Universities (NWCCU) 8060 165th Avenue NE, Suite 100 Redmond, WA 98052 425.558.4224 www.nwccu.org	Accreditation Commission for Education in Nursing 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 409.975.5000 www.acenursing.org

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

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

To report discrimination or harassment: Title IX Coordinator, Wenatchee Hall 2322M, (509) 682-6445, title9@wvc.edu.

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

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SECTION I: INTRODUCTION

Welcome to the WVC Associate Degree in Nursing (ADN) Program!

As the Director of Nursing at Wenatchee Valley College, I am absolutely thrilled to welcome you to our **ADN** program. You're not just starting a program; you're embarking on a life-changing journey into one of the most rewarding and impactful professions in the world.

This program is designed to do more than just teach skills. We'll help you cultivate the heart of a nurse—the compassion, resilience, and unwavering dedication that will allow you to make a tangible difference in people's lives every single day. The world of healthcare is dynamic and challenging, and you are choosing to be at the very center of it, offering comfort, expertise, and hope to those who need it most.

Our dedicated and passionate faculty and staff will be your guides, mentors, and biggest cheerleaders. We are committed to providing you with hands-on experiences and a supportive learning environment, ensuring you are not just ready, but excited to excel in today's healthcare landscape. You will leave this program with the confidence, competence, and compassion to become an exceptional nursing professional.

Thank you for entrusting Wenatchee Valley College with your nursing education. We are so excited to be part of your journey and can't wait to witness your growth. The future of healthcare is bright, and with your passion and commitment, you will undoubtedly help shape it.

On behalf of the entire Nursing Department, we wish you a successful academic year!

Warm Regards,

Dr. Jenny Freese

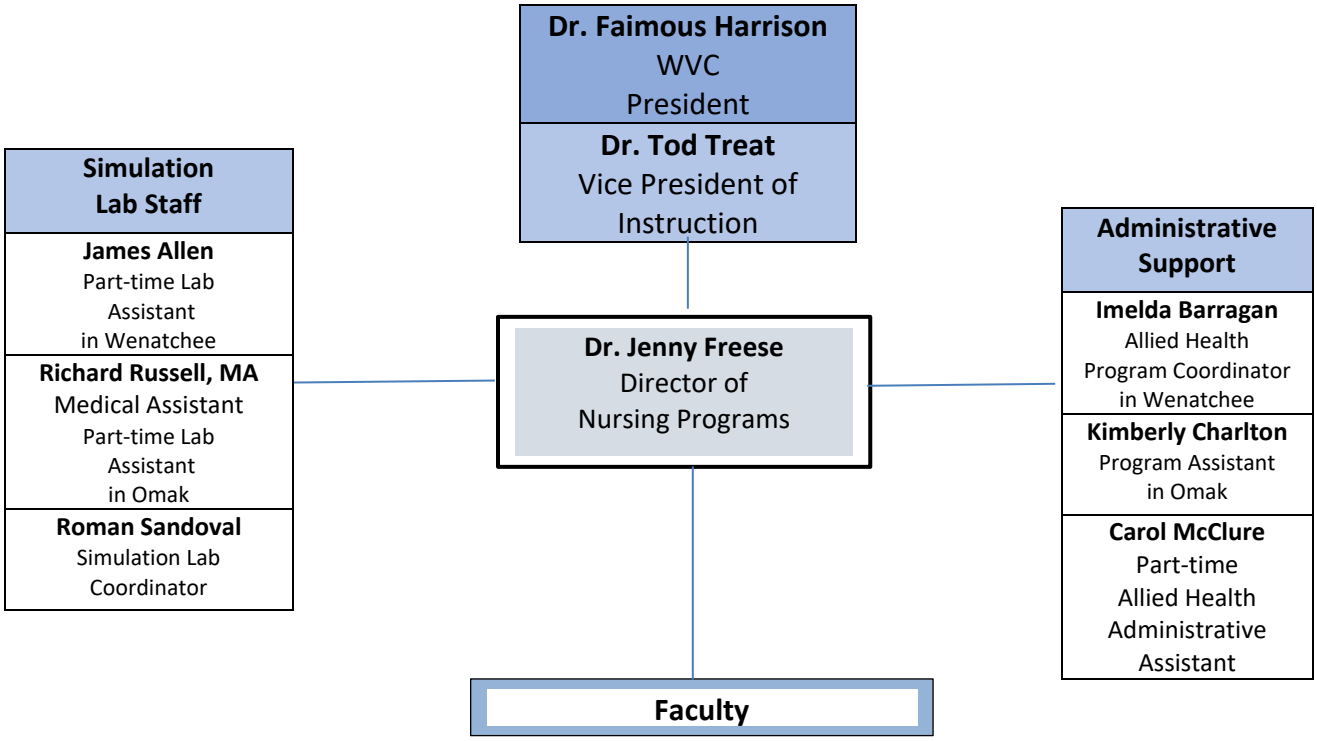
Jenny Freese DNP, MAE, RN
Director of Nursing Programs
Wenatchee Valley College
116 West Apple |Omak, WA 98841
1300 Fifth Street | Wenatchee, WA 98801
jfreese@wvc.edu | 509.682.6662 | www.wvc.edu

Contact Information & Frequently Requested Telephone Numbers

Director of Nursing Programs, and Administrative Support		
James Allen Simulation Lab Assistant, Wenatchee	509.682.6663	jallen@wvc.edu
Imelda Barragan, Allied Health and Nursing Administrative Assistant, Wenatchee Campus	509.6826660	ibarragan@wvc.edu
Kim Charlton, Allied Health and Nursing Administrative Assistant, Omak Campus	509.422.7952	kcharlton@wvc.edu
Jenny Freese DNP, MAE, RN, Director of Nursing Programs	509.682.6662	jfreese@wvc.edu
Carol McClure Administrative Assistant, Wenatchee	509.682.6664	cmcclure@wvc.edu
Richard Russell Simulation Assistant, Omak	509.422.7950	rrusell@wvc.edu
Roman Sandoval Simulation Coordinator, Wenatchee	509.682.6663	rsandoval@wvc.edu
Full-time Nursing Faculty		
Gretchen Aguilar, MSN, ARNP, FNP-C	509.422.7956	gaguilar@wvc.edu
Kristen Baltz, MSN, RN	509.682.6680	kbaltz@wvc.edu
Tina Copenspire, MSN, RN, CNE, CHSE	509.422.7957	tcopenspire@wvc.edu
Brigid Chvilicek, MSN, RN, CPNP	509.682.6681	bchvilicek@wvc.edu
Morgan Huston, MSN, RN, CMSRN, NPD-BC	509.682.6535	mhuston@wvc.edu
Hannah Leaf, DNP, RN	509.682.6674	hleaf@wvc.edu
Carolina Martinez, MSN, RN, ARNP, FNP-C	509.682.6675	gmartinezcalderon@wvc.edu
Allie Rusk-Larsen, MSN, RN	509.682.667	abenn@wvc.edu
Shelly Simpson, MSN, RN	509.422.7972	ssimpson@wvc.edu
Julie Smith, MN, RN, CPN, CHSE	509.682.6807	Jsmith2@wvc.edu
Susan Yale, MSN, RN, CNE	509.682.6670	syale@wvc.edu
Department	**Wenatchee**	**Omak**
Allied Health and Nursing Navigator	Tara Addink, taddink@wvc.edu	
ecampus Bookstore	wvc@ecampus.com	
Cafeteria	509.682.6518	N/A
Cashier	509.682.6500	509.422.7803
CVCH Behavioral Health Services	509.662.6000	N/A
Counseling	509.682.6850	509.422.7810

Student Access Services	509.682.6854	509.422.7812
Financial Aid	509.682.6810	509.422.7808
Library	509.682.6710	509.422.7830
Lost & found	509.682.6860	509.422.7803
Parking	509.682.6450	509.422.7803
Registration	509.682.6806	509.422.7807
Security	6911	7911 (2-10 PM)
Student Resource Center	509.682.6830	509.422.7810
Student Senate	509.682-6878	509.422.7890
Tutor Center	509.682.6863	509.422.7827
Veterans Services	509.682.6817	
Veterans Administration	888.442.4551	

WVC Nursing Department Organizational Chart
2025-2026



Full-time Nursing Faculty
Gretchen Aguilar, MSN, ARNP, FNP-C Full-Time Faculty Tenured
Kristen Baltz, MSN, RN Full-Time Faculty Tenured
Brigid Chvilicek, MSN, CPNP Full-Time Faculty Tenured
Tina Copenspire, MSN, RN, CNE, CHSE Full-Time Faculty Simulation Manager, Omak Omak
Morgan Huston, MSN, RN Full-Time Faculty
Dr. Hannah Leaf Full-Time Faculty Pre-Tenure

Fulltime Nursing Faculty
Carolina Martinez, MSN, ARNP, FNP-C Full-Time Faculty Pre-Tenure
Allie Rusk-Larsen, MSN, RN Simulation Manager Wenatchee Pre-tenure
Shelly Simpson, MSN, RN Full-Time Faculty Pre-Tenure
Julie Smith, MN, RN, CPN, CHSE Full-Time Faculty Tenured
Susan Yale, MSN, RN, CNE Full-Time Faculty Tenured

Part-time Faculty
Liz Allen, MSN, RN
Tina Avey, RN
Lexi Blake BSN, RN
Qari Hosman, RN
Kailyn Hudson, MSN, RN
Cindy Kraske, MA, BSN, RN
Bob Montgomery, MSN, RN
Connie Morris, MSN, RN
Brandy Nicolas, MSN, RN
Erin Phillips, BSN, RN
Bridget Ryan, M.Ed., BSN, RN
Shannon Seagondollar, BSN, RN
Michelle Stoneburner, MSN, RN
Connie Toth, BSN, RN
Linda Visser, MSN, RN

WVC Mission and Vision Statements

Wenatchee Valley College enriches North Central Washington and delivers relevant, innovative, and experiential educational opportunities for thriving and healthy communities.

Wenatchee Valley College transforms lives, strengthens communities, fosters inclusive excellence, and is the higher education institution of choice for North Central Washington and beyond.

WVC Student Learning Outcomes (SLO's)

The Student Learning Outcomes (SLOs) as broad, life-changing abilities that transcend specific disciplines and programs. These are integrated into all degree and certificate programs, aiming to develop students' competencies for independent learning and a foundational understanding of key knowledge areas.

- **Problem Solving:** This includes critical thinking, creative thinking, quantitative reasoning, and qualitative reasoning. Students are expected to assess and analyze information to find solutions.
- **Communication:** Encompasses oral expression, written expression, and artistic expression. Graduates should be able to communicate effectively and appropriately in various formats and contexts.
- **Social Interaction:** Focuses on collaboration, ethical conduct, professional conduct, and cultural diversity. Students are encouraged to integrate culturally responsive practices and uphold professional and ethical standards.
- **Inquiry:** Involves information literacy, research, and documentation. Students should be able to research, critique, and apply theories and information to design curricula or address issues.

ADN Program Philosophy Statement

Nursing is the art and science of caring for others. The art of nursing refers to the qualities of care, compassion, and communication. The science of nursing encompasses nursing theory, research, and the application of evidence. The professional nurse is one who demonstrates the art of caring for others and the science that underpins nursing practice.

WVC nurse educators believe that nurses have a responsibility to provide high-quality, person-centered, evidence-based care. The nursing faculty are committed to the application of adult learning theory that facilitates clinical judgment in the classroom, clinical, and laboratory/simulation environments.

WVC nursing graduates will be prepared to enter an increasingly complex and challenging healthcare work environment. They will possess the knowledge, skills, and attitudes to enter practice as competent, holistic nursing professionals who provide safe, evidence-based, person-centered, culturally sensitive nursing care to all people.

Organizing Frameworks for the Concept Based Curriculum

An organizing framework for a nursing program is the foundational structure that guides the entire curriculum. It's the philosophical belief system that outlines the program's values, mission, and goals, and it provides a coherent and logical way to organize and present the content to students.

A robust organizing framework is built upon several core concepts, often referred to as a nursing metaparadigm. These elements are interconnected and provide the context for all learning within the program.

1. Person-centered care
2. Professionalism
3. Teamwork and collaboration
4. Safety
5. Diversity, Equity, and Inclusion

Associate Degree Nursing Program, Student Learning Outcomes (SLO's)

1. Incorporate evidence-based knowledge, clinical judgment, and the nursing process to provide safe, compassionate, person-centered care to individuals, families, and the community.
2. Demonstrate respect for diversity, equity, and inclusivity when providing care to individuals across the life span.
3. Apply therapeutic communication when collaborating with the patient, family, community, and members of the healthcare team.
4. Demonstrate a commitment to lifelong learning, innovation, and evidence-based practice.
5. Develop a professional identity and behaviors consistent with those of a professional nurse; integrity, leadership, advocacy, and practice that is within legal and ethical boundaries.

Program Goals

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

Accreditation

State Approval	Regional Accreditation	National Accreditation
Washington State Board of Nursing (WABON) 111 Israel Road SE Tumwater, WA 98501 360.236.4703 nursing@doh.wa.gov	Northwest Commission on Colleges and Universities (NWCCU) 8060 165th Avenue NE, Suite 100 Redmond, WA 98052 425.558.4224 www.nwccu.org	Accreditation Commission for Education in Nursing 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 409.975.5000 www.acenursing.org

Support Services

Academic Support Services Bookstore

Here is a link with information regarding our new eCampus online bookstore.

Campus Security

Security officers are available to escort students after hours or any time they feel unsafe walking on campus, to facilitate acquiring help with automobile issues (such as changing a tire or providing a jump start), and for emergencies. On the Wenatchee Campus, call 6911 from a campus phone or 682-6911 from a personal phone, for safety concerns at any time. The Wenatchee Valley College Public Incident Report Form is linked here to encourage reporting an incident as soon as possible.

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

WVC partners, with Rave Mobile Safety to provide an emergency alert system capable of delivering messages to your WVC and personal email addresses, as well as your cell phone. As a student or faculty/staff member of WVC, you will be enrolled in the program at no additional expense to you. If you do not receive an email in your WVC account within a week of obtaining the account, please first check your SPAM or junk mail folders for email from WVC Alerts (no-reply@getrave.com); if you've received no such email, please contact the WVC Helpdesk (509.682.6550, helpdesk@wvc.edu) to be added.

You can also register directly through the Rave website

1. Go to www.GetRave.com
2. Enter Wenatchee Valley College as your site's name.
3. Your username is your WVC email address.
4. Enter your password if you know it or click on "Forgot your password?" to reset. A reset password will be sent to your WVC email account. If your email does not work, then you are not in the system and will need to contact the WVC Helpdesk for more information

Career Center

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

Computer Lab

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

Counseling

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

Disability Resource Center

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

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

Financial Aid

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

To apply for financial aid, the student simply completes the FAFSA (Free Application for Federal Student Aid) online at http://www.fafsa.ed.gov/. Students will need the WVC school code, which is 003801. Also, students should use the Application Checklist on the WVC Financial Aid website for the three basic steps in applying for financial aid.

Eligibility for several Washington State financial aid programs has expanded to include students who are ineligible for federal financial aid due to immigration status. Students who meet individual program, income, or residency requirements for the Washington College Grant, the College Bound Scholarship, State Work Study, or Passport to Career Scholarship should complete the **free WASFA** (Washington Application for State Financial Aid) to apply for state financial aid at www.readysetgrad.org/wasfa.

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

The FAFSA/WASFA is available to complete starting in the fall prior to the following academic year. For example, if a student wants to attend Fall 2026, they can complete the FAFSA starting in October 2025. 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 money borrowed that **must be repaid,** with interest. To apply for a loan, a student loan application must be completed and submitted to the Financial Aid Office. The student must also have a completed FAFSA in addition to the loan worksheet. The U.S. Department of Health and Human Services offers loan forgiveness programs, up to 85 percent, through the National Health Service Corps and the Nursing Education Loan Repayment Program. These programs offer loan forgiveness to registered nurses who agree to practice for a set number of years in areas that lack adequate medical care (including remote and/or economically depressed regions). More information about the loan forgiveness program is available at:
https://bhw.hrsa.gov/loansscholarships/nursecorps/lrp

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

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

Library Services

Each campus has a library with full library resources. In addition, the WVC library web site (https://library.wvc.edu/) offers access to a variety of information resources. They include access to databases with peer reviewed journal articles, an online catalog of the libraries' holdings, an online reference collection, over 100,000 electronic books, streaming instructional films from Films on Demand, research from Academic OneFile, Lippincott Advisor, Ovid journals and other resources. When browsing the library, students will find nursing books, periodicals, and other library materials shelved from 610-619; electronic books can be searched in Ebook Central by keyword or subject. When searching for electronic periodicals or locating articles, the following databases may be helpful: CINAHL Complete, OVID Nursing Journal Collection, Psych Articles, ProQuest Science, and PubMed Central, and many other evidence-based care resources listed in the Allied Health & Nursing subject heading.

Services available online include tutoring, study room reservations (Wenatchee campus), 24/7 "ask a librarian" service, and basic information about the libraries. Students are welcome to schedule individual or group research sessions with the librarian. Students are encouraged to utilize the libraries. Please refer to the WVC Student Planner/Handbook for further information about the libraries. Contact Wenatchee at 509-682-6710 or Omak at 509-422-7830 or email library@wvc.edu.

Sim Labs

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

Student Nurses of Wenatchee and Omak (SNOW & SNOW@O)

Both SNOW and SNOW@O are open to all WVC students. The organizations meet monthly and play an active role in school-sponsored events and educational seminars. We encourage members to build fellowship and professional relationships.

Each year, officers are elected to lead the organizations, and representatives regularly attend meetings with the Associated Student Body. This ensures that student voices are heard and that our organizations remain a vibrant part of the college community. BSN students are especially encouraged to join SNOW or SNOW@O to participate in our activities and seminars. These clubs offer a fantastic way to network, gain leadership experience, and grow both personally and professionally.

Tutoring Services

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

Write Lab

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

Veterans Affairs Office

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

Estimated ADN Pathway Tuition and Expenses

Estimated Program Expense	First Year 3 Quarters	Second Year 3 Quarters
*Tuition; $131.96. per credit	$5,000.00	$4,530.00
Acceptance Fee	$50.00	N/A
Personal Computer or Laptop for testing (Chrome books will not work)	$1,500.00	N/A
Registration/Comprehensive Fee/Tech Fees/Rec Center Fee	$510.00	$510.00
Parking Permit (Wenatchee Campus only – optional)	$75.00	$75.00
Immunizations	Varies	Varies
Complio® Fees (Immunization Tracking)	$123.00	$30.00
Lab Fees	$300.00	$225.00
ExamSoft (Theory Testing Platform)	65.00	65.00
HESI/Elsevier Fees/ Textbooks	$1,400.00	$1,200.00
**safeMedicate® Fees (Medication Safety Testing)	$99.00	N/A
Liability Insurance (Annual)	$16.25	$16.25
Healthcare Insurance	Varies	Varies
Eastern State Hospital Clinical Rotation	N/A	$150.00 + Lodging & travel
Scrub Set/Shoes (Black Shoes, not fabric)	$200.00	N/A
Stethoscope	$100.00	N/A
Penlight	$15.00	N/A
Watch with Second Hand	Varies	N/A
Nursing Lab Kit	$200.00	N/A
NCLEX® Exam (Optional for first-year students)	$300.00	N/A
***NCLEX® Review Course (Optional)	N/A	$361.00
***NCLEX® Exam	N/A	$320.00
RN Pin (Optional)	N/A	$50.00
PVR Course (Optional)	$160.00	N/A
Virtual Simulation	$200.00	N/A
Proctoring Services	$200.00	$200.00

Serving Our Community

The ADN program is dedicated to serving a broad and interconnected community of interest, which includes:

- **Current and Prospective Nursing Students:** We support students at every stage of their journey—from those preparing for their pre-licensure studies to those seeking advanced degrees.
- **Residents of North Central Washington:** By educating and graduating highly skilled nurses, we directly contribute to the health and well-being of our local community.
- **Clinical Partners:** We collaborate with local hospitals, clinics, and healthcare facilities to provide students with essential hands-on training and to ensure our curriculum meets the real-world demands of the profession.
- **WVC Faculty and Staff:** We work alongside our dedicated college faculty and staff to foster an environment of academic excellence and student success.
- **Professional Nursing Population:** Our program prepares students to join the professional community of nurses, both locally and nationally, equipped with the knowledge and skills to excel in their careers.

By continuously improving our ADN program, we ensure we meet the evolving needs of everyone in our community.

Opportunities to evaluate the Nursing Programs at Wenatchee Valley College

To ensure a high-quality learning experience, Wenatchee Valley College's nursing program actively seeks student feedback to improve its curriculum and instruction. We use several methods to gather this valuable input:

Online Evaluations

Online evaluations are a key tool for program improvement. These anonymous and confidential surveys provide students with a safe space to offer honest and constructive feedback. The information gathered from these evaluations is used by WVC administration and faculty to refine the curriculum and enhance instructional methods.

Student Committees

Students have a direct voice in the program's direction by serving on key committees:

Nursing Department Committee: This committee meets twice a month and includes one student representative who has a full vote.

Nursing Advisory Committee: Meeting quarterly, this committee also includes a student representative with a voice and vote.

These roles allow students to directly participate in decision-making that shapes the future of the nursing program.

Program and Alumni Surveys

We regularly collect feedback through various surveys:

Quarterly Surveys: Students complete surveys at the end of each quarter to provide ongoing feedback.

End-of-Program Surveys: These surveys gather comprehensive feedback from students as they complete their degrees.

ADN Alumni Survey: We follow up with ADN program graduates 6-12 months after they complete the program to assess their experiences and professional success.

By participating in these surveys, students and alumni provide essential data that helps us continuously improve the program and ensure it meets the needs of future nurses.

SECTION II. ADN Program Information

Prerequisites and Application Requirements

Complete all prerequisites by the end of spring quarter with a grade of "C" (2.0) or higher. See course descriptions for prerequisites and corequisites:

Students should start by taking the courses they placed into. Transfer students should talk to an educational planner to determine which courses to take first.

- CHEM& 121 Intro to Chemistry (5 credits)
- BIOL& 211 Majors Cellular (5 credits)
- BIOL& 241 Human Anatomy & Physiology 1 with lab* (5 credits)
- BIOL& 242 Human Anatomy & Physiology 2 with lab* (5 credits)
- BIOL& 260 Microbiology with lab* (5 credits)
- ENGL& 101 Composition: General (5 credits)
- MATH& 146 Introduction to Statistics (5 credits)
- PSYC& 100 General Psychology (5 credits)
- PSYC& 200 Lifespan Psychology (5 credits)
- One of the following:
    - Nursing Assistant Certificate of Completion from an approved program (www.wvc.edu/cna)
    - Current Washington State NA-C License

Corequisites

These courses can be completed after applying to the nursing program but try to complete these as early as possible.

- Communication Course (5 credits): Choose from ENGL 201, 202, 203 or 235
- Humanities Courses (10 credits): Choose two 5-credit courses from American Indian Indigenous Studies, Art, Chicano Studies, Communications, Drama, English (literature, creative writing, poetry, or fiction), Humanities, Music, Philosophy, Theater Arts or World Languages
    - Maximum five credits from World Languages in Humanities distribution.
    - Only five credits of Performance courses allowed in Humanities.

*Repetition of these courses (or equivalent) due to (a) earning a grade lower than a "C" (2.0), (b) withdrawal, or (c) changing from credit to audit mid-quarter will result in a deduction of points. Each repetition will result in additional deductions and deductions negatively affect the probability of success score. The deduction policy only applies to courses repeated since 2004.

Upon admission to the nursing DTA/MRP program, complete the following courses *offered at Wenatchee and Omak campuses*

Total prerequisite/corequisite credits 60

Total nursing credits 75

Total Credits 135

Application Requirements

- A completed WVC Application for Admission
- A completed supplemental application for admission to the WVC Nursing Program
- Sealed, official college transcripts from all colleges where the student has earned credit (excluding WVC)
- Cumulative GPA of 2.5 or higher
- Complete all prerequisites and corequisites with a "C" (2.0) or higher
- Attend an allied health information session (www.wvc.edu/AlliedHealth)
- Earn a qualifying score on the Test of Essential Academic Skills (www.wvc.edu/TEAS)
- Must be 18 by the start of the nursing program

ADN Program Curriculum Plan

Nursing Core Courses			
Course	**No.**	**Course Title**	**Credits**
Quarter One:			
NURS	101	Foundations of Nursing I	1
NUTR	105	Nutrition in Healthcare I	1
PSYC	105	Psychosocial Issues in Healthcare I	1
NURS	121	Introduction to Professional Nursing Concepts	1
PHIL	105	Ethics and Policy in Healthcare I	2
PHARM	101	Foundations of Pharmacology in Nursing	1
NURS	141	Foundations of Pharmacology in Nursing	1
NURS	151	Nursing Clinical I	2
NURS	161	Nursing Simulation I	2
			13 Credits
Quarter Two:			
NURS	102	Foundations of Nursing II	3
NURS	122	Nursing Across the Lifespan	1
NUTR	106	Nutrition In Healthcare II	2
PSYC	202	Psychosocial Issues in Healthcare II	1
NURS	152	Nursing Clinical II	4
NURS	162	Nursing Simulation II	2
			13 Credits

Quarter Three:			
NURS	103	Health and Illness I	3
NURS	123	Maternal/Newborn Nursing	2
NUTR	107	Nutrition In Healthcare III	1
NURS	153	Nursing Clinical III	4
NURS	163	Nursing Simulation III	2
			12 Credits
Quarter Four:			
PSYC	203	Psychosocial Issues in Healthcare III	3
NURS	231	Health Promotion in Nursing	1
NURS	241	Nursing Skills Lab II	1
NURS	241	Nursing Clinical IV	4
NURS	242	Nursing Simulation IV	1
NUTR	260	Nutrition In Healthcare IV	1
PHIL	203	Ethics and Policy in Healthcare IV	1
			13 Credits
Quarter Five:			
NURS	202	Health and Illness III	3
NURS	222	Transition to Nursing Practice	2
PHIL	202	Ethics and Policy in Healthcare III	1
NURS	252	Nursing Clinical V	4
NURS	262	Nursing Simulation V	2
			12 Credits
Quarter Six:			
NURS	203	Advanced Health and Illness Concepts	3
NURS	223	Senior Seminar/NCLEX Preparation Course	2
PHIL	203	Ethics and Policy in Healthcare IV	1
NURS	253	Nursing Clinical VI	5
NURS	263	Nursing Simulation VI	1
			12 Credits

ADN Course Descriptions

NURS 101: Foundations of Nursing I Credits 1
An introduction to concepts fundamental to the art and science of nursing. Discussion/application of evidence-based strategies for physical, nutritional, cultural, and psychosocial assessment of clients. Emphasis is placed on the role of the nurse in promoting client safety, and in achieving optimal client outcomes.

NURS 102: Foundations of Nursing II Credits 3
The second of two nursing fundamentals courses. Continued discussion and application of fundamental nursing concepts, focusing on the role of the nurse in promoting health and wellness.

NURS 103: Health and Illness I Credits 3
This course is the first in a series of four health and illness concept courses. In this course, students will apply health and illness concepts to the care of patients with acute and chronic conditions.

NURS 121: Introduction to Professional Nursing Concepts Credits 1
This course introduces the student to knowledge, skills, and attitudes needed to practice nursing as a profession.

NURS 122: Nursing Across the Lifespan Credits 1
This course focuses on the nurse's role in providing person-centered care across the lifespan.

NURS 123: Maternal/Newborn Nursing Credits 2
In this course, students will explore holistic nursing care of the childbearing family, the newborn, the infant, and reproduction.

NURS 141: Foundations in Nursing Practice: Skills Lab I Credits 2
This course introduces the nursing student to the application of concepts through the development of clinical skills in the laboratory setting. Students will participate in supervised practice, and skills competency validation.

NURS 151: Nursing Clinical I Credits 2
An introduction to concepts fundamental to the art and science of nursing. Discussion and application of evidence-based strategies for physical, nutritional, cultural, and psychosocial assessment of clients. Emphasis is placed on the role of the nurse in promoting client safety, and in achieving optimal client outcomes.

NURS 152: Nursing Clinical II Credits 4
In this course, students will incorporate knowledge of fundamental nursing concepts while providing evidence-based, person-centered care, in the acute-care setting.

NURS 153: Nursing Clinical III Credits 4
In this course, students will incorporate knowledge of fundamental nursing concepts while providing evidence-based, person-centered care, in the acute-care and/or community-based setting.

NURS 161: Nursing Simulation I Credits 2
In this course, students will apply fundamental nursing concepts when providing simulated, person-centered care across the lifespan.

NURS 162: Nursing Simulation II Credits 2
In this course, students will apply fundamental nursing concepts and provide developmentally appropriate care for patients in the simulated environment.

NURS 163: Nursing Simulation III Credits
In this course, students will apply health and illness and reproductive concepts to the care of patients and family members in the simulated environment.

NURS 201: Health and Illness II Credits 3
This course is the second in a series of four health and illness courses. In this course, students will apply health and illness concepts to the care of patients with acute and chronic conditions.

NURS 202: Health and Illness III Credits 3
This course is the third in a series of four health and illness courses. In this course, students will apply health and illness concepts to the care of patients with acute and chronic conditions.

NURS 203: Advanced Health and Illness Concepts Credits 3
This course is the final course in a series of health and illness courses. In this course students will apply advanced health and illness concepts.

NURS 222: Transition to Nursing Practice Credits 2
In this course, students will discuss the roles and responsibilities of the professional nurse and the transition to the registered nurse role.

NURS 223: Senior Seminar/NCLEX Preparation Course Credits 2
In this course, students will further develop test taking strategies to work toward NCLEX-RN® success. Emphasis will be placed on the continued development of clinical judgement.

NURS 231: Health Promotion in Nursing Credits 1
In this course, students will explore fundamental concepts related to community health and/or community-based nursing care.

NURS 241: Nursing Skills Lab II Credits 1
This course focuses on the clinical application of advanced nursing concepts and skills in the nursing skills lab.

NURS 251: Nursing Clinical IV Credits 4
In this course, students will apply nursing health and illness concepts to the care of patients and family members in the community health and/or psychiatric/mental health setting.

NURS 252: Nursing Clinical V Credits 4
In this course, students will apply nursing health and illness concepts to the care of patients and family members in the acute care setting.

NURS 253: Nursing Clinical VI Credits 5
In this course students will provide care for a broad spectrum of patients in a variety of healthcare settings. Students will have the opportunity to participate in a senior practicum experience, where they will refine their nursing practice.

NURS 261: Nursing Simulation IV Credits 1
In this course, students will apply health and illness, health promotion, and mental health concepts to the care of patients in the simulated environment.

NURS 262: Nursing Simulation V Credits 2
In this course, students will apply health and illness and professional nursing concepts to the care of patients and family members in a simulated environment.

NURS 263: Nursing Simulation VI Credits 1
In this course, students will apply complex health and illness concepts in the simulated environment.

NUTR 105: Nutrition in Healthcare I Credits 1
An introduction to the concept of nutrition, as it relates to health and well-being.

NUTR 106: Nutrition in Healthcare II Credits 2
In this course, students will explore the importance of nutrition, as it relates to the health and well-being of patients across the lifespan.

NUTR 107: Nutrition in Healthcare III Credits 1
In this course, students will explore the role of nutrition in the prenatal and perinatal periods. Students will also explore nutritional needs of the newborn and infant.

NUTR 202: Nutrition in Healthcare IV Credits 1
In this course, students will explore nutrition as it relates to patients with acute and/or chronic health conditions.

PHARM 101: Foundations of Pharmacology in Nursing Credits 1
This course introduces the student to pharmacology. Pharmacologic concepts included in this course are pharmacokinetics, routes of administration, dosage calculation, therapeutic effects, side and adverse effects, interactions, contraindications, and principles of safe medication administration.

PHIL 105: Ethics and Policy in Healthcare I Credits 2
An introduction to ethical and legal issues and policies relevant to health care.

PHIL 201: Ethics and Policy in Healthcare II Credits 1
In this course, students will discuss ethical and healthcare policy related issues relevant to community health nursing.

PHIL 202: Ethics and Policy in Healthcare III Credits 1
In this course, students will apply professional nursing concepts to their individual nursing practice. Students will also evaluate how to integrate healthcare ethics and policy into professional nursing practice.

PHIL 203: Ethics and Policy in Healthcare IV Credits 1
Explores the role of ethical evaluation in the context of the healthcare profession.

PSYC 105: Psychosocial Issues in Healthcare I Credits 1
An introduction to psychosocial issues in healthcare.

PSYC 202: Psychosocial Issues in Healthcare II Credits 1
In this course, students will explore nursing care of patients related to psychosocial issues, across the lifespan.

PSYC 203: Psychosocial Issues in Healthcare III Credits 3
In this course, students will explore nursing concepts that focus on the care of patients with acute or chronic psychiatric-mental health needs.

SECTION III. Nursing Department Policies and Standards

Program Admission and General Policies

1.1 Department Recruitment Policy

Purpose

To identify and implement effective student recruitment strategies for all Nursing programs at Wenatchee Valley College. We are deeply committed to recruiting students who reflect the diverse communities we serve. Diversity in healthcare is essential; it enables us to provide high-quality, culturally competent care that directly improves patient outcomes.

Scope

This document applies to all Nursing programs offered at WVC.

Overview of Nursing Programs

The Nursing Department at Wenatchee Valley College proudly offers a range of programs designed to meet our community's diverse healthcare needs:

- **Associate Degree in Nursing (ADN):** New cohorts begin each fall quarter (combining Omak
- and Wenatchee campuses) and in the spring on the Wenatchee campus.
- **Nursing Assistant:** Admissions occur quarterly in Wenatchee and once a year in Omak.
- **LPN to BSN:** New students are admitted every spring quarter, based out of the Omak campus.
- **RN to BSN:** Admissions take place every fall quarter, based out of the Wenatchee campus.

Policy/Procedure: Recruitment and Retention Strategies

The Nursing Department is dedicated to recruiting and retaining a diverse student body to enrich our teaching and learning environment. We achieve this by:

- Cultivating a culture of equity, diversity, and inclusion within our programs.
- Highlighting opportunities for learning and engagement within each program.
- Collaborating with communities of interest to develop innovative pathways for academic and career advancement, particularly for current healthcare professionals.
- Regularly assessing recruitment and retention efforts for underrepresented populations and continuously working to enhance the program's appreciation and respect for diversity.

To effectively promote our programs and recruit prospective students, the Nursing Department partners closely with the following college departments:

- Outreach and Recruitment (in collaboration with Marketing and Promotion)
- Career and Advising
- Allied Health and Nursing Navigator (supporting Holistic Admissions)
- Financial Aid and Scholarships and Workforce Education
- Student Engagement (Belonging, Diversity, Equity, and Inclusion Committee efforts)

1.2 Program Admission Policy

Purpose

This policy identifies the requirements for admission into the WVC ADN program.

Scope

This policy applies to all prospective students of the ADN program.

Overview

WVC determines admission for its programs (which include the LPN to BSN and RN to BSN pathways) through a competitive, holistic admissions process that evaluates applicants based on a comprehensive set of requirements and a point system.

Policy/Procedure: Admission Requirements

- **Meet WVC Admissions Requirements:**
    - Have a current WVC application on file.
    - Be 18 years old by the start date.
- **Complete Prerequisites:**
    - Have completed all prerequisites with a C (2.0) or higher.
    - Unofficial transcripts can be sent with the application if needed.
    - Proof of successful completion of a nursing assistant training course or current Washington state NA-C License. Submit documentation along with your application.
    - Admission testing: Achieve the required minimum subject score for the Test of Essential Academic Skills (TEAS) published by Assessment Technologies Institute (ATI). Submit your application.
    - The score report does not need to be official, but it does need to show the applicant's name and scores for all sections.
- **Submit Transcripts:** Send official transcripts from every college or university you have attended (excluding WVC) directly to WVC.
- **Complete the Specific Nursing Program Application:** Fill out and submit the dedicated nursing program application form by the published deadline. This is separate from your general WVC application.
- **Complete Post-Acceptance Requirements:** If accepted into the program, you'll need to fulfill additional requirements before starting classes:
    - **Immunizations & Health Tests:** Provide documentation for all required immunizations (e.g., TB, Influenza, Hepatitis B, MMR, Varicella, Tdap) and other health screenings.
    - **Background Check:** Successfully pass a state and national criminal background check (submitted through a designated vendor like Complio, usually within 45 days of acceptance).
    - **Drug Screening:** Successfully pass a 10-panel drug test (also through a designated vendor like Complio, usually not older than 45 days from the start of class).
    - **BLS Certification:** Obtain and maintain a current American Heart Association Basic Life Support Healthcare Provider card.

- **Allied Health Packet:** Complete various forms, including student disclosure, abuse information, medical record, release, and confidentiality forms.
- **Acceptance Fee:** Pay a non-refundable acceptance fee by the designated deadline.

Holistic Admissions Evaluation for the LPN to BSN program.

WVC uses a holistic admissions point system to rank applicants. Points are awarded based on various factors, increasing your chances of admission if you score higher:

- **Grades:** Up to 10 points, based on a combination of overall cumulative GPA and a weighted GPA from specific prerequisite courses (e.g., BIOL& 241, BIOL& 242, MATH& 146, PSYC& 100).
- **Healthcare Work Experience:** Up to 10 points for documented experience (e.g., 100+ hours as a Certified Nursing Assistant or other related healthcare work within the last three years).
- **Military History:** Up to 5 points.
- **WVC Credits:** Up to 5 points for completing WVC credits.
- **International Experience:** Up to 5 points for documented international experience.
- **Bachelor's Degree:** Up to 5 additional points if you already hold a bachelor's degree or higher.

Important Considerations

- **Deadlines:** Applications are typically accepted annually during the spring quarter for the RN to BSN program, with programs often starting in the fall. Always check the official WVC Nursing website for the most current deadlines.
- **Hybrid Format:** Both BSN pathway programs are delivered in a hybrid format, a mix of online and in person instruction. Attendance is mandatory for the in-person days and are posted on the website at least a year in advance to allow for ensuring availability.

- **Advising:** It's strongly recommended to meet with an Allied Health & Nursing Navigator early in your planning to ensure all prerequisite courses are met and to receive guidance on the application process.
- **Required Immunizations and Tests:** Complete and provide documentation for all required immunizations and health tests:
  - Two-step TB test or QuantiFERON- TB
  - Influenza vaccination
  - Hepatitis B vaccination series and titer
  - Measles, Mumps, Rubella (MMR) vaccination
  - Varicella (chickenpox) vaccination
  - Tetanus, Diphtheria, Pertussis (Tdap) vaccination
  - COVID-19 vaccination (recommended)
  - *Note: Additional testing or immunizations may be required based on clinical site mandates or public health guidelines.*
- Background Check: Successfully pass a criminal state and national background check. Immediate disqualifiers for the program are detailed at: [DSHS Secretary's List of Crimes and Negative Actions].
- Drug Screening: Successfully pass a drug screening.
- Basic Life Support (BLS) Certification: Obtain a current American Heart Association Basic Life Support Healthcare Provider card. Only AHA BLS certifications are accepted for clinical placements in the Nursing program.
- Liability and private healthcare insurance

Notification of Admission

Applications are processed and reviewed for completeness by the Allied Health Admissions Department. Admission decisions are jointly made by the Admissions Department and the Director of Nursing Programs. Notifications will be distributed to applicants via the email provided on their application.

Waitlist Policy

Each year, the Nursing programs may establish a waitlist for up to 5 students. Students on this list will be notified if seats become available in the entering cohort. Final notifications for waitlist applicants are sent as soon as space becomes available; most applicants are generally notified at least one month prior to the start of the program.

- Rankings within the waitlist for each program are not disclosed.
- There is no guarantee that waitlisted candidates will be offered a seat in the entering cohort.
- Waitlist candidacies are not carried over to the following year.

Consequences

Students who do not meet all the admission requirements are ineligible for admission.

1.3 Academic Progression Policy

Purpose

This policy identifies the academic standards and requirements students must meet for successful progression throughout the ADN program.

Scope

This policy applies to all students currently enrolled in the ADN program.

Overview

Your continued progression and retention in courses depend on your ability to meet established academic standards and comply with all student health, security, and clinical requirements.

Policy/Procedure: Program Progression Requirements

To successfully progress through the programs, students must meet the following requirements:

- **Academic Standing:** You must successfully complete all nursing courses with a GPA of 2.7 or higher.
- **Dosage Calculation Competency:** You must pass a dosage calculation exam before attending clinical rotations in each lab course.
- **Safe Clinical Practice:** You must demonstrate safe patient care and exercise appropriate judgment in all clinical settings. Faculty may immediately remove students from a clinical setting for patient safety reasons. Students dismissed for patient safety are ineligible for program re-entry.
- **Professional Conduct:** You must adhere to the program's professional behaviors and attendance policy, with use of professional communication skills. Failure to do so may result in dismissal. Certain severe violations, such as gross negligence or HIPAA violations, will result in ineligibility for re-admission.
- **Learning Outcome Achievement:** If you don't meet expected course or program learning outcomes, you'll receive written notification and be required to complete remediation as noted in the course syllabus. Failure to meet the requirements of your remediation plan will result in dismissal from the program and is subject to the re-entry policy.
- **Withdrawal and Re-entry:** If you withdraw from the Nursing program for any reason, you must follow the steps outlined in the re-entry policy and request re-admission within one academic year of your withdrawal. Readmission is always contingent on space availability.

Consequences

1. **Dismissal from the Program:** Failure to meet the requirements of your remediation plan will result in dismissal from the program.

2. **Ineligibility for Re-entry/Re-admission:**
    - **Dismissal for Patient Safety:** If a student is immediately removed from a clinical setting for patient safety reasons, they are ineligible for program re-entry.
    - **Severe Professional Conduct Violations:** Certain severe violations of professional conduct, lack of professional communication, compliance with the attendance policy, or gross negligence or HIPAA violations, may result in ineligibility for re-admission.
    - **Failure to Complete Remediation:** While not explicitly stated as "ineligible for re-entry" in the same way as safety/HIPAA violations, being dismissed for failing remediation means you would then fall under the re-entry policy, which outlines the steps required to request re-admission. Readmission is always contingent on space availability.

1.4 Dismissal & Re-Entry Policy

Purpose

To establish clear guidelines and processes for student dismissal from the WVC Nursing programs and for potential re-entry.

Scope

This policy applies to all current students enrolled in the WVC Nursing programs.

Overview

Students may voluntarily withdraw from a WVC Nursing program for personal reasons or be dismissed due to academic or behavioral concerns. Eligible students may be allowed **one opportunity** to re-enter the program with the next entry option, contingent on meeting specific criteria and space availability.

Policy/Procedure

A. General Dismissal & Re-Entry Eligibility

1. **One Re-Entry Opportunity:** A student who withdraws or is dismissed from the Registered Nursing program has **one opportunity** to re-enter the program within one year (or the next option for entry) from the date of withdrawal or dismissal, unless otherwise approved by the Director of Nursing Programs.
2. **Ineligibility for Re-Entry:** Students will be deemed ineligible for re-entry if their dismissal was due to, but not limited to, the following severe concerns:
    - Violation of specific program policies that explicitly state ineligibility for re-entry.
    - Academic dishonesty.
    - HIPAA violations.
    - Engaging in unsafe patient practice.
    - Violations of the WVC Student Code of Conduct that result in dismissal (students are referred to the Vice President of Instruction and Student Services for these cases).
3. **Dismissal Notification:** For any program dismissal, the student will receive a formal letter from the Director of Nursing Programs. This letter will clearly outline:
    - The specific reason(s) for dismissal.
    - Whether the student is eligible for re-entry into the program.
    - If eligible, the detailed process and steps for re-entry.
    - If ineligible, information on the student's right to petition their case through the college’s due process.

B. Voluntary Withdrawal

- **Notification Requirement:** If a student wishes to withdraw from the Registered Nursing Program for any reason, written notification must be submitted to the Director of Nursing Programs before the expected withdrawal date and no later than the last day of classes for that quarter.
- **Material Return:** The withdrawing student must return all program materials in their possession, including but not limited to the name badge and mailbox key.

C. Program Dismissal

- **Reasons for Dismissal:** Dismissal can occur due to reasons of personal misconduct, professional misconduct, and/or poor academic performance.
- **Due Process:** Prior to any dismissal, the WVC Nursing Program will follow due process procedures to investigate the issues and determine the course of action. Details regarding the jurisdiction of dismissal and due process are outlined in the current WVC Student Planner/Handbook.
- **Involuntary Administrative Withdrawal (Medical/Psychological/Behavioral):**
    - Nursing students who exhibit harmful, potentially harmful, or disruptive behavior toward themselves or others due to an apparent medical or psychological problem may be subject to involuntary administrative withdrawal from the program. This applies 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.
        - Posed a threat, or suspicion of 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.
- **Exit Interview:** Any student exiting a Nursing Program (whether by voluntary withdrawal or dismissal) must meet with the Director of Nursing Programs to complete the exit interview process. This interview is a mandatory step to be considered for re-entry later.

D. Registered Nursing Program Re-Entry Process (If Eligible)

If a student is eligible to re-entry, they must follow these steps:

1. **Initial Meeting:** Meet with the Director of Nursing Programs to discuss re-entry options upon withdrawal or dismissal.
2. **Collaborative Performance Plan (if applicable):** A student offered re-entry must accept and comply with the conditions of the Collaborative Performance Plan and all program policies. If the student does not accept the CPP conditions, re-entry will not be approved. The CPP will remain in effect for the duration of the program.
3. **Space Availability:** Re-entry is granted only if space is available in the desired course sequence, including all theory coursework and laboratory skills.
4. **Skills & Dosage Calculation Proficiency:** Students will be expected to pass a dosage calculation exam and demonstrate proficiency in all skills from previously completed courses (ADN and LPN to BSN programs).
5. **Course Retake Requirement:** Students must retake any previously failed or incomplete courses. If a student is placed on a course for which they have already completed and received a passing grade, they will be required to take that course again at their own expense if deemed necessary for successful re-entry.

6. **Remediation Contract (if applicable):** Students who withdrew for academic reasons must complete any remediation contract that was implemented at the time of withdrawal. The re-entry request letter must document the completion of such a contract.
7. **Declining Re-Entry Offer:** Students who are offered re-entry and decline the offer will not be offered re-entry again.
8. **Final Acceptance:** If re-entry is granted, the student must submit a Reinstatement Plan for Success and set up a conference with the Director of Nursing Programs prior to the re-entry date.

Consequences

Students who do not meet the requirements of the re-entry process are ineligible to re-enter a WVC Nursing programs.

1.5 Student Grievance and Resolution Policy

Purpose

To provide a clear, systematic, and fair process for students to express and resolve misunderstandings, complaints, or grievances related to academic issues, instructional personnel, services, or program processes within the Nursing Department.

Scope

This policy applies to all students in a Nursing program at WVC.

Overview

WVC and the Nursing Department are committed to fostering an atmosphere of mutual respect and open communication between faculty and students, conducive to effective learning. While direct communication is often the most efficient way to resolve concerns, this policy outlines clear steps for formal resolution if initial attempts are unsuccessful. Students have the right to clear information and fair application of college grading policies, standards, rules, and requirements. Concurrently, they hold the responsibility to comply with these in their interactions with faculty and instructional staff. This policy is designed to provide an impartial and equitable pathway for conflict resolution.

Policy/Procedure: Resolving Student/Faculty Conflicts

Students are encouraged to resolve conflicts informally whenever possible. If an informal resolution cannot be reached, follow these steps:

Step 1: Direct Communication with Faculty

- Action: Contact the faculty member directly to discuss your concerns.
- Best Practice: Schedule a meeting outside of class time to allow for a focused discussion. Avoid attempting to resolve complex issues during brief transition periods between classes.

Step 2: Contact the Director of Nursing Programs

- **Action:** If you are unable to resolve the issue directly with the faculty member, or if the faculty member does not respond to your attempts to make contact within a reasonable time (2 to 3 business days), proceed to contact the Director of Nursing Programs.
- **Resolution Method:** The Director of Nursing Programs will typically facilitate a meeting between the student and the faculty member to address the issue. If a meeting is not practical due to circumstances, the Director may seek other means of resolution, such as phone calls or email communication.
- **Expectation:** Students should expect to participate in a meeting that includes the Director and the faculty member.

Step 3: Appeal to the Vice President of Instruction

- **Action:** If the issue remains unresolved after completing Steps 1 and 2, the formal complaint should be directed to the Vice President of Instruction for final resolution.
- **College Policy:** For more comprehensive information on the college's broader academic grievance procedures, please refer to the WVC Policy on Student Academic Grievance.

Consequences

Unresolved Grievance: Bypassing the established steps may delay resolution or lead to the grievance not being considered by higher authorities if proper procedure has not been followed.

1.6 Records Retention and Security Policy

Purpose

Establish clear guidelines for retaining, maintain, and securing Nursing department records

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Scope

Applies to all past, present, and future records applicable to the Nursing programs and students.

Overview

The Nursing department adheres to strict records retention and security to maintain the integrity of the program as well as protect the privacy of the student and patients cared for by program students.

Policy/Procedure

The Nursing department has adopted and adheres to policies and procedures regarding the secure retention of student records in accordance with the general retention schedule as approved by the SBCTC and per RCW 40.14. Records not specified under the RCW are subject to the Washington State's general retention schedule. All student records are maintained confidential and secure for seven years. The Nursing department complies with the Family Educational Rights and Privacy Act (FERPA) and the Health Information Privacy and Accountability Act (HIPAA).

- **Student academic records:** Student records are maintained in a secure, confidential manner. Student records such as academic records and behavioral contracts are stored on the Nursing department's network drive in individual folders specific to each student. Only the Director of Nursing Programs of nursing and the nursing faculty have access to the electronic student records maintained on the network drive and on CANVAS, the college's learning management system.
- **Student health records:** Student health records are maintained in a locked file cabinet located in the allied health and nursing office. The Nursing department is contracting with a third-party software company, Complio, to store and verify electronic copies of student health records that include student signed HIPAA and FERPA release forms. At the college, only the clinical coordinator and the Director of Nursing Programs of nursing have access to the electronic student records stored in Complio.

Once the student has been placed with a clinical site, the site's clinical coordinator has access to that student's specific health records required for the clinical placement.

Consequences

None

1.7 References and Letters of Recommendation Policy

Purpose

To establish clear guidelines for students and graduates requesting letters of recommendation and professional references from Nursing faculty and staff.

Scope

This policy applies to all current students and graduates of a Nursing program.

Overview

The Nursing faculty and staff are committed to supporting student success in their continuing education and employment endeavors. This policy outlines the proper procedures for requesting and receiving professional references. Faculty Discretion: Faculty and staff are not obligated to provide a reference or recommendation.

Policy/Procedure

Nursing faculty and staff may, at their discretion, provide references or letters of recommendation. To ensure a timely and professional process, all students must adhere to the following steps:

1. Obtain Prior Approval: Students must receive approval from a faculty or staff member *before* listing them as a reference on any application.
2. Submit a Formal Request: All requests for letters of recommendation or reference must be submitted in writing at least three weeks prior to the due date. This time frame allows the faculty to write a thoughtful and comprehensive letter. Electronic requests are acceptable.
3. Complete a FERPA Release: Students must complete and submit a FERPA release form to the faculty member. This form is essential as it gives faculty permission to discuss your academic and performance record. A copy can be found in the Handbook Section 5.

Required Information for the Request

To ensure your request is complete and efficient, please include the following documents and information in your written request:

- Your Name: The student's full name.
- Application Details:
    - Name of the facility or program you are applying to.
    - Specific contact name, title, and contact information for the recipient.
    - The specific position or program you are applying for.
    - The due date for the letter or reference check.
- Supporting Documents:
    - Your current resume, detailing your employment history, earned degrees/certificates, student leadership, club involvement, and volunteer experience.
- Reference Forms: Any specific forms or instructions required by the facility or program for the recommendation or reference.

Consequences

Students who fail to follow the outlined policy and procedures may not receive a reference and/or letter of recommendation.

Student Conduct and Academic Standards

2.1 Professional Behaviors Policy

Purpose

To establish and maintain clear standards of professional behavior expected from all WVC Nursing students.

Scope

This policy applies to all students enrolled in any Nursing program offered by WVC.

Overview

Students are expected to consistently demonstrate professional behavior in both academic (classroom, lab) and clinical settings. As representatives of WVC, students are obligated to function within the framework of the professional standards identified by the nursing field and the WVC Student Code of Conduct. Adherence to professional codes of ethics and the Uniform Disciplinary Act is mandatory.

Policy/Procedure: Expected Professional Behaviors & Consequences

A. Core Professional Expectations

Students are expected to consistently demonstrate the following professional values and behaviors:

- **Patient-Centered Care:**
    - Prioritize patient welfare and needs.
    - Be accessible, prompt, and responsive to patient requests.
    - Provide clear explanations of treatments and procedures, keeping patients well-informed.
    - Set priority of activities reflecting patients' needs.
    - Be reliable in completing tasks and identifying patient/staff/faculty needs.
    - Communicate proactively if unable to be on time or present for scheduled instructional activities or experiences.
    - Be responsive and reliable when needs are identified by patients, staff and faculty.
- **Commitment to Nursing & Program Policies:**
    - Be present, punctual, and engaged in learning, with consistent attendance.
    - Voluntarily comply with all program rules and policies.
    - Demonstrate enthusiasm for the nursing profession and clinical experiences.
    - Maintain a professional appearance (neat, clean) and demeanor.
    - Communicate effectively and professionally with staff, peers, and faculty, via multiple modalities.
    - Ensure timely and accurate completion of all documentation (e.g., charts, records, assignments).

- **Teamwork & Collaboration:**
    - Demonstrate cooperative and respectful behavior within a team setting.
    - Engage in diplomatic disagreement and constructive criticism.
    - Accept the roles of others and work effectively in appropriate capacities.
    - Manage stress and frustration without negatively impacting others.
    - Address conflicts objectively, seeking to understand all perspectives.
    - Utilize direct communication and avoid triangulation (engaging uninvolved persons in conflict).
- **Integrity & Accountability:**
    - Readily admit mistakes and oversights.
    - Be forthright and honest with peers, staff, and faculty.
    - Always observe and apply safe techniques.
    - Accept responsibility for errors and take appropriate corrective action.
    - Provide information and facts only when known to be correct and factual.
    - Avoids plagiarism; produces original work and properly cite sources; do not misrepresent the work of others as your own.
    - Maintain respect for faculty, staff, peers, and patients.

B. Unprofessional Behaviors (Subject to Disciplinary Action)

Behaviors deemed unprofessional and potentially subject to disciplinary action but are not limited to behaviors that Imply the *Absence* of Professional Values**.**

- **Not placing the patient's welfare first:**
    - 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 a "what is right," attitude.
    - Fails to make appropriate arrangements if unable to be on time or present for the instructional activity or experience.
- **Not committing to nursing and to Program policies, the student:**
    - Is chronically tardy or absent or lacks adherence to the attendance policy.
    - Has frequent late submissions of assignments.
    - Skips the clinical experience or other obligations if not supervised.
    - Passes assignments or tasks to others when possible.
    - Is a chronically malcontent and or complains.
    - Is excessively casual or sloppy.
    - Gives Inappropriate information to others.
    - Is chronically deficient on upkeep of charts and records.
    - Feels existent policies are irrelevant, unimportant, and non-obligatory.

- **Not cooperating, the student:**
    - Is argumentative or stubborn.
    - Is sullen or arrogant with faculty, peers, staff, and patients.
    - Is uncommunicative with staff and faculty.
    - Responds in a hostile manner to frustrating situations.
    - Exhibits passive-aggressive behaviors when dissatisfied.
    - Triangulates by engaging uninvolved people.
    - Not maintaining intellectual and personal integrity, the student:
    - Lies or fabricates data when needed, to cover up mistakes and oversights.
    - Fails to use safe techniques when not being supervised.
    - Blame others for their own shortcomings.
    - Presents data without conducting proper checks for accuracy and ownership.
    - Sneaks away or does not show up if unsupervised.
    - Represents the work of others as being original.
    - Is disrespectful and rude to faculty, staff, peers, or patients.
- **Unprofessional and/or unacceptable behavior or conduct includes, but is not limited to:**
    - Interference with the learning of others.
    - Eating during exams and guest lectures.
    - Leaving the classroom during an exam or guest lecture.
    - Smoking at clinical sites and/or in a WVC nursing student uniform.
    - Tardiness.
    - Frequent late submission of homework.
    - Interruptions or inappropriate talking during class.
    - Intimidation of students and/or faculty (angry, hostile, or violent behavior).
    - Inappropriate or provocative dress or appearance.
    - Use of electronic devices for any purpose other than learning related activities.
    - Fabrication of data.
    - Sleeping in class.
    - Sleepiness at clinical or lab experiences.
    - 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.

C. Zero-Tolerance Behaviors

The following unacceptable behaviors are considered severe and may result in immediate dismissal from the Nursing program without possibility of re-entry:

- Gross negligence with potential for or actual harm to a client or family.
- Verbal threat of physical harm (assault).
- Physical violence (battery).
- Falsifying medical records.
- HIPAA violation (breach of confidentiality).
- Carrying a weapon or illicit drugs/drug paraphernalia on college or clinical property.
- Stealing from a clinical site, the college, or faculty/peers.
- Failure to satisfactorily complete any student Collaborative Performance Plan, probationary requirements, or re-entry requirements.
- Failure to comply with or remediate any critical issues addressed by program-specific policies where explicitly stated as grounds for dismissal.
- Intimidation of students and/or faculty (e.g., angry, hostile, or violent behavior).
- Sexual harassment.

Consequences

Failure to demonstrate professional behaviors will lead in disciplinary action that may include; a written warning, a written deficiency, or creation of a Collaborative Performance Plan.

Collaborative Performance Plan (CPP): is a structured, faculty-guided process initiated when a student is identified as not meeting specific academic or professional standards within a nursing course or the program. Its purpose is to proactively support student success by clearly outlining identified performance gaps, establishing measurable remediation goals, detailing specific required actions and available resources, and setting a timeline for re-establishing competency.

Dismissal from the Program: For behaviors deemed unacceptable with re-entry eligibility determined by the Nursing Program's re-entry policy.

2.2 Professional Conduct, Bullying and Incivility Policy

Purpose

To establish and maintain clear guidelines for respectful and professional interpersonal communication and conduct within the Nursing Program, ensuring a safe, supportive, and inclusive learning and clinical environment for all.

Scope

This policy applies to all students in a Nursing program at WVC.

Our Commitment

The Nursing department is dedicated to fostering a learning environment where everyone feels safe, respected, and valued. We uphold the college's Non-Discrimination Statement, which prohibits harassment based on any protected characteristic, including but not limited to race, national origin, marital status, sex, sexual orientation, gender identity, religion, or disability. In addition to these protections, the Nursing department explicitly recognizes and prohibits bullying and incivility as forms of unacceptable behavior that disrupt our community.

As future healthcare professionals, and as members of a caring academic community, we all have an ethical, moral, and professional responsibility to contribute to a healthy and safe environment for fellow students, faculty, staff, and ultimately, for the patients and communities we will serve.

Policy/Procedure

To ensure a clear understanding of what unacceptable behaviors, we define the following behaviors that are not tolerated:

- **Bullying:** is unwanted, aggressive behavior that is repeated, or has the potential to be repeated, and involves a real or perceived power imbalance. It can cause harm or distress to the person experiencing it. Bullying can be physical, verbal, or social. Examples of bullying include :
    - **Physical Harm:** Hitting, kicking, pinching, pushing, or any other form of physical assault.
    - **Verbal Abuse:** Name-calling, insults, making derogatory comments (including those based on identity such as sexual or bigoted remarks), harsh teasing, taunting, mimicking, or making verbal threats.
    - **Social Exclusion**: Intentionally excluding someone from a peer group, spreading rumors, or other forms of intimidation designed to isolate.
    - **Property Misuse:** Taking, damaging, or otherwise interfering with someone's personal property.
    - **Retaliation:** Seeking revenge for a perceived wrong against another student and/or faculty member. This is also considered a form of bullying and/or harassment.
- **Incivility:** refers to disruptive, ill-mannered, or offensive behavior that goes against the well-being and positive atmosphere of our learning community. It shows a lack of respect or disregard for instruction, faculty, or fellow students. Examples of incivility can be overt (obvious) or covert (subtle):
    - **Overt Incivility:**
        - Insulting comments made directly to someone.
        - Outbursts or displays of explosive anger.
        - Publicly denigrating another person's work or ideas.
        - Blatant disrespect during lectures or discussions.

- **Covert Incivility**:
    - Triangulation: Communicating with a third party about an issue with another person, instead of directly addressing the person involved.
    - Sarcastic comments intended to demean or dismiss.
    - Spreading false rumors or gossip.
    - Social isolation or "silent treatment" as a form of punishment.

Reporting and Response

We encourage a culture where everyone feels empowered to address and report inappropriate behavior.

- **Addressing the Behavior:** If you are a target of bullying or incivility, or witness it happening, we encourage you to assertively communicate that the behavior is unacceptable, if you feel safe and comfortable doing so.
- **Reporting Concerns:** Students who experience or witness bullying or incivility that interferes with the learning environment for themselves or others should report the behavior promptly to their faculty member and/or the Director of Nursing Programs.
- **Serious Incidents:** Any incident involving a threat, assault, or battery against individuals or the institution will be immediately reported to the appropriate authorities, both internal to the college and/or law enforcement agencies, as required by law and college policy.
- No person in the United States shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Sexual Discrimination/Title IX information is found here.

Consequences

First Occurrence: May result in a verbal or written warning, and/or a formal deficiency notice, outlining expectations for improved behavior.

Second Occurrence: May result in a Collaborative Performance Plan, which includes specific steps, goals, and monitoring to address the behavior.

Subsequent Occurrences: May lead to more serious disciplinary actions, including but not limited to dismissal from the program, depending on the persistence and impact of the behavior.

2.3 Student Impairment and Fitness for Duty Policy

Purpose

To ensure the safety and well-being of clients, students, and healthcare professionals by establishing clear standards and procedures related to student impairment in the nursing program and clinical settings.

Scope

This policy applies to all students in a Nursing program at WVC.

Overview

Client safety is the paramount principle in healthcare delivery, requiring healthcare professionals to consistently exercise sound judgment and decision-making. Factors such as excessive stress, sleep deprivation, poor physical or mental health, and the use of impairing substances (including drugs and/or alcohol) can adversely affect a student's ability to provide safe and competent care, thereby jeopardizing client safety. This policy outlines behaviors indicative of impairment, the process for addressing suspected impairment, and potential consequences, including review by faculty and possible dismissal from the program.

Policy/Procedure

A. Suggesting Impairment: Behaviors

Behaviors that suggest an individual's diminished ability to meet standards of performance, competency, and safety in the clinical setting include, but are not limited to, the following:

1. Physical Impairment:

- Motor incapacity (e.g., staggering, uncoordinated movements).
- Tremors.
- Unstable gait; bumping into others, walls, or furniture.
- Excessive use of breath mints, mouthwash.
- Odor of alcoholic breath.

2. Impaired Judgment:

- Poor clinical or social judgment/actions.
- Sloppy or unkempt appearance/behavior.
- Poor charting with illegible handwriting.
- An excessive number of mistakes.

3. Mental or Emotional Impairment:

- Labile (unstable) mood with uncharacteristic crying, yelling, or elevated voice tone.
- Slurred speech.
- Unusually quiet or irritable demeanor.
- Diminished alertness (appearing dazed or preoccupied).
- Confusion or frequent memory lapses.
- Defensiveness when questioned.

4. Disruptive Social Reactions:

- Inappropriate verbal or emotional responses (e.g., anger, violence, threats, inappropriate laughing).
- Isolating self from peers.
- Sleeping/dozing during classroom, clinical, or clinical conference.

5. Inconsistent Behavior Patterns:

- Repeating oneself; telling inconsistent or elaborate stories.
- Unusual or elaborate explanations for absences or mistakes.
- Frequent, unexplained disappearances from the clinical unit.

6. Absenteeism/Tardiness Patterns:

- Frequent lateness to report or clinical conference.
- Excessively long lunch or break periods.

B. Faculty Authority and Immediate Action:

Clinical Faculty possess the responsibility and authority to take immediate corrective action regarding student conduct and performance in the clinical setting. If a clinical faculty member observes that a student's performance poses a danger to the safety and well-being of self or others, the clinical faculty will immediately escort the student out of the clinical area.

- **Removal from Clinical:** If the observed event involves any of the following, the student *may* be sent home from the clinical site, if deemed the appropriate course of action for safety:
  - An event that caused patient harm.
  - Involvement in drug diversion or suspected substance abuse.
    - *Note: If impairment is suspected, the student may not drive themselves home.*

C. Drug/Alcohol Screening for Cause:

1. **Trigger for Testing:** A student will be required to submit to a urine or oral swab drug screen, at their own expense, if nursing faculty/clinical faculty or staff at the clinical facility have **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.
2. **Accompaniment to Lab:** A representative of the College (e.g., Director of Nursing Programs, Vice President of Student Development, or designee) will accompany the student to a designated laboratory immediately after suspicion of impairment is voiced and brought to the student's attention.
3. **Positive Test Results (Due to Illicit/Non-Prescribed Substances):** If the results of the test(s) are positive for illegal substances or for non-prescribed legal substances, the Nursing Programs Administrator will recommend dismissal from the Program.
4. **Positive Test Results (Due to Prescription Medications):** If a drug screen comes back positive due to **prescription medications** or other verifiable medical reasons, a Medical Review Officer (MRO) review must be conducted at the student's expense. The MRO will then provide a report that must be shared with the program or clinical site if required. The program will then determine if the student is fit for duty.

5. **Negative Test Results:** If the results indicate a negative drug screen for alcohol or other illegal substances or non-prescribed legal substances, the student shall meet with the Director of Nursing within 24 hours of the test results to discuss the circumstances surrounding the observed 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 underlying medical condition responsible for the symptoms. A medical referral for evaluation may be indicated.
6. **Refusal to Test:** If a student refuses to submit to a urine or oral swab drug screen when requested for reasonable cause, the student will be removed from the clinical setting pending a full investigation by the Director of the Nursing Program. The student will be transported home and will remain out of the clinical area until the investigation is complete, and a decision is finalized. This time will be counted as clinical absences.
7. **Opportunity to Refute:** If a student is confronted with alleged impairment, they will be given the opportunity to refute the allegation by producing a negative blood or urine sample from an independent lab. The student will bear the cost for this test.

D. "For Cause" Drug Screening (Clinical Facility Initiated):

If a clinical facility observes a student behaving in a manner consistent with the use or misuse of alcohol, illegal drugs, or drugs that impair judgment, the student will be removed from the clinical setting. The student may be required to submit to the agency's drug screening policy.

- The student will meet with the Director of Nursing Programs or designee to discuss the circumstances.
- If the drug screen is negative, the student may return to clinical, subject to the clinical site's approval.
- If the drug screen is positive, the student will be required to withdraw from all nursing courses.
- If the student refuses a "for cause" test initiated by the clinical facility, the student will be removed from the clinical site pending an investigation, and this time will count as clinical absences.

E. Reporting for LPN and RN Students:

If the student is an LPN or RN, they are required to enter a voluntary substance abuse monitoring program within five working days if appropriate. Additionally, the Director of the Nursing Program is required to report misuse to the Washington Board of Nursing according to the mandatory reporting WAC 246.840.730.

F. Documentation and Tracking:

All incidents of suspected impairment and the outcomes of investigations will be thoroughly documented. The Director of Nursing Programs will maintain logging and tracking of events involving a student or faculty member that the nursing program has reason to believe resulted in patient harm, unreasonable risk of patient harm, or diversion of legend drugs.

Definitions:

- **MRO (Medical Review Officer):** A nationally certified, licensed medical doctor responsible for reviewing and interpreting drug test results, particularly in cases involving legitimate medical explanations for positive tests.
- **Urine Drug Test (10-Panel):** A standard test that checks for the presence of metabolites of ten common drug classes, typically 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 at the state level. However, I-502 does not preempt federal law, meaning that marijuana remains illegal at the federal level. As Wenatchee Valley College receives federal funds, it is subject to federal law, irrespective of I-502. Therefore, marijuana use is prohibited under this policy.

Consequences:

- If a student is found to be practicing under the influence of impairing substances as determined by this policy, the student will be immediately dismissed from the program and will not be eligible for re-entry.
- If a student refuses a drug screen for cause, they will be removed from the clinical setting pending investigation, with time counting as clinical absences, and may face dismissal based on the outcome of the investigation.
- Students who demonstrate concerning behaviors (as outlined in A1-A6) but test negative for impairing substances may still be subject to review, counseling, or other program interventions if the behavior indicates a need for support or a potential risk.

2.4 Academic Integrity, Plagiarism and Cheating Policy

Purpose

To establish and uphold clear standards for academic integrity within the Nursing programs, ensuring fairness, honesty, and intellectual rigor in all academic endeavors. This policy defines, prohibits, and outlines the consequences for plagiarism, cheating, and other forms of academic dishonesty.

Scope

This policy applies to all students in a Nursing program at WVC.

Overview

In academically honest writing or speaking, students must document sources of information whenever another person's exact words are quoted; another person's idea, opinion, or theory is used through paraphrase; and when facts, statistics, or other illustrative materials are borrowed. To complete academically honest work, students need to acknowledge all sources according to the method of citation preferred by the faculty; and write as much as possible from their own understanding of the materials and in their own voice.

The Nursing department maintains a zero-tolerance stance on academic dishonesty. Students engaging in any form of academic dishonesty will face serious consequences as outlined in this policy and in accordance with WVCs Student Conduct Code.

Policy/Procedure

A. Academic Integrity Defined:

Academic integrity is the commitment to honest, fair, and respectful engagement in all academic activities. It means submitting work that is genuinely one's own, giving proper credit to others' ideas, and adhering to the rules of academic conduct set forth by the college and the Nursing program.

B. Plagiarism Defined:

Plagiarism is the act of presenting another person's ideas, words, or creative work as one's own without proper acknowledgment. Plagiarism can be intentional or unintentional.

1. Intentional Plagiarism includes, but is not limited to:
    - Submitting work completed by another individual (e.g., another student, a paid service, or an AI tool) as your own.
    - Copying words, phrases, or ideas from any source without giving credit.
    - Failing to enclose direct quotations in quotation marks, even if the source is cited.
    - Providing inaccurate or misleading information about the source of a quotation or idea.
    - Changing only a few words while copying the sentence structure of a source without proper citation.
    - Copying such a substantial amount of words or ideas from a source that it constitutes the majority of the submitted work, regardless of whether credit is given.
        - **Self-plagiarism:** Re-submitting one's own work for which prior academic credit has already been received in another course, without the explicit written permission of the current faculty member.

2. **Unintentional Plagiarism includes:**
    - Attempting in good faith to document academic work but failing to do so accurately, thoroughly, or consistently.
    - Lack of understanding or preparedness regarding proper citation and documentation methods for college-level academic writing or speaking, due to insufficient previous or current academic coursework. *Note: Unintentional plagiarism still constitutes a violation of academic integrity and will result in consequences.*

C. Artificial Intelligence (AI) Generated Content:

"Artificial Intelligence" or "AI" refers to intelligence demonstrated by computers, as opposed to human intelligence. Examples of AI technology include ChatGPT and other chatbots, large language models, and AI image/media generators.

- **AI as a Substitute for Original Thought:** AI is not a substitute for schoolwork that requires original thought, analysis, or synthesis by the student.
- **Prohibition on Claiming AI Work as Own:** Students may **not** claim AI-generated content as their own original work.
- **Strict Prohibition of Unauthorized AI Use:** The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete any other schoolwork without the explicit written permission of the faculty is strictly prohibited.
- **AI Use as Cheating/Plagiarism:** Unauthorized use of AI for these purposes constitutes cheating and/or plagiarism.
- **Permissible AI Use (Learning Tool/Study Aid):** In certain situations, AI may be explicitly permitted by the faculty as a learning tool or study aid.
    - When AI use is permissible, it must be appropriately acknowledged and cited according to the guidelines established by the APA Style Guide (or other faculty-specified method).
- **Detection:** To ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

D. Cheating Defined:

Cheating is defined as intentional deception in producing, presenting, or creating academic work. It fundamentally undermines the learning process and denies students the true product of their education—actual learning and skill development. Cheating includes, but is not limited to:

- Intentional plagiarism, as defined above, including the unauthorized use of AI-generated content.
- Selling, giving, purchasing, or accepting another person's completed work with the intent of submitting it as one's own.
- Acquiring and/or using teachers' editions of textbooks, answer keys, or other instructional materials without the explicit permission of the specific faculty member, for the purpose of completing course assignments or preparing for examinations.
- Obtaining or attempting to obtain an examination or its contents prior to its scheduled administration.
- Referring to unauthorized devices, materials, notes, or sources during examinations or assignments.
- Receiving or providing unauthorized assistance from/to another person (including friends, family members, or online services) on any academic work.

- Encouraging, assisting, or conspiring with another person in the accomplishment of cheating.
- Taking an examination for another person or obtaining/attempting to obtain another person to take one's own examination.
- Falsifying laboratory results, patient care documentation, clinical logs, or copying another person's laboratory/clinical results.
- Falsifying or attempting to falsify the record of one's grades or evaluation.
- Signaling answers to others or receiving signals from others during an examination.
- Unauthorized use of another person's computer log-in and password.
- Using approved electronic devices for unauthorized purposes (e.g., using a calculator for notes, a phone for communication during an exam).
- Documenting, sharing, or attempting to share exam questions or content in any manner for others to obtain or cheat from in the future.

E. Reporting and Investigation Procedure:

1. **Initial Faculty Action:** If a faculty member suspects that a student has plagiarized, cheated, or engaged in any form of academic dishonesty, the faculty will typically:
    - Gather relevant evidence.
    - Initiate a one-on-one conversation with the student.
    - Provide the student with the opportunity to understand the allegation and present an explanation or proof that the work in question is not academically dishonest.
2. **Referral to Administration:** Following the faculty's initial review, if the suspicion of academic dishonesty is substantiated, the faculty will refer the student to the appropriate college administrator (e.g., Vice President of Student Services, or designee) for violation of the WVC Student Conduct Code (WAC 132J-126-090).
3. **Formal Review:** The administrative review process will follow the procedures outlined in the college's Student Conduct Code, which may involve further investigation, a formal hearing, and the imposition of sanctions.

Consequences:

The Nursing department has a zero-tolerance policy for academic dishonesty. All instances of academic dishonesty will result in severe consequences, reflecting the seriousness of the offense and its potential impact on patient safety and professional integrity.

- **First Occurrence of Academic Dishonesty:**
    - The first occurrence will result in the student earning a zero on the assignment. The student will be referred to Vice President of Student Services for violation of WAC 132J-126- 090 which will result in submission of an Instructor sanction letter and may result in disciplinary action.
- **Second Occurrence of Academic Dishonesty:**
    - The second occurrence will result in the student earning a zero on the assignment. A warning, deficiency or Collaborative Performance Plan will be issued depending upon the details of the incident, in addition to an Instructor sanction letter and may result in dismissal from the program and WVC.
- **Legal Implications:** Students are reminded that certain acts of academic dishonesty, such as copyright infringement or fraud (for example, falsifying records), may also carry legal repercussions beyond college disciplinary action.

2.5 Warning and Deficiency Notice Policy

Purpose

To formally communicate instances where a student is not meeting course or program learning outcomes and to identify strategies for improvement.

Scope

This policy applies to all students in a Nursing program at WVC.

Overview

The Nursing faculty is dedicated to student success and the attainment of essential nursing knowledge, skills, and abilities. A Warning and/or Deficiency Notice serves as a clear communication regarding unsatisfactory academic performance or professional behavioral concerns that are inconsistent with professional nursing standards.

Policy

At the discretion of the faculty or staff, a student may receive a Deficiency Notice or Written Warning (see appendix for form) within one (1) week if the student:

- Fails to comply with Nursing Program documentation requirements.
- Is unprepared or unsuitably attired for a clinical experience.
- Engages in acts of omission, commission, or failure to follow instructions that actually or potentially endanger patient safety and/or welfare (as included in the Application of the Code of Ethics).
- Has an unexcused absence from clinical experiences, orientation, or required meetings, or violates the program's attendance policy.
- Is tardy for a clinical, lab, or required theory experience.
- Fails to maintain competencies from prior quarters.
- Fails to demonstrate the expected level of competency in the nursing process.
- Fails to demonstrate the expected level of competency in clinical/course paperwork.
- Fails to demonstrate skills test competence.
- 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.
- Fails to demonstrate behaviors/expectations outlined in the current Nursing Student Handbook.
- Violates the Code of Conduct for Nursing Students.
- Violates the American Nurses Association Code of Ethics.
- Violates the American Nurses Association Principles for Social Networking and/or the Electronic Device and Social Media Use Policy.
- Violates the Academic Integrity, Plagiarism and Cheating Policy.

Documentation Process: Signatures on the warning and deficiency form indicate that the concerns regarding the issue have been formally communicated. Once signed by the student, clinical faculty or lead faculty, and the Director of Nursing, the document will be placed in the student's confidential file.

Consequences

The receipt of three (3) Deficiency Notices by any student during enrollment in a Nursing Program may be grounds for dismissal.

2.6 Collaborative Performance Plan Policy

Purpose

To support student success by helping students recognize areas where they are not meeting course or program learning outcomes and to collaboratively identify strategies for improvement.

Scope

This policy applies to all students in a Nursing program at WVC.

Overview

The Nursing faculty and staff are committed to student success, academic progression, and the development of essential nursing skills and attributes. The primary goal of a Collaborative Performance Plan (CPP) is to work proactively with the student to address concerns that are impeding their progress in the program.

Policy/Procedure

A student may receive a Collaborative Performance Plan (CPP) when academic or behavioral concerns are identified by Nursing faculty or staff, clinical personnel, or the Director of Nursing Programs.

- A student will specifically receive a behavioral Collaborative Performance Plan when their conduct is not consistent with professional standards.

Collaborative Performance Plan Development Process:

1. **Notification:** When a concern is identified, the student will be notified that they will be placed on a CPP and must schedule a meeting with the Nursing faculty.
2. **Student Input:** The student will be asked to complete the program's Collaborative Performance Plan form. This includes identifying strategies and resources they believe are needed to address and mitigate their areas of concern, and to set goals for moving forward.
3. **Collaborative Meeting:** The student will meet with the Nursing faculty to discuss the proposed CPP. During this meeting, faculty may offer additional strategies that have been successful for other students with similar concerns.
4. **Agreement & Signatures:** Both the student and the faculty must agree to the requirements outlined in the Collaborative Performance Plan. The Director of the Program will also sign the document.
5. **Documentation:** The student will receive a copy of the completed CPP, and a copy will be placed in the student's confidential file.
6. **Duration:** The Collaborative Performance Plan will remain in effect for the duration of the student's enrollment in the program.

Consequences

The receipt of three (3) Deficiency Notices by any student during enrollment in a Nursing Program may be grounds for dismissal.

2.7 Student Employment and Academic Priority Policy

Purpose

The Student Employment and Academic Priority policy directly links to patient safety by emphasizing that student well-being and academic preparedness are crucial for safe patient care.

Scope

This policy applies to all students enrolled in any Nursing program offered by WVC.

Overview

The WVC Nursing Program acknowledges that many students work while pursuing their degree. However, your academic success in the Nursing Program must be your primary priority. Student employment is considered secondary. The quality of the student learning experience, including all didactic (classroom/online) and clinical components, will not be compromised or adjusted to accommodate employment demands. Special consideration will not be given for employment-related conflicts with class schedules or clinical rotations.

Each student is responsible for critically evaluating their academic performance and overall well-being in relation to their family, school, and work commitments.

Recommendations for Work-Life Balance and Safety

To optimize your success and ensure patient safety, the program strongly recommends the following:

- **Workload Limit:** Students are strongly advised to work no more than 10 hours per week while enrolled in the Nursing Program.
- **Pre-Clinical Rest**: For the safety of our patients and your own learning, do not work for at least 10 hours immediately prior to any scheduled clinical experience. This applies to all shifts, regardless of whether your clinical shift is in the morning, afternoon, or evening.
- **Night Shift/Between Clinicals:** Students who work night shifts or have jobs that require significant physical or mental exertion must absolutely refrain from working immediately before and between clinical shifts. This ensures adequate rest and alertness for patient care.
- **Managing Day Work with Evening Clinicals**: Students who work during the day and have evening clinicals must carefully manage their schedule to ensure sufficient rest and preparation time. The 10-hour pre-clinical rest recommendation applies to you as well. If your day work ends less than 10 hours before an evening clinical, you must adjust your work schedule accordingly to meet this requirement.

Consequences

Failure to adequately manage your work-life balance and employment commitments, which then results in behaviors deemed unprofessional or unacceptable, will lead to disciplinary action as outlined in the Professional Behaviors Policy.

2.8 Safety and Technical Standards Policy

Purpose

Nursing education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills and professional attitudes and behaviors.

Scope

This policy applies to all students in a Nursing program at WVC.

Overview

Nursing education requires more than just scientific knowledge. It also demands that students simultaneously develop professional skills and behaviors. Our nursing program has identified specific essential abilities, or technical standards, that are necessary for success.

These standards were established in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendment (ADAAA) of 2008. They ensure that all students can build upon the knowledge gained in their associate degree program to successfully complete all courses and earn their RN-BSN degree.

Candidates for nursing program must demonstrate abilities and skills in five key areas:

1. **Observation & Sensory Motor**
2. **Conceptual & Integrative**
3. **Communication**
4. **Motor Skills**
5. **Social, Emotional, Behavioral, & Self-Regulation**

Policy/Procedure

<u>Standard I: Observation and Sensory-Motor</u>

- **General:** Applicants and students must be able to observe demonstrations and actively participate in all didactic and clinical learning opportunities. This includes the ability to accurately observe individuals and communities both at a distance and close at hand. If an individual's ability to acquire information is compromised, they are responsible for using alternative means to effectively collect and convey essential information.
    - **Example:** Accurately use and interpret information from windshield surveys, home assessments, and older adult assessments.

<u>Standard II: Cognitive and Integrative</u>

- **General:** Applicants and students must possess the intellectual abilities to meet curricular requirements in a timely manner. This includes, but is not limited to, the ability to: measure, calculate, reason, integrate, analyze, and synthesize data and information. The ability to acquire information, with or without accommodation, from a variety of sources (verbal, written, visual, and electronic) is also required.
    - **Example:** Determine health disparities within a community based on primary and secondary data analysis.
    - **Example:** Evaluate home safety issues and evidence-based literature to develop a safety teaching plan.

Standard III: Communication

- **General:** Applicants and students must be able to interact appropriately and effectively with individuals, families, and groups from diverse backgrounds. This includes demonstrating proficiency in written and spoken English and communicating effectively in all oral and written forms required by the program.
    - **Example:** Elicit accurate information from community stakeholders, faculty, and peers to evaluate health status and formulate a care plan.
    - **Example:** Effectively convey and discuss analysis results related to a community assessment.
    - **Example:** Establish a report with community members, patients, peers, and colleagues.

Standard IV: Motor and Psychomotor

- **General:** Applicants and students must have sufficient motor function to reasonably perform all teaching, learning, and practice responsibilities. This includes the ability to produce written assignments/reports and collect data for a community assessment.
    - **Example:** Use and manage computer software and applications for coursework and data collection.
    - **Example:** Possess the psychomotor skills necessary to administer various assessment tools (e.g., Mini-Cog, Geriatric Depression Scale).

Standard V: Social, Emotional, Behavioral, and Self-Regulation

- **General:** Applicants and students must possess the emotional stability and maturity to manage the demands of professional activities. This includes using intellectual ability and good judgment to independently, accurately, and effectively complete all responsibilities and meet all deadlines. Students must be able to develop mature, sensitive, and non-judgmental relationships with faculty, peers, and other professionals, and be willing to accept and respond to constructive criticism.
    - **Example:** Maintain composure in noisy, emotionally charged, and intense situations to ensure a safe environment.
    - **Example:** Demonstrate appropriate self-care and personal hygiene.
    - **Example:** Show self-regulation when receiving constructive feedback for improvement.
    - Attend and respond to the needs of others respectfully, compassionately, and effectively.
    - **Example:** Communicate professionally with peers, faculty, and the public.
    - **Example:** Adapt and demonstrate flexibility in dynamic clinical and academic contexts.
    - **Example:** Manage time effectively to complete all responsibilities within time constraints.
    - **Example:** Uphold personal and professional integrity, ethics, and codes of conduct.
    - **Example:** Manage time effectively in order to complete professional and technical responsibilities within time constraints
    - **Example:** Demonstrate personal and professional integrity as well as commitment to uphold professional ethics and codes of conduct that protect clients and the public

Contacting Student Access Services for Accommodations

- We encourage all prospective and current students to review the technical standards and consider any potential need for reasonable accommodation.
- If you have questions about the standards or believe you may require accommodations, please contact the Student Success Center, sas@wvc.edu or 509.682.6854.

2.9 Electronic Devices and Social Media Use Policy

Purpose

To establish and maintain clear standards for the appropriate, responsible, and ethical use of electronic devices, social media, and internet-based communication by students within the WVC Nursing Programs. This policy aims to protect patient confidentiality and privacy, maintain the integrity of academic and clinical learning environments, and uphold the professional reputation of the college and the nursing profession.

Scope

This policy applies to all students in a Nursing program at WVC.

Overview

Electronic devices offer valuable tools for learning, communication, and access to information. While their use is generally permitted, it remains at the discretion of individual faculty members. Faculty reserve the right to permit or restrict the use of electronic devices during specific classroom or clinical lab sessions, and such decisions will be clearly communicated through the course syllabus, verbal announcements, or online learning platforms. The acceptable use of electronic devices in classrooms, clinical skills labs, and within healthcare facilities during clinical experiences is contingent upon strict adherence to established standards that protect individual privacy, patient rights, and confidentiality.

Nursing students engaging in any internet conversations, online forums, or social media activities related to school-related purposes, including interactions in or about clinical/lab experiences and didactic course activities, must strictly adhere to this policy. The distribution of sensitive and confidential information is rigorously protected under HIPAA (Health Insurance Portability and Accountability Act) and FERPA (Family Educational Rights and Privacy Act), whether communicated through traditional channels or digital platforms. Social media includes any mechanism for communication designed for widespread dissemination through social interaction, utilizing highly accessible and scalable publishing techniques (e.g., LinkedIn, Wikipedia, Flickr, blogs, podcasts, RSS feeds, X, Blue Sky, Facebook, YouTube, Instagram, Snapchat, and TikTok). As a Nursing student, you are expected to represent WVC and the program in a fair, accurate, and legal manner, upholding the highest standards of professional conduct and ethics.

Policy/Procedure

A. Classroom and Lab Requirements:

1. **Personal Cellular Phones:**
    - Must be placed in silent or vibrate mode during all classroom sessions.
    - Individual faculty members will communicate their preference regarding whether personal cell phones should be turned off during class.
    - Text messaging is strictly prohibited during classroom, clinical skills, and community lab sessions.
2. **Laptop Computers:**
    - May be permitted solely for the purpose of taking notes or completing specific academic assignments during classroom sessions.
    - Students must refer to individual course syllabi for any specific class restrictions regarding laptop use.

3. **Audio-Video Recording Devices:**
    - **Approval Required:** Must obtain explicit prior approval from the faculty and all individuals involved in the recording (e.g., fellow students, guest speakers).
    - **Visibility:** All recording devices must be placed on the desk/table surface in full visibility of the faculty.
    - **Breaks & Sensitive Discussions:** Devices must be turned off during classroom breaks. Faculty may require devices to be turned off during class discussions, particularly when confidential **patient-based** or personal stories are shared that could relate to HIPAA or FERPA issues.
    - **Faculty Discretion:** Faculty reserve the right to restrict the use of recording devices during specific classroom or clinical lab sessions.
    - **Permitted Use:** All recordings are for the personal academic use of the student enrolled in that specific course only.
    - **Prohibited Use:**
        - May not be copied, shared, or downloaded to anyone who is not a registered member of the specific class.
        - May not be posted on any online site (website, blog, social networking page, public or private forum, etc.).
        - All recordings must be deleted immediately after the content has been covered on a graded assessment or by the end of the academic quarter, whichever comes first.
    - **Faculty Offices:** Recording devices are not permitted in faculty offices or during office hours unless expressly permitted by the faculty for a specific, pre-approved academic purpose.

B. Healthcare Clinical Environment:

1. **Client Care Areas:** The use of personal cellular phones or other wireless communication devices is strictly prohibited in patient care areas, unless approved by faculty.
2. **Non-Client Care Areas:** In non-patient care areas, electronic communication must be used with full discretion and a heightened awareness of patient confidentiality and HIPAA protections.
3. **Silent Mode:** Personal cellular phones must be turned to vibrate or silent mode.
4. **Designated Use:** Wireless communication devices, cell phones, or resource materials downloaded to a wireless device may only be used at facility-approved designated areas (such as staff stations) and only with explicit facility and faculty approval for specific, authorized purposes related to patient care or education. Personal electronic devices are generally restricted in patient care units.
5. **Research Devices:** Electronic devices used solely for research purposes may only be used in non-client care areas, with all applicable permissions.
6. **Cameras/Photography:** Under no circumstances may a camera or recording function be operated within healthcare facilities without explicit prior authorization from the clinical faculty and appropriate healthcare facility personnel, and strictly in accordance with facility policy. This includes, but is not limited to, taking photos or videos of patients, patient records, or the clinical environment.

C. Social Media Professionalism and Confidentiality:

1. **Protect Confidential Information:** Do not post or share confidential, sensitive, or proprietary information about staff, other students, clinical facilities, patients/clients, or any individuals with whom one has contact in the role of a student. This prohibition includes verbal, photographic, video, or written information, regardless of privacy settings.
2. **HIPAA and FERPA Compliance:** Strict adherence to HIPAA and FERPA guidelines is always mandatory. Any identifiable information concerning patients, clinical rotations, or student educational records must never be posted in any online forum or webpage.
3. **Legal Liability:** Students are legally liable for content they post on their own sites and on the sites of others. Individual bloggers and online posters have been held legally responsible for commentary deemed to be proprietary, copyrighted, defamatory, libelous, or obscene (as defined by the courts).
4. **Employment Implications:** Prospective employers are increasingly conducting online searches for job candidates. Any inappropriate, unprofessional, or confidential online content, particularly that which violates patient privacy or professional standards, may disqualify students from future employment opportunities.
5. **Professional Conduct:** Students must maintain a high level of professionalism in all academic interactions. Do not use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in a professional workplace or academic setting.
6. **Copyright and Intellectual Property:** When posting, be mindful of and respect the copyright and intellectual property rights of others and WVC.
7. **College Marks & Official Representation:**
    - Do not use WVC marks (e.g., logos, graphics) on personal social media sites.
    - Do not use the college's name to promote a product, cause, or political party or candidate without explicit official authorization.
    - Use of college marks for school-sanctioned events (e.g., posters, fliers, social media postings) must be approved by the college administration.

Consequences

Violations of this policy will result in serious disciplinary action, potentially leading to immediate dismissal from the Nursing Program and additional legal repercussions.

8. **Violations Pertaining to HIPAA/FERPA or Patient Confidentiality:**
    - Immediate referral to the Vice President of Instruction and Student Programs.
    - **Immediate Dismissal from the Nursing program.**
    - Students are legally and professionally responsible for individual postings and may be subject to civil or criminal liability if individual postings are found to be defamatory, harassing, in violation of any applicable law, or if they include confidential or copyrighted information (music, videos, text, etc.).
9. **Violations Not Pertaining Directly to HIPAA/FERPA (but violating other policy aspects):**
    - Loss of privilege to use electronic devices in the classroom, lab, or clinical site for a specified period or permanently.
    - Dismissal from the specific class session or clinical experience during which the violation occurred.
    - Implementation of a Collaborative Performance Plan, which may include specific behavioral expectations and could lead to further disciplinary action, up to and including program dismissal, if not adhered to.

2.10 Nursing Dress Code Policy

Purpose

To inform students of the program's expectations of the Nursing program dress code.

Scope

Applies to all students enrolled in a Nursing program with classroom, lab or clinical activities

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Overview

Students are assuming new roles and responsibilities and therefore are expected to be professional in appearance. Students' public presentation (i.e.: dress, make-up, hair style, facial expressions, verbal and non-verbal communication, demeanor) projects a professional image to clients and health care providers. As students in a Nursing program, they represent WVC and the nursing profession, so faculty expect students to uphold a positive, professional image during program activities.

Policy/Procedure

Expectations

In the classroom, the expectation of cleanliness includes adherence to oral and personal hygiene, freshly laundered and properly fitted clothing, that is non-distracting. Avoidance of strong odors and fragrances is required out of respect to individuals with sensitivities. Unacceptable clothing includes shirts of underwear type, see-through clothing, or any clothing that exposes the back, chest or underwear.

- **Uniform and Name Tag:** Uniforms or scrubs worn to the lab or clinical site must be freshly laundered and unwrinkled. Students must have the following equipment with them for lab and clinical activities unless otherwise directed by faculty; the WVC Nursing uniform, black shoes, name badge, pen light, watch that will monitor seconds, stethoscope and Skills Card. No hoodies or vests are allowed. For additional warmth a student may wear a black T-shirt (free from texts or graphics) and or an approved scrub jacket.
    - Uniform fit must be consistent with a professional appearance. Uniforms must be sized adequately to allow for all movements necessary for client care without exposing any torso skin or chest cleavage. Uniforms cannot be so tight that movements are hampered or reveal unnecessary body forms or undergarment lines. If a student desires to wear a head scarf or wrap, it must be the same solid color as the uniform or navy/black (no print). The head scarf or wrap must be well secured and tucked inside and under the uniform top (scrub) and must be clipped back in a manner to not drag across the client. The student's full face must be visible. Acceptable uniform alterations may be made to the waist for comfort, and they may be hemmed for length (no rolling up of the pants to form cuffed pants).
- **Shoes**: Clean, black leather-like shoes, with laces that match the shoe color and are non-permeable to fluids, are acceptable. Backless, toeless, fabric shoes or mesh-type are unacceptable
- **Socks:** Socks are required, and the color must be solid white, black or navy.
- **Jewelry:** Jewelry, other than mentioned below, is not allowed. If the student has a religious reason for wearing other jewelry, they need to discuss it with the faculty or the Director of Nursing Programs of nursing.
- **Rings:** Students may wear two simple rings (small stones) if they do not pose a threat to client skin integrity. A wedding set is considered one ring.

- **Body Piercings:** Earrings must be inconspicuous, small-stud pierced earrings. Piercing not located in the ear (except small nose studs) must be removed or covered with clothing while working. Small nose jewelry studs no larger than two (2) millimeters in diameter or clear studs are permitted. Nose rings, eyebrow rings, tongue rings, lip rings, or rings attached to other visible body parts (except ears) by piercing are prohibited. Gages should be removed, hollowed or flesh colored.
- **Watch:** The watch may be considered necessary equipment and must be always worn during the lab and clinical. A constant second digital readout or sweep secondhand watch is acceptable.

Students who arrive for a clinical experience lacking full uniform requirements will be dismissed from the clinical area and will receive a written warning or deficiency depending upon the situation.

Personal Appearance

- **Cosmetics:** Make-up, blusher, mascara, eyeliner, applied lightly is acceptable. Heavy, dark make-up is unacceptable. Clear, transparent nail polish on short, clean nails is acceptable. No artificial nails.
- **Perfume/Scents:** The use of fragrance-free personal hygiene products and laundry detergents are strongly encouraged. The use of strongly scented products of any type should be avoided due to allergies and sensitivity.
- **Hairstyles:** Hair must be clean, well groomed, and effectively restrained so that it does not fall into or contaminate the workspace. Beards and/or mustaches must be clean, neatly groomed, and not interfere with personal protective equipment. Surgical cap or hair covering of dark solid color (navy, brown, black) is acceptable.
- **Tattoos:** Some facilities utilized for lab/clinical experience require that visible tattoos be covered either by clothing or a bandage. Visible tattoos are to be minimized when required by a facility.
- **Gum:** Gum is prohibited in the lab and clinical settings.
- **Smoking:** Wenatchee Valley College is a tobacco-free campus. The use of tobacco products is not allowed on college property and smoking materials must be extinguished and disposed of prior to entering any college property. This includes cigarettes, e-cigarettes, and smokeless tobacco. Many healthcare facilities are 'smoke free' environments, and therefore, there is no smoking on the premises. Students who smell of smoke will be sent home.

Clinical Practice Settings

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

2.11 Classroom Standards Policy

Purpose

To inform students of the expectations for professional and academic conduct in all nursing theory courses.

Scope

This policy applies to all students in a Nursing program at WVC.

Overview

The Nursing Department believes that learning is a shared responsibility. We expect students to be active participants in all theory activities. To succeed in the program, students must commit adequate time to assigned learning activities and engage in classroom discussion, critical thinking, and role-playing within an interactive environment.

Policy/Procedure

Classroom Expectations

- Attendance and Rest: Students are responsible for arranging their daily schedules to ensure they are adequately rested for class. Students found sleeping in class may be required to leave and may not receive participation credit for that session. Please refer to the course syllabus and Attendance Policy for details.
- Electronic Devices: Cell phones and other electronic devices must be silenced in the classroom. Answering phone calls during class is not permitted.
- Effective Communication: Professional communication is required and includes the ability to process and convey information in a timely, concise, and comprehensive manner. Students must also demonstrate responsive, empathetic listening and recognize the significance of nonverbal cues to establish rapport.
- Childcare: Children are not permitted in theory courses. Students are expected to arrange for appropriate childcare. See WVC Policy regarding Children on Campus.

Canceled Classes

On occasion, the college may cancel all courses due to weather or other conditions. In such cases, announcements will be made via the WVC Rave Mobile Safety alert system and on the college website. Students are encouraged to sign up for these alerts. If a Nursing faculty member cancels a class, the cancellation will be announced via Canvas or email.

Evaluation and Grading

Evaluation and grading are based on a student's theoretical knowledge and the application of that knowledge in classroom activities, assignments, and exams. Since nurses work in critical life situations, a student's performance must reflect a safe and competent level of care.

The nursing department strives to provide education and evaluation methods (rubrics) that are clear and transparent for students. We value the unique contributions, individuality and lived experiences of both students and faculty. The expectation of the faculty is to utilize the rubrics provided to give clear and consistent feedback. The department believes that the individualized approach will allow students the opportunity to gain valuable insight from a variety of experienced nurse clinicians.

Grading Requirements

- **Grade Standard:** Students must maintain a cumulative grade of 80% (2.7) or higher in all nursing theory and pharmacology courses to progress in the Registered Nursing Program, and 75% in the BSN Pathway programs.
- **Grading Calculation**: All theory courses are graded using a numerical grade point. The numerical grade is based on the percentage score, calculated by dividing the total points a student earns by the total possible points for the course. The percentage score is then converted to a course grade using the GPA conversion table found in each course syllabus.
- **Rounding:** In nursing and pharmacology courses, exam scores and assignments are recorded as they are awarded without any rounding.
- **Exam Grades:** All exam grades are calculated to two decimal places and are not rounded up. For example, a grade of 79.99% will not be rounded up to 80.00%.
- **Remediation:** Remediation is required for scores less than 80% on all theory exams.
- **Final Course Grades:** The final course grade is rounded up to the next highest number for anything 0.5 or higher and rounded down to the next lowest number for anything 0.4 or lower. For example, a final score of 84.6 becomes 85; a final score of 84.4 becomes 84.
- **Progression in the Program:** A cumulative course grade of 80% is required to progress in the ADN nursing and pharmacology courses.

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

To succeed in the Nursing programs, the student is required to log onto their courses on Canvas, on a weekly basis, to complete all the assigned activities. However, the requirement for online engagement 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 the following table as a reference for time management.

Credit Load	Time spent in class each week	Time spent on homework each week	Total time each week
1 credit	1 hour	1-2 hours	2-3 hours
5 credits	5 hours	5-10 hours	10-15 hours
10 credits	10 hours	10-20 hours	20-30 hours
15 credits	15 hours	15-30 hours	30-45 hours

Incomplete

The student may receive an incomplete grade when course work cannot be completed in each quarter as the result of a serious illness or other justifiable cause. When an incomplete grade is given, the student and the faculty must have a mutually agreed upon plan for completion.

Written assignments

All written papers, assignments, and projects must use the American Psychological Association (APA) formatting, unless otherwise directed by faculty. For more information, see the APA citation guide.

Testing and Exams

The WVC Nursing Program recognizes its ethical obligation to students to ensure that exams and decisions based on exams are supported by solid validity and reliability evidence, are consistent across courses, and fair to all test takers regardless of age, gender, disability, race, ethnicity, national origin, religion, sexual orientation, linguistic background, testing style and ability, and other personal characteristics. The faculty is responsible for assessing students' abilities and ensuring they are competent to practice nursing, while recognizing that current approaches to learning assessment are limited and flawed. The program also has a duty to protect student privacy and confidentiality. Students have an obligation to uphold the highest standards of honesty, integrity, and personal responsibility in preparation for professional practice. Students are expected to attend each scheduled theory course exam. The faculty will provide feedback on program exams by the end of the 3rd business day after the completion of the exam or sooner, and rarely earlier than 24 hours after completion of the exam. All program exams are held in person; no exceptions will be made. If a student has an unexpected absence, they should work with faculty as soon as possible to make an alternative arrangement.

Testing Criteria and Security

To ensure a fair and secure testing environment for all students, the following standards must be followed during all theory exams.

- **Arrival:** Students must arrive and be seated 15 minutes before the scheduled start time of the exam. This ensures you have time to prepare, remain calm, and focus.
- **Proctoring:** All theory exams will be proctored by program faculty or staff in a designated classroom, computer lab, or the Student Access Testing Center.
- **Time Limits:**
    - For course exams, the length of time will be calculated to allow 1.5 minutes per question.
    - Standardized HESI exams will be administered according to their provided, predetermined time limits.
- **Exam Navigation:** Once a question is answered, students cannot navigate backward to review or change their response.

- **Electronic Devices:** All personal electronic devices, including cell phones, smartwatches, earbuds, AirPods, and smart glasses, must be turned off and put away. The only exception is for devices approved by the Student Access Testing Center (SATC).
- **Headwear:** Hats and hoodies are not permitted to be worn during the exam. If a student is wearing a hat with a bill, it must be worn backward. Scarves and other head coverings for religious purposes are an exception and may be worn.
- **Personal Items:** Only the following items may be on the student's desk:
    - A writing utensil.
    - An unwrapped candy or lozenge.
    - A covered drink.
- **Scratch Paper:** If scratch paper is allowed, it will be provided by the faculty or proctor. Students must write their name on the paper and turn in all sheets before leaving the testing area.
- **Leaving the Room:**
    - If you need to leave the room during an exam, you must first get permission from the proctor.
    - Only one student may leave the room at one time, and a phone must be left with the proctor.
    - Leaving the room is permitted for urgent needs only.
- **Emergency Interruptions:** In the event of an emergency interruption, the academic integrity policy remains in effect. Students are expected to follow the instructions of the faculty or proctor on when and how the exam will be resumed.
- **Post-Exam Conduct:**
    - To minimize disruption, students must leave the room quietly upon completing the exam.
    - Refrain from discussing exam items with anyone outside of official exam reviews and WVC faculty, staff, or administrators.
    - Be considerate of other students still testing and avoid loud discussions in the vicinity of the classroom. Once you have exited the testing room, you are not permitted to return until the exam session is officially completed.

Assessment of Learning and Remediation Policies

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

- Theory Exams and Assignments
- Medication Safety Testing
- Clinical Performance
- HESI Exams
- 1:1 Simulations

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

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

- Remediation Plan: Theory
- Remediation Plan Template
- Test Analysis Record
- Remediation Plan: Medication Safety Testing and Clinical
- Nursing Skills Testing Remediation Form
- HESI Remediation Plan Contract
- Root Cause Analysis

It is the responsibility of the student to initiate and complete the remediation process for theory unit exams and HESI assessments. The instructor will initiate the remediation process for medication safety and clinical performance. The skills tester will initiate the remediation process for skills testing. If a student remediation plan lacks specific detail and thought, the student will be asked to rewrite and resubmit the remediation plan.

1.Theory Courses Assessment of Learning

Remediation Policy

Remediation is a critical component of our program, designed to help students improve their understanding of course material.

- **When Remediation is Required:** Remediation is **mandatory** for all students who score **below 80%** on a theory exam.
- **Remediation Steps:** Students who need to remediate must complete the following steps:
  1. **Review:** Review the exam and identify areas of deficient knowledge or understanding. This may include attending a class test review or reviewing the exam with the instructor. The Test Analysis Record Sheet must be used for this step.
  2. **Remediate:** Develop a Remediation Plan that identifies the specific content areas and resources (including page numbers) to be reviewed. The Remediation Plan: Theory form is required for this step, and the optional Remediation Plan Template may be used to help organize the plan.
  3. **Submit:** Present the completed Remediation Plan: Theory form and Test Analysis Record to the instructor within one (1) week of the failed exam.

2. Medication Administration Safety and Remediation Policy

Students are provided with both theoretical and clinical learning experience related to safe medication administration. This includes, but is not limited to:

- Correctly reading and interpreting a medication order.
- Safely identifying patients.
- Administering controlled substances and handling medication wastage.
- Practicing proper documentation and medication reconciliation.
- Calculating accurate dosages.

- Using Automated Drug Delivery (ADD) systems.
- Understanding the process for reporting medication errors.
- These skills are evaluated throughout the program in various courses:
- **Pharmacology:** Students gain theoretical knowledge and are evaluated through examinations and assignments.
- **Nursing Lab:** Students complete hands-on lab sessions to practice safe administration via various routes. Competency is verified by an instructor, and a signed Medication Administration Competency Form is filed.
- **Medication Administration Skills Test:** This test is a critical evaluation of a student's competency. Failure to pass within three attempts will result in a recommendation for dismissal from the program.

Math Competency

The nursing profession requires a broad base of mathematical skills to ensure safe medication administration. To make progress in the program, students must demonstrate continued math competency. This is verified by achieving a **100% score** on a proctored medication safety exam each quarter before administering medications in a clinical setting.

Automated Drug Delivery (ADD) Systems

See Policy 3.4 Use of Automated Drug Dispensing Device (ADDD) Policy.

Nursing Student Skills Card

The Wenatchee Valley College Nursing Student Skills Card guides a student's medication administration privileges and supervision expectations based on their year in the program. Students are required to carry this card and abide by its expectations.

Skills Card

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

Student Nurse Year 1 students may:

- Administer medications/immunizations via the PO, IM, sub-cutaneous, Intra-dermal, inhalation routes with direct supervision by a nursing instructor, approved proctor, or licensed nurse.
- Access the ADD after orientation and with direct supervision by a nursing instructor, approved proctor, or licensed nurse.
- Student Nurse Year 1 students may not:
- Administer medications or fluids via intravenous route

Student Nurse Year 2 students and LPN to BSN students may:

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

- Access the ADD after orientation and with direct supervision by a nursing instructor, approved proctor, or licensed nurse.
- Student Nurse Year 2 students may not:
- Administer chemotherapeutic agents and blood products

If clinical agency expectations regarding medication access, administration, and/or supervision are more restrictive than the skills card guidelines, students will abide by clinical agency's policy or expectations.

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

Medication Errors

In accordance with the American Nurses Association's position on a "Just Culture," the WVC Nursing Program mandates and encourages the reporting of all medication errors. A medication error is defined as, but not limited to:

- Failing to check physician's orders or complete necessary patient assessments (e.g., taking an apical pulse, checking blood pressure, or reviewing lab levels) prior to administration.
- Incorrectly calculating a dosage.
- Failing to correctly identify the patient.
- Administering a medication:
    - After the patient refuses.
    - At the wrong time.
    - Via the wrong route.
    - In the wrong dose.

3. Clinical Course Assessment of Learning and Remediation Policy

A student's clinical grade is based on their documented clinical behavior and performance.

- Weekly Evaluations: Clinical instructors will provide regular, weekly evaluations to ensure students are always aware of their strengths and areas for growth.
- Final Evaluation: A final conference will summarize the clinical experience and provide the student with a final evaluation. The specific evaluation tool and guidelines for clinical objectives can be found in the quarterly syllabi.
- Attendance: Clinical attendance is a component of the final grade.
    - Addressing Unsatisfactory Performance - If a student is at risk of failing a clinical course, the instructor will work with the student to help them meet the course objectives.
- Written Feedback: The instructor will provide timely written feedback outlining the specific performance outcomes the student must achieve to pass the course.
- Remediation Plan: If goals are not met, the student, instructor, and/or a lead instructor or Nursing Programs Administrator will meet to discuss the situation. A remediation plan or behavior contract may be used to identify the specific behaviors or skills needed for the student to continue in the program. All parties will sign the written documentation to ensure a clear and consistent message is understood.
- Clinical Deficiencies: Remediation is mandatory for any clinical performance that requires improvement, especially for deficiencies outlined in the Deficiency Notice Policy. The instructor

will initiate the remediation process and specify the requirements and deadlines. The Nursing Program Remediation Plan: Medication Safety Testing and Clinical form will be used.

4. HESI Exams and Remediation Policy

The WVC Nursing Program uses a comprehensive set of HESI testing resources to enhance our curriculum, promote program success, and support student learning. See 4.1 HESI Exams and Remediation Policy and Performance Benchmarks.

Clinical and Lab Policies

3.1 Clinical Placement Policy

Purpose

To identify and maintain requirements for participation in clinical placement.

Scope

This policy applies to all students in a Nursing program at WVC.

Overview

To ensure student safety and preparedness within the healthcare environment, all students participating in program clinical experiences must comply with the requirements outlined in the Clinical Placement Passport. These requirements include current immunizations and titers, drug screenings, criminal background checks, professional liability insurance, CPR certification, and vehicle insurance. Compliance with these requirements by established deadlines is mandatory, as failure to provide documentation will prevent participation in clinicals and may lead to program dismissal.

Policy/Procedure:

Students are solely responsible for ensuring complete and timely compliance with all Clinical placement requirements. All required documentation must be submitted by the deadlines established in the application guidelines or as communicated by the program. Failure to provide documented proof of completed Clinical Placement Passport requirements will result in the student being ineligible to participate in lab/clinical experiences, which may lead to dismissal from the program.

A. Specific Requirements:

1. **Immunizations and Titers:**
    - Students must always maintain up-to-date immunizations.
    - If any required immunization is due to expire in the middle of a quarter, the student must obtain the booster/renewal **prior to the start of that quarter**.
    - All immunization documents must be dated and signed by a qualified health practitioner (MM/DD/YYYY format).
    - Copies of immunization records must not be submitted to the program. Students are required to retain their own copies, as healthcare institutions regularly conduct random audits.
2. **Drug Screening:**
    - Routine Screening: All students are subject to routine drug testing prior to participating in any lab or clinical experiences, in accordance with clinical placement requirements. Students are responsible for all associated costs.
    - Documentation: Students must provide documentation of their drug screen results to the program or clinical site as required.
    - Positive Results: If a drug screen result is positive due to prescription medications or other medical reasons, a medical review must be conducted. This review is at the student's expense, and the report must be provided by the testing laboratory to the program or clinical site.

- "For Cause" Screening: Additionally, students are subject to drug screening for cause if their behavior or a pattern of behavior indicates potential drug use. Such students will receive written and verbal instructions, including a deadline for the test.
- Consequences of Non-Compliance/Positive Result: A positive drug screen result or failure to comply with instructions for a drug test (routine or for cause) may result in immediate dismissal from the program and ineligibility for re-application.

3. **Criminal Background Checks:**
   - All students must complete a criminal background check in accordance with clinical facility policies and state/federal regulations (RCW 43.43.830 and RCW 43.43.842).
   - Refer to the [link to DSHS Disqualifying Crimes list here] for a list of specific convictions, pending charges, and negative actions that automatically disqualify a person from clinical activities, licensure, or certification.
   - Uncovered Convictions: If convictions are discovered after the initial background check that preclude clinical participation, the student will be advised and will be unable to progress in the program.
4. **Reporting Criminal Convictions During Enrollment:**
   - A student convicted of a criminal offense (including probated sentences and deferred adjudications) while enrolled in a clinical activity must report the conviction to the department clinical coordinator and the Director of Nursing Programs within five days of the conviction.
   - Such convictions are likely to render the student unable to participate in any clinical activity, in which case the student will be dismissed from the program.
5. **Professional Liability Insurance:**
   - Students are required to carry professional liability insurance in the amount of $1,000,000/$3,000,000 to participate in lab/clinical programs.
   - Insurance can be purchased through the college's cashier's office.
6. **Medical Insurance:**
   - To ensure compliance with our facility agreements, students enrolled in allied health programs are required to provide and maintain proof of medical or accident insurance throughout their studies. This coverage is essential to address any unforeseen accidents that may occur at clinical sites. While clinical facilities may offer immediate emergency care or first aid, they are not obligated to provide free medical or surgical treatment. Students are solely responsible for the costs of such care, including any necessary follow-up. For students without existing insurance coverage, the following options are available:
     - Washington Apple Health: This is Washington State's Medicaid program, offering free or low-cost comprehensive health coverage. Eligibility is based on income and other criteria
     - Washington State Colleges Student Accident Only Insurance Plan (Mutual of Omaha): This plan provides specific coverage for injuries resulting from accidents.
7. **CPR Certification:**
   - Maintain a current American Heart Association Basic Life Support Healthcare Provider (AHA BLS HCP) certification.

8. **Vehicle Insurance & Other Requirements:**
    - Maintain current vehicle insurance if using a personal vehicle for clinical travel.
    - Comply with any other specific requirements as applicable (e.g., specific clinical site trainings).

Important Considerations:

- Minimum Requirements: The Clinical Placement Requirements defines the *minimum* requirements for clinical placement. Some clinical facilities may have additional requirements that the student is expected to meet.
- No Guaranteed Alternatives: Alternative clinical placements are not guaranteed if a student cannot meet a specific facility's additional requirements.
- Program-Specific Requirements: Your chosen program of study may have additional specific requirements not listed here. Refer to your administrative support staff for further information.

Consequences

Failure to comply with any aspect of the Clinical Placement Requirements as outlined above will result in the following:

- The first occurrence of noncompliance will result in a deficiency and an inability to participate in program activities until the required documentation is provided.
- The second occurrence will result in a deficiency and a Collaborative Performance Plan and or the possibility of the student being dismissed from the program and subject to the re-entry policy.

3.2 Unsafe Clinical Practices Policy

Purpose

To recognize the Nursing department's responsibility to educate its students while providing safe client care.

Scope

This policy applies to all students in a Nursing program at WVC.

Overview

Unsafe practice encompasses any student or faculty action in a clinical setting that results in patient harm, creates an unreasonable risk of patient harm, or involves drug diversion. The Nursing department employs a "Just Culture" model, developed by the North Carolina Board of Nursing, which focuses on quality improvement and patient safety by encouraging the reporting of mistakes to foster learning. This policy also details the mandatory reporting of such events to the Washington State Nursing Commission, in compliance with state laws, using a root cause analysis approach to identify issues and determine appropriate improvement plans or disciplinary actions. This policy is in compliance with WAC 246-840-513, WAC 246-945-450, and RCW 70.56.010.

Policy

If a student or faculty member is involved in a clinical event that the program has reason to believe resulted in patient harm, an unreasonable risk of patient harm, or involved the diversion of drugs or controlled substances, the Nursing department is mandated by Washington law to report these events to the Washington State Board of Nursing (WABON) within two business days. An in-depth assessment of the incident using root cause analysis is a crucial part of this reporting.

A. Criteria for Classifying Unsafe Practice Events:

The Nursing program categorizes unsafe practice events based on intent and risk level:

1. **Human Error:**
    - **Description:** An inadvertent, unintentional action; a slip, lapse, or honest mistake. This is an isolated event, not a pattern of behavior.
    - **Examples:** Single medication error (wrong dose, route, patient, or time); failure to implement a treatment order due to oversight.
2. **At-Risk Behavior:**
    - **Description:** A behavioral choice that increases risk, where the risk may not be recognized or is mistakenly believed to be justified. The individual may not appreciate the risk, and their performance or conduct does not pose a continuing practice risk to clients or others.
    - **Examples:** Exceeding scope of practice; pre-documentation; minor deviations from established procedure; knowingly deviating from a standard due to a lack of understanding of risk.
3. **Reckless Behavior (Mandatory Report to Washington State Nursing Commission):**
    - **Description:** Conscious disregard of a substantial and unjustifiable risk; intentional and purposeful action or inaction; prioritizing self/personal interest above that of the client, organization, or others.

- **Examples:** Nurse abandons patients by leaving the workplace before reporting to another appropriately licensed nurse; nurse leaves the workplace before completing all assigned patient care (including documentation) for a non-urgent reason; nurse does not intervene to protect a patient because they are not assigned to the patient; nurse makes a serious medication error, conceals it, and denies knowledge when questioned; nurse falsifies documentation to conceal an error.

4. **Near Miss:**
    - **Description:** Any event or situation that had the potential for adverse consequences but did not result in harm, indistinguishable from a full-fledged adverse event except for the outcome. A patient is exposed to a hazardous situation but avoids harm due to luck or early detection.

B. Student Practice Event Evaluation Tool (SPEET):

SPEET is a form used to perform a root cause analysis to categorize and score student behavior or actions that caused or could have caused patient harm. The score generated by the SPEET guides specific actions for the student, which may include consoling, remediation, counseling, coaching, or disciplinary action.

C. Incident Reporting and Tracking Procedure:

When a clinical event occurs, the following procedure must be completed within **24-48 hours**:

1. **Immediate Notification & Initial Assessment:** The student must immediately notify their clinical faculty and the preceptor or supervising nurse. The clinical faculty will meet with the students to gather details and determine if the student is emotionally able to continue their shift or should be sent home.
    - **Note:** The student may be sent home if the event involved any of the following; an event that caused patient harm, or involvement in drug diversion or substance abuse (if impaired, they may not drive themselves home).
2. **Facility-Specific Reporting:** The student must also follow facility-specific procedures, such as completing an incident report, while still at the clinical site.
3. **Follow-Up Meeting Arrangement:** Before the student leaves the clinical facility, the faculty will schedule a follow-up meeting for the next day to discuss the event, if required. Students will be informed that they will receive an email from the faculty with two forms to complete and bring to this meeting: the “Clinical Incident Report Form” and the “Student Practice Event Evaluation Tool” (SPEET).
    - **Note:** If a meeting cannot be held the next day, it must be scheduled for the following day. The faculty will also complete these forms in preparation. If insufficient information was gathered initially, the faculty may complete forms during the meeting or return to the clinical site for accurate information.
4. **Director of Nursing Notification:** The faculty shall immediately notify the Director of Nursing Programs of the incident, providing details via phone, text, or another method that ensures quick acknowledgment.
5. **Detailed Review and Action Plan:** During the follow-up meeting, faculty and students will verbally review the event in detail, using their respective completed SPEET and Incident Reporting forms. Once the root cause(s) are clearly identified, an action plan for the student will be discussed and documented on the incident reporting form.
    - **Note:** The faculty is responsible for submitting the finalized forms as outlined in step 6.

6. **Form Submission and Filing:** The faculty will send a copy of the finalized SPEET and incident reporting forms to the student and the Director of Nursing Programs within **48 business hours** of the event. Copies must also be placed in the student's file immediately upon completion.
7. **Washington State Board of Nursing:** The faculty supervising the student or situation, will notify the Washington State Nursing Board of Nursing via the Adverse Events Reporting Program website no later than **48 hours** after the event. Logging and tracking of all events involving a student or faculty member that are believed to have resulted in patient harm, an unreasonable risk of patient harm, or diversion of legend drugs will be maintained by the Director of Nursing Programs.

Consequences

If a student's behavior is deemed at-risk according to the SPEET tool, the student will be placed on a Collaborative Performance Plan or may be dismissed from the program and subject to the re-entry policy.

3.3 Medication Administration by Nursing Students Policy

Purpose

To ensure the safe and accurate administration of medications by nursing students, promoting optimal patient care.

Scope

This policy applies to all current students enrolled in the Wenatchee Valley College Registered Nursing (RN) and LPN to BSN Nursing programs.

Overview

The proper dispensing and administration of medication by nursing students are vital components of delivering safe and effective patient care. This policy outlines the training, competency requirements, and protocols students must follow to ensure medication administration safety.

Policy/Procedure

To ensure safe medication administration, Nursing students must adhere to the following procedures and guidelines:

A. Foundational Training & Preparation

In accordance with WAC 246-945-450, the Nursing Program provides comprehensive orientation and simulated experiences related to safe medication administration, including the use of medication carts and Automated Drug Dispensing Device Systems (ADDDs). Prior to administering medications in the clinical environment, students will undergo practice and verification through:

1. Simulated Scenarios and Skills Practice Labs: Hands-on practice in a controlled environment.
2. Medication Calculation and Administration Online Modules: Self-paced learning to reinforce knowledge.
3. Skills Competency Verification: Successful demonstration of core medication administration skills.
4. Faculty Assessment: Ongoing evaluation during labs skills and simulation courses.
5. 100% on Quarterly Math Competency Exam: Demonstrated mastery of dosage calculations.
6. Clinical Faculty/Nurse Proctor Discretion: Approval based on observed readiness and judgment.

B. Ongoing Competency Requirements

The nursing profession requires strong mathematical computational skills for accurate and safe medication administration. Students must demonstrate continued math competency as they progress through the RN and LPN-BSN Programs by:

- Achieving 100% on a proctored medication safety exam each quarter. This verifies their ability to correctly calculate dosages for medications and intravenous fluids.

C. Automated Drug Dispensing Device Systems (ADDDs)

Students are trained in the safe and proper use of ADDDs to enhance patient safety during medication administration.

1. **Initial Training:** Pharmacology 101 introduces ADDDs and methods for safe drug identification and preparation.
2. **Competency Verification:** In the Medication Administration Lab, students are competency-verified by nursing faculty regarding medication identification, removal, and safety checks. Signed competency forms are maintained in student files.
3. **Practice Opportunities:** Students are provided opportunities to practice, accessing ADDDs during other skills labs and simulation experiences.
4. **Clinical Agency Orientation:** Prior to administering medications in clinical sites, students must be oriented to the specific clinical agency's policies and procedures regarding medication administration and ADDD access by an agency representative or clinical faculty.
5. **Direct Supervision:** When accessing the ADDD system in the clinical site, students must always have a faculty member or proctor present.

D. Clinical Medication Administration Guidelines

The WVC Nursing Student Skills Card guides medication administration allowances and supervision expectations for each nursing student level.

1. Skills Card Adherence: Students are required to carry the skills card and abide by its expectations during all clinical experiences.
2. Supervision Levels:
    - First Year Students (Student Nurse Year 1): Must be directly supervised by the nursing faculty or a licensed nurse at every step of the medication administration process.
    - Second Year Students (Student Nurse Year 2): Supervision will vary based on demonstrated nursing judgment and competency, as determined by clinical faculty.
3. Clinical Agency Policy Precedence: If a clinical agency's policies or expectations regarding medication access, administration, and/or supervision are more restrictive than the WVC Skills Card guidelines, students must abide by the clinical agency's policy or expectations.
4. Fundamental Practices: Students are expected to consistently applies the "Rights of Medication Administration" and demonstrate proficiency in:
    - Accurately reading and interpreting medication orders.
    - Correctly logging into ADDDs or accessing medication carts.
    - Identifying the correct patient using facility-specific processes.
    - Accurate dosage calculation.
    - Correct documentation of medication administration.
    - Performing inventory control measures (e.g., wasting of medications) specific to the facility.
5. Prerequisite to Administration: Student competency in all required skills must be evaluated and satisfactorily completed *prior to* the administration of any medications within the clinical environment.
6. Continuous Supervision: Students administering medications within the clinical environment will always be under the supervision of a licensed nurse.

Evaluation of Medication Administration Competency

The nursing profession necessitates a comprehensive understanding of mathematical computational skills to ensure the accurate and safe administration of medications. The Wenatchee Valley College Nursing Program, therefore, requires all students progressing through the Registered Nursing and LPN to BSN Programs to consistently demonstrate mathematical competency. This ongoing proficiency in calculating correct dosages for medications and intravenous fluids is verified by achieving a 100 percent score on a proctored medication safety exam. The Nursing Programs integrate and evaluate medication administration competency across multiple courses:

- **Pharmacology 101:** Students receive theoretical knowledge of medication administration, reconciliation, dose calculation, and reporting medication errors. Evaluation occurs through examinations.
- **Nursing 141:** Students complete two Medication Administration Labs, learning and practicing safe and accurate medication administration via multiple routes. Lab preparation includes skills modules, videos, and quizzes. Students also practice using ADDDs.
- **Nursing 161:** Once competency is verified by a nursing faculty member, the Medication Administration Competency Form is signed and filed. Students are then evaluated and competency-verified by a Skill Tester nursing faculty during the Medication Administration Skills Test. Failure to demonstrate competency may prevent students from meeting course outcomes and progressing in the program.
- **Nursing 241:** Students learn and practice intravenous medication administration. Lab preparation includes skills modules, videos, and quizzes. Upon competency verification by a nursing faculty member, the Medication Administration Competency Form is signed and filed.
- **Nursing 151, 152, 153, 251, 252, 253 (LPN to BSN students also assessed quarterly):** Nursing students complete a math competency exam with a 100% score prior to administering medication in the clinical setting each quarter.
- **Nursing 161, 162, 163, 261, 262, 263 (LPN to BSN students also assessed quarterly):** Nursing students administer medications in simulated patient scenarios.
- **Curriculum-Wide Integration:** Pharmacology concepts are continuously integrated into the concept-based curriculum as each concept is covered.

Consequences

None.

3.4 Use of an Automated Drug Dispensing Device (ADDD) Policy

Purpose

To define the requirements and procedures for students using the Automated Drug Dispensing Device (ADDD) within the WVC Nursing Program.

Scope

This policy applies to all students and faculty in the Nursing programs who interact with or use the ADDD.

Overview

Consistent with WAC 246-945-450, the Nursing program ensures students receive thorough orientation and simulated experiences related to the safe administration of medications, encompassing medication carts and Automated Drug Dispensing Device Systems (ADDDs). Practical application of medication administration skills will occur through simulated scenarios, skills practice laboratories, online medication calculation and administration modules, and rigorous skill tests, all preceding student involvement in clinical medication administration.

Policy/Procedure

In accordance with WAC 246-945-450, the Nursing Program and its students must adhere to the following procedures for the use of the Automated Drug Dispensing Device:

A. Student Training and Competency

Students receive comprehensive training on the ADDD system to enhance patient safety in medication administration.

- Foundational Knowledge: In Pharmacology 101, students are taught about ADDDs and methods to increase the safety of drug identification and preparation.
- Lab Competency Verification: In the Nursing 141 Medication Administration Labs, nursing faculty verify student competency regarding medication identification, removal, and safety checks at the ADDD. Signed competency forms are maintained in student files.
- Practice Opportunities: Students are provided regular opportunities to practice accessing the ADDD during other skills labs and simulation experiences.

B. Clinical Site Protocols

Prior to administering medications in clinical sites, students must adhere to agency-specific policies regarding ADDD use:

- Clinical Agency Orientation: Students are oriented to the clinical agency's nursing student policies and procedures (including expectations for medication administration and ADDD access) by an agency representative or clinical faculty.
- Direct Supervision: When accessing the ADDD in the clinical site, students must always have a clinical faculty member or an approved proctor present.

C. ADDD Management and Oversight (Sim Lab)

The ADDD in the Nursing Sim Lab is managed by the nursing lab coordinator.

- **Stocking:** The nursing lab coordinator is responsible for stocking simulated medications and may delegate this task to the laboratory assistant.
- **Medication Types:** No "patient-owned" medications are kept in the ADDD, nor are there any medications subject to override.
- **Policy Review:** The nursing lab coordinator, nursing faculty, and the Director of Nursing will annually review program policies related to the ADDD and implement any required revisions.
- **User Privileges:** The nursing lab coordinator sets ADDD user privileges as follows:
    - **Faculty:** Access as "Faculty / Faculty"
    - **Student:** Access as "Nursing Student"

Consequences

None.

3.5 Skills and Simulation Lab Standards

Purpose

To inform students of the program's expectations of lab behaviors

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Scope

Applies to all students enrolled in a Nursing program with lab or clinical activities

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Overview

The philosophy of the Nursing department is that learning is a shared responsibility. Active participation in all lab activities is critical to the student's success in the course and in the program. The lab activities provide students with opportunities to learn and practice basic skills in preparation for the administration of quality care to patients. The lab setting contains updated learning resources such as audiovisual equipment, scientific charts and models, and disposable and non-disposable supplies utilized in client care. The lab can provide a simulated hospital and clinical environment, with various equipment and life-size manikins to simulate client care situations.

Policy/Procedure

Expectations

- Students need to arrange their daily schedule to receive adequate rest. Students found dozing off or sleeping in class will be required to leave and will not receive credit for that course's participation.
- If the student is unable to attend or anticipates being late, see the Attendance Policy for more information.
- Cell phones and other electronic devices are left in silent mode in the skills lab or clinical setting. Cell phones should not be answered during skills lab or clinical setting.
- Effective communication will include (reading, writing, speaking) the ability to process and communicate information in a timely, succinct, yet comprehensive manner. Demonstration of responsive, empathetic listening to establish rapport. Recognition of the significance of nonverbal responses is required. Fluency in the English language will be necessary as it is used for the licensure exam.
- Children are not allowed in skills labs or clinical settings. Students are expected to arrange for appropriate childcare

Canceled Skills Lab or Simulation-Based Experience (SBE)

On rare occasions, the college may cancel all courses due to weather conditions. In that case, the college will announce cancellations via Wenatchee Valley College safety alerts and on the college website. To sign up for college alerts and notifications, see the Wenatchee Valley College emergency and safety alerts website for instructions. If the Nursing faculty is notified of the cancellation, the cancellation will be announced via Canvas or email. If Nursing faculty need to cancel a skills lab or SBE, the cancellation will be announced via CANVAS or email.

Dress and Personal Hygiene

Please refer to the Dress Code Policy.

Injury and/or Body Fluid Exposure in Lab Setting

- The student is expected to follow recommended treatment/steps for injury or body fluid exposure in the lab. Examples of incidents in the lab to report include: any break to skin integrity, needle sticks, body fluid splashes (urine, blood, vomit), neck and back strains, sprains, assaults by clients, or injuries from equipment.
- Injuries in the lab must be reported immediately to the nursing faculty so that necessary medical care is provided, and the proper forms are completed. The student and faculty must notify the Director of Nursing Programs of nursing immediately.

Evaluation and Grading

The student must maintain a passing grade in clinical courses to progress in the ADN Program. The clinical grade is determined by written documentation of clinical behavior. Weekly evaluations occur with the student and clinical faculty so that, always, the student is aware of strengths and areas for growth. The evaluation tool utilized can be found in quarterly syllabi. Guidelines are provided to the student about the clinical objectives and clinical assignments to be achieved each quarter. Attendance is included in the clinical grade.

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

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

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

3.6 Clinical Site Standards

Purpose

To inform students of the program's expectations of student behavior at clinical sites.

Scope

Applies to all students enrolled in a Nursing program with clinical activities.

Overview

The Nursing department utilizes a variety of sites for learning experiences to enable the student to observe and practice safe nursing care of people at each stage of the human life cycle. These experiences will include opportunities for the student to learn and provide nursing care to clients in the areas of acute and chronic illnesses, promotion and maintenance of wellness, prevention of illness, rehabilitation, and support in death.

Clinical experiences will include opportunities to learn and provide care to clients from diverse ethnic and cultural backgrounds. The experiences may include, but need not be limited to, hospitals, clinics, offices of health professionals, health centers, nursery schools, elementary and secondary schools, rehabilitation centers, mental health clinics, public health departments, and extended care resources.

Clinical facilities will be selected to provide learning experience of sufficient number and kind for student achievement of the course/curriculum objectives. The number of hours of class and clinical practice opportunities and distribution of these shall be in direct ratio to the amount of time necessary for the student at the stage of development to accomplish the objectives. Student clinical hours are carefully tracked to ensure compliance of WAC 246-840-531.

Policy/Procedure

Clinical Site Preparation and Participation Expectations

Students will review the clinical standards and complete, with benchmark competence, the required learning activities, assignments and skills competency evaluations prior to the assigned clinical experience. The student will update, and review previously learned skills as necessary to maintain a safe and acceptable level of performance.

Orientation

Students are required to complete clinical agency orientations. In addition to standards set by Wenatchee Valley College Nursing Programs, students will follow the procedures and policies of the clinical site when assigned to clinical experienced in that agency.

Scope of Practice

Students are only allowed to practice those skills authorized by their clinical faculty upon return demonstration of the skill. Failure to practice within the students' approved scope is considered unsafe and may lead to dismissal from the program.

Scheduling and Assignments

Experiences are designed to help the student meet the objectives of the various levels in the program. The clinical facility size, availability, client census, student level, and theory content are considered. Schedules will be handed out at the beginning of each quarter so that students can make personal arrangements for transportation, job scheduling, and childcare. In some quarters, day/evening and weekend assignments and non-class day special experiences and travel to include up to 60 miles one-way to the clinic site are required. On occasion, clinical rotation schedules may be changed by the clinical site with little notice. Clinical site assignments are determined by the Nursing department.

- Client/patient assignments for each clinical rotation will be made by the faculty or site preceptor. Only the faculty or site preceptor has the right to alter a student's assignment as needed to meet learning objectives. When selecting clients for rotations, students must follow the direction of the faculty or site preceptor. It is expected that the student will select a variety of clients with diagnoses consistent with the learning content of the theory classes, if possible, and those that will facilitate the most learning opportunities for the student. The faculty or site preceptor is to be notified immediately if the assignment is altered in any way, i.e., client discharge or transfer. Students are expected to be in assigned areas only.
- It is unacceptable to refuse a client assignment. This action will result in disciplinary measures which could include dismissal from the program. If the client assignment is a relative or friend of the student, the faculty or site preceptor must be notified immediately.
- Students are responsible for securing their own valuables on the clinical site. Most nursing units do not have lockers nor any other secured storage available to students for personal belongings.
- Students are not allowed to be in the clinical area outside of assigned times and assigned units without written permission from the faculty. Students are not permitted to leave their clinical site for any reason during a scheduled shift without permission from their faculty.
- Students are required to maintain professional boundaries and are prohibited from forming personal, intimate, or romantic relationships with patients, preceptors, or clinical staff at any time during their rotation.
- If you're unable to attend or anticipate being late, you must notify your faculty and preceptor by voice message and email before your shift begins.
- If you're feeling ill, do not attend your clinical. You must contact your faculty or preceptor before your shift starts. You can't return to clinical until your symptoms have resolved. If you sought medical attention, you'll need to provide a doctor's clearance to the Nursing department.

Clinical Computer Access

- If a student is employed at an agency and has access to the agency's computer system, the students may not use their employee access during student clinical time.
- The agencies that allow nursing students access to their computer records will assign such access according to their agency policies and guidelines. Each student will be informed of the agency's computer policy/guidelines during orientation.
- Students are not permitted to bring a personal laptop or tablet to the clinical site without the permission of the faculty or preceptor.
- Failure to abide by the computer policy/guidelines may result in dismissal from the Nursing program.

Employment During Clinical Experiences

- Students are not permitted to work during the ten hours prior to the clinical experience to ensure they can provide safe, quality care.

Communication and Professionalism

Effective communication is essential for your success in the clinical setting.

- This includes the ability to process and communicate information in a timely, succinct, and comprehensive manner. You are also expected to demonstrate responsive, empathetic listening to build rapport and recognize the significance of nonverbal cues.
- Since the licensure exam is in English, you must be fluent in the language.
- Cell phones and other electronic devices must be set to silent mode while in the clinical setting. Do not answer personal calls or use your phone during your shift.

Clinical Course Assessment of Learning and Remediation Policy

The student must maintain a passing grade in clinical courses to progress in the ADN Program. The clinical grade is determined by written documentation of clinical behavior. Weekly evaluations occur with the student and clinical Faculty so that, always, 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. Guidelines are provided to the student about the clinical objectives and clinical assignments to be achieved each quarter. Attendance is included in the clinical grade.

When a student is failing a clinical course, the clinical faculty will work with the student to help achieve stated clinical objectives. The faculty will provide timely written feedback to the student of performance outcomes that must be achieved to earn a satisfactory clinical grade. If expected goals are not met, the student, faculty and/or lead faculty, or Director of Nursing Programs will meet. A remediation plan or collaborative performance plan 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 Vice President of Instruction or designee. Please refer to the current WVC Student Planner/Handbook for further information.

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

Clinical Cancellations

On occasion, the clinical site or the college may cancel due to weather or other concerns. In the case that the college cancels, the cancellation will be announced via Wenatchee Valley College safety alerts and on the college website. To sign up for college alerts and notifications, see the Wenatchee Valley College emergency and safety alerts website for instructions. In the case that the clinical site cancels, Nursing faculty will notify the student.

Dress and Personal Hygiene

Please refer to the Dress Code Policy.

Health Insurance Portability and Accountability Act (HIPAA) Guidelines for Clinicals

As a student, you must treat all patient information as strictly confidential. This is a core requirement of the nursing program and a legal obligation. Violating HIPAA guidelines can result in immediate dismissal from the program and make you ineligible for re-entry.

Key Guidelines

- **Sharing Information:** Do not discuss patient information with anyone except your faculty, peers assigned to the same clinical area, or appropriate hospital staff.
- **Written Materials:** All notes, drafts, and other documents containing patient information must be destroyed before you leave the clinical area.
- **Protected Information:** Never disclose patient identifiers in any verbal or written work. This includes names, addresses, or any details that could reveal a patient's identity.
- **Electronic Devices:** You must follow the clinical facility's policies regarding the use of electronics in patient care areas to prevent HIPAA violations. Do not copy or photograph any portion of a patient's chart or record.
- **Professional Language:** When discussing cases, refer to staff or physicians by title only (e.g., RN, MD). Do not use names of cities or hospitals.

Personal Protective Equipment

The student is expected to wear appropriate protection to prevent body fluid exposure, including goggles or a face shield, gloves, and plastic gown, if needed. Personnel are professionally and ethically obligated to provide client care with respect for human dignity. Student assignments may include clients who are at risk of contracting or having infectious diseases such as HIV, AIDS, HBV, and TB.

Incident Reporting & Injury Protocol

If you experience any injury or body fluid exposure while at a clinical site, you must immediately follow the recommended treatment and reporting procedures.

- Examples of reportable incidents include:
    - Any break in skin integrity (cuts, scrapes)
    - Needle sticks
    - Splashes from body fluids (urine, blood, vomit)
    - Neck and back strains, sprains
    - Assaults by clients or injuries from equipment

Reporting an Injury

- Immediate Action: All injuries in the clinical lab must be reported to your Nursing faculty immediately. This ensures you receive the necessary medical care and proper documentation can be completed.
- Notifications: You and your faculty must notify the Director of Nursing Programs within eight hours of the incident.
- Documentation: A Reportable Student/Client Occurrence form must be submitted to the Director of Nursing Programs within three days of the incident.

Pre- and Post-Conference Expectations

Pre- and post-conferences provide a valuable opportunity to discuss your learning and explore key nursing issues related to your clinical experiences. Timely arrival and adequate preparation are mandatory. Missing a conference is considered a clinical absence unless your nursing faculty provides specific instructions to the contrary.

3.7 Attendance and Participation Policy

Purpose

To establish clear expectations and standards for student attendance and punctuality in the Nursing program, supporting student success and professional development.

Scope

This policy applies to all students in a Nursing program at WVC.

Overview

Active attendance and participation are crucial for success in the Nursing program. The Nursing faculty believes that consistent presence in all classes, labs, and clinical experiences, along with active engagement and adequate preparation, is essential for effective learning and achieving program objectives. Lapses in attendance can significantly hinder a student's progress and ability to meet course requirements

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Policy/Procedure

Students are expected to attend all scheduled Nursing classes, labs, and clinical experiences.

Notification of Absence or Tardiness

If you anticipate being late or absent from a class, lab, or clinical, you must email the faculty member responsible for that session before the scheduled start time.

Any planned absences should be discussed with the faculty in advance. Depending on the circumstance, a *Request for Exception to the Attendance Policy* form may be required.

Absences not communicated to faculty beforehand will be considered unexcused and may lead to a deficiency.

Tardiness

Theory and Lab Classes: Arriving after the scheduled start time is considered tardy and will result in a written warning. Please enter quietly to avoid disrupting the class. Faculty may, at their discretion, deduct points for missed in-class participation or activities due to tardiness.

Clinical Courses: Arriving late at the clinical site is considered tardy. Your tardiness will be reflected in your clinical evaluation, and it may result in a written warning or deficiency. Faculty discretion will determine if you are permitted to stay and participate in the clinical experience if you arrive late.

Absence

Theory and Lab Classes: You are considered absent if you do not attend the entire class session or leave before the scheduled end time without prior faculty approval.

Clinical Courses: You are considered absent if you do not attend clinical at all for the day or if you leave during the shift due to illness or emergency. All missed clinical time must be made up.

Absence Due to Illness, Injury, or Pregnancy

If you are absent due to illness or injury, you must obtain a written release from a healthcare provider before returning to the Nursing program. This note must confirm you are physically able to participate fully without restrictions or limitations in all class and lab courses.

Important: You must be able to fully participate in all courses and lab activities to allow for adequate evaluation of learning objectives. Limited assignments will not be provided. In some cases, it may be necessary for you to withdraw from the program and re-enroll (dependent on space availability) once any physical restrictions or limitations are lifted. Students who need to return later must do so within one year and will be subject to the program's re-admission policy.

Provider Clearance / Return to Program

For absences due to illness, injury, surgical procedures, or during pregnancy and the post-partum period, you may be requested to provide a physician's note confirming your physical ability to participate fully in all class/lab courses without restrictions or limitations.

Pregnancy: If you are pregnant, you must submit a letter from your physician outlining any specific limitations or restrictions and clearly stating which clinical activities you are permitted to undertake. For more information regarding Title IX protections and pregnancy accommodations, please refer to Title IX or Student Affairs page .

Concealed Illness or Injury

Concealing an illness or injury jeopardizes both client safety and your own safety. Any student found to have concealed an illness or injury may face disciplinary action, up to and including possible dismissal from the Nursing program.

Make-Up for Missed Clinical or Lab Hours

Students who miss scheduled clinical or lab experiences/hours are required to make up those hours. Make-up experiences may occur at different clinical sites (e.g., long-term care) or in the simulation lab. Attendance is tracked as a component of professional behavior and professional evaluation.

Excused Absences

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

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

Please Note: Documentation for the above-mentioned absences may be required and must clearly reflect the date(s) of absence.

Other Extenuating Circumstances

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

Request for Exception

In rare circumstances, a student may request an exception to this attendance policy. To do so, you must complete and submit the "Request for an Exception to the Attendance Policy" Form. Please follow the completion and submission guidelines provided on that document.

Verification of Absence

Following any absence, a full-time nursing faculty member or the Director of the Nursing Program may, at their discretion, request verification of the reason for the absence and/or "return to work" documentation from a healthcare provider.

Consequences:

Absences totaling twenty-four (24) hours from the Nursing program are cause earning an incomplete, and the inability to progress in the program. Extenuating circumstances such as hospitalization, extended illness under the care of a physician, or a death in the immediate family will be considered by the Director of Nursing Programs of nursing and faculty.

Absence or tardiness without notification to faculty prior to starting an instructional activity may result in a warning and or deficiency and a Collaborative Performance Plan.

3.8 Inclement Weather Policy

Purpose

To establish clear and equitable guidelines for Nursing program attendance and activity continuation in the event of inclement weather, ensuring fairness for all students while prioritizing safety and adherence to program requirements.

Scope

This policy applies to all students enrolled in a Nursing program at WVC, covering both on-campus (theory, lab, simulation) and off-campus (clinical) activities, recognizing the diverse commuting and living situations of our student body.

Overview

Extreme weather conditions, such as ice storms, blizzards, or heavy snow, can lead to emergency situations requiring the cancellation or delayed start of classes, or even full campus closure. WVC and the Nursing Department will make every attempt to maintain operations during inclement weather while prioritizing the safety and well-being of our entire community.

Students are strongly encouraged to sign up for WVC Alerts and Notifications through the College's Safety Office to receive up-to-date information regarding closures, delays, and other safety-related announcements. This is the primary official source for such information.

Policy/Procedure

To meet state-required clinical hour requirements and ensure academic progression, the Nursing program adheres to the following procedures in response to inclement weather:

A. On-Campus Activities and Courses

Cancellations:

In cases of severe inclement weather, WVC may cancel day and/or evening classes.

Faculty may elect to hold courses via online platforms (e.g., Canvas, Zoom or Teams) in lieu of on-campus activities. If an online session is held, attendance is required unless prior arrangements for documented exceptional circumstances have been made with the faculty.

Students are responsible for immediately checking their WVC email and Canvas platforms for updates on instructional delivery. This is crucial for staying informed.

If the campus closes in the middle of the day, all subsequent classes will be canceled at the time of the notice. Faculty may still opt for online delivery.

Students are responsible for reviewing all content missing due to class cancellation or campus closure. The faculty will strive to provide clear guidance on the missed material.

If a mandatory on-campus simulation activity is canceled, the student will be required to make up that activity at another scheduled time determined by the simulation faculty. Flexible options for make-up will be explored when possible.

Delays:

In the event of a campus "delay" (e.g., a "two-hour delay"), on-campus activities and courses scheduled to begin prior to the delayed time will not be held. Classes that fall entirely within the delayed period will not meet. Classes that start after the delay period will begin at their regularly scheduled time or the delayed start time if it falls within the original schedule.

Faculty may elect to hold courses via online platforms in lieu of delayed on-campus activities. If an online session is held, attendance is required unless prior arrangements for documented exceptional circumstances have been made.

Students are responsible for checking their WVC email and Canvas platforms for updates.

Students are responsible for reviewing all the content missing due to a delay. Faculty will provide guidance on accessing missed content.

If an on-campus simulation activity is delayed, the student will be required to stay for the extra time necessary to complete the activity, ensuring all learning objectives are met.

B. Off-Campus Activities and Clinicals

Cancellations:

In the event of a full college closure due to severe inclement weather, students are advised not to report to their clinical practicum sites in consideration of their safety and alignment with college operations.

Student Notification Process: The student must contact their clinical preceptor and/or the clinical site, clinical faculty, clinical coordinator, and course faculty before the start of the scheduled clinical hours to report their absence. This multi-point communication ensures all relevant parties are informed.

Students should direct preceptors or site representatives with questions regarding this policy or student absence due to inclement weather to the Clinical Affiliations Coordinator.

If a campus closure occurs *during* a clinical rotation, faculty will communicate with the Director of Nursing regarding alternative arrangements. Students are expected to communicate proactively with their faculty and/or preceptor about the closure.

Make-Up Work: Missed clinical experience due to college cancellation will be excused. However, alternative assignments will be required to make up the lost clinical hours. These alternate assignments are due by 2359 on the day of the cancellation unless otherwise noted by the clinical faculty.

To meet the state-required minimum clinical hours, additional clinical day(s) may be scheduled, and the department will strive to provide flexible make-up options where feasible.

Delays:

Students are expected to make every reasonable effort to report to the clinical facility for all scheduled clinical hours unless directly instructed otherwise by clinical course faculty and/or the preceptor. This acknowledges varied travel conditions.

If travel to the facility is impossible, or if tardiness is unavoidable, the student must contact their clinical preceptor and/or the clinical site, clinical faculty, clinical coordinator, and course faculty before the start of the scheduled clinical hours to report the absence or delayed arrival. Prompt communication is critical.

Students are responsible for their decision regarding safe travel in inclement weather and must communicate immediately with the course coordinator, clinical coordinator, clinical faculty, and/or preceptor in case of clinical agency closure due to inclement weather.

Make-Up Time & Grading: Students are responsible for making up any clinical time missed due to inclement weather. Unless a full campus closure has occurred, inclement weather is not recognized as an automatically excused absence in the student handbook. Therefore, a missed clinical experience due to a delay or individual travel decision (without full campus closure) will result in a zero for the day, though the student *may be offered an alternate assignment* to make up the hours, depending on individual circumstances and program discretion.

Consequences

Failure to comply with this Inclement Weather Policy, including communication protocols, attendance expectations, and make-up requirements, will result in consequences as outlined in the program's Attendance Policy and Professional Behaviors Policy. This may include, but is not limited to:

Unexcused Absence/Tardiness: Absences or tardiness will be recorded according to the attendance policy.

Loss of Clinical Day Grade: A zero for a clinical day if it's not a college-wide closure.

Deficiency Notice/Warning: For repeated issues or failure to communicate appropriately.

Impact on Progression: Failure to make up required hours could impede program progression.

Dismissal: Serious or repeated non-compliance may lead to dismissal from the program.

Academics and Remediation

4.1 HESI Exams and Remediation Policy

Purpose

This policy outlines the usage and requirements for Elsevier/HESI Exams within the Nursing Programs.

Scope

This policy applies to all students enrolled in the Registered Nursing and LPN to BSN Nursing Programs.

Overview

Elsevier/HESI is an integral part of the Nursing curriculum, offering comprehensive review and realistic practice to facilitate student learning and promote NCLEX success. The primary purpose of Elsevier/HESI is to assess students' knowledge across specific nursing topics and evaluate their application of theoretical concepts to clinical practice.

Policy/Procedure

The Nursing Program has adopted the use of HESI Specialty Exams and the HESI Exit exams. These testing resources complement the WVC Nursing Program curriculum, promote program success, and support student learning. Quarterly, students will access a variety of testing and support resources throughout their program, including:

- Case studies
- Adaptive quizzes
- Online practice assessments
- Proctored HESI specialty exams
- PN Exit and RN Exit assessments

HESI exams are included with the cost of Elsevier's 360 product, which students are required to pay quarterly. HESI exams may be administered virtually using ProctorU or other approved proctoring service, the cost of which is separate and not included in Elsevier 360. Students will receive quarterly notifications regarding the HESI testing schedule.

ADN HESI TESTING SCHEDULE

Quarter 1: No HESI
Quarter 2: No HESI
Quarter 3, NURS 103: HESI PN Exit Exam
Quarter 4, NURS 201: RN Fundamentals
Quarter 5, NURS 202: RN Med/Surg
Quarter 6, NURS 223: HESI RN Exit Launch Exam
HESI Compass
HESI RN Exit Version A
Remediation Plan A
Live Review
HESI RN Exit Version B

LPN to BSN HESI TESTING SCHEDULE

Quarter 1, NURS 301: RN Fundamentals Version 1
Quarter 2, NURS 303: RN Pharmacology Version 1
Quarter 3: No HESI
Quarter 4, NURS 403: RN Med/Surg Version 1
Quarter 5, NURS 402: RN Exit Launch Exam
HESI Compass
Quarter 6, NURS 405: HESI RN Exit Launch Exam
HESI Compass
HESI RN Exit Version A
Remediation Plan A
HESI Live Review
HESI RN Exit Version B

HESI Exam Performance and Remediation

<table>
<tr><th>HESI Preparation
Worth 25% of HESI
Testing Assignment</th><th>Remediation
Worth 75% of HESI Testing Assignment</th><th>HESI Scoring
Interval Test Score & Bonus
Points</th><th>Description of
Performance Level</th></tr>
<tr><td rowspan="5">Register for the HESI exam and complete a new device compatibility check by 2359 the day before the exam.

Complete a practice exam and/or assigned EAQ's.

Preparation may include additional preparatory work with Exit exams.</td><td rowspan="5">Following a HESI Exam, students will complete remediation work. This includes:

Complete all content assigned in the Evolve HESI course by the due date.

Assigned essential packets Clinical judgment skills

Case studies

* If students feel that other types of remediation activities are better suited for their learning style, they may meet with faculty to discuss alternatives. Alternate HESI remediation form would be due one week after the exam (see

Appendix).</td><td>>/= 1000
4 points</td><td>High-Achievement
Outstanding probability of passing NCLEX©
Demonstrates performance that exceeds expectations</td></tr>
<tr><td>950-999
3 points</td><td>Excellent Performance
Strong probability of meeting NCLEX® standards.</td></tr>
<tr><td>900-949
2 points</td><td>Recommended Performance
Fairly certain to meet
NCLEX® standards.
Demonstrates satisfactory
level of competence.</td></tr>
<tr><td>850-899
1.5 point</td><td>Below Recommended Performance
Average to below average
probability of passing NCLEX©
standards.
Meets absolute minimum standards</td></tr>
<tr><td>800-849
1 point</td><td>Needs Further Preparation
Below average probability of passing NCLEX© standards.</td></tr>
<tr><td>< 850
0.5 point</td><td>Does not meet minimum
standards.</td></tr>
</table>

The Nursing Program's goal is for all students to achieve a score of 900 or above on all proctored HESI assessments. To facilitate this, students are required to complete all assigned exam preparation prior to taking each proctored HESI exam.

HESI Exam Grading and Integration

HESI preparation and remediation activities will collectively contribute 5% of the overall course grade, specifically included within the assignments portion of the grade. This applies to the following courses:

NURS 103, NURS 201, NURS 202, NURS 301, NURS 303, NURS 402. For NURS 223 and NURS 405, the course content will also include HESI RN Exit exams, HESI Compass activities, and a live review course.

Detailed HESI point distribution for these courses will be provided in the respective course syllabi.

Consequences

Performance consequences are detailed in the Benchmark table.

4.2 Remote Learning Modalities Policy

Purpose

The purpose of this policy is to ensure the Wenatchee Valley College (WVC) Nursing Program adheres to the distance education standards set forth by the Northwest Commission on Colleges and Universities (NWCCU) and all applicable state and federal regulations. This policy supplements the general WVC Distance Learning Policy and the Acceptable Use Policy.

Additional Authority: WAC 246-840-546

Scope

This policy applies to all WVC Nursing students enrolled in distance education courses and to all faculty and staff administering these courses.

Overview

WVC is committed to supporting quality course design and delivery across all instructional modalities. Our primary web-based learning management system, Canvas, is utilized for course content management, facilitating student-faculty interaction, delivering and grading assignments, and maintaining gradebooks. Examsoft is used for unit and comprehensive final assessments.

All courses, including distance learning courses, undergo a review process to validate adherence to the College's measurable quality standards. This quality control process ensures alignment among faculty professional development, approved course outlines, class observation checklists, student evaluations, and the course approval process.

To adequately support faculty in delivering quality online instruction, the Director of Libraries & Learning Support Services identifies and regularly makes available professional development and individualized support opportunities. Before teaching online courses for the first time, faculty must complete required professional development or demonstrate equivalent competencies (through discussion with the appropriate Dean/Director and eLearning staff) to meet the requirements and standards of accrediting agencies, as well as federal and state laws and regulations.

Security

Canvas and Examsoft are secure, closed systems requiring student authentication upon login. Students access these platforms using their WVC email address and a personalized password to verify identity. All WVC students are assigned a Canvas account (including a student ID number and email address) upon admission. Unique student information is linked to the WVC account and stored securely in the Student Management System (SMS), with no associated charges for the College's online identification process.

Access credentials must not be shared or given to anyone other than the assigned user for any reason. Students are responsible for all uses of their account and are required to comply with the WVC academic honesty system, a component of the Student Code of Conduct Policy. This policy explicitly prohibits allowing another party to complete one's work/exam or submitting another's work/exams as one's own.

Maintenance

All Canvas user data is redundantly backed up and stored in highly stable, secure, and geographically diverse data centers. Canvas requires minimal College maintenance as security patches and system upgrades are automatically applied.

Support

Comprehensive instructional and technical support is available for both students and faculty through Online Support and the eLearning Office, accessible via email, chat, telephone, and video conferencing. eLearning faculty Mentors are also available to assist faculty with instructional challenges. Canvas user guides and technical support are readily available to students, faculty, and system administrators. The eLearning Office Specialist offers in-person and online orientation for distance learning students, and professional development workshops cover Canvas, course design, and instructional technologies for faculty.

Ongoing Evaluation

All WVC distance learning faculty are required to participate in scheduled evaluations consistent with Article 8 of the faculty negotiated Agreement. Additionally, all nursing program courses are included in student course evaluations administered near the end of each quarter. Student feedback on these evaluations is completely anonymous, with no identifying information directly linked to the feedback provided. Class observations also include feedback from the supervising administrator where appropriate. Furthermore, distance learning courses are subject to continuous analysis of course data to identify opportunities for ongoing course improvement.

Responsibility

All assigned faculty, staff, and students participating in distance education courses are required to comply with this policy.

Consequences

None.

Graduation and Post-Graduation

5.1 Nursing Graduation Policy

Purpose

To clearly communicate the requirements for graduation from the Nursing programs.

Scope

This policy applies to all students enrolled in the Nursing programs at WVC.

Overview

The Nursing program is committed to equipping students with the knowledge, skills, and experiences necessary for successful graduation and entry into the nursing profession. This policy outlines the specific criteria students must fulfill to be eligible for their degree.

Policy/Procedure

It's highly recommended to meet with your academic advisor or an educational planner to confirm your degree progress and ensure all transfer credits (if applicable) have been evaluated and applied. To be eligible for graduation, Nursing students must successfully meet the following requirements:

Admission Requirements: Complete all college and Nursing program admission requirements.

Course Completion: Successfully complete all Nursing program core courses and required general education courses.

Academic Performance (GPA):

Earn a minimum grade point average of 2.7 or higher in all Registered Nursing courses.
Earn a minimum grade point average of 2.5 or higher in the BSN Pathway courses.

Application for Degree/Certificate

Obtain the Application for Degree/Certificate form from the Registration Office or on the WVC website. Submit a separate application for each degree or certificate you are pursuing. Submit the form in person or online to the Admission/Registration office. It is recommended that you apply for graduation as soon as you have registered for your last quarter.

Required for all graduates: Applying for graduation is mandatory for all graduates, regardless of whether you plan to participate in the commencement ceremony. It's the only way to have your degree or certificate officially recorded on your WVC transcript and to receive your diploma.

Diploma Mailing: Diplomas are typically mailed to the student address on file 8-10 weeks after grades have been posted for the quarter you graduate.

Late Submissions: Applications submitted after the quarterly deadline will be held and processed in the following quarter, which can delay the posting of your degree to your official transcript and potentially delay your ability to take the NCLEX® (for nursing students).

Commencement

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

Consequences

Students who do not meet the specified graduation requirements of the Nursing program are ineligible for graduation.

5.2 Nursing Graduate Ceremonies

Purpose

The Pinning Ceremony serves to recognize the successful completion of the Nursing program and the graduates' qualification as candidates for the Registered Nurse licensure examination. This event is designed as a culminating experience for graduates, their families and friends, nursing faculty, staff, and college administration. This ceremony is held in addition to the annual WVC graduation, which Nursing graduates are also encouraged to attend.

Planning

The Pinning Ceremony committee convenes three months before the graduation date, with planning facilitated by the Director of Nursing, Administrative staff, or a faculty representative.

Invitations: Each Nursing student is responsible for inviting their family and friends. The Nursing Department will send invitations to local hospitals, nursing staff, administrators, faculty, and other key community members.

Printed Programs: The Nursing Department will print programs for the ceremony, outlining the order of events, graduate names, and faculty/staff/administration names. These will be distributed to guests upon entry.

Decorations: Graduates are responsible for both setting up and taking down all decorations on the day of the ceremony. Funding for decoration and refreshments is provided by the Nursing Leadership Clubs when funds are available. Creativity and simplicity in decorations are encouraged and must be approved by the Director of Nursing or a Faculty Representative.

Dress: The required attire for the Registered Nursing pinning ceremony is the WVC nursing student uniform.

Format: The total program length should not exceed one and a half hours, and typically includes:

- Welcome Message
- History of the Nursing Pin
- Pinning
- Lighting of the Lamp
- Florence Nightingale Pledge
- Closing Message

BSN Pathway Programs: Convocation / Poster Presentation

The BSN pathway programs hold a separate Convocation Ceremony immediately following the Capstone Poster Presentation activity. Graduates from these programs are welcome to order the BSN pin and are encouraged to participate in the general college graduation ceremonies.

5.3 Nursing Technician Policy

Purpose

To clearly communicate the requirements for working as a Nursing Technician while in the Nursing program.

Scope

This policy applies to all students enrolled in the Nursing programs at WVC, who have completed quarter one of the ADN program.

Overview

After completion of the first quarter of the Registered Nursing program and successfully meeting all program requirements, students may meet the qualifications to work as a nurse technician in a hospital, nursing homes, and clinicals under direct supervision of a registered nurse (RCW 18.79.340).

Policy/Procedure

Working as a nursing technician provides a terrific opportunity to gain more experience in a clinical setting and apply skills learned in the program. Nurse techs can perform a wide variety of nursing tasks including:

- Gather information about patients
- Perform specific nursing functions
- Provide care for patients
- Work to their verified level of skill and education

The nursing technician is authorized only to perform specific nursing functions within the limits of their education, up to their skills and knowledge, as verified by their nursing program. The nursing technician must be under the direct supervision of a registered nurse who has agreed to act as supervisor and is immediately available. The nursing technicians may gather information about patients and administer care to patients, but may not: administer chemotherapy, blood or blood products, intravenous medications or scheduled drugs, or carry out procedures on central lines; assume ongoing responsibility for assessments, planning, implementation, or evaluation of the care of patients; function independently, act as a supervisor, or delegate tasks to nurses, nursing assistants, or unlicensed personnel; or perform or attempt to perform nursing techniques or procedures for which the nursing technician lacks the appropriate knowledge, experience, and education (WAC 246-840-870).

In accordance with WAC 246-840-860, to be eligible to work as a nurse technician, a student must meet the following criteria:

- Have successfully completed at least one academic term (quarter or semester) of a Nursing program approved by the Washington State Nursing Commission. The academic term must have included a clinical component.

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

In accordance with WAC 246-840-900, the Nursing department will provide documentation that verifies the student has demonstrated the ability and is safe to perform specific tasks and functions. If the nursing technician is requested to perform any task not verified by the nursing department, the nursing technician must inform their supervisor that the task or function is not within their scope and must not perform the task. The Nursing department will provide to the employer and the Washington State Nursing Commission written documentation when a nursing technician is no longer considered to be in good standing as defined in WAC 246-840-010(16). The Nursing department will notify the employer and the Commission immediately if the nursing technician is no longer in good standing.

To register as a nurse technician, the student must complete the following steps:

1. Complete an application found on the Department of Health website. This application shall be submitted to P.O. Box 47864, Olympia, Washington 98504-7864.
2. Pay required application fee (WAC 246-840-990).
3. Obtain and submit a signed Education Verification Form from the applicant's nursing program verifying enrollment in, or graduation from, the nursing program. If the applicant has not yet graduated, this statement will include the anticipated graduation date. The form is located on the Department of Health website.
4. Obtain and submit an Employment Verification Form from the applicant's employer or prospective employer certifying that the employer understands the role of the nursing technician and agrees to meet the requirements of RCW 18.79.360(4). The form is located on the Department of Health website.

5.4 Nursing Licensure Application and NCLEX Testing Procedure

Purpose

The purpose of this procedure is to outline the steps for applying for Nursing licensure with the Washington State Department of Health and to provide guidance for registering for the NCLEX examination.

Scope

This procedure applies to individuals seeking Nursing licensure in Washington State, including those who have completed the first year of the nursing program (eligible for NCLEX-PN) and those who have completed the Registered Nursing program (eligible for NCLEX-RN).

Overview

This procedure details the comprehensive process for obtaining a nursing license in Washington State, beginning with registering for a Secure Access Washington (SAW) account and navigating the Department of Health Online Application Portal (HELMS). It covers the necessary steps for completing the online application, including identity verification, credential selection, and payment. Additionally, it outlines the requirement for submitting official WVC transcripts and provides contact information for technical assistance. Finally, it directs applicants to the NCSBN and Pearson VUE websites for instructions on registering for the NCLEX examination, which is regulated by the Washington State Board of Nursing (WABON).

Policy/Procedure

Once you have completed the first year of the nursing program and have completed the PVR course, you are eligible for the NCLEX-PN, and or you have completed the Registered Nursing or LPN to BSN program, you are eligible to sit for the NCLEX-RN. Apply for Licensure with the Washington State Department of Health (DOH), this is the first and most crucial step, as the DOH (specifically WABON) must approve you as eligible to test before you can receive an Authorization to Test (ATT) for the NCLEX.

Register with Secure Access Washington (SAW):

Go to the Washington State Department of Health website (nursing.wa.gov/licensing).

Create a SAW account if you don't already have one. This involves providing your information and activating your account via an email link.

If you encounter issues with the SAW site, contact Consolidated Technology Services (CTS) support.

Access the DOH Online Application Portal (HELMS):

Log in to your SAW account.

Select "Add a New Service" and choose "Department of Health."

Find and select "Online Application Portal" (which is now called Healthcare Enforcement and Licensing Management System or HELMS) and click "Apply."

You will be asked to verify your identity using public record data. Ensure you use your full legal name and current or previous addresses as they appear on public records.

Once linked, select "My Services" and then "Online Application Portal" (HELMS).

Complete the Online License Application:

Fill out all required information on the User Lookup Page (Last name, date of birth, SSN, etc.).

Choose the specific nursing credential you are applying for (e.g., Practical Nurse (LPN) or Registered Nurse (RN)).

Be aware you typically have 14 days from the start of the application to complete it and pay fees.

Pay Application Fees:

Pay the required application fee and the associated $2.50 convenience fee using a VISA, MasterCard, or ACH (electronic check) with U.S. funds. Ensure the billing address matches your financial institution's records

Upload Required Documents (If Applicable):

After payment, you can attach additional documents to the "Upload Attachments" screen. If you have nothing to upload immediately, you can "Skip." You generally have 14 days to upload documents online after submission

Request Official Transcripts:

Once you have successfully completed your nursing program coursework and your **degree/certification is posted**, you must request your official WVC transcripts to be sent directly to the Washington State Department of Health. This is a crucial step for the DOH to verify your education.

Complete a Background Check:

After your application is received, the Nursing Commission will email you instructions on how to complete and submit a fingerprint-based criminal background check for licensing purposes. This is a mandatory requirement.

Step 2: Register for the NCLEX Exam with Pearson VUE

You can typically register with Pearson VUE before the DOH declares you eligible, but you won't receive your Authorization to Test (ATT) until the DOH grants eligibility.

Register with Pearson VUE:

Visit the Pearson VUE website (home.pearsonvue.com) or start the registration process via the NCLEX website (nclex.com).

Create a Pearson VUE account if you don't have one and register for the appropriate NCLEX exam (NCLEX-RN or NCLEX-PN).

Pay the NCLEX examination fee (currently $200 USD).

Receive Authorization to Test (ATT):

After the Washington State Nursing Care Quality Assurance Commission (WABON) reviews your DOH application and declares you eligible to test, and your Pearson VUE registration is complete, Pearson VUE will email you an Authorization to Test (ATT).

The ATT is time-sensitive, usually valid for 90 days. You must test within the validity dates.

Schedule Your Exam Appointment:

Once you receive your ATT, immediately schedule your NCLEX exam appointment through the Pearson VUE website or by phone. Test centers can fill up quickly.

Key Reminders:

Simultaneous Process: While listed sequentially, it's often advised to initiate both the DOH application and Pearson VUE registration concurrently or very close together to avoid delays.

Accuracy: Ensure all information provided to both the DOH and Pearson VUE is accurate and consistent with your legal identification.

Monitor Communication: Regularly check your email (including spam/junk folders) for communications from both the Washington State Department of Health **and Pearson VUE, especially for instructions on background checks and your ATT.**

The Nursing Care Quality Assurance Commission regulates nursing practice via the Nurse Practice Act. To register for your NCLEX exam please review the instructions on the NCSBN or the Pearson Vue website.

Links are provided for more information, please visit the websites listed below.

NCSBN NCLEX Exam Candidate Bulletin

NCSBN Program Codes

WA DOH Nurse Licensing

Licensure requirements

Taking the test with Pearson VUE

References

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Institute of Medicine. (2010). *The future of nursing: Leading change, advancing health* (Brief). National Academies Press. https://nap.nationalacademies.org/catalog/12956/the-future-of-nursing-leading-change-advancing-health

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SECTION IV. APPENDICES

APPENDIX A. Adherence Agreement

Nursing Department ADN Pathway Programs Adherence Agreement

Quarter_____ Year_____

1. I understand that I am responsible for adhering to the policies and procedures contained in the ADN 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 ADN curriculum will result in an award of an Associate Degree in Nursing.

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

_____ _____

Student ID Number Date

_____ _____

Student Printed Name Student Signature

APPENDIX B. Remediation Plan Template

Student: _____ Class:_____

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

_____

_____

_____

_____

Topic for Review	Resource	Date Assigned	Due Date	Date Submitted

APPENDIX C. Remediation Plan Template: Theory

Student Name _____ Quarter _____

Course _____ Test Grade _____

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

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

1. Attend the test review and/or review the exam with your instructor to identify areas of deficient knowledge or understanding using the Test Analysis Form (if applicable). Dates: _____
2. Create a personalized remediation plan. Your study plan should specify the following:

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

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

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

_____ _____

Instructor Signature Date Student Signature Date

(Student to make copies, as necessary)

APPENDIX D. Test Analysis Record Sheet

Wenatchee Valley College Nursing Program Test Analysis Record Sheet ***(Student to make copies, as necessary)***

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

	Knowledge Gap					**Performance Pressure or Stress**				**Test Taking Skills Gap**							**English Proficiency Concern**			**Other**	
Test Question Missed	I did not read the text thoroughly.	The information was not in my notes.	I studied the information but could	I knew information but could not apply it.	I studied the wrong information	I experienced a mental block.	I spent too much time daydreaming.	I was so tired I could not concentrate	I panicked.	I carelessly marked a wrong choice.	I changed a correct answer to a wrong one.	I did not choose the best choice.	I did not notice the qualifications.	I did not notice a negative.	I misread the question.	I made poor use of the time provided.	I misunderstood the question.	I did not know the meaning of the	I did not read fast enough to finish.		

APPENDIX E. Remediation Plan Template: Medication Safety and Clinical

Student Name_____ Quarter _____

Clinical Course_____

Medication Safety Exam Remediation

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

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

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

Clinical Performance Remediation

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

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

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

_____ _____

Instructor Signature Date Student Signature Date

(Student to make copies, as necessary)

APPENDIX F. Remediation Plan Template: Skills Testing

Student Name: _____ Date: _____ Course: _____

Skill: _____ Retest Date/Time:_____

When the student is unsuccessful with the attempt of a skill, this remediation form will be completed by the Nursing Skills Tester and provided to the student. The instructor *may* request the student to complete paragraph, typed reflection using evidence-based practice to show the impact the specific mistake could have on the patient. A reference related to the unsuccessful portion of the skill, along with an in-text citation in APA format, is required.
Examples include effects of medication errors, increased costs due to nosocomial infections, missed findings, or compromised sterile technique. The reference can be from a professional journal, nursing reference book or textbook.

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

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

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

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

Student Signature: _____ Date:_____

Skills Tester Signature: _____ Date:_____

Remediation completed: Date_____ Faculty signature_____

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

APPENDIX G. Remediation Plan Template: HESI Plan Contract

Student Name: _____

Date: _____

Date that remediation will be completed: _____

☐ Exam Type (Specialty or Exit): _____

- HESI Score: ___
- HESI essential or recommended packets to be completed: ____
    - Students must complete the pre- and post-tests. Clicks through content may be monitored.
- Adaptive Quizzing Topic/s (25 question custom quiz – must achieve 80%):

- List of topics completed for custom quizzes:

1.
2.
3.
4.
5.

- Case Study Topic (must achieve 80%):
- List name of case study completed:

Other (describe): _____

Plan for remediation: _____

Timeline: _____

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

APPENDIX H. Remediation Plan Template: Root Cause Analysis

Root Cause Analysis

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

1. Information about the event.

Your Name	
WVC Nursing Instructor	
Date of Report	
Date of Incident	
Location of Incident	
Did the error or near miss involve a medication?	Yes ☐ No ☐
What are the names of other people who were involved in the incident?	
Who did you notify about the incident?	

2. Description of the Error or Near Miss. (Briefly describe the error or near miss that occurred. Be detailed and keep to the facts. Include dates and times if known. If the incident was related to a medication, list the name of the medication, and the dose, time, and route of administration.)
3. Contributing Factors (In your opinion, what factors contributed towards this error or near miss? Consider factors such as communication issues, level of training/education related to task, patient characteristics, environment, and clarity of policies/procedures. Be detailed in your analysis of factors. For each factor that contributed towards the incident, ask yourself "Why? Why did this happen at this time, under this circumstance.")
4. Possible System Improvements (In your opinion, are there system improvements that could be made that might help someone else avoid this error or near miss in the future?)
5. Change in Personal Practice
   (How will you change your practice to avoid this incident from occurring again in the future?)

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

_____ _____

Student Signature Date

6. Faculty Comments

I have reviewed the RCA with the student.

_____ _____

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

North Carolina Board of Nursing (NCBON)
STUDENT PRACTICE EVENT EVALUATION TOOL (SPEET)

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

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

Criteria Score: _____

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North Carolina Board of Nursing (NCBON)
STUDENT PRACTICE EVENT EVALUATION TOOL (SPEET)

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

Criteria Score (from page 1)	
Mitigating factors (subtract 1 point for 1 – 3 factors; 2 points for 4 – 6 factors; and 3 points for 7 or more factors)	
Aggravating factors (add 1 point for each identified factor)	
Total Overall Score	

Human Error	At-Risk Behavior	Reckless Behavior
# criteria in green= ___	**# criteria in yellow= ___**	**# criteria in red = ___**
IF 3 or more criteria in Green OR Address event by consoling student and/or improvement plan with student	IF 3 or more criteria in yellow OR Address event by coaching student, and/or developing remedial improvement plan with student	IF 3 or more criteria in red OR Consider disciplinary action and/or remedial event with student

Evaluator: _____

School Name: _____

Date of Event: _____

NCBON 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.

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APPENDIX J. Warning & Deficiency Notice

☐ Written Warning (Faculty Initials) _____ ☐ Deficiency Notice (Faculty Initials) _____

Student: _____ Faculty: _____ Date: _____

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

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

Objective description of student behaviors:

_____ _____

Faculty Signature Date Student Signature Date

_____ Cohort Start Date_____

Director of Nursing Programs Date Year

APPENDIX K. Student Reference & 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

Appendix L. Request for an Exception to the Attendance Policy

Please refer to the WVC Nursing Handbook regarding the attendance policy for theory, clinical/practicum and lab experiences.

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

STEP ONE:

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

Student Name: _____ **Date:** _____

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

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

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

_____

_____

_____

_____

Student Signature: _____ **Date:** _____

STEP TWO:

a) **Form Submission:** The signed form must be submitted electronically to the lead instructor and Director of Nursing Programs. **Submit it at least two weeks prior to the end of the previous quarter.**

b) **Request Review:** All requests are discussed by the nursing faculty and Nursing Programs Administrator at their next department meeting. Urgent requests will be prioritized.

c) **Status Notification:** The student will be notified of the request's status as soon as possible by either the lead faculty, Director of Nursing Programs, or their designee.

_____ **Approved**

_____ **Denied**

Decision communicated to student on: _____

Faculty/Administrator Signature: _____

(Student to make copies, as necessary