Second-year nursing students during the 2015-16 academic year will be completing the Associate in Applied Science-Transfer (AAS-T) Nursing degree curriculum. The specific information contained in this Addendum to the WWCC Nursing Student Handbook, 2015-16 only applies to second-year nursing students during the 2015-16 academic year. The Program of Learning described below replaces pages 5-13 in the WWCC Nursing Student Handbook, 2015-16 for these students.

All other program information presented in the WWCC Nursing Student Handbook, 2015-16, applies to second-year students during the 2015-16 academic year.

PROGRAM OF LEARNING

The Nursing Program at WWCC is approved by the Washington State Nursing Care Quality Assurance Commission: 310 Israel Rd., Tumwater, WA 98501, phone (360) 236-4700, (www.doh.wa.gov). The Associate Degree Nursing Program is also accredited by the Accrediting Commission for Education in Nursing, Inc. (ACEN), formerly known as National League for Nursing Accrediting Commission (NLNAC): 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, phone (404) 975-5000, (http://acenursing.org).

The WWCC ADN Program encompasses two levels of nursing. Graduates, upon successful completion of the licensing examination, may practice at the appropriate level:

The Practical Nurse (PN) is able to recognize and meet the basic needs of the client while providing nursing care under the direction and supervision of a registered nurse or licensed physician in routine nursing situations. Students who complete the first year courses and additional coursework in the summer quarter are eligible to take the National Council Licensure Examination (NCLEX) for Practical Nursing. If successful, they are licensed as practical nurses (LPN). The PN exit option is not accredited by ACEN.

The Associate Degree Nurse (ADN) utilizes the nursing process to provide and/or supervise client care while maintaining responsibility and accountability for the quality of nursing care provided in complex and varied situations. Graduates who complete either the ADN or AAS-T Nursing degree are eligible to take the National Council Licensure Examination (NCLEX) for Registered Nursing. If successful, they are licensed as Registered Nurses (RN).

NURSING PROGRAM OUTCOMES

The nursing faculty established the following program outcomes for WWCC nursing graduates upon their completion of the Nursing Program:

1. Seventy percent (70%) or more of students will earn an Associate level degree in nursing within three years of enrollment in the first nursing course (150% of the stated nursing program length).
2. The program’s three-year mean for the licensure exam pass rate (first-time test takers) will be at or above the national mean for the same three-year period.
3. Ninety percent (90%) of the Nursing graduates will be employed in nursing and/or enrolled in a bachelor’s degree program six months after graduation.
4. Graduates will rate overall program satisfaction ≥ 2.5 on a 1-4 point scale.
5. Employers of the Nursing Program graduates will rate preparation of graduates ≥ 2.5 on a 1-4 point scale.
6. All graduates will meet the WWCC Competencies for the Associate Degree in Nursing which are Critical Thinking, Caring, and Professional Behaviors.
MISSION/PHILOSOPHY OF WWCC NURSING PROGRAM

The Nursing Program operates within the framework and endorses the mission of Walla Walla Community College by providing an opportunity for students to discover their potential and achieve their goals. The mission of the Nursing Program is to promote the art and science of nursing by developing professional, caring and competent nurses who are dedicated to enhancing the wellness of a culturally diverse population.

Students enter the Walla Walla Community College Nursing Program with diverse backgrounds. Nursing education is a progressive process that allows students multiple entry and exit options. Through the educational process, students are socialized into the profession of nursing. At the completion of the Nursing Program, the graduate is prepared to perform in entry-level nursing positions in a variety of health care settings.

Nursing practice is an art and science based upon the foundational concepts of caring for ones-self and others, thinking skills, professional behaviors and cultural awareness. Nurses provide the best possible clinical care when their nursing practice is evidence-based and patient centered. Nurses practice in a variety of settings to promote, maintain and/or restore the client’s health as well as provide end-of-life care.

Critical thinking is the foundation of the program of learning. Nurses must be able to think critically to problem solve and to identify the best solution to meet a client’s needs. The nursing process is the approach to critical thinking endorsed by the profession and it is one way critical thinking is actualized in the curriculum.

Caring is the essence of nursing. Caring encompasses those attitudes and interventions that assist the client to move toward a desired outcome. Nursing practice provides service to society through caring behaviors for individuals of all ages, families and groups. Each individual or family is viewed through the concept of wholeness, which is complete only when the physical, psychosocial, cultural and spiritual dimensions are considered. Nursing interventions may be nurse initiated, physician initiated, or collaborative.

Professional behaviors are characterized by accountability and responsibility for competent nursing practice. Nurses practice within legal, ethical, and regulatory frameworks of health care and must adhere to the standards of nursing practice. Professional behaviors demonstrate awareness of the impact of economic, social, cultural, demographic, and political processes upon healthcare and nursing practice. The graduate collaborates with peers and other health care team members to meet client needs that exceed the graduate’s current level of knowledge or experience.

Learning is a dynamic, interactive process that is accomplished best when a mix of cognitive, psychomotor and affective skills is provided in the program of learning. The faculty prepare students for life-long learning to meet the continually evolving nature of nursing practice and the health care delivery system. Faculty function as learning facilitators, professional role models and evaluators of student performance. Current practicum knowledge and expertise is essential for faculty to be competent in the classroom and practicum settings. Faculty maintain professional relationships within the academic community at WWCC and the health care community at-large.
CONCEPTUAL FRAMEWORK

The diagram above represents the conceptual framework of the WWCC program of nursing.

The faculty have defined three foundational concepts for the program of learning: **Critical Thinking**, **Caring**, and **Professional Behaviors**.

**Critical Thinking** includes the nursing process, prioritization, documentation, and management of care.

**Caring** includes safety/competency, dignity, communication, human presence and cultural awareness.

**Professional Behaviors** include accountability and responsibility, commitment to the profession, professional demeanor, and life-long learning.
DEFINITION OF CONCEPTS

Critical Thinking
Critical thinking is engagement in explorative, purposeful thinking by integrating available information which is aimed at understanding and resolving a situation or reaching an inference or decision that is logical and justifiable.

Nursing Process
The Nursing Process is a problem solving approach requiring the use of critical thinking to meet health needs or problems. The components of the process include assessment, development of nursing diagnoses, planning, implementation and evaluation. Use of the nursing process is necessary to effectively meet the needs of clients of all ages in diverse settings and with needs at varying levels of complexity.

Assessment
Assessment is the systematic process of collecting, verifying, analyzing and communicating data about the client, their family and the community in which the client lives. Pertinent data may include client report of symptoms, health history, physical examination, pathophysiology, and diagnostic findings.

Diagnosis
Diagnosis is the formulation of a diagnostic statement concerning a client’s response to actual or potential health problem or life processes. This process includes analysis and interpretation of data, identification of client needs and development of a nursing diagnosis statement.

Planning
Planning is the establishment of priorities, client centered goals and the strategies to meet identified client goals. The strategies identified may be nurse initiated, physician initiated or collaborative to meet the client need.

Implementation
Implementation is the initiation and completion of actions necessary to achieve goals. The actions may include providing direct care, coordinating care provided by others, communicating with the client and other members of the health care team, teaching, counseling, delegating to and supervising the work of others, and initiating appropriate referrals.

Evaluation
Evaluation is the measurement of the client’s progress toward meeting goals and response to nursing actions. Evaluation is a continuous process that occurs whenever a nurse has contact with a client.

Caring
Caring is an interpersonal interaction that satisfies some human need. It includes the following five dimensions: 1) respectful deference or courteous regard for others, 2) assurance of human presence evidenced by actions that reflect an investment in the needs and security of others, 3) positive connectedness reflected by an optimistic and constant readiness on the part of the nurse to help the client, 4) professional knowledge and skill, and 5) attentiveness to the client’s experience reflecting an appreciation of and engrossment in the other’s perspective and experience. According to Kristin Swanson, caring “is a nurturing way of relating to a valued other, towards whom one feels a personal sense of commitment and responsibility”. Madeline Leininger asserts that it “is essential for human…survival” and peace, and “is the essence of nursing”.

Walla Walla Community College
Nursing Education

Addendum to WWCC Nursing Student Handbook, 2015-16
**Professional Behavior**
Professional behavior is characterized by a commitment to the profession of nursing and accountability for competent practice. The graduate portrays professional behaviors in his/her appearance, attitude toward clients and other members of the health care team and following through with necessary care.

**Cultural Awareness**
Involves self-examination of one's own background to recognize biases, prejudices and assumptions in order to provide individualized nursing care that does not impose one's own cultural values while respecting and integrating the different cultural perspectives of others.

**Evidence-Based Practice (EBP)**
Evidence-based practice (EBP) is a problem-solving approach to delivery of health care that combines the best evidence from well designed studies with a clinician's expertise and a patient's preferences and/or values.

**Health**
Health is a dynamic process that varies according to a person’s perception of well being.

**Wellness**
Wellness is a state of human functioning that may be defined as the achievement of one's maximum attainable potential. The objective of wellness is not merely to avoid illness or prolong life; rather, its objective is to enhance the quality of a person’s life through activities that are designed to continually improve the state of physical, mental, emotional and spiritual well being.
STUDENT LEARNING OUTCOMES AND COMPETENCIES OF THE WWCC GRADUATE

Critical Thinking

1. Demonstrate critical thinking in the use of the nursing process.
   
a. Use the nursing process to meet the physiologic, psychosocial and developmental patient needs from all age groups experiencing complex acute/chronic illnesses.
   
b. Demonstrate critical thinking in the provision of nursing care.
   
c. Apply teaching/learning principles in addressing patient learning needs.
   
d. Complete documentation that is well-organized and demonstrates application of the nursing process in addressing specifics of patient situation.

2. Demonstrate use of management/leadership principles in the delivery of patient care.
   
a. Manage care for multiple patients.
   
b. Participate in providing comprehensive care with an interdisciplinary team.
   
c. Access resources appropriately and manage them effectively.

Caring

3. Perform interventions in a safe and effective manner.
   
a. Administer medications safely, evaluating the need for and the response to prescribed medications.
   
b. Perform technical procedures safely and effectively.

4. Use therapeutic communication.
   
a. Purposefully use therapeutic communication.
   
b. Assist the patient and significant support persons to cope with and adapt to situations related to illness and stressful life events.

Professional Behaviors

5. Demonstrate professional behaviors.
   
a. Demonstrate sensitivity and attentiveness to the patient, family, and others including their life experience and cultural, spiritual, social background.
   
b. Demonstrate accountability and responsibility.
   
c. Practice within ethical, legal and regulatory guidelines.
   
d. Demonstrate professional behaviors.
   
e. Participate in the processes that affect healthcare practice.
VISION STATEMENT

The nursing faculty developed the following Vision Statement in affirmation of their commitment to students, the college, the professional community and to each other as professional colleagues:

1. We are campus models in our department efficiency.
2. We demonstrate by our actions that we are proactive.
3. We support and show encouragement to each other.
4. We practice self-care.
5. We celebrate our diversity.
6. We are active in the campus community.
7. We stimulate critical thinking and personal growth in students and each other.
AMERICAN NURSES ASSOCIATION (ANA) CODE FOR NURSES

Ethics are principles of conduct, which govern individual behavior including time spent both in and outside the classroom. The ethical standards for nurses have been established by professional associations in nursing. Students are expected to follow basic guidelines included in the American Nurses Association Code for Nurses (2001) which states:

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

2. The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.

3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

6. The nurse participates in establishing, maintaining, and improving health care environments, and conditions.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.
WWCC NURSING APPLICATION OF ANA CODE

The following behaviors are essential and expected of students in the program of nursing.

The student will:

1. Accept responsibility for providing service to all individuals, including but not limited to cultural and social attributes, gender, age and sexual orientation.

2. Keep in confidence all information about the client and/or significant others. Information SHALL NOT BE SHARED with classmates, friends, family or anyone outside the work environment.

3. Be loyal to the trust implied by clients, their families, physicians, co-workers, and agencies.

4. Use professional courtesy and tact in all interactions with others.

5. Refrain from performing functions for which he/she is not prepared until supervision is available.

6. Dress and behave in a manner appropriate to the profession and as pertinent to the health care agency(s) in which he/she is working.

7. Obtain permission from an instructor for any “off duty visits” to clients for whom he/she has professional responsibility.

8. Assume responsibility and accountability for individual actions in classroom and practicum settings.

9. Demonstrate personal integrity in classroom and practicum settings.
**NURSING CURRICULUM**

**PRE-REQUISITES:** Chemistry, Statistics, General Biology (or eligibility to enter Anatomy & Physiology), and eligibility to enter English 101 must be completed prior to admission to the Nursing Program. ENGL& 101 (English Composition), BIOL& 251 and BIOL& 252 (Human A & P I and II), and BIOL& 260 (Microbiology) must be completed prior to starting the Nursing Program. See Nursing Admission Guide for details.

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>Fall Quarter</th>
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<tbody>
<tr>
<td>NURS 100</td>
<td>Fundamentals of Nursing</td>
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<tr>
<td>NURS 110</td>
<td>Fundamentals Practicum</td>
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<tr>
<td>NURS 196</td>
<td>Professional Development I</td>
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<tr>
<td>*PSYC&amp; 100</td>
<td>General Psychology</td>
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<tr>
<td>Winter Quarter</td>
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<tr>
<td>NURS 101</td>
<td>Beginning Nursing Concepts I</td>
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<tr>
<td>NURS 111</td>
<td>Practicum I</td>
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<tr>
<td>*PSYC&amp; 200</td>
<td>Lifespan Psychology</td>
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<tr>
<td>Spring Quarter</td>
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<tr>
<td>NURS 102</td>
<td>Beginning Nursing Concepts II</td>
</tr>
<tr>
<td>NURS 112</td>
<td>Practicum II</td>
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<tr>
<td>NURS 197</td>
<td>Professional Development II</td>
</tr>
<tr>
<td>*NUTR&amp; 101</td>
<td>Nutrition</td>
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<td>Summer Quarter</td>
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<tr>
<td>NURS 103 or NURS 104</td>
<td>Practical Nursing or LPN to ADN Transition</td>
</tr>
<tr>
<td>NURS 113 or NURS 114</td>
<td>Summer Practicum or Summer Transition Practicum: LPN to ADN</td>
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<tr>
<th>SECOND YEAR</th>
<th>Fall Quarter</th>
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<tbody>
<tr>
<td>NURS 200</td>
<td>Advanced Nursing Concepts I</td>
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<tr>
<td>NURS 210</td>
<td>Practicum III</td>
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<tr>
<td>Winter Quarter</td>
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<tr>
<td>NURS 201</td>
<td>Advanced Nursing Concepts II</td>
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<tr>
<td>NURS 211</td>
<td>Practicum IV</td>
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<tr>
<td>NURS 232</td>
<td>Professional Development III</td>
</tr>
<tr>
<td>*CMST 102, 220, or 201</td>
<td>Interpersonal Communication, Public Speaking, or Intercultural Communications</td>
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<tr>
<td>Spring Quarter</td>
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</tr>
<tr>
<td>NURS 202</td>
<td>Advanced Nursing Concepts III</td>
</tr>
<tr>
<td>NURS 212</td>
<td>Practicum V</td>
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</table>

• Some general education classes (indicated by *) may be taken prior to or concurrent with nursing classes, but must be completed with a “C” grade or better by the end of the designated quarter for progression to subsequent quarter.

• Practical Nursing Certificate requires completion of summer quarter. The Associate Degree in Nursing (ADN) and the Associate in Applied Science-Transfer (AAS-T) Nursing degrees do not require summer quarter to be completed.

• LPN Advanced Placement students enrolled in NURS 104 & 114 (summer quarter) will be required to achieve a passing grade in order to progress to NURS 200 & NURS 210. Courses are pass/fail; a score of \( \geq 75\% \) is required to pass.